

Part II: The Single Plan for Student Achievement Template

School: Silver Spur Elementary School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021349

Principal: Marta Jevenois-Richardson

Date of this revision: October 25, 2017

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

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

Contact Person:	Marta Jevenois-Richardson
Position:	Principal
Telephone Number:	310-378-5011 x 200
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E-mail Address:	jevenoism@pvpusd.net

The District Governing Board approved this revision of the SPSA on January 17, 2018.



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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students have access to required college and career readiness

State Priority 1: Basic Necessities
State Priority 7: Course Access

SCHOOL GOAL: It is our goal as a school to provide every student with the required instructional materials and textbooks to use in class and to take home, including our Learning Center students, Special Education students and English Language Learners.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
1. Teachers' surveys on required textbooks and instructional materials. 2. Parents' and community surveys. 3. Observation. 4. School Experience Survey.	Only one classroom teacher, out of 21 classroom teachers, is missing her CLAD authorization. She will complete the appropriate authorization to teach EL students by taking the last test out of 3 in Spring 2018. Silver Spur will work with District office to order 15% extra textbooks/instructional materials to use in class and to take home in order to meet the needs of new enrollees as well as Learning Center, Special Education and EL students. These textbooks/instructional materials need to be in the students' hands on the first day of instruction.	Teacher will present certificate of enrollment for test to principal by December 2017. Principal will follow up with teacher regarding test results. Teachers will certify sufficient textbooks/instructional materials by the first day of school.	Some of the data we plan to use: <ul style="list-style-type: none"> • Surveys • Observation • School Experience Survey Data will be used to guide best practices. This academic year we had an issue with Math workbooks not being in students' hands for the first two months of school. District needs to order textbooks/instructional materials before the end of previous academic year.

STRATEGY:

1. During the 2017-2018 school year and as we prepare for the first day of school for the 2018-2019 school year, Silver Spur will closely work with District Office and monitor by means of surveys and certification that all TK-5 students have the required instructional materials/textbooks to access grade level curriculum.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Non CLAD certified teacher will complete last test of the CTEL authorization to teach ELs.	Spring 2018	Principal Non-CLAD Certified Teacher	Registration for test taking-Teacher Responsibility	N/A		
Maintain accurate count of instructional materials/textbooks, sufficient for all students <ul style="list-style-type: none"> •Administer, collect and analyze required instructional materials/textbook survey. •Teacher will sign textbook sufficiency form. •As new students enroll, teacher fills out request for additional textbooks/instructional materials. •Textbooks/instructional materials need to be ordered by District prior to end of 2017-2018 school year. 	August 2017-Ongoing	Principal Textbook	Extra time for textbook clerk		Discretionary	\$25 per hour x 40 hours = \$1,000

<ul style="list-style-type: none"> Textbooks/instructional materials need to be delivered to school before first day of instruction. Textbooks must be in students' possession by the first day of school. 						
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LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)

State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy)

State Priority 4: Pupil Achievement

State Priority 8: Other Pupil Outcomes

SCHOOL GOAL: By June 2018, Silver Spur will increase the percentage of students who met and/or exceeded ELA standards by 3% in grade 3, 4% in grade 4, and 5% in grade 5 as measured by the CASSPP test.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP data from Spring 2017	The percentage of grade 3, 4 and 5 students meeting and/or exceeding standards in ELA in the CAASPP test decreased by 3%, 4% and 5% respectively for each grade level.	90% of grade 3 students, 89% of grade 4 students and 88% of grade 5 students met and/or exceeded standards in ELA.	This slight decrease in the percentage of students meeting or exceeding ELA standards will be analyzed by subgroup. CAASPP data broken by strands, AIMS web, grade level assessments, Scholastic Reading Inventory, classroom observations, etc. will be used to guide instruction in all grade levels.
CASSPP data from Spring 2017	The percentage of grade 3 and grade 4 students meeting and/or exceeding standards in Math was 5% and 2% respectively. There was a slight decrease in the grade 5 data from 86% to 82%.	Increase in the percentage of students who met or exceeded Math standards for grades 3 and 4. There was a slight decrease in grade 5 from 86% in 2016 to 82% in 2017.	Monthly program monitoring and evaluating will be conducted by Math Teachers. Multiple measures will be utilized including <i>Math In Focus</i> pretest, "Put on Your Thinking Cap", chapter review and end of chapter assessments (test preparation). The "Let's Practice"

			section of <i>Math in Focus</i> will also be used as a form of assessment.
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STRATEGY:

