

Part II: The Single Plan for Student Achievement Template

School: Palos Verdes Intermediate School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021257

Principal: Mrs. Trista Ramirez

Date of this revision: October 22, 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:	Mrs. Trista Ramirez
Position:	Principal
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The District Governing Board approved this revision of the SPSA on January 13, 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:

<p>LEA GOAL 1: Maintain district facilities and a highly skilled staff to deliver TK-12 curriculum aligned with the CA State Standards providing all students access to required college and career readiness</p> <p>State Priority 1: Basic Necessities State Priority 7: Course Access</p> <p>SCHOOL GOAL: Palos Verdes Intermediate School will subscribe to a continuous cycle of improvement and will provide ongoing professional development on California State Standards, instructional technology and infrastructure, and best practice instructional strategies to ensure universal student access to college and career readiness and a positive and safe school climate. Additionally, there will be continued focus on school facility improvements to ensure a safe and welcoming environment for students and staff.</p>			
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Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Technology Needs Assessment	None Available	Create infrastructure, improvement and equity of access	To enhance student engagement, support college and career readiness, and access to instructional technology
Master Schedule	Review of 16-17 master schedule to determine access to course offerings	Course offerings and master schedule development will be student centered to drive equity and access to appropriate curriculum	Data will be used to make adjustments to course offerings and master schedule planning for the 18-19 school year
Teachers Surveys and Feedback regarding professional development	None Available	Ensure structure of Monday Professional Development Days	Monitor progress from teacher feedback and evaluate with leadership team and SSC

STRATEGY: PVIS will continue to utilize staff development meetings and district resources to continue to develop our teachers' instructional strategies. All teachers will implement instructional strategies that directly support their curricular areas. PVIS will actively work with the district to focus on needed facility improvements and increased classroom technology.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Evaluate the course offerings and availability for all students including placement in courses and access to electives through development of the master schedule.	2017-18 School Year	Administration, Leadership Team	N/A	N/A	N/A	N/A
Continue to provide opportunities for growth (on-site and off-site trainings, conferences, substitute coverage) for all staff in best practices instructional strategies, including staff meetings, instructional collaboration time, and department meetings.	2017-18 School Year	Administration, Teachers, Counselors	Professional Development, Trainings	Site	Professional Development	\$1,250
Expand the course offering of dance to additional grade levels to align with other intermediate offerings	2017-18 School Year	Administration, Dance Teacher	N/A	N/A	N/A	N/A

Complete locker upgrade in 6 th grade pod building	2017-18 School Year	Administration, PTSA	Installation of 351 new lockers	Site	PTSA	\$35,800
Increase number of available Chromebook carts to support curriculum and integration of technology in the classroom	2017-18 School Year	Administration, District, Booster Club	Purchase of Four (4) Chromebook carts	Site District	Booster Club District	\$45,000
Explore opportunities to enhance current garden in conjunction with a school garden club and lessons aligned to NGSS	2017-18 School Year	Administration, Booster Club, Science Department, Green Club Advisor	Renovation of current garden with assistance from Staff and Science Teachers using lesson with all grade levels to increase student use.	Site Booster	Booster Club Discretionary	\$7,000
College and Career Guidance lessons using Naviance with supported lessons for each grade level delivered by the counselor. The focus will be on student interests and strengths as they relate to potential career and college majors	2017-18 School Year	Counselor, Safe School Counselor, Admin	N/A	N/A	N/A	N/A
Maintain a library facility that supports student learning and involvement with research.	2017-18 School Year	Library Aides	Provide staffing for library	Site Funding	Supplemental	\$15,000

Additionally, provide space for students during lunch time for studying						
Continued implementation of Instructional Rounds with a defined focus area allowing teachers to observe, consult and collaborate with colleagues.	2017-18 School Year	Administration, Teachers, Leadership Team	Release Time	Site Funding	Discretionary	\$1500
Meet with Leadership Team to develop plans for Monday staff development meetings aligning with best practices for instruction and intervention	2017-18 School Year	Administration, Leadership Team	N/A	N/A	N/A	N/A

