

# Part II: The Single Plan for Student Achievement Template

School: Soleado Elementary School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19 64865 6021356

Principal: Mrs. Gina Stutzel

Date of this revision: November 1, 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: Gina Stutzel

Position: Principal

Telephone Number: (310) 377-6854

Address: 27800 Longhill Drive, Rancho Palos Verdes

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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:** Provide researched-based curriculum and ongoing professional development to teachers that allows them to deliver engaging, high-quality instruction that increases learning and achievement of all students. Maintain highly skilled staff to deliver K-5 curriculum aligned with the CA State Standards. All teachers will continue to implement the Growth Mindset strategies into their instructional day. All students will have the opportunity to expand their learning in the Arts with a variety of opportunities throughout the 2017-2018 school year including; music, performing arts and the visual arts.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP ELA , mathematics and writing data from 2017	<p>In 2017, 77% of students in third-fifth grade met or exceeded the state standards for ELA and 80% of these students met or exceeded the state standards in mathematics.</p> <p>In comparison, students in the English-Language Learner subgroup- 77% met or exceeded in ELA and 79% in math.</p> <p>Students in special education were 78% met or exceeded in</p>	<p>The data shows an increase of students that met or exceeded ELA by 4.2%, and a decrease of 1% in math</p> <p>ELD students showed a loss of 4.2% from the previous year CAASPP in ELA and remained at the same level in math.</p> <p>SPED students showed a gain of 25% in ELA and a loss of 10% in Math in the previous year CAASPP</p>	Identify Professional Development needs for 2018-2019; Evaluate and determine needs for Intervention Programs.

	ELA and 50% in math.  Students in GATE were 100% met or exceeded in ELA and 100% in math.	data.  No change in data for GATE students	
AimsWeb and MAZE standardized test results from 2017	Baseline measure CBM, 84 % met target MAZE, 84 % met target	The data shows a 1 % growth in CBM and 2.3 % growth in MAZE	Identify supports needed for students in our RTI program. Evaluate and determine needs for Intervention Program
Materials and Facilities for students as measured by Williams Act was reviewed.	Consult the District plan for maintenance and improvement	Consult the District plan for maintenance and improvement	Consult the District plan for maintenance and improvement

**STRATEGY:** The entire staff at Soleado will make sure that texts and materials are available for every student. They will be sure to report any necessary repairs and replacements needs to the office. Scheduled teacher collaboration will insure development of lessons based on the common core state standards at each grade level. All staff will be involved in Professional Development with grade level colleagues to insure cohesive integration of the standards in all subject areas. Ongoing Growth Mindset professional development will be provided. A developed Fine Arts program will be integrated in all grade levels. VAPA will be integrated throughout the 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
1. Perform AIMS Web universal screenings 3 times a year to identify students for intervention reading support.	September-June 2017-18	Teachers, school psychologist, district student services staff, resource teachers	Substitutes will be provided for teachers to meet with support team to discuss data	Certificated substitutes	Supplemental grant	\$500
2. All teaching staff will receive professional training for the ELA program that will be adopted in the 2018-2019 school year.	April-June 2017-18	District leadership, Elementary pilot teachers, site leadership	No site cost			

3. All students will have instruction to support the Growth Mindset philosophy	September-June 2017-18	Teachers, site leadership	Program materials to support class lessons	Books and supplies	Supplemental grant	\$1000
4. Continue to implement Math in Focus curriculum with integrity and fidelity in grades K-5	September-June 2017-18	Teachers, district curriculum department, TOSA's	No site cost			
5. Continue to implement Ready Reading, Sitton Spelling, and Step Up to Writing programs.	September-June 2017-18	Teachers, support staff, resource teachers, Title I teacher	Utilize all aspects of the program to support student learning.	Printing materials/ Books and supplies	Supplemental grant	\$1000
6. Continue to utilize technology to enhance and enrich instruction in all content areas.	September-June 2017-18	Teachers, support staff, resource teachers, Title I teacher	No site cost			
7. Teachers will use approved software and instructional resources to support students at-risk.	September-June 2017-18	Resource Teachers and support staff, Intervention teachers	Software	Books and supplies	Title I	\$1000
8. 5 <sup>th</sup> grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for	March 2018	5 <sup>th</sup> grade teachers, TOSA	No site cost			

students in 6 <sup>th</sup> grade.						
<p>9. VAPA:</p> <ul style="list-style-type: none"> <li>We will continue to implement Arts for All grant in the 3<sup>rd</sup> grade.</li> <li>Art at Your Fingertips will continue with 5 lessons for K-5.</li> <li>A Fine Arts program will be provided to all K-5 students in the 2017-2018 school year.</li> </ul>	September-June 2017-18	Teachers, Artists, site leadership, PTA, Booster, PVAC	No site cost			

