

Part II: The Single Plan for Student Achievement Template

School: Point Vicente Elementary

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021315

Principal: Ms. Beth Hadley

Date of this revision: October 9, 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:	Ms. Beth Hadley
Position:	Principal
Telephone Number:	310.378.9966 x200
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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 access to required college and career readiness

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

SCHOOL GOAL: 100% of students will have qualified and properly assigned teachers and sufficient instructional materials aligned to the state standards. Additionally, by June 2018, all teachers will deliver curriculum aligned to standards as measured by observation, self-report, and analysis of student work.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
LCAP; PVPUSD and Point Vicente Roadmap; Adoption Calendar	LCAP identifies priority focus and site action to meet district goals.	100% implementation remains our goal.	Identify Professional Development needs for 2018-2019; Evaluate and determine needs for Intervention Program

STRATEGY: Using district resources supported by site resources, Point Vicente teachers will provide core curriculum instruction.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Teachers will use approved software and instructional resources to	August 2017 – June 2018	District Personnel, Reading intervention teachers	No site expense			

support students at-risk. District provides I-Ready; Read Naturally.						
As indicated by student performance and monitored at regular grade-level meetings and reviewed at Student Study Team meetings, supplemental intervention programs including Headsprout, Reading Live and Essential Skills will be used to support learners at-risk.	August 2017 – June 2018	Site Intervention Teachers and support staff	Software	Software	Supplemental	2,000
Intervention teachers will explore research based intervention materials and make recommendations for 2018 – 2019.	December 2017 – August 2018	Intervention Teachers, Principal	No site expense			
5 th grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for students in 6 th grade.	March 2018	5 th grade teachers and District Personnel	No site expense			
Teacher representatives will pilot two ELA programs and ultimately recommend a program to adopt for 2018-2019	March 2018	School Staff and District Personnel	No site expense			
All teaching staff will receive professional development in the adopted ELA program	May 2018	School staff and District Personnel	No site expense			

<p>Begin to align science curriculum to NGSS; Identify and teach at least one NGSS unit per trimester.</p>	<p>August 2017 – June 2018</p>	<p>K-5 grade teachers</p>	<p>No site expense</p>			
<p>Continue to provide opportunities for students to participate in VAPA.</p> <ul style="list-style-type: none"> - Grade 3 Arts for All Implementation - 30 hour Music Program - AAYF 5 Lessons yearly 	<p>August 2017 – June 2018</p>	<p>3rd grade teachers, community consultants from art organizations including PV Art Center, classroom teachers, District coordination</p>	<p>No site expense</p>			
<p>Continue to implement technology scope and sequence</p> <ul style="list-style-type: none"> - Provide grade-level support and 1:1 support to support scope and sequence skill mastery - Professional Development 	<p>August 2017 – August 2018</p>	<p>All teachers, District TOSA</p>	<p>Substitute coverage</p>	<p>Substitute coverage</p>	<p>Effective Educators Fund</p>	<p>150</p>

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, percentage of students meeting or exceeding Math and English Language Arts standards will increase by 5%, as measured by 2018 CAASPP scores.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
2017 CAASPP/Math/Class of 2018; 79 percent of students met or exceeded standards	87 percent of students met or exceeded in 2016	Decrease 9%; though more analysis is ongoing, this mirrors a district trend	Identify patterns of consistent proficiency as well as identify areas to improve instruction
2017 CAASPP/Math/Class of 2017; 87 percent of students met or exceeded standards	93 percent of students met or exceeded standards in 2016	Decrease 6% though more analysis is ongoing, this mirrors a district trend	Identify patterns of consistent proficiency as well as identify areas to improve instruction
2017 CAASPP/ELA/Class of 2018; 84 percent of students met or exceeded standards	87 percent of students met or exceeded standards in 2016	Increase 3%; we were one of the few schools to demonstrate an increase	Identify patterns of consistent proficiency as well as identify areas to improve instruction
2017 CAASPP/ELA/Class of 2017; 92 percent of students met or exceeded standards	89 percent of students met or exceeded standards in 2016	Increase 3% we were one of the few schools to demonstrate an increase	Identify patterns of consistent proficiency as well as identify areas to improve instruction

STRATEGY: Schedule math and reading instruction to facilitate small group instruction and intervention. Provide instructional aide for additional small group instruction for low-performing and at-risk students (math).

