

School Year: 2018-2019

Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Point Vicente Elementary	19-64865-6021315	October 22, 2018	December 12, 2018

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Parents, teachers, staff and district leaders have guided the planning process for this SPSA. District leaders have provided training and reviewed LCAP priorities and identified responsibilities at the site level. Staff and teachers have provided guidance and input at annual review/goal setting meetings, staff meetings, and in Principal's Advisory Hours scheduled regularly throughout the year. Parents have provided input (including LCAP, SSC, ELAC, DELAC, and district GATE Committee). Parents have provided suggestions and evaluated services provided to students. All Advisory Committees involved at the school site have provided input and review progress toward meeting the school goals.

Goals, Strategies, & Proposed Expenditures

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

Basis for this Goal

Providing a highly skilled staff will provide an effective educational program for all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Professional Development hours dedicated to ELD/ELL	100% of teachers grades TK – 2 are implementing Year 1 of <i>Wonders</i> (ELL/ELA adoption)	100% of TK –2 Teachers will complete 10 professional development hours in ELA/ELD including <i>Wonders</i> curriculum and will implement <i>Wonders</i> daily.
Professional Development hours dedicated to NGSS	100% of teachers grades 3 – 5 implemented a minimum of three NGSS lessons last year and all (100%) teachers completed an introduction PD in NGSS.	100% of 3 – 5 Teachers complete 10 professional development hours in NGSS Standards and implement pilot programs (Amplify and Stem Scopes) to inform planned adoption next year.
Professional Development hours Cognitively Guided Instruction	Some teachers provided training 2015-2017.	All (100%) teachers will have completed introductory CGI training by June 2019. All (100%) teachers will complete implementation survey which will guide site PD and set parameters for growth.
Professional Development Effective Intervention	Has been included generally, but not specifically or with intent.	All (100%) teachers will participate in effective instruction training and reflection on instructional strategies that support students-below-grade-level. 100% of teachers will document delivery and measure progress for identified students at regular grade-level meetings every 6 – 8 weeks (minimum).
School site facility will be monitored for safety and soundness.	The school facility is currently in good condition.	By June 30, 2019, all work orders will be completed and the facilities will remain in good condition.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students served TK - 2.

Strategy/Activity

Teachers will attend the District provided professional development training to support TK-2 ELA adoption. *Wonders* curriculum will be implemented daily. Teachers will collaborate (at site and across district) to facilitate implementation.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget Reference(s) No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students Grade 3 - 5

Strategy/Activity

Teachers in grades 3 – 5 will attend the District provided professional development training to support NGSS. Teachers will utilize district provided Amplify and Stem Scopes lessons to inform planned adoption next year.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget Reference(s) No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students will be served.

Strategy/Activity

By June 2019, all teachers will be trained in Cognitively Guided Instruction strategies to support math instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget
Reference(s) No site expense

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students will be served

Strategy/Activity

To monitor implementation, to identify areas for professional development, and to set parameters for fidelity measures, all teachers will complete a survey measuring understanding, utilization, and application of CGI strategies.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget
Reference(s) No site expense

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Provide professional development to teachers who are piloting ELA adopted materials as well as classified English Learner instructional aides, that is aligned to the California State Standards with an emphasis on Integrated and Designated English Language Development Standards; provide initial professional development to sites on Designated and integrated ELD standards and instructional shifts.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget Reference(s) No site expense

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Teachers will attend site provided Professional Development to identify and develop strategies to identify and support students performing below grade-level within the General Education classroom. Teachers will develop interventions and supports for students performing below-grade level and review student progress at grade level meetings every 6 – 8 weeks (minimum).