**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:** Soleado Elementary will provide an instructional program that raises achievement for all students in ELA, mathematics, science and social studies. Data will show a 5% growth in the number of students who are proficient or advanced in the area of ELA and math in the 2017-2018 school year. Activities to increase proficiency include enrichment opportunities and intervention programs as needed to provide access to targeted groups.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
CAASPP ELA , mathematics and writing data from 2017	In 2017, 77% of students in third-fifth grade met or exceeded the state standards for ELA and 80% of these	The data shows an increase of students that met or exceeded ELA by 4.2%, and a decrease of 1% in math	Identify supports needed for students in our RTI program. Evaluate and determine needs for Intervention

	students met or exceeded the state standards in mathematics.		
AimsWeb and MAZE standardized test results from 2017	Baseline measure CBM, 84 % met target MAZE, 84 % met target	The data shows a 1 % growth in CBM and 2.3 % growth in MAZE	Identify supports needed for students in our RTI program. Evaluate and determine needs for Intervention Program

**STRATEGY:** Soleado Elementary will strengthen its ELA program by continuing to implement research-based programs to increase reading comprehension and fluency. We will also continue to monitor and support students using targeted instruction through the multi-tier RTI reading program. We will use evidence-based intervention to supplement consistent, aligned instruction in mathematics, writing, science and social studies 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
1. Teacher representatives will pilot 2 ELA programs and will ultimately recommend a program to adopt for the 2018-2019 school year.	September-May 2017-18	Lead Pilot Teachers	No site cost			
2. All teaching staff will receive professional training for the ELA program that will be adopted in the 2018-2019	April- May 2018	Teachers	No site cost			

school year.						
3. Teachers will begin to align science curriculum to NGSS using a designed module for grades K-5 aligned to NGSS expectations.	September-June 2017-18	Teachers, site leadership	Conference and workshops	Certificated and classified salaries	Professional Development	\$1880
4. STEM instruction will continue in 4 <sup>th</sup> and 5 <sup>th</sup> grades.	September-June 2017-18	4 <sup>th</sup> and 5 <sup>th</sup> grade teachers	No site cost			
5. Teachers will use approved software/hardware applications and instructional resources to support all curricular areas.	September-June 2017-18	Teachers, support staff, resource teachers	Research based software programs and upgrades to existing hardware	Software/hardware	Supplemental grant  Title I	\$15,000  \$ 5000
6. Title I instructor will support writing program and provide small group and intervention classes for qualifying students	September-June 2017-18	Title I instructor	Instructional materials and before school intervention classes	Books and supplies/certificated salary	Title I	\$2000
7. Teachers will identify students that need direct Tier 2 instruction and provide	September-June 2017-18	Teachers, Title I instructor	Teachers' salaries and books and materials	Books and supplies/certificated salary	Supplemental grant	\$17,000



appropriate intervention in math, reading, and writing.						
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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:** Soleado Elementary will provide support for student subgroups that contributes to all students reaching their full potential and closing the achievement gap. We will demonstrate 5% growth in the number of EL students who are proficient and advanced as measured by classroom assessments, state assessments, and SRI data. We will continue to have 100% of students in GATE programs exceed state standards in ELA and math.

<b>Data utilized</b>	<b>Baseline measure from the previous year</b>	<b>Change and analysis of data</b>	<b>How sites will use data moving forward</b>
CAASPP ELA, mathematics and writing data from 2017	<p>Students in the English-Language Learner subgroup- 77% met or exceeded in ELA and 79% in math.</p> <p>Students in special education were 78% met or exceeded in ELA and 50% in math.</p> <p>Students in GATE were 100% met or exceeded in ELA and 100% in math.</p>	<p>ELD students showed a loss of 4.2% from the previous year CAASPP in ELA and remained at the same level in math.</p> <p>SPED students showed a gain of 25% in ELA and a loss of 10% in Math in the previous year CAASPP data.</p> <p>No change in data for GATE students</p>	Identify supports needed for students in our RTI program. Evaluate and determine needs for Intervention and support programs
AimsWeb and MAZE standardized test results from 2017	In 2017, CBM- 74% met target MAZE-42% met target	CBM- students who met target increased by 2.5% MAZE- students who met target	Identify supports needed for students in our RTI program. Evaluate and determine needs for

		increased by 13.1%	Intervention Program
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 supports needed for students in our ELD program and data collect will help with reclassification