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

Develop site road map for implementation of MTSS (inclusive of Rtl)	August 2017 – June 2018	Principal, Teachers	No site expense			
Continue universal screenings with research based assessment (Aimsweb) to identify students who are in need of academic support (inclusive of students with disabilities, English learners, and students who did not meet standards on the CAASPP).	August 2017 – June 2018	Principal, Teachers, Intervention Staff, School Psychologist	No site expense			
Sites will assess the needs of our ELL program: <ul style="list-style-type: none"> Identify site ELL lead teacher Use formative and local assessments for EL students Use of small group instruction or individual instruction 	August 2017 – June 2018	Teachers, Classified Staff, Principal	Classified hourly	Classified Salaries	Supplemental	9, 500
Utilize MTSS to monitor progress of EL students and provide intervention and support students accordingly.	August 2017 – June 2018	Teachers, Classified, Principal	No site expense			
Supplemental core curriculum instruction for EL students with re-teaching materials	August 2017 – June 2018	Teachers, ELL Aide, Classified	Printing	Printing	EL Intervention	500
Reclassified (RFEP) students will be monitored and given supports as appropriate	August 2017 – June 2018	Teachers, ELL Aide, ELL Teacher	No site expense			

Identify GATE site coach. GATE Site Coach will present professional development on tools learned at a minimum of two staff meetings per year. Site Coach will serve as a resource for all school stakeholders.	August 2017 – June 2018	GATE Coach; Principal	No site expense			
Teachers will use approved software and instructional resources to support students at-risk. District provides I-Ready; Read Naturally.	August 2017 – June 2018	District Personnel, Reading intervention teachers	No site expense			
Intervention as indicated by student performance and monitored at regular grade-level meetings review at Student Study Team meetings,	August 2017 – June 2018	Site Intervention Teachers and support staff, Principal, School Psychologist	Substitute Coverage	Substitute Coverage	Supplemental Grant	1,000
Supplemental intervention programs including Headsprout, Reading Live and Essential Skills will be used to support learners at-risk.	August 2017 – June 2018	Site Intervention Teachers and support staff	Software	Software	Supplemental	2,000
Intervention teachers will explore research based intervention materials and make recommendations for 2018 – 2019.	December 2017 – August 2018	Intervention Teachers, Principal	No site expense			
Supplemental reading instruction with re-teaching materials	August 2017 – June 2018	Teachers	Printing	Printing	Supplemental	500

Teacher representatives will pilot two ELA programs and ultimately recommend a program to adopt for 2018-2019	March 2018	School Staff and District Personnel	No site expense			
Begin to align science curriculum to NGSS; Identify and teach at least one NGSS unit per trimester.	August 2017 – June 2018	K- 5 th grade teachers	No site expense			
For Math, provide instructional aide(s) for at-risk, students performing below proficiency, daily	August 2017 – June 2018	Instructional Aide(s)	Classified hourly	Classified Salaries	Supplemental	18,543
Supplemental math instruction with re-teaching materials	August 2017 – June 2018	Teachers, Classified	Printing	Printing	Supplemental	500

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: By June 2018, English Language Learners will improve their acquisition and utilization of English as measured by improvement of at least 100 points on the SRI.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Scholastic Reading Inventory (SRI)	Site to determine baseline data Fall 2017	As CELDT is not available for analysis of growth, SRI will provide pre/post data.	Identify candidates for reclassification, monitor progress.

STRATEGY: Use evidence-based intervention to supplement consistent, aligned instruction in reading, writing and speaking skills in multi-tiered response approach.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Develop site road map for implementation of MTSS (inclusive of Rtl)	August 2017 – June 2018	Teachers, Principal	No site expense			
Continue universal screenings with research based assessment (Aimsweb) to identify students who are in need	August 2017 – June 2018	Intervention Team, Principal, school Psychologist	No site expense			

of academic support (inclusive of students with disabilities, English learners, and students who did not meet standards on the CAASPP).						
Conduct Progress Monitoring Review Meetings every 6 – 8 weeks; review tier and program changes; evaluate program.	August 2017 – June 2018	Teachers, Principal, school Psychologist	Substitute Coverage	Substitute Coverage	Supplemental	1,000
Sites will assess the needs of our ELD program: <ul style="list-style-type: none"> Identify site ELD lead teacher Use formative and local assessments for EL students Use of small group instruction or individual instruction 	August 2017 – June 2018	Teachers, Classified Staff, Principal	Classified Hourly	Classified Salary	Supplemental	9,500
Reclassified (RFEP) students will be monitored and given supports as appropriate	August 2017 – June 2018	Teachers, Classified Staff, Principal	No site expense			
Identify GATE site coach. GATE Site Coach will present professional development on tools learned at a minimum of two staff meetings per year. Site Coach will serve as a resource for all school stakeholders.	August 2017 – June 2018	Teachers, Classified Staff, Principal	No site expense			