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget Reference(s) No site expense

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students served

Strategy/Activity

The principal and staff will continue to assess the campus to ensure that district facilities are in good condition. Work orders will be placed when facilities need to be repaired or replaced. All work orders will be completed to ensure the campus remains in good condition.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget
Reference(s) No site expense

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

Basis for this Goal

Having a strong instructional program raises the achievement of all students.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2018 CAASPP Math	Class of 2019 (Current 5 th grade): 76% of students Met or Exceeded standards in Math	Percent of students in class of 2019 (current 5 th grade) scoring standards Met and standards Exceeded will increase by at least 2%. Percent of students scoring Near and below will decrease by at least 2%.
2018 CAASPP English Language Arts	Class of 2019 (Current 5 th grade): 70% of students Met or Exceeded standards in English Language Arts.	Percent of students in class of 2019 (current 5 th grade) scoring standards Met and standards Exceeded will increase by at least 2%. Percent of students scoring Near and below will decrease by at least 2%.
2018 CAASPP Math	Class of 2020 (current 4 th grade): 93% of students Met or Exceeded standards in Math	Percent of students in class of 2019 (current 4 th grade) scoring standards Met and standards Exceeded will increase by at least 2%. Percent of students scoring Near and below will decrease by at least 2%.
2018 CAASPP English Language Arts	Class of 2020 (current 4 th grade): 87% of students Met or Exceeded standards in English Language Arts.	Percent of students in class of 2020 (current 4 th grade) scoring standards Met and standards Exceeded will increase by at least 2% to 89%. Percent of students scoring Near and below will decrease by at least 2%.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students served.

Strategy/Activity

Point Vicente will continue to perform universal screenings for all (100%) students with a research based assessment to identify students who are in need of extra academic support, principally directed to our unduplicated students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students considered, identified students served.

Strategy/Activity

Using this data, our team will work to adjust teaching or groupings to serve students identified or more forward with appropriate support as determined by the site team.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$800
Source(s)	Supplemental, Title I
Budget Reference(s)	Instructional materials, printing

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students considered, identified students served.

Strategy/Activity

Grade Level meetings with Intervention Team will occur approximately every 6 – 8 weeks to review tier movement, student progress, revision of intervention, etc.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$1500
Source(s)	Supplemental
Budget Reference(s)	Substitute hourly

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students considered, identified students served

Strategy/Activity

Point Vicente will continue to assess the need and review student data for supplemental instructional materials and support instructional needs as appropriate.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$46,400 (\$32,000 – 44,600 intervention aides, \$900 software; \$500 printing)
Source(s)	Supplemental
Budget Reference(s)	Printing, math aide, intervention aide, software, hardware

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Principal and Leadership Team will provide professional development for Point Vicente on areas of identified need including ELA, ELL; math, history/social science and NGSS. 100% of Teachers grades 3 - 5 will deliver a minimum of 5 units of study based on NGSS and implement Amplify and Stem Scope lessons to inform planned adoption for next year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

PBIS team will meet monthly and inform school staff of plan development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students considered, identified students served

Strategy/Activity

Point Vicente General Education Teachers supported by Intervention Team will explore available resources including *Wonders* assessments to identify and monitor students performing below grade-level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

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)

Basis for this Goal

Providing a strong instructional program for identified students will increase their academic performance.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math (EL)	<p>In 2018, 43% of students identified as English Learners scored Near/Below Standard compared to the schoolwide performance of 15%.</p> <p>57% of English Learners scored standards Met and standards Exceeded compared to the schoolwide performance of 84%.</p>	The percentage of English Learners scoring standards Met and standards Exceeded will increase by at least 2%.
CAASPP ELA (EL)	<p>In 2018, 50% of students identified as English Learners scored Near//Below Standard compared to the schoolwide performance of 21%.</p> <p>50% of English Learners scored standards Met and standards Exceeded compared to the schoolwide performance of 84%.</p>	The percentage of English Learners scoring standards Met and standards Exceeded will increase by at least 2%.
CAASPP Math (Sped)	<p>In 2018, 44% of students with IEPs scored Near/Below Standard compared to the schoolwide performance of 15%.</p> <p>56% of students with IEPs scored standards Met and standards Exceeded compared to the schoolwide performance of 84%.</p>	The percentage of students with IEPs scoring standards Met and standards Exceeded will increase by at least 2%.

