

Part II: The Single Plan for Student Achievement Template

School: Dapplegray Elementary School

District: Palos Verdes Peninsula Unified School district

County-District School (CDS) Code: 19-64865-6116172

Principal: Nancy Parsons

Date of this revision: October 24, 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: | Nancy Parsons |
| Position: | Principal |
| Telephone Number: | 310-541-3706 |
| Address: | 3011 Palos Verdes Drive North Rolling Hills Estates, California 90274 |
| E-mail Address: | parsonsn@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 | 10 |
| Form C: Programs Included in This Plan | 11 |
| Form D: School Site Council Membership | 14 |
| Form E: Recommendations and Assurances | 15 |
| Form F: Budget Planning Tool | 16 |
| Form G: Single Plan for Student Achievement Annual Evaluation | 21 |

Form A: Planned Improvements in Student Performance

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

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

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

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

| Data utilized | Baseline measure from the previous year | Change and analysis of data | How sites will use data moving forward |
|--|--|---------------------------------------|--|
| Reports from Accelerated Reader Use; Teacher Survey | Accelerated Reader Use below 50%, ineffective use and implementation; Teachers requesting more training | 100% implementation remains our goal. | Identify Professional Development needs for 2018-2019; Evaluate and determine needs for Intervention Program |

STRATEGY: Use district and site resources to provide core curriculum instruction.

| Actions Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditures | | | |
|--|-------------------------|---|---|--------------------|----------------|--------|
| | | | Description of what \$ will be used for | Budget Category | Funding Source | Amount |
| Identify and implement approved software | August 2017 – June 2018 | <ul style="list-style-type: none"> District Personnel School Administrator, | Instructional Software | Books and Supplies | Booster Club | 20,000 |

| | | | | | | |
|---|-------------------------|---|-----------------|--|--|--|
| applications and instructional resources to support all curricular programs | | <ul style="list-style-type: none"> • General Education Teachers • Intervention Teachers • EL Instructional Assistant • Special Education Teachers | | | | |
| Continue implementation of technology scope and sequence | August 2017 – June 2018 | <ul style="list-style-type: none"> • School Administrator • General Education Teachers | No Site Expense | | | |

LEA GOAL 2: Provide an instructional program which raises achievement for all students in the four core content areas (ELA, Math, Science and Social Studies)

State Priority 2: Implementation of the California State Standards (English Language Arts/Literacy)
State Priority 4: Pupil Achievement
State Priority 8: Other Pupil Outcomes

SCHOOL GOAL: By June 2018, percentage of students meeting or exceeding English Language Arts and Mathematics standards will increase by 5% as measured by 2018 CAASPP scores.

| Data utilized | Baseline measure from the previous year | Change and analysis of data | How sites will use data moving forward |
|---|---|---|--|
| 2017 CAASPP ELA Classes of 2017 and 2018 | 15-16 ELA Levels 3 & 4 - 83.3 | 16-17 ELA Levels 3 & 4 – 84.4 Minimal growth indicates need for more targeted intervention | Identify patterns of consistent proficiency, identify areas to improve instruction, determine and implement appropriate changes to instruction |
| 2017 CAASPP Math Classes of 2017 and 2018 | 15-16 Math Levels 3 & 4 – 76.6 | 16-17 Math Levels 3 & 4 - 76.6 Minimal growth indicates need for implementation of math intervention, tutoring, and examination of | Identify patterns of consistent proficiency, identify areas to improve instruction, determine and implement appropriate changes to |

| | | | |
|--|--|-------------|-------------|
| | | instruction | instruction |
|--|--|-------------|-------------|

STRATEGY: Schedule and implement changes to instruction to include small group instruction, review of data, and improved intervention procedures.

