

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date	
<b>Paradise Valley Engineering Academy</b> Principal Julie Page 2019-2020 ----- Principal Amber Andrade 2020-2021	43695836098271	May 21, 2020	August 4, 2020	

## Plan Summary:

**THE STORY:** Briefly describe the students and community and how the school serves them.

### **Paradise Valley Engineering Academy:**

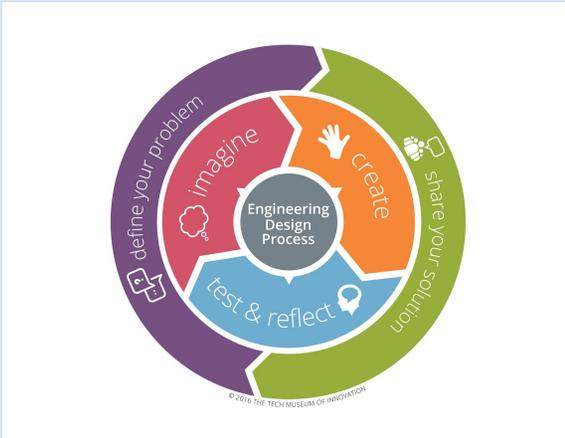
Paradise Valley Engineering Academy is a learning community of students, staff, parents and professional educators who share the belief that all children can learn and should find joy in the discovery of knowledge. We highlight, at PVEA, an Engineering Design focus in all of our curricula.

At Paradise Valley Engineering Academy, we believe that a nurturing and supportive environment is key to meeting the needs of our students. We are a child-centered school, committed to preparing our diverse student population through technology integrated quality education with a focus on developing critical analytical skills using the Engineering Design Process. We strive to provide students the supports necessary to maximize their potential to help them become lifelong learners and positive contributors to our global society. Student demographics include: 12.4% English Learners; 0% Foster Youth; 3.4% Homeless; 1.1% Migrant; 12.9% Students with Disabilities; and 23.4% Socioeconomically Disadvantaged.

We believe in maintaining a strong partnership between parents, students, and teachers to ensure that all students develop the academic and social skills needed to achieve the high expectations set for them.

## Paradise Valley Engineering Academy

enriches the lives of our K - 5 students and families. We are an Engineering Academy -- which means we focus on the Engineering Design Process throughout our day. Our first goal is one of Academic Success. Our teachers work on district and site teams to collaborate on goals, curriculum planning and development, and address the educational needs of all PVEA students. Secondly, we work on a Balanced Curriculum, which is achieved through the working partnership of our school district and parent community. We offer an enriched curriculum that includes hands-on Makerspace Labs, in-depth core curriculum, physical education instruction, library, centers for small group instruction, a reading intervention program, character education, and student support services. Finally, we endeavor to build caring, responsible citizens. Our work with Project Cornerstone asset-building curriculum and philosophies is deepening through the campus - and we look forward to the 2020-2021 as being our best year yet! With Project Cornerstone, school wide, we believe in building the 41 Developmental Assets in our school community through classroom readings, school wide fun activities, dance parties, art projects, acts of kindness and student leadership through the Expect Respect Program. We welcome parent involvement on campus -- and we encourage you to find ways to get involved that are meaningful to you. The ways to get involved are abundant. You



are an asset-building, caring presence at school!

**Students are served** through district wide programs as described in the district's Local Control Accountability Plan (LCAP). This School Plan for Student Achievement (SPSA), represents our school's allocation of resources towards unique school level needs as determined by our review of student outcome data and stakeholder input. This needs assessment is further analysed to determine root causes which inform the actions as laid out in this plan. Actions are monitored for effectiveness through various metrics and future plans are adjusted to ensure that actions are demonstrating the desired outcome. Program and service evaluations must take into account the degree to which plans have been implemented with fidelity and ample time for expected outcomes to be demonstrable.

The school facilities consist of three "hub" buildings and five portable classrooms. The largest hub contains the multipurpose room, kitchen facilities, and specialized learning labs to enhance learning including our Makerspace, Robotics Room, and Art Room. The secondary hub contains the school administrative office, our "Panther Pawd," newly renovated library and six classrooms. The third hub houses four classrooms and is adjacent to the portable classrooms which provide additional instructional space for the classrooms, Special Day Class, Library, and Resource Specialist.

Design Thinking, hands on learning, technology integration and collaboration are the heart of our instruction at Paradise Valley Engineering Academy. In Design Thinking, students define problems, imagine solutions, create, test & reflect, collaborate and communicate with their peers. They revisit ideas, solutions, and strive to improve upon earlier solutions. Design Thinking is integrated into core subjects and is also further explored in our specialized learning labs.

Our specialized learning labs include our Makerspace and Robotics Room. Our Exploration Center is a key learning area where teachers and students collaborate and engage in science investigations and engineering challenges. Some key features include: a large, double room so two classes can comfortably work together with both teachers and students collaborating, exposed structural elements to encourage curiosity about how structures are put together and how the structural elements work together, projector and large movie size screen to engage and provide direct instruction to a large group of students, and multiple collaboration areas. Our goal for next year is to provide additional shelving and storage for in process projects, so students can investigate over time as well as redesign after reflection, and I provide organized storage of materials for science investigations and engineering challenges. Our Robotics Room is a key learning area where students use technology to enhance learning. Students code, create circuits, and build robotics. Our Panther Pawd, is centrally located and includes student library, teacher library, and flexible seating for a variety of learning activities. There is a display area for student projects, a carpeted storytime area, and learning workstations for classroom centers and volunteers.