CAASPP ELA (SpEd)	<p>In 2018, 44% of students with IEPs scored Near/Below Standard compared to the schoolwide performance of 21%.</p> <p>55% of students with IEPs scored standards Met and standards Exceeded compared to the schoolwide performance of 79%.</p>	The percentage of English Learners scoring standards Met and standards Exceeded will increase by at least 2%.
ELCAP	In 2018, 49 students were provided initial ELPAC assessment. 14 students performed at the Minimal or Somewhat level; 35 students performed at the Moderate or Well Developed Level.	Students will improve their performance on ELPAC by at least one level annually.
SRI	In 2018, 27 students tested; 63% were proficient or advanced; 30% Basic; 7% below basic	After completing a year of intervention, the percentage of students scoring Basic or Below Basic will be reduced by 10%.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Identified students will be served.

Strategy/Activity

Point Vicente will evaluate and analyze CAASPP data for students with disabilities who are not meeting standards and use the data as one of the measures in order to revise and develop IEP goals and evaluate the services available to students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Students identified as ELL and RFEP will be served

Strategy/Activity

Point Vicente will continue to assess our English Learner program and provide support as needed such as but not limited to: identify a site lead to serve on a teacher English Learner committee; individual instructional sessions by classified instructional assistants for EL students using English Language Development (ELD) supplemental materials and manipulatives as needed for intervention instruction in order to maintain or increase the percent of English Learner (EL) students making progress toward English proficiency. Teachers Grades TK – 2 will utilize EL Supports in *Wonders* ELL/ELA curriculum as aligned to professional development in EL Standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional site expense
Source(s)	Supplemental
Budget Reference(s)	See Goal 2; Strategy/Activity 1 and Activity 2

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Identified EL students served

Strategy/Activity

Evaluate current English Learner instructional materials to ensure best practice teaching methods are implemented.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No additional site expense
Source(s)	Supplemental
Budget Reference(s)	See Goal 2; Strategy/Activity 2

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Redesignated English Learners

Strategy/Activity

Teachers and/or Intervention Team will provide academic language intervention and other language interventions after reclassification, when necessary. Reclassified students will be monitored and given supports as appropriate as determined by the Teacher on Special Assignment in partnership with the school site team.

Point Vicente will monitor reclassified English Language Learners by reviewing report cards each trimester and create action plans for any RFEP student that is not meeting standards.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All English Learners served

Strategy/Activity

Scholastic Reading Inventory will be administered twice each year and the data shared with teachers and staff to monitor student progress and provide assessment of instructional supports.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

School Site Council will review bylaws and handbook to confirm effective School Site Council Practices.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Goal 4

Provide a school environment that fosters physical and emotional security, encourages community involvement, and focuses the school climate on creating opportunities for student engagement

Basis for this Goal

Providing a welcoming and safe educational and emotional environment for students will enhance the conditions for students' academic and social-emotional learning.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance	In 2017-2018, 80.6% of Point Vicente students maintained acceptable rates of attendance. 12.4% (39 students) were Approaching Chronic; 5.4% (17 students) were Chronic; 1.6% (5 students) were Approaching Severe levels of attendance.	Increase percentage of students consistently on time by 0.5% annually
Student work samples, student evaluation, teacher evaluation (varies per grade level but each teacher will provide evidence).	Second Step curriculum has been adopted as a Tier 1 Intervention as part of our MTSS approach.	Implement the Second Step curriculum with fidelity as measured by student work, student evaluation, and teacher evaluation.
PBIS survey: TFI	PBIS Year1	Complete first TFI, establish baselines and parameters for year 2
Safety drill training and evaluations	Agendas, evaluations	Evaluate and incorporate data to establish priorities for purchasing, training, and plan revision
Student participation	School calendar, student sign in (certain events)	100% of Point Vicente students will be given opportunities to participate in school-wide events
Social Emotional Learning Curriculum	Last year, Point Vicente piloted two SEL programs. One (Second Step) is being fully implemented this year.	100% of Point Vicente students will be provided a full year of Second Step curriculum as measured by a variety of measures including student journal, pre/post-test, student work and teacher notes.

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All students served.

Strategy/Activity

Sites will continue to utilize a progressive discipline model that includes alternate means of correction, restorative practices and counseling support for students and identify root problem to correct behavior. We will complete PBIS year 1.