| Actions Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditures | | | |
|--|--|---|---|-----------------|--------------------------|--------|
| | | | Description of what \$ will be used for | Budget Category | Funding Source | Amount |
| Pilot two options for TK-5 ELA for adoption in 2018 - 2019 | August 2017 – June 2018 | <ul style="list-style-type: none"> District Personnel Select Teachers at Grades K, 1, 3, and 4 | No Site Expense | | | |
| Teaching Staff to receive professional development in adopted ELA pilot program if adopted for 2018 - 2019 | May 2018 | <ul style="list-style-type: none"> District Personnel General Education Teachers Special Education Teachers | No Site Expense | | | |
| Analyze data to plan for a multi-year approach to implementation of MTSS inclusive of Rtl | August 2017 – June 2018 | <ul style="list-style-type: none"> School Administrator School Psychologist Reading Intervention Teacher General Education Teachers | No Site Expense | | | |
| Perform Universal Screenings for all students with a research based assessment. | September 2017, January 2018, May 2018 | <ul style="list-style-type: none"> School Administrator School Psychologist Reading Intervention Teacher General Education Teachers | No Site Expense | | | |
| Professional Development in Accelerated Reader | November 2017 – March 2018 | <ul style="list-style-type: none"> Site Administrator Teachers | Professional Development | Substitutes | Effective Educator Funds | 2,560 |

| | | | | | | |
|---|--------------------------|---|-----------------|--------------------|--------------|--------|
| Administer summative math assessment in 5 th grade for appropriate placement in middle schools | March 2018 | <ul style="list-style-type: none"> • Site Administrator • 5th Grade General Education Teachers • Special Education Teachers | No Site Expense | | | |
| Provide math intervention and/or tutoring | November 2017 – May 2018 | <ul style="list-style-type: none"> • Site Administrator • Intervention Teacher | Hourly Rate | Certificated Staff | Supplemental | 10,000 |
| Begin to align science curriculum to NGSS; Develop unit modules for grades K-5 aligned to NGSS expectations | August 2017 – June 2018 | <ul style="list-style-type: none"> • District Personnel • District TOSA • Site Administrator • General Education Teachers | No Site Expense | | | |

LEA GOAL 3: Provide an instructional program which raises achievement for all students who are identified as English Learners, receiving Special Education services or identified as Gifted and Talented (GATE)

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

SCHOOL GOAL: By June 2018, English Language Learners will improve their acquisition and utilization of English as measured by improvement of 100 points on the SRI from initial to final assessment in ASY 17-18; all students receiving Special Education services will improve academic proficiency as measured by AIMSweb and/or CAASPP; all students identified as Gifted and Talented (GATE) will increase standard scores on CAASPP by 20 points.

| Data utilized | Baseline measure from the previous year | Change and analysis of data | How sites will use data moving forward |
|---------------|---|-----------------------------|--|
|---------------|---|-----------------------------|--|

| | | | |
|---|--|--|---|
| CELDT | CELDT student score 15-16 used to determine percentage of continuing students increasing overall score by one or more levels | 56% of continuing students increased scores by one or more levels. Of remaining students (44%), 38% were primary students who started and finished the year at CELDT Level 3, developmentally appropriate for acquisition of reading and writing proficiency. 1 student (6%) remained at CELDT 2 due to learning disability unrelated to language proficiency. | Increase emphasis on reading and writing skills |
| Special Education students AIMSweb and/or CAASPP data | CAASPP ELA and Math | Percentage of students meeting or exceeding grade level standard in ELA increased by 14%. Percentage of students meeting or exceeding grade level standard in Math declined by 2%. | Continue use of instructional materials and strategies in ELA. Continue to refine implementation and instruction using Math in Focus and intervention teacher. |
| Identified GATE students' CAASPP data | Site to determine baseline data Fall 2017 | Percentage of students exceeding grade level standard in ELA was 100%, and increase of 8.3%. Percentage of students meeting or exceeding grade level standard in Math increased to 100%, an increase of 30.3%. | Continue use of instructional materials and strategies in ELA. Continue to refine implementation and instruction using Math in Focus and intervention teacher. |

STRATEGY: Identify targeted students and track instruction, intervention, and progress. Adjust as 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 |
| Provide English Language Development Instruction | | <ul style="list-style-type: none"> English Learner Instructional Aide General Education Teachers | Site expense for EL Instructional Assistant | | Supplemental | 16,000 |