Two years ago, PVEA implemented a school-wide extended day program. Targeted students include 3rd through 5th grade students who are performing below grade level or didn't have parental support at home to help with homework (along with our EL and F&R students). The ultimate goal is to help students be successful as they reviewed their classroom learning through homework practice. Students were not only offered homework assistance but also provided technology driven reading and Math support. Many other enrichment opportunities such as Theater Arts, Lego Robotics Club, Google CS Coding Club, Chess Club, Running Club, Art Classes, Band, etc. were also offered for students who were interested. At our school, we believe in providing students opportunities that help with whole child development combining academics along with enrichment and sports. While activities vary from year to year pending availability and funding, we strive to provide a variety of on-campus learning experiences for all students. In the 2018-19 school year, about thirty 4th-5th graders participated in the Tech Museum Engineering Design Challenge - two teams went to compete. Teams applied their learning of the Engineering Design Process and their creativity to solve the design challenge that was posed by the Museum personnel. One of our teams came back winning awards for their device. Our students have multiple extended opportunities on field trips to further enhance their educational and world learning experiences such as the Monterey Bay Aquarium field trip for 1st graders, Apple Farm field trip for the Kindergarteners, Science Camp for the 5th graders, Sacramento Field Trip for the 4th graders, etc.

In 2020-2021, PVEA staff will learn more about Step Up to Writing in an articulated, K -5, setting. Staff expressed a desire for a succinct and coordinated writing program. We decided up on Step Up to Writing as we felt the scaffolded approach would support our Engineering curricula as well as other subject areas.

Secondly, we will refine our Makerspace work -- with targeted professional development about creating engineering challenges for students and teaching them how to work in collaborative teams.

PVEA's Home and School Club also supports many of the enrichment opportunities for students and helps fundraise for school wide programs/ activities such as field trips, science camp, classroom supplies, Meet the Masters Art, etc. We believe in community building and our H&SC works collaboratively with school staff and administration as we offer movie nights, conduct the Panther Prowl walk-a-thon, Spell-a-Thon, School Festival, and many fundraisers.

The SPSA continues to be organized under three goals aligned to the district's LCAP. The actions categories under each goal are also aligned to the LCAP, enabling cross referencing between various plans. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs. As the goals and categories are broad, there is ample flexibility for a wide variety of programs and services, but also an infrastructure by which to share professional learning about program effectiveness in meeting common goals. These goals are:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students. (This goal has seven common actions including staffing, professional development, core and support educational programs, and basic services).
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness. (This goal has two actions including general parent engagement as well as targeted engagement and outreach for parents of underrepresented students).
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready (This goal has two actions including general campus climate and engagement services as well as strategic and intensive supports for struggling students).

Additional School level goals and priorities include:

**At PVEA**, our everyday work and school climate is guided by research that shows that teacher professional development and building instructional capacity in teachers has a direct impact on improved student achievement. We have developed a teacher learning model where teachers are encouraged to seek professional development opportunities not just within the district but outside as well. At PVEA, we believe in the

training of trainers model and help develop strong pedagogies in all staff members. Teachers attend professional development trainings, conferences, etc. conducted by various educational organizations and bring it back to the rest of their colleagues to benefit all students.

Along with the district, the current PVEA SPSA continues to be organized under three goal areas:

1. **College and Career Readiness:** With an equity lens, MHUSD will provide rigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students.
2. **Parent Engagement** All parents are valued as partners in their child's education and are empowered to support their child's preparation for college or career readiness.
3. **Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready

#### **Paradise Valley Engineering Academy will...**

1. Continue to gain knowledge about Multi-Tiered System of Supports (MTSS) and align our school wide Quality First Instructional focus with the district wide instructional goals.
2. Utilize professional development opportunities at the district, and site level to ensure systematic and high quality instruction school wide.
3. Continue to adapt and implement systemic during and after school interventions to ensure that all students succeed and are provided educational opportunities based on their learning style and potential, while maintaining a culture of high expectations.
4. Create clear and concise behavioral expectations through our third year of PBIS implementation.
5. Continue to develop critical thinking and problem solving skills in students through the use of the Engineering Design Process, Makerspace collaborative learning experiences, and Step Up to Writing articulation.
6. Continue to host various parent education nights such as Back to School Night, Family Engineering Night, Digital Citizenship Parent Workshop, Open House, etc. We will continue to maintain good parent attendance at advisory council meetings including Home & School Club, School Site Council, and ELAC.
7. Continue and enhance a sustainable plan with Home and School Club regarding the number of fundraisers and events requiring parent volunteers/ involvement.
8. Continue to enrich/enhance our expanded learning opportunities for all students - highlighting Makerspace Engineering Challenges and Step Up to Writing curriculum.

