

Part II: The Single Plan for Student Achievement Template

School: Cornerstone at Pedregal Elementary School

District: Palos Verdes Peninsula Unified School District

County-District School (CDS) Code: 19-64865-6021307

Principal: Michele Marcus

Date of this revision: October 30, 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. Michele Marcus
Position:	Principal
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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:

<p>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</p> <p>State Priority 1: Basic Necessities State Priority 7: Course Access</p> <p>SCHOOL GOAL: The conditions of learning at Cornerstone Elementary will be strengthened by the following: 100% of students will have the required instructional materials. All teachers will receive professional development in the NGSS standards and in implementing the new Elementary Language Arts Adoption.</p>
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Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Instructional Supplies Inventory	100%	No Change	Will review instructional supplies inventory, yearly
Professional development needs assessment	0% teachers were trained in new ELA pilot and new Arts for All requirements	Data showed that all of the teachers needed to be trained	Review professional development needs with teachers via survey, anecdotal conversations

STRATEGY:

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

			will be used for			
Teacher Representatives will pilot 2 ELA Programs and ultimately recommend a program to adopt for the 2018-19 school year.	August 2017-May 2018	School Staff and District Personnel	N/A	N/A	N/A	\$0
All teaching staff will receive professional development in the adopted ELA program.	May-June 2018	All teaching staff and District Personnel				
Ensure all students have appropriate instructional materials	August 2017-June 2018	Principal				
Teachers will be appropriately credentialed.	By the start of school	District Office				
Professional Development for 3 rd Grade Teachers in VAPA in conjunction with Arts for All Grant	Ongoing through June 2018	District in collaboration with teachers and outside organizations				

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: Cornerstone Elementary will provide a variety of educational opportunities to increase proficiency levels in ELA, Math, Social Studies and Science for all students.

In an ongoing effort to increase student achievement and attain proficiency in ELA by June 2018, the Cornerstone staff will continue to align instruction with the California State Standards and meet individual student's needs which will be reflected through a school-wide trimester systemic Response to Intervention (RtI) reading intervention program. Teachers, support staff, and the administration will target those students who are identified as being "at risk" or who scored below the national average for continued support in ELA. In addition, the staff will continue to provide challenging and differentiated Language Arts instruction and programs to meet the individual needs of all students. The K-5 RtI reading intervention program will support student achievement in ELA (specifically, fluency and comprehension). All students participating in RtI will demonstrate a 2% growth in academic performance as measured by AIMSWeb probes.

Cornerstone Elementary will provide a variety of educational opportunities to increase Math proficiency levels for all students. In an ongoing effort to increase student achievement and attain proficiency in Math by June 2018, the Cornerstone staff will continue to align instruction with the California State Standards and meet individual student's needs. Teachers, support staff, and the administration will target those students who are identified as being "at risk" or who scored below standards and provide continued support in Math. Before or after school intervention math instruction will be offered to students identified as scoring below standards. In addition, the staff will continue to provide challenging and differentiated Math instruction and programs to meet the individual needs of all students.

In the area of Science, teachers will provide various lessons incorporating the new NGSS Standards to expose children to the new standards and provide teachers an opportunity for professional development in the area of science.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
AIMS Web Results (universal screening 3 times per year)	New Data starting in 2017-18	Students are supported through progress monitoring and universal screening data	Data will be used to determine appropriate support and student needs
Classroom Math Assessments and overall student performance in Math.	Ongoing data beginning in 2017-18	Data is continuously reviewed and used to inform classroom instruction.	Teachers will differentiate instruction to meet the needs of all learners determined by student performance.
NGSS Needs Assessment	Need for all staff NGSS PD	By the end of 2018, all staff will receive introductory training.	Based on teacher feedback next steps for NGSS training will be determined.