Proposed Expenditures for this Strategy/Activity

Amount(s) No site expense

Source(s) No site expense

Budget
Reference(s) No site expense

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Point Vicente will provide awareness training with staff on how to recognize signs of students who are struggling emotionally and steps to take in order to support students. Point Vicente will provide guidance lessons on social emotional learning and work with stakeholders to support students' social emotional wellness. 100% of staff will complete training on suicide prevention.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Point Vicente will continue to engage with our parent community by actively sharing parent information through parent emails, encouraging parent participation, parent/family nights that are linked to learning (Science Night) as well as PTSA and other advisory committees.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Point Vicente will continue to emphasize the importance of school attendance with students and parents. Attendance Conferences/SSTs will be held with parents and/or students for students Approaching Chronic, Chronic, or Approaching Severe. Students

who are consistently coming to school on time will be recognized monthly with award certificates.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$200
Source(s)	Supplemental
Budget Reference(s)	printing

Strategy/Activity 5

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Point Vicente will continue to review and evaluate intervention options in place for students who have medical, social and emotional needs in order to support students' academic and emotional well-being. Continue support for Tier II and crisis supports in place and evaluate and adjust resources as needed and if budget allows. SST will be used to document referral to CASSY/SSS and/or school psychologist. Point Vicente uses a MTSS approach and provides social-emotional support to all students including Tier 2/tier 3 interventions provided by SSS and school psychologist.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 6

Students to be Served by this Strategy/Activity

All students served

Strategy/Activity

Review protocols for ELAC with site administration, parents, and teachers. Continue 100% representation for Point Vicente at DELAC with practical information for EL parents which will be shared with Point Vicente ELAC.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students served.

Strategy/Activity

The school will provide multiple school-wide activities and provide a variety of activities that encourage and support student engagement and positive interactions. (Schoolwide: assemblies, International Day, School Spirit Activities, PTA Activities; Open to All but limited by number of participants: Friendship Club, Student Council)

Proposed Expenditures for this Strategy/Activity

Amount(s)	No site expense
Source(s)	No site expense
Budget Reference(s)	No site expense

Annual Review and Update

SPSA Year Reviewed: 2017-18

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
PVPUSD and Point Vicente Roadmap, adoption Calendar	Teachers will be provided PD in identified areas	PD was provided to 100% of Point Vicente teachers in the areas of NGSS and Writing.

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Teachers will use approved software and instructional resources to support students-at-risk	Teachers used I-Ready, Read Naturally and other resources; Interventions provided to all Tier 2 and Tier 3 students.	No site expense	No site expense
As indicated by student performance and monitored at regular grade-level meetings and reviewed at Student Study Team meetings, supplemental intervention programs including Headsprout, Reading Live and Essential Skills will be used to support learners at-risk	Teachers used intervention programs to support students. 100% of students were assessed, identified students were served in Tier 2, tier 3 intervention programs.	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Intervention teachers will explore research based intervention materials and make recommendations for 2018 – 2019	No recommendations were made	No site expense	No site expense
5 th grade teachers will continue to administer the second trimester Summative Assessments to ensure appropriate math placement for students in 6 th grade	Assessments were completed and recommendations made	No site expense	No site expense
Teacher representatives will pilot two ELA programs and ultimately recommend a program to adopt for 2018 – 2019	Pilot was completed and recommendation made	No site expense	No site expense
All teaching staff will receive professional development in the adopted ELA program	100% Teachers TK – 2 were provided PD in alignment with revised adoption plan.	No site expense	No site expense
Begin to align science curriculum to NGSS; Identify and teach at least NGSS unit per trimester	Teachers TK – 5 taught at least one NGSS unit per trimester	No site expense	No site expense
Continue to implement technology scope and sequence	Teachers utilized technology scope and sequence and incorporated it into instruction	No site expense	No site expense
Provide intervention teacher to implement Tier 3 instruction and support reading intervention	Teacher was provided at district expense; Tier 3 instruction provided; no site funds were required	\$24,000	No site expense