1. During the 2017-2018 school year, Silver Spur will continue to implement the schoolwide RTI program to address at-risk students in the areas of listening, reading and writing. Additional 1:1 support will continue in kindergarten and grade 1 provided by a credential Reading Specialist.
2. During the 2017-2018 school year, Silver Spur teachers will continue supporting the academic achievement of all students in ELA by implementing differentiated and small group instruction within their Language Arts program.
3. During the 2017-2018 school year, all grade 1-5 teachers will continue using *Ready Reading* in order to further expose our students to close reading of complex, authentic text from a wide range of genres.
4. During the 2017-2018, our grade 1-5 teachers will continue using *NewsELA* as a supplemental program that exposes students to fresh, adaptive and high interest reads for every subject.
5. During the 2017-2018 school year, four of our teachers will pilot in their classrooms two ELA programs: *Benchmark & Wonders*. As part of the process, they will periodically meet with teachers of other schools, District personnel, consultants and colleagues to discuss which one of these programs best suit our student's needs.
6. During the 2017-2018 school year, RTI support for Math will be given to students identified as struggling in grades K-5.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Screen and identify struggling readers and select research based intervention programs (e.g. <i>Read Naturally</i>) that will target the literacy needs of struggling students.	September 2017-ongoing	Learning Center Teachers RTI Coordinator Principal Classroom teachers	Planning time for Learning Center Teachers to collect and analyze District and School-level summative and formative ELA data in order to identify struggling readers.	Certificated Hourly	Supplemental	\$45 per hour x 3 hours per week = 135 x 2 weeks per month = \$2,430.
Using the cycle of inquiry model, implement the Reading Intervention Program, conduct ongoing evaluations to determine program and	Ongoing 2017-2018 school year	RTI Support team Reading Specialist Principal	RTI Team will provide daily reading intervention for identified students. Progress monitoring will take place on a weekly basis at the end of each RTI session (8-10 weeks)	Certificated hourly	Supplemental	\$40 per hour x 3 hours twice a week for the entire schoolyear = \$7,920.

student outcomes and inform ongoing program needs.			and will allow for flexible groupings. Reading Specialist will provide targeted 1:1 support to K and grade 1 students on Tuesdays and Thursdays through a pull out program. Data will be analyzed at the end of each reporting period.			
Teacher will provide before school ELA classes to students at-risk of not meeting grade level standards in ELA	January-May 2018	CLAD Teacher	CLAD teacher will provide before school classes to at-risk students in order to reinforce standards-based lessons and concept in ELA.	Certificated Hourly	Supplemental	\$45 per hour x 2 hours per week from January-May 2018= \$1,800.
Screen and identify students and select a series of intervention programs that will target the Math needs of struggling students (<i>Math in Focus</i> differentiated instruction: struggling)	October-November 2017 Ongoing	Learning Center Teachers RTI Coordinator Principal Classroom Teachers	Collect and analyze District-and School-level summative and formative Math data. Identify students from each grade level for Math interventions and their specific needs.	N/A		
Implement a cycle of plan, deliver, reflect and revise in a consistent manner in order to continue promoting a collaborative culture of learning.	2017-2018 school year	RTI Support team Principal Classroom Teachers	RTI Team will provide daily Math intervention for identified struggling Math students. Data will be collected weekly as well as at the end of each RTI session (8-10 weeks). Groupings will be flexible!	N/A		
Teacher will provide before school Math classes to students at-risk of not meeting grade level standards in Math	November 2017-May 2018	CLAD Teacher	CLAD teacher will provide before school classes to students in order to reinforce standards-based lessons and concepts in Math.	Certificated Hourly	Supplemental Grant	\$45 x 2 hours per week = \$90 x 25 weeks = \$2,250
CGI consultant will work with TK, K and grade 1	November 2017-May	Consultant	CGI consultant will plan lessons using CGI strategies with TK, K and		Discretionary Fund	\$60 per hour x 2 hours per week x 17

teachers on CGI strategies, planning and co-teaching.	2018		grade 1 teachers. In addition, consultant will team teach with classroom teachers.			weeks = \$2,040 (x 2 grade levels) = \$4,080 (consulting) \$60 per hour x 90' per week x 17 weeks x 8 teachers = \$12,240
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LEA GOAL 3: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

State Priority 4: Pupil Achievement
State Priority 5: Pupil Engagement
State Priority 7: Courses Access
State Priority 8: Other Pupil Outcomes

SCHOOL GOAL: EL students (52) will demonstrate increased proficiency in the California English Language Development Test (CELDT) as evidenced by their progress in acquiring the skills of listening, speaking, reading, and writing in English, as measured by next annual assessment

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Reclassification Rates	Site will determine baseline data for Fall 2017 for our EL learners using SRI and annual EL Assessment	8 Grade 4 and 5 students are now being reclassified after receiving CAASPP results, 2 are pending reclassification based on last report card in June 2016. Each year the number of EL students at Silver Spur has been slightly increasing.	Data is analyzed monthly by principal, EL Aide and EL Coordinator. SRI data will be used to measure progress. Continue monitoring progress of EL learners and reclassified students.