**STRATEGY:** Soleado Elementary will use targeted funds to provide additional support and small group instruction to ELL students in both ELA and mathematics. We will utilize specially trained staff to provide fluid access to curriculum for student subgroups. The RTI model will be used to provide ELA support to both ELL and special education students. GATE students will receive differentiated learning opportunities to expand their learning opportunities.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
1. Staff and administration will continue to provide a school environment which fosters physical and emotional security	September-June 2017-18	Teachers, support staff, site administration, and all other staff	Character Education program	Books and supplies	Supplemental funds	\$400
2. Identify GATE site coach and present tools learned at 2 staff meetings this year. GATE site lead will continue to be a resource to other teachers, administrators, and parents at our site.	November 2017 and March 2018	GATE teacher	GATE education	Certificated personnel salaries	Professional Development	\$500

<p>3. Reclassified (RFEP) students will be monitored every trimester and given supports as appropriate as determined by the TOSA in partnership with the school site team.</p>	<p>September-June 2017-18</p>	<p>ELD teacher, ELD support Aide, TOSA</p>	<p>No site expense</p>			
<p>4. Teachers and ELD instructor will evaluate current EL instructional materials to ensure best practices and teaching methods are being implemented. Continue to provide academic language intervention and other language interventions after reclassification.</p>	<p>September-June 2017-18</p>	<p>Teachers, ELD teacher, ELD Aide</p>	<p>Staffing during school day and after school homework support</p>	<p>Certificated personnel salaries, classified personnel salaries</p>	<p>Supplemental funds</p>	<p>\$58,867</p>
<p>5. Intervention teachers will explore research based intervention materials and make recommendations for 2018 – 2019.</p>	<p>March- April 2018</p>	<p>Intervention teachers</p>	<p>No site expense</p>			

<p>6. 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).</p>	<p>September-June 2017-18</p>	<p>Teachers, site administration, school psychologist, district student services personal</p>	<p>Substitutes needed for data review meetings</p>	<p>Certificated personnel salaries</p>	<p>Supplemental grant</p>	<p>\$1500</p>
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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:** Soleado Elementary will provide a school environment which fosters physical and emotional security. We will continue to encourage parent involvement and offer a school wide Character Education Program. We will provide programs that promote positive behavior and clear expectations, encourage family involvement, and encourages community involvement.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
California School Climate Survey.	Soleado school continues to have a safe, engaging, inclusive environment that is conducive to student learning.	Begin the process for implementing PBIS	Create a clear PBIS plan at the school which involves all stakeholders.
Attendance, suspension, and school discipline records	Attendance rates were above the district average and there were zero student suspensions in 2016-17.	No change in the data from the previous year.	We will continue to make attendance a priority and use other means of correction (PBIS) to continue to support behavior from escalating to suspension.
PTA participation rates and volunteer hours.	72% of our parent population logged in at least 1 hour of volunteer time per week.	Our data shows an 11% increase in parent participation from the previous year.	Continue to provide multiple opportunities for parent involvement

**STRATEGY:** Soleado Elementary will create a team consisting of teachers, classified staff and parents to implement a school wide PBIS support system. We will continue to provide social emotional support programs that teach respect, responsibility, resilience and kindness. The principal will work with the PTA to organize and host community events to promote school spirit and connectedness. We will continue to provide weekly assemblies, programs, and routines that promote school spirit and character development throughout the school year.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures
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			<b>Description of what \$ will be used for</b>	<b>Budget Resource/ Code</b>	<b>Funding Source</b>	<b>Amount</b>
<p>1. Provide a school environment which fosters physical and emotional security, encourages community involvement and focuses the school climate on creating opportunities for students' engagement.</p> <ul style="list-style-type: none"> <li>• Implement SARB procedures and monitor student attendance.</li> <li>• Provide opportunities for our students to engage in the school community through school activities. (i.e. student council, student clubs, BOB, SNN)</li> </ul>	September-June 2017-18	Teachers, office staff, site administrators, PTA	Parent education, supplies for PBIS implementation	Books and supplies	Supplemental grant	\$1000
<p>2. We will create a plan to provide interventions and options for students who have</p>	September-June 2017-18	Counselor, site administrators, teachers	Conferences, grade level collaboration meetings, data review meetings	Certificated and classified salaries	Title I	\$2000