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: For the 2017-18 school year, PVIS will seek to increase the proficiency rates by 3% improvement in students who meet standards as measured by CAASPP and IEP goals for Special Education Students. Additionally, we will seek to decrease the number of students receiving D's and F's as measured by Aeries data analysis. PVIS will also increase the opportunities for students through pathways that provide appropriate continuums of education.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
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CAASPP	<p>Review of data to identify areas of growth and sub-groups</p> <p>ELA: In 15-16, 21.7% of students did not meet grade level standard. In 16-17, 20% of students did not meet grade level standards.</p> <p>Math: In 15-16, 26.7% did not meet grade level standard. In 16-17, 28.2% of students did not meet grade level standard.</p>	<p>There was a 1.7% decrease in students not meeting ELA standards when comparing this data.</p> <p>There was an increase in students not meeting math standards, with a 1.5% increase in students not meeting grade level standards.</p>	Data will be used to target students for direct intervention. It will also drive differentiated instruction in the classroom
SEIS	None Available	IEP goal attainment will be monitored by the Special Education case managers in conjunction with general education and assistant principal	Monitoring goals and outcomes as outlined in student IEPs
Aeries Analytics	Review of 16-17 grade reports, attendance data and referrals	Monitor data regarding tardies, absences, and failing grades	Data will be used to target students for direct intervention. It will drive the development of a stronger intervention program through the use of MTSS and PBIS.

STRATEGY: During the 2017-18 school year, PVIS will continue to place students in classes which best reflect their ability to succeed with the goal to increased competency. Targeted interventions will be provided to identified students to support their learning and access to core curriculum. Training will occur in the area of data analysis through Aeries during professional development meetings which will support the achievement all students.

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

Support science teachers with the Bridge Year of NGSS with implementation of units in grades 6-7	2017-18 School Year	Science Teachers, TOSA, Administration	Supplemental materials	District Site	Professional Development	\$1000
Social Science Teachers will be provided with professional development for exploration of newly adopted framework for California State Standards for History Social Science. This will include the shifts of inclusive, and diversity education at all grade levels	2017-18 School Year	Social Studies Teachers, Administration, Educational Services Department	Professional Development/Training	District Site	Professional Development	\$750
Language Arts teachers will implement the new Study Sync curriculum with the support from the Educational Services division.	2017-18 School Year	Language Arts Teachers, Administration, Educational Services Department	Professional Development/Training Release Time	District Site	Professional Development	\$750
Math teachers will continue to implement the math adoption with fidelity. The site will monitor and provide feedback on summative math assessments and teachers will participate in the annual revision of the common assessment.	2017-18 School Year	Math teachers, Administration	Professional Development/Training	District Site	Professional Development	\$750

Our English Learner and Hispanic students are not performing at the same level as the other demographic groups on CAASPP, based on California Dashboard data. These groups will receive targeted intervention in math and ELA through the use of Reading Plus and iReady programs.	2017-18 School Year	Collaborative Teachers, Special Education Teachers, EL Teacher, EL Aide, Administration, Counselor	Instructional Materials/Software	Site	Site Supplemental	\$3600
Through Student Advocacy meetings, an "Adopt-a-Student" program will be piloted with our 8 th grade students. Identified students will be connected with an adult mentor to provide academic intervention and personal support.	2017-18 School Year	8 th grade teachers, Assistant Principal, Counselors	N/A	N/A	N/A	N/A

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: Palos Verdes Intermediate School will provide all students with academic pathways and interventions, as well as social emotional supports, to ensure an instructional program that promotes success for all students. PVIS will look to make

improvement in the percentage of EL and students receiving Special Education meeting and exceeding State Standards in ELA and Math.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP	<p>Review of data to identify areas of growth and sub-groups</p> <p>ELA: In 15-16, 21.7% of students did not meet grade level standard. In 16-17, 20% of students did not meet grade level standards.</p> <p>Math: In 15-16, 26.7% did not meet grade level standard. In 16-17, 28.2% of students did not meet grade level standard.</p>	<p>There was a 1.7% decrease in students not meeting ELA standards when comparing this data.</p> <p>There was an increase in students not meeting math standards, with a 1.5% increase in students not meeting grade level standards.</p>	Data will be used to target students for direct intervention. It will also drive differentiated instruction in the classroom
SEIS	None Available	IEP goal attainment will be monitored by the Special Education case managers in conjunction with general education and assistant principal	Monitoring goals and outcomes as outlined in student IEPs
Aeries Analytics	Review of 16-17 grade reports, attendance data and referrals	Monitor data regarding tardies, absences, and failing grades	Data will be used to target students for direct intervention. It will drive the development of a stronger intervention program through the use of MTSS and PBIS.