STRATEGY:

1. During the 2017-2018 school year, Silver Spur will continue providing support to our ELLs through our pull out and push in services provided by our EI Aide.

2. During the 2017-2018 school year, Silver Spur will offer a Newcomer's class to address the needs of students who are new to the country and are limited in English proficiency.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Screen and identify English Language Learners who are not making adequate progress on CELDT/SRI and/or who are at-risk of not meeting grade level standards.	September/October 2017	Principal Classroom Teachers EL Instructional Aide	Collect and analyze District- and School-level summative and formative data for English Language Learners and identify students from each grade level for pull out support. EL Instructional assistant will provide pull out of individual and/or small groups three times a week for TK-5 EL students.		Supplemental	\$21,538 for EL Instructional Aide
Reclassified (RFEP) Students will continue being monitored and given supports, as needed.	August 2017- June 2018	Classroom Teachers EL Instructional Aide Principal	N/A			
Newcomers class to take place twice a week before school.	November 2017-May 2018	CLAD/BCLAD Teacher (trained with GLAD strategies)	CLAD Teacher will use GLAD strategies in order to support EL Students access to the core curriculum	Certificated Hourly	Supplemental	\$45 per hour x 3 times a week x 28 weeks = \$3,780

LEA GOAL 4: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

State Priority 3: Parental Involvement
State Priority 5: Student Engagement
State Priority 6: School Climate

SCHOOL GOAL: By June 2018, our daily attendance will improve by 1% and decrease in 2% for tardies and incomplete days of attendance.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
School Attendance Reports Daily Attendance Reports Monthly Attendance reports that include tardies, excused and unexcused absences and early pick-ups.	A detailed analysis of our data shows a high number of both excused and unexcused tardies (2,243 excused tardies and 555 unexcused tardies) for all grades for the entire school year.	Principal is closely monitoring and following up on ALL tardies this year.	Review and analyze attendance data on a daily, weekly and monthly basis Continue communicating attendance goals to parent community.

STRATEGY: Continue using positive reinforcement in recognizing students with perfect attendance (no tardies and no early pick-ups) at monthly assemblies. Continue recognizing students with perfect attendance throughout the year. Parent conferences, personal phone calls by principal, letters of warning and Student Success Teams are different tools that will be used to provide support to families and provide them with tools to improve attendance before referring them to SART or SARB.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Resource/ Code	Funding Source	Amount

Continue using Mindfulness Education and Welcoming School approaches in order to continue creating a safe learning environment where students feel safe emotionally and physically and are ready to learn.	August 2017-ongoing	All Staff	Conference expense	Substitute Coverage (15)	Professional Development	\$135 per day x 20 subs = \$2,700
Develop a plan to provide interventions for socially and emotionally at-risk students.	August 2017-ongoing	School Psychologist Student Support Specialist Principal Teachers Support Personnel	N/A			
Continue providing students with opportunities to engage in our school community <ul style="list-style-type: none"> •Runner's Club •Student Council •Green Team •Eco-Heroes •Lunch Bunch •Friday Spirit Assemblies 	August 2017-Ongoing	All Staff	N/A			
Monitor daily, weekly and monthly attendance and recognize students with 100% perfect attendance at monthly assemblies and at the end of the school year. Perfect attendance is no tardies and no early pick-ups.	August 2017-ongoing	Principal Teachers Office Clerk in charge of attendance Office Manager Health Clerk	N/A	Incentives to recognize students for perfect attendance	Discretionary	\$2,150 (prices, certificates, pins)

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

LEA Goal: All students will be proficient in core academic areas.