| | | | | | | |
|--|---|---|--|--|--------------|--|
| Reclassified (RFEP) students will be monitored and given supports as appropriate as determined by EL Instructional Aide and General Education Teachers | September 2017, November 2017, January 2018, March 2018, May 2018 | <ul style="list-style-type: none"> English Learner Instructional Aide General Education Teacher | Site expense for EL Instructional Assistant | | | |
| Purchase intervention materials as appropriate | November 2017 | <ul style="list-style-type: none"> Site Administrator | Intervention Materials | | Supplemental | |
| Determine appropriate assessments for monitoring progress | September 2017 – June 2018 | <ul style="list-style-type: none"> English Learner Instructional Aide General Education Teachers | | | | |
| Identify lead teacher for EL program | September 2017 | <ul style="list-style-type: none"> Site Administrator | Stipend | | District | |
| Create system where EL students are increasing in skill and supported as they move toward reclassification | September 2017 – June 2018 | <ul style="list-style-type: none"> English Learner Instructional Aide Lead Teachers Site Administrator | | | | |
| Establish ELAC to reach out to parents of English Learners | January 2018 | EL Lead Teachers, Site Administrator | No Site Expense | | | |
| Identify GATE teacher to provide appropriate training to staff and instruction to qualifying students | September 2017 – June 2018 | <ul style="list-style-type: none"> Site Administrator GATE Teacher | Hourly compensation beyond district funding for GATE coach | | | |
| Identify Math Coach for enrichment | November 2017 – January 2018 | <ul style="list-style-type: none"> Site Administrator Teacher | Math extension activities | | | |
| Provide professional development for staff on differentiation for Special Education students | November 2017 | <ul style="list-style-type: none"> Site Administrator Program Specialist General Education teachers | No Site Expense | | | |

| | | | | | | |
|---|---------------------------|---|-----------------|--|--|--|
| | | <ul style="list-style-type: none"> • Special Education teachers | | | | |
| Provide opportunities for students to participate in Visual and Performing Arts. Maintain instrumental and choral music for all elementary students | September 2017 – May 2018 | <ul style="list-style-type: none"> • District Personnel • Instrumental and Choral Music Teachers • Art at Your Fingertips Docents and Helping Hands • Palos Verdes Art Center Grant Teacher | No Site Expense | | | |

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

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

SCHOOL GOAL: By June 2018, improve school attendance by 2% and decrease tardiness by 1%.

| Data utilized | Baseline measure from the previous year | Change and analysis of data | How sites will use data moving forward |
|------------------------|---|--|--|
| School Attendance Data | AERIES attendance data 15-16 to 16-17 | Trend shows increase in Truant and approaching Chronic Truancy | Set attendance goal and inform parents |

STRATEGY: Highlight school attendance and community involvement to increase student engagement in the school community.

| 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 |
| Implement SART/SARB procedures and monitor student attendance | October 2017 – June 2018 | School Administrator, Attendance Clerk | No Site Expense | | | |
| Provide opportunities for students to engage in the school community through school activities | October 2017 – June 2018 | Student Council Sponsor, Physical Education Teacher, Student Support Specialist | No Site Expense | | | |
| Plan and implement PBIS in compliance with new legislation that includes alternate means of | October 2017 – June 2018 | PBIS Team, Student Support Specialist, All Staff – Certificated and Classified | No Site Expense | | | |

| | | | | | | |
|---|--|--|-----------------|--|--|--|
| correction and counseling support for students as part of a Multi-Tiered System of Supports | | | | | | |
| Engage with parent community by actively sharing parent information through emails encouraging parent participation in school events linked to learning | | All General Education Teachers, Site Administrator | No Site Expense | | | |

Form B: Centralized Services for Planned Improvements in Student Performance

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

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

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

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

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

Form C: Programs Included in this Plan

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

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

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

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

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

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

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

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

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

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.⁴ The current make-up of the SSC is as follows:

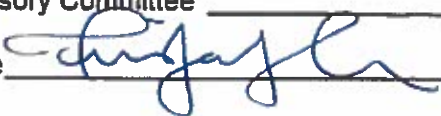

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Nancy Parsons | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lisa Johnson | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sue Kolb | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> | <input type="checkbox"/> |
| Desaree Briles | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Kim Glaza | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Doris Colaruotolo | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Marie Sophie Michon Coster | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | X | <input type="checkbox"/> |
| Laura Hughes | <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"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Numbers of members in each category | 1 | 1 | 1 | 5 | <input type="checkbox"/> |

⁴ EC Section 52852

Form E: Recommendations and Assurances

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

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

- State Compensatory Education Advisory Committee _____ Signature
- X English Learner Advisory Committee  Signature
- Special Education Advisory Committee _____ Signature
- X 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 30, 2017.