STRATEGY:

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 AIMS Web universal screenings 3 times a year to identify	August 2017- June 2018	Teaching Staff, School Psychologist, and Principal	N/A	N/A	N/A	\$0

students in need of intervention reading support						
5 th Grade Teachers will continue to administer the second trimester Summative Assessment to ensure appropriate math placement for students in 6 th Grade.	March 2018	5 th Grade Teachers and District Personnel				
NGSS Unit Modules developed and taught for grade K-5.	August 2017- June 2018	K-5 teachers				
Teachers will use approved software applications and instructional resources to support all curricular areas.	August 2017- June 2018	Classroom Teachers				
Common Planning: Use grade level planning time to determine how to adjust and differentiate instruction to meet the needs of all students and ensure academic growth.	August 2017- June 2018	Principal, K-5 Staff				
Utilizing Classroom Observations of master teachers, grade level teams will work to improve differentiated instruction to meet the needs of all learners	January 2018- June 2018	Classroom Teachers	Substitute Costs	1160	Supplemental	\$2800
Continued Writers Workshop Professional Development to increase teachers' expertise in writing strategies with the goal of increasing overall student achievement in ELA	January 2018- June 2018	Staff in collaboration with principal and outside consultant	Consultant	5800	Professional Development	\$1700
Before or After school Intervention Math Class offered to students identified	January 2018- June 2018	Certificated Staff	Certificated Personnel Salaries	1160	Supplemental	\$4330

as performing below standards (1 st -5 th)						
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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: Meet the educational needs of student subgroups. Teachers, support staff, and the administration will target those students who are identified as being “at risk” or who scored below the national average for continued support in EL and Special Education and will show growth via ELPAC annual assessments, CAASPP subgroup scores and annual IEP goals and objectives. In addition, the staff will continue to provide challenging and differentiated Math and ELA instruction and programs to meet the individual needs of GATE students.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
Annual EL Assessments	15-16 1.9% at Level 3 (intermediate), 37% at Level 4 (early advanced), 61.1% at Level 5 (advanced)	16-17 6.1% at Level 3 (intermediate), 45.5% at Level 4 (early advanced), 48.5% at Level 5 (advanced) showing a higher percentage of students needing support to move to advance proficiency.	Students who need more language support will be referred to appropriate supports and interventions.
OLSAT Results	16% of 4th and 5th Grade Students identified GATE in the 2016-17 school year	Historical data shows that Cornerstone has approximately 15% GATE reinforcing the importance of meeting the needs of GATE Students.	GATE Coach will provide ongoing professional development for teachers and serve as a resource for GATE Instruction. Before/After school GATE opportunities will be offered.

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STRATEGY:

Actions Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditures			
			Description of what \$ will be used for	Budget Category	Funding Source	Amount
Reclassified (RFEP) students will be monitored and given supports as appropriate.	August 2017- June 2018	Teaching Staff and Site EL Aide	See Line Item for Aide Below			
Assess the needs of our ELD Program: <ul style="list-style-type: none"> Identify site ELD Lead Teacher Use formative and local assessments for EL Students Use small group instruction and/or individual learning sessions 	August 2017- June 2018	Teaching Staff and District Personnel	N/A	N/A	N/A	\$0
Utilize MTSS to provide support for EL Students and monitor progress as students increase in skill by providing an instructional aide 12 hours a week.	August 2017- June 2018	Teaching Staff, Site EL Aide, Site EL Teacher Leader	Aide Salary	Classified Salaries	Supplemental	\$20,367
Identify GATE Site Coach. GATE Site Coach will present professional development on tools learned, at a minimum of two staff meetings per year.	August 2017- June 2018	GATE Coach and staff	N/A	N/A	N/A	\$0

GATE Site Coach will serve as a resource for all school stakeholders.						
After School GATE Class	January 2018- June 2018	Certificated Staff	District Funded			

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: Students are provided a safe and supportive school climate with parental involvement opportunities to feel connected to school.

Data utilized	Baseline measure from the previous year	Change and analysis of data	How sites will use data moving forward
100% of students participate in VAPA, Character Education and School-Wide Activities	100% participation in the 2016-17 school year	No change	Site will continue to provide opportunities for 100% student participation in school-wide activities
Attendance Data	Approximately 80% of students attended school at a 92% or greater attendance rate.	Goal is to increase attendance rate by 2%.	Site will regularly use attendance data to monitor student attendance.
100% of parents participate in school-wide opportunities	100% participation in the 2016-17 school year	No change	Site will continue to provide opportunities for 100% parent participation in school-wide activities
CA Healthy Kids District Report from 2015-16	63% of 5th grade students, district-wide, felt they were treated fairly when they broke the rules. 78% of 5th grade students, district-wide, believed that kids were well-behaved most or all of the time.	Using data, Cornerstone found a need to support PBIS	Site will analyze 2017-18 CA Healthy Kids Data to determine school needs

STRATEGY:

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 SARB Procedures and monitor student attendance	August 2017- June 2018	Principal	N/A	N/A	N/A	\$0
Provide opportunities for students to engage in the school community <ul style="list-style-type: none"> • Student Council • Lunch Bunch • Spirit Assemblies • Family BBQ • Science Night • Year of Celebration 	August 2017- June 2018	Cornerstone Stakeholder Groups	N/A	N/A	N/A	\$0
100% of parents participate in school activities	August 2017- June 2018	Cornerstone Stakeholder Groups	N/A	N/A	N/A	\$0
Character Education Program and School Assemblies	August 2017- June 2018	Cornerstone Student Council, Staff and Parent Volunteers	N/A	N/A	N/A	\$0
In compliance with new legislation, utilize a progressive discipline model (PBIS) that includes alternate means of correction and counseling support for students.	August 2017- June 2018	Cornerstone Staff	N/A	N/A	N/A	\$0
VAPA: <ul style="list-style-type: none"> • Continue to implement the Arts for All Grant • K-5 Music Instruction • Performing and Fine Arts 	August 2017- June 2018	Classroom Teachers and Principal, in collaboration with community organizations.	PEF and Booster Funded			
Administer CA Healthy Kids Survey to 5 th Grade Students as one measure to	October – November 2017	District and School Site	N/A	N/A	N/A	\$0

assess school climate and culture.						
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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 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
Jacqueline Klassy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Heather McCloskey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jessica Fine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Deanna Kaiser-Serpa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
LeeAnne Pinner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sonita Jhangiangi	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Ann Lang	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beth Buchholz	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandra Wang	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michele Marcus	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"/>
Numbers of members in each category	1	3	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
- 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 30, 2017.

Attested:

Michele Marcus
Typed name of School Principal

Michele Marcus
Signature of School Principal

10-30-17
Date

Sandra Wang
Typed name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

10-30-17
Date

SPSA Form F: Budget Planning Tool

School: Cornerstone at Pedregal Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021307

Administrator: Ms. Michelle Marcus, 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
\$ 27,497.00	Supplemental	\$ 27,497.00	\$ -
not applicable	Title I	not applicable	not applicable
\$ 1,935.00	Professional Development	\$ -	\$ 1,935.00
\$ 11,832.00	Discretionary	\$ -	\$ 11,832.00

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: Cornerstone at Pedregal Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Michelle Marcus, 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	\$ -	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL2

School: Cornerstone at Pedregal Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Michele Marcus, Principal

Date of Revision:

Operating Schoolwide Program (SWP)? No

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

		Funding Source	Supplemental	Title I	Professional Development	Discretionary	Professional Development
		Estimated Costs per Funding Source	\$ 7,130.00	\$ -	\$ -	\$ -	\$ 1,935.00
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs
Writers Workshop Training	Professional/Consulting Services-Writers Workshop	5800	\$ -	\$ -		\$ -	\$ 1,700.00
	Workshop Registration	5800	\$ -	\$ -		\$ -	\$ 235.00
	Substitute Costs	1160	\$ 2,800.00	\$ -	\$ -	\$ -	\$ -
	Certificated Personnel Salaries	1160	\$ 4,330.00	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -

SPSA Form F: Budget Planning Tool

GOAL3

School: Cornerstone at Pedregal Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Michelle Marcus, 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	\$ 20,367.00	\$ -	\$ -	\$ -
Description of expenditures for implementing this Goal	Budget Category	Code	Estimated Costs	Estimated Costs	Estimated Costs	Estimated Costs	
EL Instructional Aide	Classified Salary	2000	\$ 20,367.00	\$ -	\$ -	\$ -	
				\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	
			\$ -	\$ -	\$ -	\$ -	

SPSA Form F: Budget Planning Tool

GOAL4

School: Cornerstone at Pedregal Elementary School

District: Palos Verdes Peninsula Unified School District

CDS Code: 19648656021240

Administrator: Ms. Michelle Marcus, 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	\$ -	\$ -	\$ -	\$ -
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 top priorities of the current SPSA include:

- Targeted instruction and intervention for students who are not at grade level in Math and/or Reading.
- Differentiated classroom instruction, as well as, before/after school GATE Enrichment opportunities for GATE Students
- The use of web-based ELA and Math resources to support differentiated instruction for all levels of learners.