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Staffing	8/28/17 through 6/7/18	Instructional Staff at Title I Schools	\$291,000	Title I
Professional Development	8/28/17 through 6/7/18	Staff Development – K-12	\$0	Title II
Staffing		Teacher on Special Assignment	\$112,547	Title II
Teaching and Learning	6/19/17 through 7/27/17	Summer School – ELD student K-12	\$22,230	Title III
Staffing		English Language Development Coordinators	\$42,189	Title III
		Teacher on Special Assignment	\$35,577	Title III
Teaching and Learning		Instructional materials and software for ELD students	\$15,870	Title III
Career Readiness	8/28/17 through 6/7/18	Purchase classroom equipment (computers, software, cameras, etc.) and instructional materials to grow CTE program	\$32,576	Perkins
Staffing	7/1/17 through 6/30/18	Teacher on Special Assignment	\$81,704	Educator Effectiveness
		Teacher on Special Assignment	\$83,013	Supplemental Grant

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: 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.⁴ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Marta Jevenois-Richardson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Janis Alhgren	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Christensen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bonni Keeler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elisa Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carina Tinker (Alternate)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gina McDuffie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Karen Zane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Katie Duimstra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lisa Boyd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Betsy Abe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tim Conlon (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	6 <input type="checkbox"/>	<input type="checkbox"/>

⁴ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- X English Learner Advisory Committee *Stephanie Figitz* Signature
- Special Education Advisory Committee _____ Signature
- X Gifted and Talented Education Advisory Committee *Gamine Arzallu* Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: Wednesday, October 25, 2017.

Attested:

Marta Jevenois-Richardson *M. Jevenois-Richardson* 10-25-2017
Typed name of School Principal Signature of School Principal Date

Gina McDuffie *Gina McDuffie* 10-31-17
Typed name of SSC Chairperson Signature of SSC Chairperson Date

SPSA Form F: Budget Planning Tool

SPSABudget

SPSA Form F: Budget Planning Tool

School: Silver Spur Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021349

Administrator: Ms. Marta Jevenois-Richardson, Principal

Date of Revision: October 25, 2017

Operating Schoolwide Program (SWP)? No

Fiscal Year Allocation for Funding Sources	Funding Sources	Total of Estimated Expenditures from Funding Source	Remaining Balance for Funding Source
\$ 39,718.00	Supplemental	\$ 39,718.00	\$ -
not applicable	Title I	not applicable	not applicable
\$ 2,705.00	Professional Development	\$ 2,700.00	\$ 5.00
\$ 19,470.00	Discretionary	\$ 19,470.00	\$ -

Budget/Resource Code Descriptions	Budget/Resource Codes	Estimated Expenditures for All Goals by Code Type
Unrestricted	0000	
Unrestricted Locally Defined	0001-0999	
Certificated Personnel Salaries	1000-1999	\$20,880.00
Classified Personnel Salaries	2000-2999	\$ 21,788.00
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	\$2,190.00
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	\$ 12,960.00
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

SPSA Form F: Budget Planning Tool

GOAL1

School: Silver Spur Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021349

Administrator: Ms. Marta Jevenois-Richardson, Principal

Date of Revision: October 25, 2017

Operating Schoolwide Program (SWP)? No

Goal 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards giving all students have access to required college and career readiness

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 1,000.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Extra time for textbook clerk	Classified Personnel Salaries	2000-2999	\$ -	\$ -	\$ -	\$ 1,000.00
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: Silver Spur Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021349

Administrator: Ms. Marta Jevenois-Richardson, Principal

Date of Revision: October 25, 2017

Operating Schoolwide Program (SWP)? No

Goal 2: Provide an instructional program which raises achievement for all students in the four core content areas

			Funding Source	Supplemental	Title I	Professional Development	Discretionary	Perkins
			Estimated Costs per Funding Source	\$ 14,400.00	\$ -	\$ -	\$ 16,320.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Planning Time for Special Education Teachers	Certificated Personnel Salaries	1000-1999	\$ 2,430.00	\$ -		\$ -	\$ -	\$ -
Reading Specialist	Certificated Personnel Salaries	1000-1999	\$ 7,920.00	\$ -		\$ -	\$ -	\$ -
Before school ELA Intervention	Certificated Personnel Salaries	1000-1999	\$ 1,800.00	\$ -	\$ -	\$ -	\$ -	\$ -
Before school Math Intervention	Certificated Personnel Salaries	1000-1999	\$ 2,250.00	\$ -	\$ -	\$ -	\$ -	\$ -
Math Consultant on RTI Strategies	Professional/Consulting Services and Operating Expenditures	5800		\$ -	\$ -	\$ 16,320.00	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Silver Spur Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021349

Administrator: Ms. Marta Jevenois-Richardson, Principal

Date of Revision: October 25, 2017

Operating Schoolwide Program (SWP)? No

Goal 4: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

		Funding Source	Supplemental	Title I	ELL Intervention	Discretionary
		Estimated Costs per Funding Source	\$ 25,318.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
EL Aide	Classified Personnel Salaries	2000-2999	\$ 21,538.00		\$ -	\$ -
Newcomers Class	Certificated Personnel Salaries	1000-1999	\$ 3,780.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Silver Spur Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021349

Administrator: Ms. Marta Jevenois-Richardson, Principal

Date of Revision: October 25, 2017

Operating Schoolwide Program (SWP)? No

Goal 5: Provide a school environment which fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

		Funding Source	Supplemental	Title I	ELL Intervention	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 4,850.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Substitute Coverage	Certificated Personnel Salaries		\$ -	\$ -	\$ -	\$ 2,700.00
Incentives for perfect attendance	Books and Supplies		\$ -	\$ -	\$ -	\$ 2,150.00
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

- Identify the top priorities of the current SPSA. Identify the major expenditures supporting these priorities.

