

Part II: The Single Plan for Student Achievement Template

School: Montemalaga Elementary

District: Palos Verdes Peninsula Unified

County-District School (CDS) Code: 19-64865-6021299

Principal: Mrs. Jody Pastell

Date of this revision: October 4, 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. Jody Pastell
Position:	Principal
Telephone Number:	(310)378-5228 ext. 200
Address:	1121 Via Nogales, Palos Verdes Estates, CA 90274
E-mail Address:	pastellj@pvpusd.net

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



Table of Contents	
II. Template for the Single Plan for Student Achievement	
Form A: Planned Improvements in Student Performance	1
Form B: Centralized Services for Planned Improvements in Student Performance	12
Form C: Programs Included in This Plan	13
Form D: School Site Council Membership	16
Form E: Recommendations and Assurances	18
Form F: Budget Planning Tool	19
Form G: Single Plan for Student Achievement Annual Evaluation	24

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: By June 7, 2018 Montemalaga will continue improving outdoor learning areas by including the following: tables and umbrellas outside of the Faculty Lounge, paving and seating outside of the 4th grade wing, library increased seating. Playground matting will be improved and additional “play” options-activities at lunch will be explored. The TK-5 curriculum will continue to be aligned with the CA State 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 Montemalaga Roadmap and Adoption calendar	LCAP identifies priority focus and site action to meet district goals	Goal of 100% implementation	Identify Professional Development needs for the 2018-2019 including intervention program

STRATEGY: Montemalaga teachers will provide core curriculum instruction by utilizing both district and site resources.

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

			be used for			
Teacher representatives will pilot two ELA programs and ultimately recommend a program to adopt for the 2018-19 school year.	August 2017- June 2018	School Staff and District Personnel				
All teaching staff will receive professional development in the implementation of the adopted ELA program	May 2018	School Staff and District Personnel				
5 th grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for students entering the 6 th grade in fall, 2018	March 2018	5 th grade teachers and district personnel				
Align science curriculum to NGSS. Unit Modules developed for grades K-5 aligned to NGSS expectations	August 2017- June 2018	K-5 grade teachers				
Continue to implement: Arts for All Grant for students K-5 Music instruction Performing and Fine Arts	August 2017- June 2018	3 rd grade teachers, community consultants, Palos Verdes Art Center, and classroom teachers. Grade 4 Square Dancing Grade 5 Ballroom Dancing				

Continue improving the writing articulation with all grade levels –Writers Workshop model	January 2018- June 2018	Professional Development for all Montemalaga Teachers TK-2 and 3-5-	Substitute coverage	Substitute coverage	Effective Educators Fund	See Budget Page
Teachers will use approved software and instructional resources to support students at risk and EL students	August 2017- June 2018	EL support, Intervention teachers, classroom teachers, and principal	Software	Supplemental Grant		See Budget Page
Continue to implement technology scope and sequence: Provide grade level support scope and sequence skill mastery and on-going training	August 2017- August 2018	All teachers, District TOSA				

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, the percentage of students at Montemalaga meeting or exceeding English Language Arts standards and Math 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
In fall 2016 the number of students receiving Tier 2 and Tier 3 intervention	30 students	In fall 2017 the number of students receiving Tier 2 and Tier 3 intervention was 28 students	Identify areas of proficiency and areas needing intervention-
2016 and 2017 CAASPP-Math	Spring 2016 65.6% of students met or exceeded state standards	Spring 2017 72.8% of students have exceeded or met math state standards	Identify areas of proficiency and areas needing intervention

2016 and 2017 CAASPP- ELA (English Language Arts)	Spring 2016 76.7% of students met or exceeded state standards	Spring 2017 80.4% of students have exceeded or met state standards	Identify areas of proficiency and areas needing intervention
--	--	---	---

STRATEGY: Small group and individual instruction for math and reading intervention and support. Schedule aide support in classes where needed.