<p>medical, social and emotional needs in order to support students' academic and emotional well-being.</p>						
<p>3. Inform parent of resources that are available to them in order to support student learning including email, updated website, Parent University opportunities, parent conferences and PTA meetings</p>	<p>September-June 2017-18</p>	<p>Site administrator, PTA, PEF</p>	<p>Parent education meetings and materials</p>	<p>Books and supplies</p>	<p>Title I</p>	<p>\$500</p>
<p>4. Engage with parent community by actively sharing parent information through parent emails, encouraging parent participation through parent education nights, parent nights that are linked to learning as well as soliciting feedback from PTSA and other advisory committees.</p>	<p>September-June 2017-18</p>	<p>Site administration, teachers, PTA</p>	<p>No site cost</p>			

<p>5. 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 and begin to implement PBIS model at our school.</p>	<p>September-June 2017-18</p>	<p>Site administrator, PBIS site team, teachers, counselor, school psychologist, resource teachers</p>	<p>PBIS team conference and meeting costs</p>	<p>Books and supplies, certificated salaries</p>	<p>Title I  Supplemental grant</p>	<p>\$1500  \$1500</p>
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## 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 <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup> 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

<sup>1</sup> 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.

<sup>2</sup> 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"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School and Library Improvement Program Block Grant (Carryover only)</b> Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	
<b>Federal Programs</b>		<b>Allocation</b>	<b>Consolidated in the SWP</b>
<input type="checkbox"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (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"/>	<b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (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"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> 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 <sup>3</sup>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (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.

<sup>3</sup> 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.<sup>4</sup> 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
Gina Stutzel	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mariana Donahoe	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monica Hogan	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doreen Boyd	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Jana Swift	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Erica Mangham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jennifer Farrell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Doug Morse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Meg Kuwabara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<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	2	2	4	<input type="checkbox"/>

<sup>4</sup> 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:

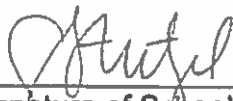
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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 \_\_\_\_\_ 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 27, 2017

Attested:

\_\_\_\_\_  
Gina Stutzel  
Typed name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

10/27/17  
Date

\_\_\_\_\_  
Jennifer Farrell  
Typed name of SSC Chairperson

  
\_\_\_\_\_  
Signature of SSC Chairperson

10/27/17  
Date

SPSA Form F: Budget Planning Tool

**School:** Soleado Elementary School  
 .....  
**District:** Palos Verdes Peninsula Unified School District  
 .....  
**CDS Code:** 19648656021356  
 .....  
**Administrator:** Ms. Gina Stutzel, Principal  
 .....  
**Date of Revision:**  
 .....  
**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
\$ 97,767.00	Supplemental	\$ 97,767.00	\$ -
\$ 11,824.00	Title I	\$ 11,824.00	\$ -
\$ 2,380.00	Professional Development	\$ 2,380.00	\$ -
\$ 19,745.00	Discretionary		\$ 19,745.00

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	

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GOAL1

School: Soleado Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021356

Administrator: Ms. Gina Stutzel, 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	\$ 2,500.00	\$ 1,000.00	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Substitute teachers	Certificated Personnel Salaries	1000-1999	\$ 500.00	\$ -	\$ -	\$ -
Program Materials	Books and Supplies	4000-4999	\$ 2,000.00	\$ -	\$ -	\$ -
Software	Other Outgo	7000-7439	\$ -	\$ 1,000.00	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -



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GOAL2

School: Soleado Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021356

Administrator: Ms. Gina Stutzel, 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	Professional Development	Perkins
			Estimated Costs per Funding Source	\$ 32,000.00	\$ 6,824.00	\$ -	\$ 1,880.00	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Conferences and Workshops/Intervention	Certificated Personnel Salaries	1000-1999	\$ 17,000.00	\$ 1,000.00		\$ 1,130.00	\$ -	
Conferences and Workshops	Classified Personnel Salaries	2000-2999	\$ -	\$ -		\$ 750.00	\$ -	
Software Programs/Hardware	Other Outgo	7000-7439	\$ 15,000.00	\$ 4,000.00	\$ -	\$ -	\$ -	
Instructional Materials for Intervention	Books and Supplies	4000-4999	\$ -	\$ 1,824.00	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	\$ -	