STRATEGY:

During the 2017-18 school year, PVIS will identify at-risk, EL and Special Education students who have not met or exceeded the standards in English Language Arts and Math and will implement targeted strategies to improve skills. PVIS will provide a comprehensive instructional program to meet the learning needs of all student populations by providing accelerated coursework as well as interventions. Teachers will engage in professional development to support differentiated instructional strategies.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Apply and document interventions for students who are in need of extra academic support, inclusive of students with disabilities, English Learners and students who did not meet standards on the CAASPP.	2017-18 School Year	Administration, Teachers, Counselors	Supplemental Materials Instructional Supplies	Site	Supplemental	\$500
Provide intervention via collaboration classes, support classes and trimester meetings. A shared document will be utilized at Student Advocacy meetings to review student progress assess progress via multiple measures.	2017-18 School Year	Administration, Teachers, Counselors	Supplemental Materials Instructional Supplies	Site	Supplemental	\$500
Implement an instructional model which supports EL development, including	2017-18 School Year	EL Lead Teacher, EL Aide, Administration, Teachers, Counselors	Intervention for EL students, EL Aide	Site	Supplemental	\$16,000

an EL support aide available in general education courses. EL learners will receive differentiated instruction in their EL Development class, sheltered classes and other academic classes.						
Site will provide time for GATE coach to present to staff and provide support and resources to teachers	2017-18 School Year	GATE Coach, Administration, Teachers, Counselors	N/A	N/A	N/A	N/A
In conjunction with the Educational Services department, PVIS has a lead EL teacher who will participate in any district level meetings and trainings that will be brought back to the school site. These trainings will include professional development on integrated and designated ELD standards.	2017-18 School Year	EL Lead Teacher, Administration, Teachers, Counselors	N/A	N/A	N/A	N/A
Site will work with staff to create a plan to determine a process to monitor EL students who reclassify.	2017-18 School Year	EL Lead Teacher, Administration, Counselors	N/A	N/A	N/A	N/A

Academic strategies for EL students based on current level will be provided to teachers to support access to all curricular areas.	2017-18 School Year	EI Lead Teacher, EL Aide, Administration, Teachers, Counselors	Intervention for EL students, EL Aide	Site	Supplemental	See above cost
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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: Palos Verdes Intermediate School will continue to create an improved school climate that emphasizes kindness, positive relationships and good citizenship amongst all students as demonstrated by a decrease in detentions and an increase in students seeking assistance through a student referral system. Professional development will focus on best practices maintaining a positive school culture, cultivating student engagement and supporting student wellness.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
California Healthy Kids Survey	Review of 15-16 survey data regarding school connectedness and engagement	46% of students reported a caring adult relationship on campus and 14% reported chronic feelings of sadness. Creating opportunities for student connectedness and established relationships is critical for classroom engagement	The CHKS will be administered again this year for comparison data. The leadership team, administrative cabinet and SSC will continue to monitor data and refine programs to engage students.
Discipline Data	883 detentions were issued in the 16-17 school for reasons ranging from gum chewing to harassment	The current discipline matrix will be evaluated to support best practices in classroom management and school culture. Decrease the number of detentions issued.	The discipline committee will continue to refine the discipline program based on new laws, procedures and protocols for progressive discipline
Student Intervention based on grades, attendance and referrals	Review of SST meetings and student referral process Review of D,F list and attendance data	The student referral process for intervention will be refined to ensure access to interventions for students struggling with grades, attendance and social-emotional concerns	Counselors, teachers and administration will utilize student advocacy meetings to identify students in need of intervention and support.