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Perform AimsWeb universal screenings for all students to identify students in need of reading intervention support.	August 2017- June 2018	Teaching staff, School Psychologist and School Psychologist/Intern, and Principal				
Reclassified students will be monitored and given supports as appropriate.	August 2017- June 2018	Teaching Staff and site English Language Learner support aide. Classroom teachers and principal				
Montemalaga will continue to evaluate the needs of our EL program by: Identifying our site EL Lead Teacher Use Formative and Local Assessments for EL students Use small group or individual instruction	August 2017- June 2018	Teaching staff and district personnel				

Utilize MTSS to monitor progress of EL students and to provide intervention and support students accordingly-	August 2017- June 2018	Teaching staff, EL Aide, Site EL Support Providers				
Identify GATE site coach- GATE Site Coach will present professional development to present strategies, etc. at two to three scheduled Faculty Meetings-Ideas will also be shared with School Site Council. The Site Coach will serve as a resource for all school stakeholders.	August 2017- June 2018	Teaching staff, GATE site coach-				
Teacher representatives will pilot two ELA programs and then recommend a program for adoption for 2018-2019	August 2017- March 2018	Teachers, and district staff				
Continue to align science curriculum to NGSS- identify and teach at least one NGSS unit per trimester	August 2017- June 2018	TK-5 teachers				
As indicated by student performance and monitored at regular grade-level meetings and reviewed at Student Study Team meetings	August 2017- June 2018	Site Intervention teacher and support staff, principal, teachers, and school psychologist				

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: The MTSS model will ensure that all students receive a strong instructional program that will raise student achievement. By June 7, 2018, English Learners, Special Education students, and Gifted and Talented students will be engaged in school activities and increase their academic achievement in the classroom and on standardized test scores by 1%. By June of 2018, English Language Learners will demonstrate 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)	To be determined in October 2017-	SRI will provide data in October and again in February	Identify students for reclassification, monitor individual 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 \$	Budget Category	Funding Source	Amount

			will be used for			
Reclassified (RFEP) students will be monitored and given appropriate support—social and academic	August 2017-June 2018	Teaching staff and site EL Lead				
Assess the needs of our EL program: Identify Lead teacher Use small group or individual instruction	August 2017-June 2018	Principal and ELL support and ELL lead teacher				
Utilize MTSS to provide support for EL students and monitor progress as the level of student skill level increases.	August 2017-2018	Principal, School Psychologist, ELL support				
Identify GATE Site Lead Coach. The GATE Site Coach will present professional development at 2 to 3 Faculty meetings during the school year. School Site Council will be included in updates.	September 2017 June 2018	GATE Site Lead				
Develop Montemalaga road map for implementation of MTSS –includes RtI	August 2017-June 2018	Teachers, School Psychologist, Principal				
Continue universal screenings with research based assessment (Aimsweb) to identify students in need of intervention support	August 2017-June 2018	Intervention team, Principal and School Psychologist				

Conduct Progress Monitoring Review Meetings every 6-9 weeks—review the tier and needed program changes Evaluate the student's program	August 2017- June 2018	Teachers, Principal, School Psychologist	Substitute coverage			
Provide professional development for intervention teachers in research-based programs	August 2017- June 2018	Teachers, Principal	Conferences, substitute cost	Certificated	Effective Educators Fund	See budget page

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 7, 2018, all GATE identified students will have the opportunity to participate in after school Enrichment classes presented by some of our local high school students-GATE students will also work with scientists at our school to better understand the geology of the Palos Verdes Peninsula. Overall school attendance will increase by .5%. The amount of daily tardies to school will decrease by 1% as the result of incentive programs. School Climate continues to increase as measured by student/parent attendance to school planned activities and events and SPIRIT awards throughout the school year.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
The school month enrollment reports	Through May 19, 2017 the school attendance rate was 96.23%	August to 9/22/17 the school attendance rate was 97.89%	Establish attendance goals and incentives for each grading period.