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Point Vicente staff were trained and supported, and they delivered curriculum aligned with state standards to give all students access to academic success. With one exception, all strategies/activities were implemented fully. (Site Intervention team did not identify any new software required for intervention.)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Utilizing District and Site Roadmap served to identify and align resources to prioritized goals and projects, and helped to outline progression toward goals over subsequent years. IReady, Headsprout, Essential Skills and Read Naturally were identified as critical tools to support growth in reading and math. Summative math assessment has proved to be a reliable, accurate resource in identifying appropriate math placement and will be continued. The district has adopted a ELA program and identified grades TK – 2 as first to implement. Teachers across the grade levels made progress implementing NGSS and taught at least three units. Teachers continue to expand the integration of the technology matrix skills into instruction. Site Rtl (Reading) was effective as 10 students made tier progress and 80% of students demonstrated growth in reading fluency.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Initially, additional staff for Tier 3 intervention was projected to be a site expense. However, district provided staff as part of district commitment to Rtl.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Essential Skills, an assessment/intervention program, is no longer available for our staff. We need to consider if an alternate program is required. (See Goal 2, Activity 2). NGSS implementation continues (See Goal 1, Activity 2).

Goal 2

Provide an instructional program which raises achievement for all students in all four core content areas

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Math 2018	Percentage of students meeting or exceeding standards will increase by 5%.	Class of 2019: 77% of students Met or Exceeded standards in Math (decrease from 88%). Class of 2018: 66% of students Met or Exceeded standards in Math (decrease from 79%)
CAASPP ELA 2018	Percentage of students meeting or exceeding standards will increase by 5%.	Class of 2019: 70% of students Met or Exceeded standards in English Language Arts (decrease from 74%). Class of 2018: 87% of students Met or Exceeded standards in English Language Arts (increase from 84%).

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Develop site road map for implementation of MTSS (inclusive of PBIS)	Site road map developed including PBIS	No site expense	No site expense
Continue universal screenings with research based assessment (Aimswest) to identify students who are in need of academic support (inclusive of students with disabilities, English	Students were identified and served. 100% of students were assessed, identified students were served in Tier 2, tier 3 intervention programs.	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
learners, and students who did not meet standards on the CAASPP)			
Sites will assess the needs of our ELL program: identify site ELL lead teacher; use formative and local assessments for EL students, use small group instruction or individual instruction	Site assessed needs and provided support as designed	\$9,500	12,000
Utilize MTSS to monitor progress of EL students and provide intervention and support accordingly	Site assessed progress and provided support	No site expense	No site expense
Supplement core curriculum instruction for EL students with re-teaching materials	Provided instruction	\$500	\$400
Reclassified (RFEP) students will be monitored and given supports as appropriate	Students were provided support and monitored	No site expense	No site expense
Identify GATE site coach. Site coach will present professional development on tools learned at a minimum of two staff meetings per year. Site coach will serve as a resource for all school stakeholders.	Site coach was identified and provided PD to teachers at monthly staff meetings. Site coach provided resources for all school stakeholders.	No site expense	No site expense
Teachers will use approved software and instructional resources to support students at risk.	Teachers used I-Ready, Read Naturally and other resources; 100% of students were assessed, identified	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
District provides I-Ready, Read Naturally	students were served in Tier 2, tier 3 intervention programs.		
Intervention as indicated by student performance and monitored at regular grade-level meetings review at Student Study Team meetings.	Intervention provided and grade-level and SST meetings provided. 100% of students were assessed, identified students were served in Tier 2, tier 3 intervention programs.	\$1,000	\$1,040
Supplemental intervention programs including Headsprout, Reading Live and Essential Skills will be used to support learners at-risk	Intervention provided; 100% of students were assessed, identified students were served in Tier 2, tier 3 intervention programs.	\$2,000	\$820
Intervention teachers will explore research based intervention materials and make recommendations for 2018 – 2019	No recommendations were made	No site expense	No site expense
Supplemental reading instruction provided with re-teaching materials	Reading instruction provided to Tier 2, Tier 3 students	\$500	\$400
Teacher representatives will pilot two ELA programs and ultimately recommend a program to adopt for 2018 - 2019	Pilot was completed and recommendation made	No site expense	No site expense
Begin to align science curriculum to NGSS; Identify and teach at least one NGSS unit per trimester	Teachers TK – 5 taught at least one NGSS unit per trimester	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
For Math, provide instructional aide(s) for at-risk, students performing below proficiency, daily	Instructional aides provided. Referred students provided re-teaching (3 x wk minimum).	\$18,543	26,800
Supplemental math instruction with reteaching materials	Instruction provided, Referred students provided re-teaching (3 x wk minimum).	\$500	\$400
Provide Intervention teacher to implement Tier 3 instruction and support Reading Intervention	Teacher was provided at district expense; Tier 3 instruction provided; no site funds were required	\$24,000	0
Provide Professional Development to identify effective strategies and school plan for writing skill development	All teachers provided PD; Writing Leadership Team formed and provided PD	\$1,740	\$1,740