STRATEGY: PVIS will increase the number of students participating in school programs to build school culture and there will be a decrease in assigned detentions and student referrals to the office. During the 2017-18 school year, the school will provide assemblies, clubs, and lunch-time activities to promote a positive school culture. PVIS will focus on the first-year implementation of Positive Behavior Intervention Supports and Academic Interventions (PBIS). Student data will be monitored through Aeries Analytics to inform needed intervention and supports.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Resource/Cod e	Funding Source	Amount
Provide opportunities for students to engage in the school community <ul style="list-style-type: none"> • Spirit Weeks • ASB Events • Lunchtime Clubs • Afterschool Clubs and Athletics • Lunchtime Student Competitions with Staff • Principal's Advisory Committee 	2017-18 School Year	ASB, Kindness Club, Principal, Counselor	Red Ribbon Week	PTSA	PTSA	\$1000
			Yellow Ribbon Week	PTSA	PTSA	\$1000
			Sea King Kudos	Site	Discretionary	\$6500
			Staff vs. Student Competitions	Booster Club	Booster Club	\$15000
Through a comprehensive student success process, collaborative school teams meet to discuss students' needs and appropriately plan for intervention and support based on the presenting needs.	2017-18 School Year	Teachers, Administration, Counselors	N/A	N/A	N/A	N/A

Create a clear progressive discipline matrix for all staff and students, including the implementation of restructuring of consequences, Friday After School Detention, restorative practices and teaching tools.	2017-18 School Year	Discipline Committee, Administration, Counselors, Teachers	Professional Development/ Training	District LACOE	District	N/A
Development and implementation of year one of Positive Behavior Interventions and Supports (PBIS) with creation of PVIS Site Team and Teacher Training	2017-18	PBIS Team	Training and implementation of program	District	District	N/A
Community engagement through increased communication via bi-monthly principal's newsletter and timely website updates	2017-18 School Year	Principal	NA	N/A	N/A	N/A
Increase student awareness and involvement in clubs and activities to promote an engaged school culture	2017-18 School Year	Principal, Club Director, Booster Club	Club Rush at lunch to promote clubs and activities and encourage student sign ups	Booster Club	Booster Club	\$1500
Create a student referral system for counseling support to be accessed	2017-18	Counselors, Teachers, Administration	System to sign up to see a counselor	N/A	N/A	N/A

teachers, parents or students			Referral system for teachers regarding social-emotional concerns			
Explore WEB program "Where Everyone Belongs" to support matriculation of 6 th grade students to PVIS	2017-18 School Year	Administration, Counselors	WEB program development, training and implementation	District and Site	Discretionary TUPE Grant	\$5000
Fulcrum program for 7 th grade to support integrity, team building and resiliency	2017-18 School Year	PTSA, Administration, 7 th grade teachers	Fulcrum program Lunch for all students	Site PTSA	Discretionary PTSA	\$880 \$7500

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.

School Goal #:

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)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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
Trista Ramirez	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandi Tsosie – Assistant Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kurt Hay -- Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Nicoletto – Special Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chris Todosiev -- Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Victoria Lawson – Language Arts/Visual Arts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jaclyn Rosen -- Science	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicolai Anikouchine -- Social Studies/PVFA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Diekman -- Classified	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eden Paddock – 8 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Max Colomer – 7 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Elise Massey – 6 th grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Quinn Mulkey – Booster Club President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kim Bradley – PTSA President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Allyson Decker – Parent Representative, SSC Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eva Su -- Parent Representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

⁴ EC Section 52852

Julie Hudman -- Parent Representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Catherine Grennan -- Parent Representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	6	2	6	3

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 _____ 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:10/23/17.

Attested:

Trista Ramirez
Typed name of School Principal

Signature of School Principal

Date

Allyson Decker
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

- A minimum of 10% of teachers will participate in Instructional Rounds practices, and 10% will participate in Shadow a Student to guide discussion for implementation of best instructional practice.
- All student groups will demonstrate a 5% growth in the number of students who meet ELA standards as measured by CAASPP results and/or IEP reports. • All student groups will demonstrate a 3% growth in the number of students who meet Math standards as measured by CAASPP results and/or IEP reports.
- The major expenditures for instructional rounds and shadow a student were geared towards release time for teachers. These were voluntary programs that allowed teachers to observe in other classrooms to gain a greater understanding of best practices. Other funds were used to support an instructional aide for our EL program, as well as instructional technology for both RtI, Collaborative math and ELA classes and Support classes.