Attested:

Nancy Parsons
Typed name of School Principal

 12-12-17
Signature of School Principal Date

Lisa Johnson
Typed name of SSC Chairperson

 12-12-17
Signature of SSC Chairperson Date

SPSA Form F: Budget Planning Tool

School: Dapplegray Elementary School

 District: Palos Verdes Peninsula Unified School District

 CDS Code: 19648656116172

 Administrator: Ms. Nancy Parsons, 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 |
|--|--------------------------|---|--------------------------------------|
| \$ 54,230.00 | Supplemental | \$ 52,171.00 | \$ 2,059.00 |
| not applicable | Title I | not applicable | not applicable |
| \$ 3,070.00 | Professional Development | \$ 3,070.00 | \$ - |
| \$ 25,671.00 | Discretionary | \$ 2,000.00 | \$ 23,671.00 |

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

SPSA Form F: Budget Planning Tool

GOAL1

School: Dapplegray Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656116172

Administrator: Ms. Nancy Parsons, 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 | \$ 5,671.00 | \$ - | \$ - | \$ - |
| Description of expenditures for implementing this Goal | Budget Category | Code | Estimated Costs | Estimated Costs | Estimated Costs | Estimated Costs |
| Services and general operating materials | Services and other Operating Expenditures | 5000-5999 | \$ 5,671.00 | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |

SPSA Form F: Budget Planning Tool

GOAL2

School: Dapplegray Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656116172

Administrator: Ms. Nancy Parsons, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

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

| | | Funding Source | Supplemental | Title I | Professional Development | Discretionary |
|--|---|------------------------------------|-----------------|-----------------|--------------------------|-----------------|
| | | Estimated Costs per Funding Source | \$ - | \$ - | \$ 3,070.00 | \$ - |
| Description of expenditures for implementing this Goal | Budget Category | Code | Estimated Costs | Estimated Costs | Estimated Costs | Estimated Costs |
| Professional Development AR | Professional/Consulting Services and Operating Expenditures | 5800 | | \$ - | \$ 3,070.00 | \$ - |
| | | | \$ - | \$ - | | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |

SPSA Form F: Budget Planning Tool

GOAL3

School: Dapplegray Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656116172

Administrator: Ms. Nancy Parsons, 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 |
|--|---------------------------------|------------------------------------|-----------------|-----------------|--------------------------|-----------------|
| | | Estimated Costs per Funding Source | \$ 46,000.00 | \$ - | \$ - | \$ 2,000.00 |
| Description of expenditures for implementing this Goal | Budget Category | Code | Estimated Costs | Estimated Costs | Estimated Costs | Estimated Costs |
| Salary for intervention teacher | Certificated Personnel Salaries | 1000-1999 | \$ 10,000.00 | | \$ - | \$ - |
| Salary for EL instructional aide | Classified Personnel Salaries | 2000-2999 | \$ 16,000.00 | \$ - | \$ - | \$ - |
| Salary for GATE teacher | Certificated Personnel Salaries | 1000-1999 | | \$ - | \$ - | \$ 2,000.00 |
| Instructional materials, including software licenses | Books and Supplies | 4000-4999 | \$20,000.00 | \$ - | \$ - | |
| | | | \$ - | \$ - | \$ - | \$ - |

SPSA Form F: Budget Planning Tool

GOAL4

School: Dapplegray Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656116172

Administrator: Ms. Nancy Parsons, 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 | \$ 500.00 | \$ - | \$ - | \$ - |
| Description of expenditures for implementing this Goal | Budget Category | Code | Estimated Costs | Estimated Costs | Estimated Costs | Estimated Costs |
| PBIS Implementation | Books and Supplies | 4000-4999 | \$ 500.00 | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |
| | | | \$ - | \$ - | \$ - | \$ - |