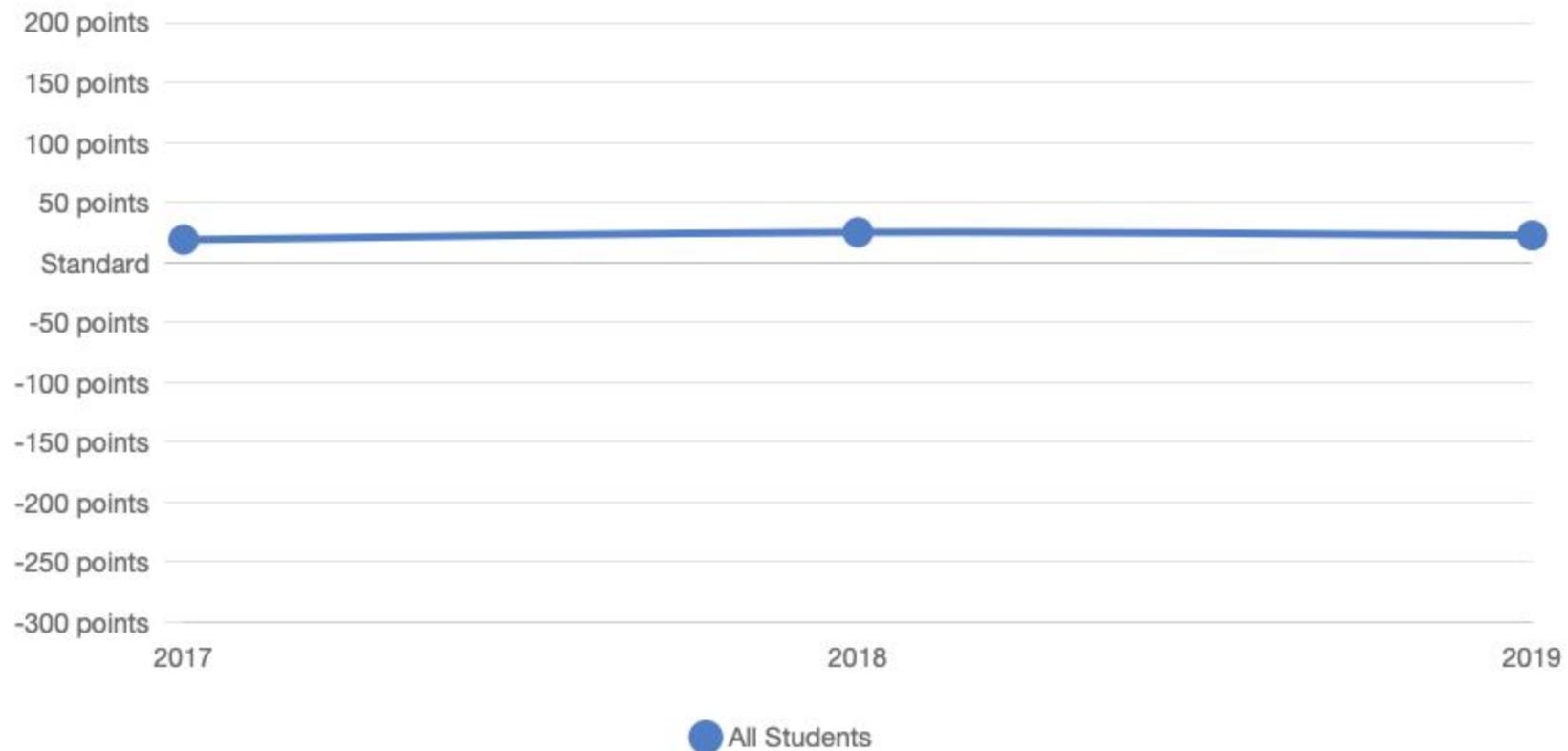
**GREATEST PROGRESS:** Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success?

Based on the California School Dashboard from the California Department of Education, in English Language Arts all students scored 22.2 points above average -- which is maintained from 2018. In Mathematics, all students scored 16.4 points -- which is a score

maintained from 2018. Our chronic absenteeism and suspension rates have both declined - moving us from Orange to Green. Finally, our English Learners have made significant growth, (+23.4) and moved to blue this year. In English Language Arts, our reclassified English Learners increased by 37 points. Our current English Learners increased 11.4 points, moving them to green.

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



LEARN MORE  
**English Language Arts**

All Students State



Green

22.2 points above standard

Maintained -2.6 Points

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details →](#)

LEARN MORE  
**Mathematics**

All Students State



Green

16.4 points above standard

Maintained -2.6 Points

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details →](#)

LEARN MORE  
**Chronic Absenteeism**

All Students State



Green

7.7% chronically absent

Declined 2.3% ☹️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details →](#)

LEARN MORE  
**Suspension Rate**

All Students State



Green

**1.6% suspended at least once**

**Declined 0.3%** ⬇️

**EQUITY REPORT**

Number of Student Groups in Each Color

<b>0</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### Current English Learners

99.5 points below standard

Declined 13.1 Points ⊕

Number of Students: 24

### Reclassified English Learners

56.6 points above standard

Increased 7.7 Points ⊕

Number of Students: 17

### English Only

38.2 points above standard

Increased 11.3 Points ⊕

Number of Students: 195

In Mathematics , our reclassified English Learners increased by 5.4 points. However the current English Learners declined 12.7 points.

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.



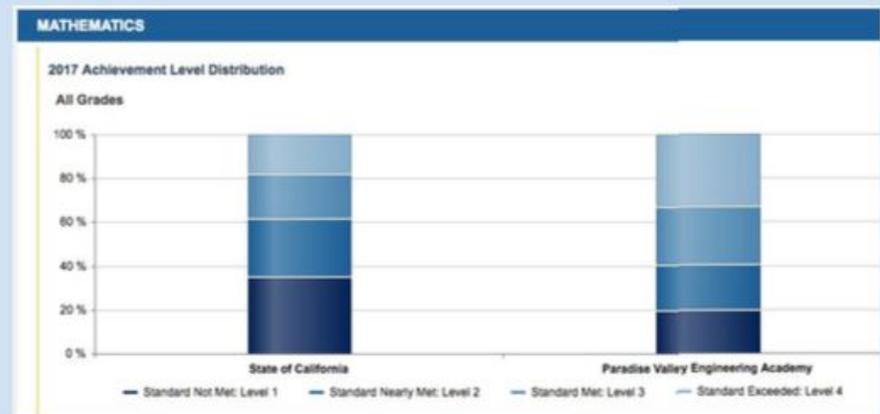
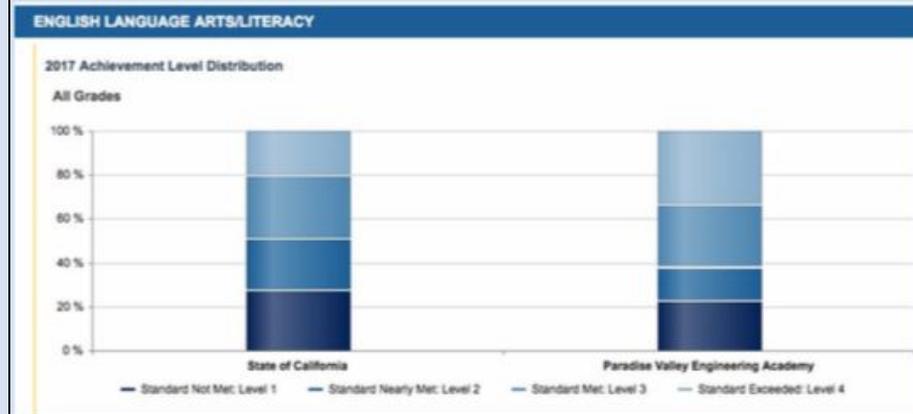
Overall, the chart below indicates where are the areas of highest achievement and highest need:

## Student Group Report for 2019

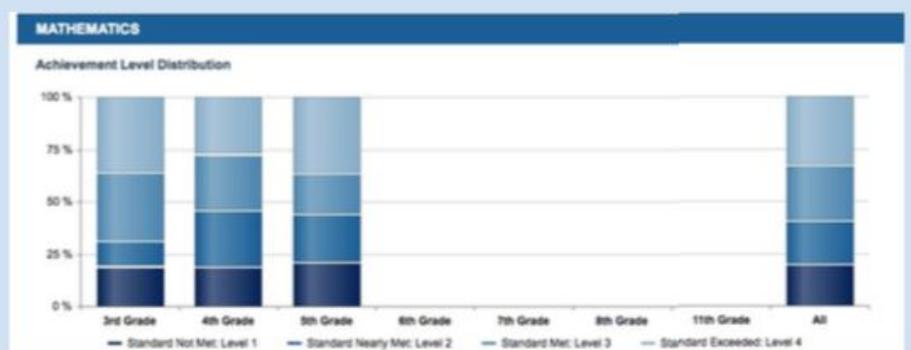
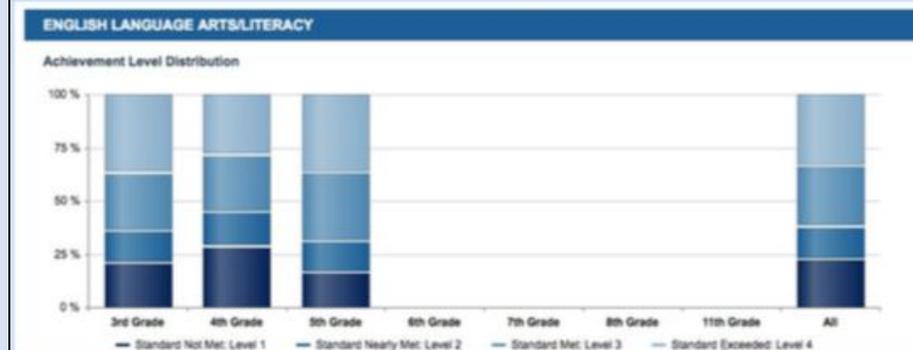
Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Green	None	None	Green	Green
English Learners	Green	Orange	None	None	Yellow	Green
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Green	None	None	Yellow	Yellow
Students with Disabilities	Green	Yellow	None	None	Red	Orange
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Green	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Blue	Green	None	None	Blue	Green
Two or More Races	None	None	None	None	None	None

Overall, PVEA's academic achievement in both ELA and Math is very strong compared to both county and statewide achievement. In ELA, 63% of our students are at or above grade level and in Mathematics, 60% of our students are at our above grade level.

## State Comparative:



## Grade Level Academic Performance Graph:



## Purpose and Description

**Plan Description:** Targeted support and improvement based on dashboard indicators for students with disabilities based on “all red indicators (chronic absenteeism, suspension, and English Language Arts) and one other color,” ( yellow on Math).

**The purpose** of this plan is to address areas of need as revealed by our needs assessment as follows:

**Needs Assessment Findings:**

**California Public School Dashboard Indicator Needs:**

Suspension = red for SWD, orange for all students

Chronic Absenteeism = red for SWD, orange for all students

**California Public School Dashboard Gaps:**

The student sub groups with gaps of 2 or more performance levels are: Chronic absenteeism of SWD and Suspension rates of SWD.

**Stakeholder Identified Needs:**

Absenteeism and the effects of differentiation to meet the needs of students needing assistance both academically and socially as well as challenging higher performing students both academically and socially.

**Local Assessment Data:**

Absenteeism directly affects student achievement and directly contributions to the achievement gap which affects students above and below grade level standard.

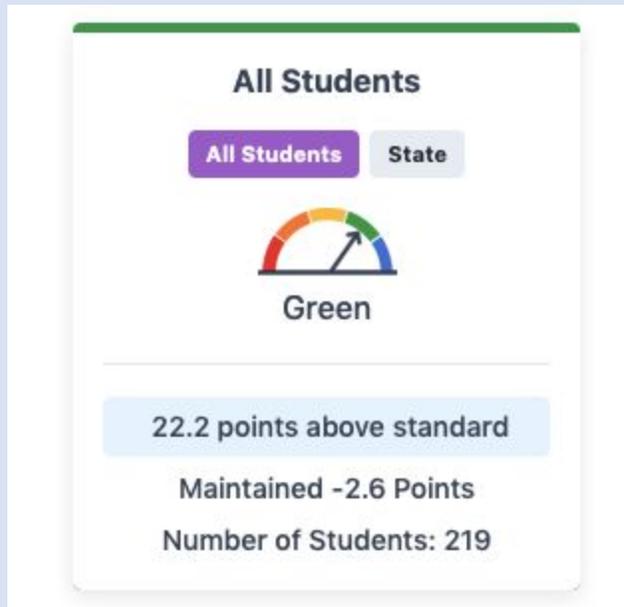
**Root cause analysis of Chronic Absenteeism:**

One important goal is to increase our parent education about the importance of student attendance and academic and social emotional success. PVEA will undertake an evidence based multi-tiered approach to addressing this issue as follows: implementing a **Tier 1** communication and education program for families that ensures constant reminder and understanding of both the financial and instructional impacts of absenteeism; developing a **Tier 2** chronic absenteeism monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance. **Tier 3** truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students.