STRATEGY: Use positive reinforcement to recognize students with 100% monthly promptness—no tardies—Establish days during each trimester where the school goal is for 100% attendance—Continue to use parent conferences and Student Study Team meetings to address truancy before referrals 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

Monitor school attendance and initiate 100% days throughout the school year.	August 2017- June 2018	Office Manager, Teachers, Principal				
Implement SARB Procedures and monitor student attendance including SST meetings for students approaching 10% delinquency on attendance reports	August 2017- June 2018	School Psychologist, office, Principal				
Schedule SART and SARB as needed for families needing to improve school attendance	October 2017- June 2018	Principal				
Provide opportunities for students to engage in the school community: Student Council Community Projects School Activities Lunch bunch games SPIRIT assemblies Science Night, Movie Night, Harvest Festival, Sweetheart Dance, Multi-cultural Dance assembly, Variety show—etc.	August 2017- June 2018	Student Council, PTA, Parents, Teachers, students, principal				
Character Education Program and Student Assemblies		PTA , Principal, teachers				
Create a plan to provide interventions and options for students who have social and emotional needs in order to support	August 2017- June 2018	All staff, SSS Counselor, district, and principal				

students' academic and emotional well-being						
Continue to provide instructional activities, resources and counseling for GATE students with an emphasis on social emotional learning	September 2017-June 2018	GATE lead, school psychologist				
Continue fostering Social Emotional Learning in every classroom each day –by implementing Pilots for Second Step and Mind Up	September 2017-June 2018	District, teachers, principal				
SPIRIT award assemblies for entire school to earn character sticks for personal best, respect, responsibility, courage, goodness, and caring	September 2017-June 2018	Staff, principal				

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		\$53,466.00 Supp. Grant	

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
Jody Pastell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carole Fields	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathleen Brown	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elizabeth Dempsey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katie Angelini	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curtis Chin	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Katie Armstrong	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenny Handjian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Betty Peterson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Raquel Cunningham	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Christine Sherry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jen Craig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Melanie Matsunaga				X	
Yuri Shimizu				X	
Hiroko Suko				X Non-voting	

⁴ EC Section 52852

Christy Barner				X non- voting	
Numbers of members in each category	1 <input type="checkbox"/>	5 <input type="checkbox"/>	1 <input type="checkbox"/>	7 <input type="checkbox"/>	<input type="checkbox"/>

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 Maya Lygul _____ 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.

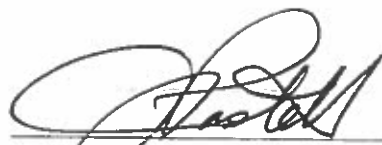
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: November 1, 2017

Attested:

____ Mrs. Jody Pastell

Typed name of School Principal



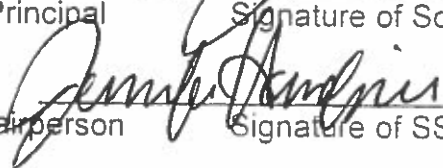
Signature of School Principal

October 11, 2017
11/1/2017

Date

____ Jenny Handjian

Typed name of SSC Chairperson



Signature of SSC Chairperson

10/12/17
11/1/17 JHA

Date

SPSA Form F: Budget Planning Tool

School: Montemalaga Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021299

Administrator: Ms. Jody Pastell, Principal

Operating Schoolwide Program (SWP)? No October, 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
\$ 53,466.00	Supplemental	\$ 50,017.00	\$ 3,449.00
not applicable	Title I	not applicable	not applicable
\$ 2,445.00	Professional Development	\$ -	\$ 2,445.00
\$ 12,347.00	Discretionary	\$ 2,045.00	\$ 10,302.00

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	

School: Montemalaga Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021299

Administrator: Ms. Jody Pastell, Principal

Date of Revision: October 2017

Operating Schoolwide Program (SWP)? No

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

By June 7, 2018 Montemalaga will continue improving outdoor learning areas by including the following: tables and umbrellas outside of the Faculty Lounge, paving and seating outside of the 4th grade wing, library increased seating. Playground matting will be improved and additional "play" options-activities at lunch will be explored. The TK-5 curriculum will continue to be aligned with the CA State Standards as measured by observation, self-report, and analysis of student work.