Plan Implementation

Strategies in the current SPSA that were fully implemented

- Instructional Rounds has incorporated more teachers into increasing site-based instructional practice. The goal of 10% participation was reached.
- Shadow a Student has been used to inform teachers of the student experience on campus with the goal of promoting growth in instructional practice and foster growth in student engagement. The goal of 10% participation was reached.

Strategies in the current SPSA that were not fully implemented:

- Professional development to support differentiated instruction was offered. Teachers were given the opportunity to engage in this PD but seeing these strategies then brought into the daily instruction still needs to be monitored and refined. It would benefit teachers to observe differentiated instruction in other classrooms to understand the various methods that can be employed to support student learning in the classroom.
- Various programs, activities and clubs were implemented to support school culture. More work surrounding positive school environment and student-teacher relationships needs to be a focus in the coming school year. With the implementation of PBIS, there will be focus on establishing a supportive school culture that will diminish behavior issues and promote engaged learning in the classroom.
- Further implementation of Response to Intervention (RtI), including the use of iReady and AIMSweb progress monitoring, would benefit the academic intervention needs. Special education teachers, in collaboration with general education teachers, will

provide intervention and progress monitoring activities to support reading comprehension.

- The site will continue to develop system to highlight positive behavior, including the Sea King Awards that have been previously used. Staff identified students that may need additional positive interaction with adults at school and systems will continue to be refined to give teachers a mechanism to reinforce positive behavior.

Strategies and Activities

Strategies that were effective in improving student achievement

- The addition of Reading Plus as an intervention program for students assisted in decreasing the percentage of students not meeting grade level standards.

Strategies that were ineffective or minimally effective

- Effective interventions must be considered as there was a 3% increase in the area of math for students not meeting grade level standards. While there was an improvement in the area of ELA, the goal of a 5% increase was also not met. An intervention program with early identification and consistent implementation needs to be investigated to ensure that students are receiving the needed support in identified areas of weakness. The implementation of iReady in the collaborative and support classes should assist in meeting students at the Tier 2 and 3 levels.
- Additional professional development in PBIS processes and training on inputting pre-referral intervention strategies need to be supported further to impact the number of discipline referrals. Professional development surrounding progressive discipline, systematic implementation and restorative practices needs to be a priority to address both staff and student need in this area.

Recommendations based on the analysis of this practice

- Continued provision of professional development regarding PBIS and Discipline to support a positive school culture that allows effective learning to take place.
- Focus on iReady intervention to promote growth in achievement in ELA and Math on the CAASPP.

Involvement/Governance

- Input was sought and given by the School Site Council (SSC).
- Input was sought and provided by the Leadership Team. Priorities and progress were discussed and reviewed.
- Parent stakeholder groups including PTSA and Booster Club provided feedback and input regarding plan implementation and progress.
- Teachers provided input and feedback regarding the progress on the plan implementation and areas for continued improvement.
- The SSC will discuss and review progress toward goals throughout the school year.

Outcomes

Goals in the current SPSA that were met

- 100% of the teachers have participated in professional development related to CCSS in ELA and Math.
- To help students who are struggling in ELA, we have provided reading intervention; many also have a study skills support class, in addition.
- To help students who are struggling in Math, we have layered our math program so that these students are in smaller classes; many also have a study skills support class, in addition.

Goals in the current SPSA that were not met, or were only partially met

- Further professional development in differentiated instruction will provide scaffolded instruction within the math classes.
- Additional professional development in PBIS processes and training on inputting pre-referral intervention strategies need to be supported further to impact the number of discipline referrals.

Recommendations for future steps

- Focus on iReady intervention to promote growth in achievement Math on the CAASPP.
 - Professional development surrounding progressive discipline, systematic implementation and restorative practices needs to be a priority to address both staff and student need in this area.
 - Focus instructional rounds on practices related to classroom management and student-teacher relationships. Develop a system for effectively sharing out learned practices with the entire faculty to ensure the rounds are being implemented with fidelity.
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