**Root cause analysis of Suspension:**

As students enter school, some families have difficulty in understanding the school's expectation regarding teaching and learning. As a result, PVEA has worked purposefully to establish consistent rituals, routines, and practices to provide a calibrated approach to establish consistency in behavioral expectations both in and out of the classroom. Training includes school wide assemblies to review expectations throughout the year, consistent classroom rituals and routines taught purposefully at the start of the year and throughout the year, PBIS training, Be Seen and Heard curriculum, Suicide prevention Training, and restorative justice practices.

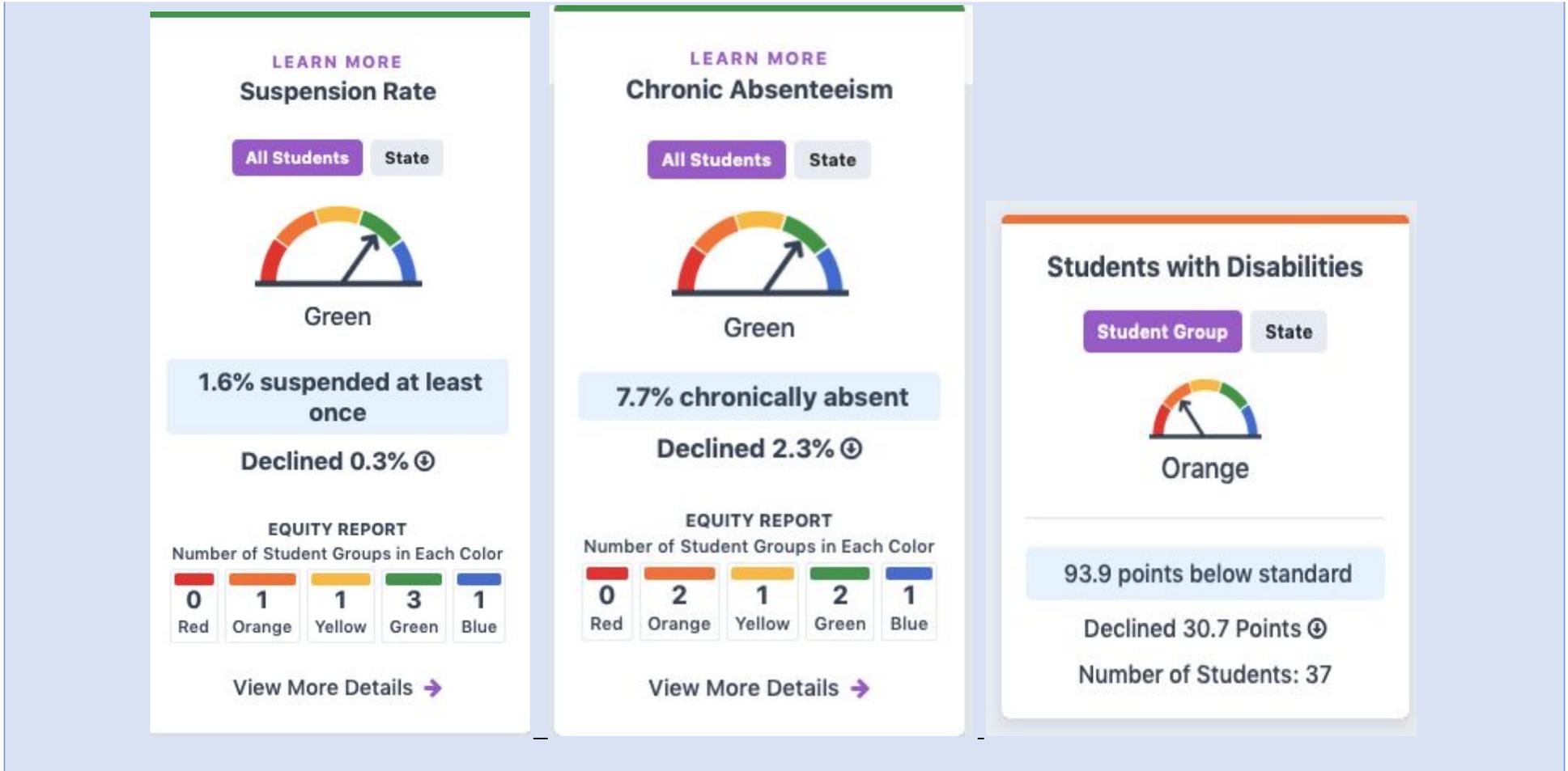
Below are graphs of State dashboard results for students with disabilities. The areas of highest need are to reduce the suspension rate, improve attendance, and improve English Language Arts achievement.



Suspension

Chronic Absenteeism

Students with Disabilities



## Stakeholder Involvement

The SPSA was developed through examining school data and stakeholder input. The Principal holds regular meetings with the ELAC, School Site Council and the Home and School Club. Additionally, the principal works with the teaching staff through staff meetings and leadership meetings to report on progress toward SPSA goals and to seek input on needs that can impact student learning. The plan was approved by the School Site Council and ELAC committees in the Spring with updates throughout the 2018 - 2019 school year. The SPSA is a working document and is revisited and revised throughout the school year. (For links to the agendas see Goal 2 Parent Engagement)

The SSC and ELAC committee recommendations were incorporated into the actions for the 2019-20 SPSA. There will be continued collaboration with the Home and School Club to facilitate school wide events, enhance positive parent volunteerism, and build community alongside school staff. The focus will continue to be on English Learners, Students with Disabilities, and socio-economically disadvantaged students. The SPSA goals will reflect our school's work in these needed areas.