Form G: Single Plan for Student Achievement Annual Evaluation

School Priorities

- All students and teachers will have instructional materials aligned with the CA State Standards. Teachers will receive professional development in the areas of math and writing as a whole staff. All instructional classrooms will be equipped with district level baseline technology in addition to SmartBoard technology with efficient, high-quality projector capabilities. Students in all grades will have access to classroom technology on a daily basis to enhanced and complement the learning environment. THIS GOAL WAS MET.
Major expenditure supporting implementation of this goal used for purchase of SmartBoard, Chromebooks for one-to-one devices in grades 3-5, and shift of I-Pads to grades K-2.
- 90% of students in grades 3-5 for ASY 16-17 will score SBAC Levels 3 or 4 in ELA. THIS GOAL WAS NOT MET.
Identification of all students below standard. Implementation of interventions and systematic monitoring of progress. No major expenditure.
- 85% of students in grades 3-5 for ASY 16-17 will score SBAC Levels 3 or 4 in Mathematics. THIS GOAL WAS NOT MET.
Identification of all students below standard. Implementation of interventions and systematic monitoring of progress. No major expenditure.
- 95% of EL Students who are level 3 or below will move one level up on CELDT. THIS GOAL WAS MET.
No major expenditure.
- Increase parental involvement and student engagement in a positive school climate by increasing communication and implementing Positive Behavior Intervention Support. THIS GOAL IS ONGOING.
No major expenditure.

Plan Implementation

- Inventory of instructional materials and establishment of a system to identify needs was completed.
- Successful collaboration with Technology and Facilities aided in successful implementation of above goal.
- Identification of students in need of intervention, frequent monitoring, and adjustments of intervention was successfully implemented.

- Professional Development in Step Up to Writing fully implemented.
- Professional Development in Daily 5 fully implemented.
- Reinstatement of student government program completed.
- Tutoring before or after school for identified students not implemented.
 - Current staff not available for tutoring.
 - Did not seek intervention resources outside of current staff.
 - Lack of full implementation may have been reason for failure to meet goal of 85% of students at Levels 3 or 4 in mathematics as determined by SBAC.
 - Hire personnel from outside current staff.

Strategies and Activities

- Inventory of instructional materials and technology supports and subsequent implementation was highly effective. Student performance on SBAC in writing was 95% at or above standard. This was the result of consistent use of Chromebooks for compositions within the classroom setting.
- Reinstatement of student government program was highly effective.
- Identification of students in need of intervention in Reading did not garner improvement in overall percentage of students at Levels 3 or 4 on SBAC.
 - o Students in intervention programs made consistent progress as evidenced on AIMSweb. This did not transfer to SBAC. Based on analysis of students in intervention and grade levels of those taking SBAC, there may be need for more intensive intervention in grades 3-5.
 - o Based on the analysis of this practice...For ASY 17-18, continue intervention with the following modifications: Target students in grades 3-5 who are underperforming and provide more intensive direct intervention and monitoring.

Involvement/Governance

- School Site Council reviewed plan.
- Advisory committees provided anecdotal advice to the SSC.
- Plan was monitored by site administrator review of data, site leadership reflection on practices, and staff professional development evaluation.
- Inclusion of plan review on monthly leadership agenda and School Site Council agenda would improve implementation and review of plan.

Outcomes

- All students and teachers will have instructional materials aligned with the CA State Standards. Teachers will receive professional development in the areas of math and writing as a whole staff. All instructional classrooms will be equipped with district level baseline technology in addition to SmartBoard technology with efficient, high-quality projector capabilities. Students in all grades will have access to classroom technology on a daily basis to enhanced and complement the learning environment. THIS GOAL WAS MET.
- 95% of EL Students who are level 3 or below will move one level up on CELDT. THIS GOAL WAS MET.
- Increase parental involvement and student engagement in a positive school climate by increasing communication and implementing Positive Behavior Intervention Support. THIS GOAL WAS MET
- 90% of students in grades 3-5 for ASY 16-17 will score SBAC Levels 3 or 4 in ELA. THIS GOAL WAS NOT MET.
 - Intervention was targeted at lower grades, but SBAC is administered at upper grade levels.
 - Based on this information, there is a need to do more targeted intervention at upper grade levels.
- 85% of students in grades 3-5 for ASY 16-17 will score SBAC Levels 3 or 4 in Mathematics. THIS GOAL WAS NOT MET.
 - Intervention for math not implemented.
 - Based on this information, there is a need to use existing staff or hire other staff to provide intervention in math.