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GOAL3

School: Soleado Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021356

Administrator: Ms. Gina Stutzel, Principal

Date of Revision:

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	Professional Development
		Estimated Costs per Funding Source	\$ 60,767.00	\$ -	\$ -	\$ 500.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
GATE Teacher	Certificated Personnel Salaries	1000-1999	\$ -		\$ -	\$ 500.00
Character Ed Programs	Books and Supplies	4000-4999	\$ 400.00	\$ -	\$ -	\$ -
Salary/ELD Homework Club	Certificated Personnel Salaries	1000-1999	\$ 58,867.00	\$ -	\$ -	\$ -
Substitutes	Certificated Personnel Salaries	1000-1999	\$ 1,500.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL4

School: Soleado Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021356

Administrator: Ms. Gina Stutzel, Principal

Date of Revision:

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	\$ 2,500.00	\$ 4,000.00	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Parent Ed/PBIS	Books and Supplies	4000-4999	\$ 1,000.00	\$ 500.00	\$ -	\$ -
Conferences/Meetings	Certificated Personnel Salaries	1000-1999	\$ -	\$ 2,000.00	\$ -	\$ -
PBIS/Conference	Certificated Personnel Salaries	1000-1999	\$ 1,500.00	\$ 1,500.00	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

## Form G: Single Plan for Student Achievement Annual Evaluation

### School Priorities

- Soleado will be implementing a new ELA program to see a 5% increase in ELA performance expectations. ELA goal was met overall, but saw a dip in grade 4 with reading comprehension.
- We will continue to focus on English Learners in areas of math and ELA. Continued training and focused collaboration on ELD standards and instructional methodologies will continue with 100% of the teaching staff. ELA goal was met.
- Title I and Supplemental Grant funds will be the main funding sources supporting these priorities.
- Social emotional supports will be a priority at Soleado. Staff will receive training and support from onsite counseling with class lessons and one-on-one supports for students in need.

### Plan Implementation

- District wide teacher training in new ELA program will continue this year. TOSA support for both ELA and ELD will be used to support program and teacher training.
- Teachers will continue to use new ELA interim support materials to ensure cohesive transition while waiting for new adoption.
- Technology will enhance and support instruction in both ELA and math.
- New ELA programs will be piloted and decided on this year. Teacher support and training will need to be factored into all instructional supports. The math program is in its second year and most teachers are feeling secure about the programs alignment and instructional shifts.
- All strategies in the 2016-2017 SPSA were fully implemented as described in the plan.

## **Strategies and Activities**

- Writing Coach was added for 3-5 grade. This additional instructor was an opportunity to expand our writing program. Morning writing classes were added and collaboration between teachers strengthened.
- Added software programs in math, IXL and Reflex Math, made a difference in student achievement.
- RTI student growth was evident by the iReady and AIMSWEB data results.
- Based on student report and performance on classroom tests (Math In Focus), students improved performance in math.
- Teachers had ample time to collaborate and work together to understand the math program. This helped tremendously with the implementation of that math program.
- ELD program strengthened because of focus and training. Using our staff meetings to discuss ELD needs and data helped with targeted goals and successful results. This will continue next year as well.
- Adding Growth Mindset into our curriculum for wellness began the important conversation about social and emotional supports needed at the elementary level. The growth mindset philosophy will be a standard practice at Soleado moving forward. Continued supports through professional development, staff meetings, and conferences will be a priority.

## **Involvement/Governance**

- Input was sought and given by SSC. Section G was completed during and after a site council meeting.
- Input was sought and received by the ELAC on the 2016-2017 plan, old goals were reviewed, and new goals pertaining to English learners were suggested and discussed.
- The school site council discussed and reviewed progress toward goals throughout the year.

## **Outcomes**

- Soleado will meet ELD goals and continue to support teachers with training and information to meet all ELD learners in all subjects.
- We did not meet all of our goals in math and ELA. This is an area that we will continue to monitor closely. RTI, Title I, and Intervention in both ELA and math will be offered in all grade levels. Credentialed teachers and support staff will be training with ongoing strategies to support Tier 2 and 3 students.
- PBIS process will begin this year which will support clear expectations for all stakeholders and social emotional supports for all students.