Teachers will use approved software and instructional resources to support students at-risk. District provides I-Ready; Read Naturally.	August 2017 – June 2018	Intervention Team	No site expense			
Supplemental intervention programs including Headsprout, Reading Live and Essential Skills will be used to support learners at-risk.	August 2017 – June 2018	Intervention Team	Software	Software	Supplemental	2,000
Intervention teachers will explore research based intervention materials and make recommendations for 2018 – 2019.	December 2017 – August 2018	Intervention Team	No site expense			
Provide professional development for intervention teachers in research-based programs	August 2017 – June 2018	Teachers, Principal	Conference Expense; Substitute	Certificated	Effective Educators Fund	1,000
Provide professional development for classroom teachers in programs and strategies to support EL's, GATE, and students with special needs	August 2017 – June 2018	Teachers, Principal	Conference Expense; Substitute	Certificated	Supplemental	5,000

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, attendance will improve by 2% in daily attendance and decrease by 1% in tardy/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 Data	Rate or tardiness was 3.25% in 2016-2017; Schoolwide cumulative attendance was 96.86%.	Though we saw slight improvement in schoolwide attendance, in 2016-2017, tardiness increased from 2.44% to 3.25%.	Set attendance goals, inform parent community;

STRATEGY: Use positive reinforcement to recognize students with 100% monthly promptness (no tardies), and 100% trimester attendance. Use parent conferences and Student Study Team meetings to address truancy before referral 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
GATE site lead will continue to be a resource to other teacher, administrators and parents at their site with an emphasis on social/emotional learning and development	August 2017 – June 2018	Teachers, Principal, GATE Coach	No Site Expense			

Implement SARB Procedures and monitor student attendance including monthly awards for promptness; trimester awards for 100% attendance; SST meetings for students approaching 10% delinquency on attendance reports	August 2017 – June 2018	All Staff	Substitute coverage	Substitute Coverage	Supplemental Grant	500
Provide opportunities for students to engage in the school community <ul style="list-style-type: none"> • Student Council • Lunch Bunch • Spirit Assemblies • Friendship Circle 	August 2017 – June 2018	All Staff	No site expense			
Pilot Social Emotional Learning Curriculum, explore Mindfulness and Welcoming School approaches to provide parents and students support and create a safe learning environment where students report feeling supported, both physically and emotionally.	August 2017 – June 2018	All Staff	Conference Expense	Certificated	Effective Educators Fund	590
Create a plan to provide interventions and options for students who have social and emotional needs in order to support students' academic and emotional well-being	August 2017 – June 2018	All Staff, SSS Counselor, District Lead	No site expense			

including utilizing the Student Support Specialist.						
<p>Inform parents of resources that are available to them in order to support student learning (mass email; intentional outreach for parent education; parent meetings/conferences)</p> <ul style="list-style-type: none"> - Provide ELL parents conference opportunity with ELL Aide and classroom teacher at least annually - New Family Meetings - Math Night - Literacy Presentation at SA - Teacher outreach at SA 	August 2017 – June 2018	All Staff	Substitute Coverage	Substitute Coverage	Supplemental	500
Engage with parent community by actively sharing parent information through parent emails, encouraging parent participation through parent education nights (Math Night, Literacy Presentation at SA); parent nights that are linked to learning	August 2017 – June 2018	All Staff	No site expense			

(Science Night) as well as soliciting feedback from PTSA, ELAC, and Title 1 Parent Group.						
In compliance with new legislation, utilize a progressive discipline model that includes alternate means of correction, counseling support for students and identify root problem to correct behavior. Explore PBIS. <ul style="list-style-type: none"> - Year 1: Focus on Common Areas and Recess 	August 2017 – June 2018	All Staff	Classified Hourly	Classified Hourly	Supplemental	1,000

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
Beth Hadley	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dianne Kelly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sophia Mackiewicz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Liz McCurdy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelly Milam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eva Su	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	3 <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
- English Learner Advisory Committee (J. Cortez) _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ 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: October 9, 2017.