## Resource Inequities

The areas as indicated on the dashboard are in English Language Arts and Mathematics student achievement for the three student groups shown. These areas of need are consistent with schoolwide observation and also consistent with new program adoptions.

PVEA is addressing these needs through the adoption of new curriculum in these core areas and is continuing to provide professional development to ensure that instructional shifts to support high quality instruction that is differentiated to support the full range of student abilities is in place. By supporting our students fluency, decoding, and reading comprehension, we will support learners in all academic areas of need.

PVEA regular classroom teachers and special education teachers will continue to collaborate to create action plans for identified ELs, Students with Disabilities and Socio-economically Disadvantaged students. Appropriate supports will continue to be provided to help address this achievement gap for the identified students so they can move up ELPAC (CELDT) level bands as well as make progress towards grade level standards.

Professional development opportunities will be provided for effective implementation of the adopted curriculum, differentiated support programs for focus students, and or implementing hands-on learning with our Engineering Design Process. Professional development will also be provided to set up and effectively use MakersSpace specialized learning areas so lessons across content areas can be integrated with the equity lens for developing critical thinking, problem solving skills in all students. PBIS will be used to address suspension rates and enhance/ refine school wide behavioral expectations and supports. Additionally, staff will work together to build in more mainstreaming opportunities to provide students access to their grade level content when appropriate.



# Goal 1

**College and Career Readiness:** With an equity lens, MHUSD will provide vigorous curriculum and instruction that includes critical thinking skills, academic and digital literacy in all subject areas to ensure post-secondary success (college or career readiness) for all students

## Identified Need

A need to improve ELA and Math achievement for ELs, Students with Disabilities (SWD), and Socio-economically disadvantaged students (SES). These are all critical areas.

## Annual Measurable Outcomes

### EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 1: College and Career Readiness:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
<b>CAASPP (<a href="#">Dashboard</a>)</b>	<b>CAASPP (<a href="#">Dashboard</a>)</b>	<b>CAASPP (<a href="#">Dashboard</a>)</b>	<b>CAASPP (<a href="#">Dashboard</a>)</b>	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
<b>ELA status/change</b>	<b>ELA status/change:</b>	<b>ELA status/change:</b>	<b>ELA status/change: --All student</b>	
--All student	--All student <b>High</b> / -10.4	--All student <b>High</b> / +6.9	<b>High</b> / +6.9	
Grade 3	Grade 3 2454.5	Grade 3 2472.2	Grade 3 2432.7	
Grade 4	Grade 4 2476.6	Grade 4 2505.4	Grade 4 2503.1	
Grade 5	Grade 5 2536.7	Grade 5 2506.6	Grade 5 2533.4	
--Low SES	--Low SES <b>Low</b> / -16.7	--Low SES <b>Low</b> / -4.3	--Low SES <b>Low</b> / -4.3	
Grade 3	Grade 3 2388.5	Grade 3 2437.3	Grade 3 2437.3	
Grade 4	Grade 4 2430.4	Grade 4 2398.5	Grade 4 2398.5	
Grade 5	Grade 5 2440.1	Grade 5 2433.5	Grade 5 2433.5	
--SWD	--SWD <b>Low</b> / -27.2	--SWD <b>Low</b> / -3.9	--SWD <b>Low</b> / -3.9	
Grade 3	Grade 3 2374.8	Grade 3 No Score	Grade 3 No Score	
Grade 4	Grade 4 2397.3	Grade 4 2393.8	Grade 4 2393.8	
Grade 5	Grade 5 2404.2	Grade 5 2411.5	Grade 5 2411.5	
--EL	--EL <b>Low</b> / - 8.2	--EL <b>Low</b> / - 13.3	--EL <b>Low</b> / - 13.3	
Grade 3	Grade 3 2382.9	Grade 3 No Score	Grade 3 No Score	
Grade 4	Grade 4 No Score	Grade 4 No Score	Grade 4 No Score	
Grade 5	Grade 5 No Score	Grade 5 2387.3	Grade 5 2387.3	
<b>Math status/change</b>	<b>Math status/change: High</b> / -8.5	<b>Math status/change:</b>	<b>Math status/change:</b>	
--All student	--All student High / -8.5	--All student <b>High</b> / +5.6	--All student <b>High</b> / +5.6	