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.

1. Our only non-CLAD teacher took 2 out of the 3 parts of the CTEL Certification Test and passed.
2. The percentage of students meeting and/or exceeding standards in Math CAASPP increased by 5% in grade 3 and by 2% in grade 4.
3. EL students demonstrated increased proficiency in the CELDT and as a result 8 students have reclassified this year and 2 are pending reclassification, that is, 20% of our EL population has reclassified.

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines. What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.

In the 2017-2018 school year our EL population has considerably increased from 40 EL students to 52 EL students. During the 2017-2018 school year Silver Spur will continue providing EL services to EL students. In addition, we will create a newcomer's class to support English Language Learners. One of our teachers is our EL Coordinator and is now attending District EL meetings and sharing information with parents and teachers as to how best support our EL students as well as educating everyone on the steps to accomplish the goal of reclassification.

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

PVPUSD has asked that every school select an EL Coordinator to attend monthly DELAC meetings and share information regarding EL program with staff and parents.

- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Our new EL Coordinator is now sharing with staff GLAD practical strategies that promote language acquisition, academic achievement and cross-cultural skills and are not only beneficial for EL students but for all students. Our goal is to continue promoting effective interactions between students and students, and teachers and students and continue committing to high expectations and high standards for all students. The results for all students will be more student engagement, create student-centered classrooms and achieved gains in standardized test scores. CELDT, SRI and CAASPP data, classroom observations, teacher-made tests would be some of the data we would use to draw conclusions.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

1. Silver Spur continues to implement a schoolwide RTI program that addresses students' deficits in the areas of listening, reading and writing and Math.
2. In Kindergarten and first grade, additional support is provided by 1:1 support provided by a credentialed Reading Specialist.
3. Weekly progress monitoring of students attending Learning Center and universal screenings for all students three times a year.

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Many of our teachers lack training on EL strategies that promote language acquisition, academic achievement, and cross-cultural skills.

- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

-

- Limited professional development to support implementation of EL strategies in all classrooms.
- Lack of effective follow-up or coaching to support implementation.
- Not implemented with fidelity by all teachers

Based on the analysis of this practice, I would recommend that during the 2017-2018 all teachers at the school be trained on strategies to be used with EL learners and Special population, regardless of the grade level they serve.

Involvement/Governance

- How was the SSC involved in development of the plan?

Our School Site Council (SSC) made up of 5 parents, 3 certificated classroom teachers, 1 “other” school personnel and the principal meets every second Wednesday of the month at 8:00 a.m. Silver Spur’s SSC is extremely active and has actively contributed to the development of last school year’s and the current school year’s Single Plan for Student Achievement. As a committee we met and discussed Spring 2017 CAASPP results and revised school goals accordingly. Purchases and expenditures are always based on students’ data such as CELDT, CAASPP, Universal Screenings, RTI progress monitoring, etc...

- How were advisory committees involved in providing advice to the SSC?

Our English Language Advisory Committee (ELAC) provided input to our SSC as it refers to the supplemental grant funds for ELs.

- How was the plan monitored during the school year?

At Silver Spur, principal and parents visit and/or volunteer in classrooms on a regular basis. Our SPSA is monitored by classroom observations, teacher made tests, universal screenings, progress monitoring, SBAC, etc.

- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

At Silver Spur it is our goal to try to include and recruit new parents as well as continue tapping on current parents’ expertise to provide enrichment activities for our students and staff.

Outcomes

- Identify any goals in the current SPSA that were met.

Goals 4 and 5 were partially met.

- Identify any goals in the current SPSA that were not met, or were only partially met.

Goals 1, 2 and 3 were partially met.

- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

All staff would benefit from visiting other colleagues classrooms in order to

identify strategies that they may be able to use in their classrooms.

- Based on this information, what might be some recommendations for future steps to meet this goal?

Consider establishing Instructional Rounds among staff and other elementary schools in PVPUSD and other Districts.