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

With one exception, all strategies/activities were implemented fully. (Site Intervention team did not identify any new software required for intervention.)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

CAASPP scores did not increase. Our school leadership team continues to review school and student performance to better understand performance, and to identify instructional practices that support student growth. We did see a significant gain in reading (fluency and comprehension) with students in Rtl, and chapter assessment tests in math documented improved math competency, but those factors did not align

with improved CAASPP performance. The overall effectiveness of these strategies was somewhat effective as students obtained this growth while others did not.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Initially, additional staff for Tier 3 intervention was projected to be a site expense. However, district provided staff as part of district commitment to Rtl. Salary for math aides and ELL aide exceeded projections because the program was in place for the full year (previously, start was delayed and intervention was not provided for the full academic year.)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Grade-level meetings(at a minimum, every 6 – 8 weeks) will include review of claims and targets from CAASPP at the student level, and at the grade-level. Teachers will identify adjustments in instruction to reflect areas identified by CAASPP performance. See Goal 2 and Goal 3.

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)

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
SRI	Establish baseline	27 students tested; 63% were Proficient or Advanced; 30% Basic; 7% Below Basic

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Develop site road map for implementation of MTSS (inclusive of Rtl)	Site road map developed including Rtl	No site expense	No site expense
Continue universal screenings with research based assessment (Aimsweb) to identify students who are in need of academic support (inclusive of students with disabilities, English learners, and students who did not meet standards on the CAASPP)	Students were identified and served	No site expense	No site expense
Conduct Progress Monitoring Review Meetings every 6 – 8 weeks; review tier and program changes; evaluate program	Intervention provided and grade-level and SST meetings provided	\$1,000	\$1,040

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
Sites will assess the needs of our ELD program; Identify site ELD Lead teacher, use formative and local assessments for EL students, use small group instruction or individual instruction	Site assessed needs and provided support as designed	\$9,500	12,000
Reclassified (RFEP) students will be monitored and given supports as appropriate.	Students were provided support and monitored	No site expense	No site expense
Identify GATE site coach. Site coach will present professional development on tools learned at a minimum of two staff meetings per year. Site coach will serve as a resource for all school stakeholders.	Site coach was identified and provided PD to teachers at monthly staff meetings. Site coach provided resources for all school stakeholders.	No site expense	No site expense
Teachers will use approved software and instructional resources to support students at-risk; District provides I-Ready, Read Naturally	Teachers used I-Ready, Read Naturally and other resources	No site expense	No site expense
Supplemental intervention programs including Headsprout, Reading Live, and Essential Skills will be used to support learners at-risk	Intervention provided	\$2,000	\$820
Intervention teachers will explore research based intervention materials and make	No recommendations were made	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
recommendations for 2018 - 2019			
Provide professional development for intervention teachers in research-based programs	PD was provided in IReady and Sundry System at district expense	\$1,000	No site expense
Provide professional development for classroom teachers in programs and strategies to support EL's, GATE and students with special needs	Site staff provided professional development to identify strategies that support GATE students, EL students, and students with special needs.	\$5,000	No site expense
Provide Intervention Teacher to implement Tier 3 instruction and support Reading Intervention	Teacher was provided at district expense; Tier 3 instruction provided; no site funds were required	\$24,000	No site expense

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

With one exceptions, all strategies/activities were implemented fully. (Site Intervention team did not identify any new software required for intervention)

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

2018 was a transitional year for PVPUSD as we did not have pre-post test data on CELDT, and established new assessments, SRI and ELPAC. Baseline/initial assessment was completed for SRI and ELPAC. Redesignation procedures also were revised to include new measures.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Initially, additional staff for Tier 3 intervention was projected to be a site expense. However, district provided staff as part of district commitment to Rtl. Site staff provided Professional Development for instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

SRI will be administered three times annually, so EL students not making sufficient progress will be identified earlier. With more experience, we will identify other data points that align and monitor student progress toward proficiency on the ELPAC. See Goal 3.