Grade 3 Grade 4 Grade 5 --Low SES Grade 3 Grade 4 Grade 5 --SWD Grade 3 Grade 4 Grade 5 --EL Grade 3 Grade 4 Grade 5 <b>Science</b> status/change Grade 5 only --All student --Low SES --SWD --EL	Grade 3 2468.2 Grade 4 2487.2 Grade 5 2539.9 --Low SES <b>Low</b> / -16.3 Grade 3 2397.7 Grade 4 2445.9 Grade 5 2466.7 --SWD <b>Low</b> / -22.9 Grade 3 2397.3 Grade 4 2399.9 Grade 5 2421.3 --EL <b>Medium</b> / -12 Grade 3 2391.9 Grade 4 no score Grade 5 no score <b>Science</b> status/change: <b>N/A</b> Grade 5 only --All: <b>no scores pilot year</b> --Low SES --SWD --EL	Grade 3 2477.2 Grade 4 2527.7 Grade 5 2511.6 --Low SES <b>Low</b> / 1.6 Grade 3 2457.6 Grade 4 2447.3 Grade 5 2447.5 --SWD <b>Medium</b> / +12.1 Grade 3 No Score Grade 4 2436.2 Grade 5 2441.6 --EL <b>Low</b> / -12.6 Grade 3 no score Grade 4 no score Grade 5 2401.1 <b>Science</b> status/change: <b>N/A</b> Grade 5 only --All: <b>no scores pilot year</b> --Low SES --SWD --EL	Grade 4 2493.0 Grade 5 2463.3 Grade 3 2390.8 --Low SES <b>Low</b> / 1.6 Grade 3 2390.8 Grade 4 2493.0 Grade 5 2463.3 --SWD <b>Medium</b> / +12.1 Grade 3 2299.4 Grade 4 No Score Grade 5 2433.0 --EL <b>Low</b> / -12.6 Grade 3 2343.5 Grade 4 no score Grade 5 2401.1 <b>Science</b> status/change: <b>N/A</b> Grade 5 only --All: 208.5 --Low 194.1 --SWD 189.6 --EL No Score	Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year.
<b>NWEA MAP Assessment</b> <b>Fall to Winter</b> Growth: <b>ELA</b> --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 <b>Math</b> --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 <b>Science--optional</b> --Grade 2 --Grade 3 --Grade 4 --Grade 5	<b>NWEA MAP</b> <b>Fall to Winter</b> School Growth: <b>ELA</b> School National --Grade K n/a --Grade 1 n/a --Grade 2 5.1 6.7 --Grade 3 3.8 5.0 --Grade 4 4.4 3.8 --Grade 5 2.7 3.0 <b>Math</b> --Grade K n/a --Grade 1 n/a --Grade 2 3.9 6.9 --Grade 3 5.5 5.8 --Grade 4 6.9 5.2 --Grade 5 3.0 4.3 <b>Science:</b> not given/optional --Grade 2 n/a --Grade 3 n/a --Grade 4 n/a --Grade 5 n/a	<b>NWEA MAP</b> <b>Fall to Winter</b> School Growth: <b>ELA</b> School National --Grade K n/a --Grade 1 n/a --Grade 2 7.6 9.5 --Grade 3 8.5 7.4 --Grade 4 6.1 5.4 --Grade 5 5.1 4.1 <b>Math</b> --Grade K n/a --Grade 1 n/a --Grade 2 10.3 9.5 --Grade 3 10.9 7.7 --Grade 4 7.4 6.9 --Grade 5 6.5 5.9 <b>Science:</b> not given/optional --Grade 2 n/a --Grade 3 n/a --Grade 4 n/a --Grade 5 n/a	<b>NWEA MAP</b> <b>Fall to Winter</b> School Growth: <b>ELA</b> School National --Grade K n/a --Grade 1 n/a --Grade 2 8.7 8.85 --Grade 3 6.8 7.28 --Grade 4 5.0 5.82 --Grade 5 3.8 4.64 <b>Math</b> --Grade K n/a --Grade 1 n/a --Grade 2 12.00 9.03 --Grade 3 5.8 7.75 --Grade 4 8.5 6.50 --Grade 5 8.0 5.56 <b>Science:</b> not given/optional --Grade 2 n/a --Grade 3 n/a --Grade 4 n/a --Grade 5 n/a	Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March

<p><b>Dashboard Academic Indicator</b> Groups in Red/Orange:</p>	<p><b>Dashboard Academic Indicator</b> <b>Red:</b> Suspension SWD <b>Orange:</b> Suspension, EL, SED <b>Orange</b> English: EL, SWD, SED, and Latino <b>Orange</b> Math: SWD, SED</p>	<p><b>Dashboard Indicators:</b> ATSI Status for SWD <b>Chronic Absenteeism</b> Red: SWD Orange: All, Hisp, White <b>Suspension</b> Red: SWD Orange: All, EL, SED, Hisp, Wht <b>ELA</b> Red: SWD Orange: EL, SED, Hisp <b>Math</b> Orange: EL, SED</p>	<p><b>Dashboard Indicators:</b> ATSI Status for SWD <b>Chronic Absenteeism</b> <b>Green:</b> All, SWD, EL (declined 2.3%) <b>Orange:</b> Asian, SED <b>Yellow:</b> Hispanic <b>Suspension</b> <b>Green:</b> All, SWD, (declined 1.6%) <b>Orange:</b> EL, Hisp, SED <b>Yellow:</b> SWD <b>ELA</b> <b>Green:</b> All 22.2 points above standard <b>Red:</b> SWD <b>Orange:</b> EL <b>Yellow:</b> SWD, SED <b>Math</b> <b>Green:</b> All All 16.4 points above standard <b>Orange:</b> SWD <b>Yellow:</b> SED, Hispanic</p>	<p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p>
<p><b>Biliteracy</b> --EL Progress --EL status &amp; change --EL Reclass Rate</p>	<p><b>Biliteracy</b> --EL Progress: <b>Very High</b> --status &amp; change: <b>85.5 +23.9</b> --Reclass Rate: <b>13.8%</b></p>	<p><b>Biliteracy</b> With the transition to a new assessment, the 2018 Dashboard is unable to report a performance level (color) for this measure. Reclass Rate: = 1.7%</p>	<p>Maintain high status or positive growth in all categories</p>	<p>Maintain high status or positive growth in all categories</p>