Description of expenditures for implementing this Goal	Budget Category	Code	Funding Source	Supplemental	Title I	Professional Development	Discretionary
			Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ 2,045.00
			Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Professional Development (ED Professional Grant)	Certificated Personnel Salaries	1000-1999		\$ -	\$ -	\$ -	\$ 2,045.00
Momentum in Teaching (PTA)	Services and other Operating Expenditures	5800	\$ -	\$ -	\$ -	\$ -	\$ 1,600.00
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: **Montemalaga Elementary School**
 District: **Palos Verdes Peninsula Unified School District**
 CDS Code: **19648656021299**
 Administrator: **Ms. Jody Pastell, Principal**
 Date of Revision: **October 2017**
 Operating Schoolwide Program (SWP)? **No**
 Goal 2: **Provide an instructional program which raises achievement for all students in the four core content areas**

By June 2018, the percentage of students at Montemalaga meeting or exceeding English Language Arts standards and Math standards will increase by 5% as measured by 2018 CAASPP scores

		Funding Source	Supplemental	Title I	Professional Development	Discretionary	Perkins
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Montemalaga Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021299

Administrator: Ms. Jody Pastell, 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	Discretionary
The MTSS model will ensure that all students receive a strong instructional program that will raise student achievement. By June 7, 2018, English Learners, Special Education students, and Gifted and Talented students will be engaged in school activities and increase their academic achievement in the classroom and on standardized test scores by 1%. By June of 2018, English Language Learners will demonstrate improvement of at least 100 points on the SRI.		Estimated Costs per Funding Source	\$ 50,017.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
EL support	Classified Personnel Salaries	2000-2999	\$ 45,000.00		\$ -	\$ -
Achieve 3000 Software	Other Outgo	4000-4999	\$ 5,017.00	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

School: Montemalaga Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021299

Administrator: Ms. Jody Pastell, Principal

Date of Revision: October 2017

Operating Schoolwide Program (SWP)? No

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

By June 7, 2018, all GATE identified students will have the opportunity to participate in after school Enrichment classes presented by some of our local high school students-GATE students will also work with scientists at our school to better understand the geology of the Palos Verdes Peninsula. Overall school attendance will increase by .5%. The amount of daily tardies to school will decrease by 1% as the result of incentive programs. School Climate continues to increase as measured by student/parent attendance to school planned activities and events and SPIRIT awards throughout the school year.

		Funding Source	Supplemental	Title I	Professional Development	Discretionary
		Estimated Costs per Funding Source	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
				\$ -	\$ -	\$ -
				\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

The main priority of the 2016-2017 Single Plan for Student Achievement was to improve the writing proficiency levels for all students and to improve the problem solving proficiency at all grade levels.

Plan Implementation

All strategies stated in the 2016-2017 SPSA plan were fully implemented throughout the school year.

Strategies and Activities

The Professional Development provided by Momentum In Teaching was very effective for the entire teaching staff at Montemalaga. Teachers were able to move from understanding the theory behind Writer’s Workshop to being able to implement classroom strategies to improve student writing skills. Teachers were also able to collaborate and plan units of instruction for sustaining the workshop.

In the area of math problem solving, scaffolding of concepts and small group instruction—including opportunities for reteaching have taken place. Students continue to improve their understanding of math application and understanding word problems. Word problems continue to be an area needing practice in classrooms.

Based on student performance and teacher input, School Site Council recommends continuing math improvement in the area of Problem Solving. The staff would benefit from additional Professional Development in this area.

Involvement/Governance

The School Site Council provided input and great discussion in developing the plan.

The English Language Advisory Council representatives attend School Site Council meetings.

The plan is monitored during the school year by regularly scheduled School Site Council meetings.

No changes are needed to ensure involvement of all stakeholders. The Principal and the School Site Council are responsible for the implementation of the plan.

Outcomes

Students at Montemalaga Elementary feel safe and they are ready to learn in a supportive and positive environment. We continue to develop Social and Emotional trainings to meet the needs of all students. We are mindful of positive reactions, respect, responsibility, effective listening, empathy, and doing our personal best.