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

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
School Attendance Data		<p>In 2017-2018, 80.6% of Point Vicente students maintained acceptable rates of attendance. 12.4% (39 students) were Approaching Chronic; 5.4% (17 students) were Chronic; 1.6% (5 students) were Approaching Severe levels of attendance.</p> <p>In 2017-2018, 36.3% of Point Vicente students were not truant. 15.9% (50 students) were approaching truant. 40.4% (127 students) were truant. 5.7% (18 students) were approaching chronic truant. 1.6% (5 students) were chronically truant.</p>

STRATEGIES/ACTIVITIES

Strategy/Activity 1

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
GATE site lead will continue to be a resource to other teachers, administrators, and	Site GATE Lead and District GATE committee provided resources for teachers,	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
parents at the site with an emphasis on social/emotional learning and development	administrators, and parents		
Implement SARB Procedures and monitor student attendance including monthly awards for promptness; trimester awards for attendance; SST meetings for students approaching 10% delinquency on attendance reports	Procedures were implemented and attendance awards provided; SST meetings used for chronic tardiness and absences	\$500	0
Provide opportunities for students to engage in the school community: Student Council, Lunch Bunch, Spirit Assemblies, Friendship Circle	Many students participate in school activities	No site expense	No site expense
Pilot Social Emotional Learning Curriculum, explore Mindfulness and Welcoming School approaches to provide parents and students support and create a safe learning environment where students report feeling supported, both physically and emotionally	SEL program: Second Step was adopted; Mindfulness and Welcoming School activities and approaches reviewed at monthly staff meetings;	No site expense	No site expense
Create a plan to provide interventions and options for students who have social and emotional needs in order to support	Using a MTSS model, plan was developed including Tier 2 and 3 interventions utilizing Student Support	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
students' academic and emotional well being	Specialist and school psychologist and intern.		
Inform parents of resources that are available to them in order to support student learning (mass email, intentional outreach for parent education, parent meetings/conferences); Provide ELL parent conference opportunity with ELL Aide and classroom teacher at least annually; New Family Meetings; Math Night, Literacy Presentation at Salvation Army; Teacher Outreach at Salvation Army	Parents informed using email and intentional outreach; parent meetings and conferences provided; New Family Meetings held; Teacher Outreach at Salvation Army held. Literacy Presentation was offered but not scheduled. ELL conferences were held at teacher discretion.	\$500	No site expense
Engage with parent community by actively sharing parent information through parent emails, encouraging parent participation through parent education nights (Math Night, Literacy Presentation at SA, parent nights that are linked to learning (Science Night) as well as soliciting feedback from PTSA, ELAC and Title 1 Parent Group	Science Night was held. Parent groups solicited for feedback and suggestions. Email used to provide information and generate feedback.	No site expense	No site expense
In compliance with new legislation, utilize a progressive discipline model that includes alternate means of	Utilized progressive discipline and alternate means of correction as needed; official Year 1 of PBIS will be 2018 –	No site expense	No site expense

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
correction, counseling support for students and identify root problem to correct behavior; Explore PBIS	2019; Team formed to include noon duty staff, teacher, and administrator.		

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All strategies/activities fully implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Attendance did not improve. Both absences and tardiness increased.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Teachers and administrators held attendance conferences before/after school rather than using substitute coverage to minimize disruption to instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Point Vicente will aggressively promote school attendance, and enlist all supports (PTA, School Site Council) to educate the parent community and promote improved attendance. Teachers and school administrators will increase attendance conferences/SSTs for all students with attendance indicators. See Goal 4.