The major expenditures supporting these priorities are:

- Certificated Salaries for before school Math Intervention Teacher
- Certificated Salaries for before/after school GATE Enrichment Opportunities
- Purchase of web-based software

Plan Implementation

Strategies in the current SPSA that were fully implemented include:

- Targeted reading intervention for students not at grade level.
- Provide a variety of opportunities throughout the school year for academic enrichment and the development of the whole child.
- Targeted and differentiated classroom instruction, based on classroom data, to meet the needs of all learners
- Providing a variety of opportunities throughout the school year for academic enrichment and the development of the whole child

Strategies in the current SPSA that were not fully implemented as described in the plan:

- Before/after school targeted math intervention for students not at grade level.
- Observation of Master Teachers in the area of Mathematics

What specific actions related to those strategies were eliminated or modified during the year?

- Teachers observed master teachers in writing, but did not observe master teachers in mathematics. Targeted math intervention was offered to 4th and 5th grade students, only.

Barriers to full or timely implementation of the strategies identified above:

- We were unable to observe master math teachers as a staff due to time constraints. Teachers went into a deeper focus on writing instruction and we did not have the time to do the same in math, too.
- There was limited personnel to teach a before/after school math intervention course, so it was only offered to 4th and 5th grade students.

The actions undertaken to adjust the plan were:

- Supporting the teachers' interest in focusing on making Cornerstone a Writers' Workshop School at all grade levels. This required shifting resources to further teachers' training in Writing, by bringing a Writers Workshop Consultant to the school to offer initial training to those Cornerstone teachers who had never been trained in Writers Workshop.

Strategies and Activities

Rti Reading Club was particularly effective in improving student achievement. Universal Screenings were given to all students three times in the year, and the students recommended for reading club varied throughout the year, based on the data reviewed from these screenings. Teachers observed an increase in self-confidence for many of the students attending Reading Club, which has a social/emotional impact on student performance in the classroom.

Using various new web-based software programs was also effective in providing students opportunities to learn at their level, and see progress as the year progressed.

Continuous conversations about Growth Mindset also supported student learning. Cornerstone staff worked with students to shift their thinking and recognize that making mistakes are opportunities to learn, rather than something to look at in a negative way.

The before school Math intervention class was effective in improving student achievement in the 4th and 5th grade only, because the morning math intervention class was only offered to 4th and 5th graders. This decision was made based on the limited personnel available to teach a class outside of the school day.

Based on the success of the one math intervention course offered, and the interest expressed by parents to offer this to more grade levels, we will continue to offer a before/after school math intervention class, but will expand this program to math intervention classes at grades one, two, three, four and five.

Involvement/Governance

The Single Plan for Student Achievement was presented, discussed and approved at the October 2016 school site council meeting. Updates were provided and discussions followed at the remaining SSC Meetings. Updates were given on Rti, SBAC scores, the before and/or after school GATE and math intervention classes, as well as how the web-based software purchased was being used. Updates and progress towards goals will continue to be shared at School Site Council Meetings in the current year. Staff will also review progress toward goals at monthly staff meetings.

Outcomes

The 2016-17 SPSA, provided rigorous, yet attainable goals for Cornerstone. The goals of providing an instructional program which raises the achievement of all students in Math and Language Arts were a focus throughout the year. Through grade level planning, collaborative conversations with staff and administration, and professional development, teachers were focused on differentiating instruction to meet the needs of all learners. Students identified as GATE were offered opportunities for enrichment in the classroom, as well as at after school enrichment classes. The GATE Site coach shared information given at District level meetings with the Cornerstone staff. Targeted math intervention was provided to 4th/5th grade students identified as at-risk in math. Small group instruction in the classroom provided opportunities for targeted instruction to meet the needs of all learners. Students identified as English Learners received differentiated instruction from the classroom teachers, as well as support in either small group or one-on-one instruction with the EL Aide. These students' progress was monitored throughout the year and the support provided was adjusted appropriately to continue to meet the students' needs. Rtl Reading intervention remained a fluid program throughout the year, where students entered and exited, based on their progress in reading. Parental involvement continued to be an integral part of Cornerstone, with parents participating in a variety of ways. All students participated in Visual and Performing Arts programs through grade-level performances and units of study, as well as through school-wide AAYF and Art Trek activities. Providing a school environment that promotes physical and emotional security was a focus at Cornerstone all-year. Students participated in Spirit Days each month, focusing on different Character Traits. The school adopted a Growth Mindset Culture where all celebrated mistakes as an opportunity to learn.