Attested:

Beth Hadley
Typed name of School Principal

Beth Hadley
Signature of School Principal

10/9/17
Date

Dianne Kelly
Typed name of SSC Chairperson

Dianne Kelly
Signature of SSC Chairperson

10/9/17
Date

SPSA Form F: Budget Planning Tool

SPSABudget

SPSA Form F: Budget Planning Tool

School: Point Vicente Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021315

Administrator: Ms. Beth Hadley, Principal

Date of Revision: October 9, 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
\$ 55,742.00	Supplemental	\$ 39,043.00	\$ 16,699.00
\$ 1,437.00	Title I	\$ -	\$ -
\$ 1,740.00	Professional Development	\$ 1,740.00	\$ -
\$ 13,322.00	Discretionary	\$ -	\$ 13,322.00

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	
Classified Personnel Salaries	2000-2999	
Employee Benefits	3000-3999	
Books and Supplies	4000-4999	
Services and other Operating Expenditures	5000-5999	
Transfers of Direct Costs	5700-5799	
Professional/Consulting Services and Operating Expenditures	5800	
Communications	5900	
Capital Outlay	6000-6999	
Other Outgo	7000-7439	

SPSA Form F: Budget Planning Tool

GOAL1

School: Point Vicente Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021315

Administrator: Ms. Beth Hadley, Principal

Date of Revision:

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	\$ 2,000.00	\$ -	\$ 150.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Software to support learners-at-risk	Books and Supplies	4000-4999	\$ 2,000.00	\$ -	\$ -	\$ -
Technology PD- Substitute EEF	Certificated Personnel Salaries	1000-1999		\$ -	\$ 150.00	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: **Point Vicente Elementary School**
 District: Palos Verdes Peninsula Unified School District
 CDS Code: 19648656021315
 Administrator: **Ms. Beth Hadley**, Principal
 Date of Revision:
 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	\$ 30,543.00	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
EL aide small group instruction	Classified Personnel Salaries	2000-2999	\$ 9,500.00	\$ -		\$ -	\$ -	\$ -
EL reteaching materials - printing	Books and Supplies	4000-4999	\$ 500.00	\$ -		\$ -	\$ -	\$ -
RtI Grade Level Mtg Substitutes	Certificated Personnel Salaries	1000-1999	\$ 1,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
RtI Supplemental reading instruction printing	Books and Supplies	4000-4999	\$ 500.00	\$ -	\$ -	\$ -	\$ -	\$ -
Math supplemental reteach materials	Books and Supplies	4000-4999	\$ 500.00					
math aide small group instruction	Classified Personnel Salaries	2000-2999	\$ 18,543.00	\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Point Vicente Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021315

Administrator: Ms. Beth Hadley, Principal

Date of Revision: October 6, 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	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 5,000.00	\$ -	\$ 1,000.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Professional Development for teachers EEF	Certificated Personnel Salaries	1000-1999	\$ -	\$ -	\$ 1,000.00	\$ -
Professional Development for teachers	Certificated Personnel Salaries	1000-1999	\$ 5,000.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Point Vicente Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021315

Administrator: Ms. Beth Hadley, Principal

Date of Revision: October 9, 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	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ 1,500.00	\$ -	\$ 590.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Substitute coverage for SST/SART/SARB	Certificated Personnel Salaries	1000-1999	\$ 500.00	\$ -	\$ -	\$ -
Conference Expense EEF	Certificated Personnel Salaries	1000-1999	\$ -	\$ -	\$ 590.00	\$ -
Explore PBIS- Team Mtg Hours	Classified Personnel Salaries	2000-2999	\$ 1,000.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

The top priority of the 2016-2017 SPSA was the implementation of a math intervention program for students at-risk. This program requires classified staff which was the major expenditure of the plan.

Plan Implementation

All strategies in the 2016-2017 SPSA were fully implemented as described in the plan.

○

Strategies and Activities

Based on student report and performance on classroom tests (Math In Focus), students improved performance in math. Students and some staff presented to the PVPUSD Board of Education and their statements identifying the benefit of small group instruction and additional support were eloquent.

Some teachers have completed professional development instruction via online instruction by YouCubed.org and reviewing professional literature Mathematical Mindset. Teachers are piloting grouping strategies to provide input on design.

Based on student performance, student feedback and teacher input, we recommend continuing with possible adjustments to design.

Involvement/Governance

2016-2017 Plan was reviewed in detail with School Site Council In October and updates and discussion included at subsequent meetings. At every ELAC and Title 1 Parent meeting, parent input is solicited. Principal is responsible for monitoring implementation of the plan.

Outcomes

Goal 1 was met.

Goal 2 was partially met. We increased the percentage of students meeting or exceeding standards in English Language Arts by 3%.

Goal 3 was met.

Goal 4 was met.

Goal 5 was partially met. Attendance increased from 96.77% to 96.86%. Tardiness rate increased from 2.44% to 3.25%. A change in the frequency of addressing tardiness and a change in how we promote promptness will be included in the next plan.