<p><b>Literacy Measure: F&amp;P</b>  --Avg K reading level Fall  --Avg K reading level Mar.  --% at grade level Mar.</p> <p>--Avg 1 reading level Fall  --Avg 1 reading level Mar  --% at grade level Mar.</p> <p>--Avg 2 reading level Fall  --Avg 2 reading level Mar  --% at grade level Mar.</p> <p>--Avg 3 reading level Fall  --Avg 3 reading level Mar  --% at grade level Mar.</p> <p>--Avg 4 reading level Fal  --Avg 4 reading level Mar  --% at grade level Mar.</p> <p>--Avg 5 reading level Fall  --Avg 5 reading level Mar  --% at grade level Mar.</p>	<p><b>Fountas &amp; Pinnell by grade</b>  --Avg K Fall: N/A  --Avg K Mar: N/A  --At level Mar: N/A</p> <p>--Avg 1 Fall: N/A  --Avg 1 Mar: 1.8  --At level Mar: 86%</p> <p>--Avg 2 Fall: 2.0  --Avg 2 Mar: 2.4  --At level Mar: 45%</p> <p>--Avg 3 Fall: 2.9  --Avg 3 Mar: 3.4  --At level Mar: 58%</p> <p>--Avg 4 Fall: 4.1  --Avg 4 Mar: 4.5  --At level Mar: 67%</p> <p>--Avg 5 Fall: N/A  --Avg 5 Mar: 5.1  --At level Mar: 48%</p>	<p><b>Fountas &amp; Pinnell by grade</b>  --Avg K Fall: 0.1  --Avg K Mar: 0.7  --At level Mar: 63%</p> <p>--Avg 1 Fall: 1.0  --Avg 1 Mar: 1.3  --At level Mar: 22%</p> <p>--Avg 2 Fall: 1.8  --Avg 2 Mar: 2.3  --At level Mar: 54%</p> <p>--Avg 3 Fall: 2.6  --Avg 3 Mar: 2.6  --At level Mar: 31%</p> <p>--Avg 4 Fall: 3.8  --Avg 4 Mar: 4.3  --At level Mar: 50%</p> <p>--Avg 5 Fall: 5.0  --Avg 5 Mar: 5.5  --At level Mar: 63%</p>	<p><b>Fountas &amp; Pinnell by grade</b>  --Avg K Fall: 0.1  --Avg K Mar: 0.7  --At level Mar: 63%</p> <p>--Avg 1 Fall: 1.0  --Avg 1 Mar: 1.3  --At level Mar: 22%</p> <p>--Avg 2 Fall: 1.8  --Avg 2 Mar: 2.3  --At level Mar: 54%</p> <p>--Avg 3 Fall: 2.6  --Avg 3 Mar: 2.6  --At level Mar: 31%</p> <p>--Avg 4 Fall: 3.8  --Avg 4 Mar: 4.3  --At level Mar: 50%</p> <p>--Avg 5 Fall: 5.0  --Avg 5 Mar: 5.5  --At level Mar: 63%</p>	<p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p>
<p><b>Special Education</b>  --# of New Referrals:  --# Qualified:  --# Exited:  --% Non English Learner:  --% English Learner:</p>	<p><b>Special Education non SLP</b>  --# Referrals: 15  --# Qualified: 11  --# Exited:2  --% Non EL: 74%  --% EL: 26%</p>	<p><b>Special Education non SLP</b>  --# Referrals: 12  --# Qualified: 9  --# Exited: 1  --% Non EL: 76%  --% EL: 24%</p>	<p><b>Special Education non SLP</b>  --# Referrals: 16  --# Qualified: 12  --# Exited: 0  --% Non EL: 77%  --% EL: 23%</p>	<p>Minimize gaps in referral rates and reduce overall rate by inclusion</p>
<p><b>Implementation Status:</b>  <i>By Staff Survey Rubric</i>  --Mathematics  --English (ELA/ELD)  --History  --Science  --Assessment Plan  --MTSS Supports  --PLC</p>	<p><b>Implementation Status:</b>  <i>Scores on 5 point rubric survey</i>  --Mathematics: <b>3.7</b>  --ELA/ELD: <b>3.2</b>  --History: <b>1.81</b>  --Science: <b>1.88</b>  --MTSS Academic: <b>3.1</b>  --MTSS SEL: <b>2.88</b>  --PLC: <b>3.2</b></p>	<p><b>Implementation Status:</b>  <i>Scores on 5 point rubric survey</i>  --Mathematics: 4.2  --ELA/ELD: 3.7  --History: 2.7  --Science: 2.4  --MTSS Academic: 3.4  --MTSS SEL : 3.2  --PLC: 3.9  --PBIS 3.5</p>	<p><b>Implementation Status:</b>  <i>Scores on 5 point rubric survey</i>  Math 4.3  ELA/ELD 3.8  Soc. Science 3.3  NGSS: 2.9  MTSS Academic: 3.5  MTSS Soc. Emot: 3.3  Collaboration: 3.6  PBIS 3.6</p>	<p>Grow from previous year rubric scores in all core area implementations on staff survey</p>

<p><b>MTSS Support Usage</b>  --Ext. day participants  --Accessing Read 180  --Accessing System 44  --Accessing LLI  --Accessing Lexia  --Accessing Study Island</p>	<p><b>Usage Monitoring</b>  --Extended Day: Approx. 150 students in various programs  --Read 180: N/A  --System 44: N/A  --LLI: N/A  --Lexia: <b>274</b> (53% on target)  --Study Island: 186 sessions</p>	<p><b>Usage Monitoring</b>  --Extended Day: Approx. 150 students in various programs  --System 44/Read 180,  <b>N/A students</b>  --LLI: <b>50 students</b>  --Lexia: <b>47% use</b>, 77% at/above  --SI: 130 sessions, 1320 question at 74.5% correct.</p>	<p><b>Usage Monitoring</b>  --Extended Day: Approx. 150 students in various programs  --System 44/Read 180,  <b>N/A students</b>  --LLI: <b>50 students</b>  --Lexia: <b>76% use</b>, 75% at/above  --SI: 130 sessions, 1320 question at 74.5% correct.</p>	<p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p>
<p><b>Other Site Specific metrics:</b>  <i>ie: awards, focus academy related, site specific interventions or enrichment programs etc.</i></p>	<p>PVEA offers after school robotics classes, Google CS coding class, Tech Challenge group meetings, chess club, band class, parent-run art classes, running club, theater performance, etc.</p>			

## Goal 1 Action 1: Tier 1 Staff

### Students to be Served by this Strategy/Activity:

All Students

### Strategy/Activity

#### Centralized funding and services provided through the District Level LCAP for reference include:

1. Hiring general education teachers
2. Providing new teacher induction mentors
3. Providing site administrative, classified, and support staff

#### Programs and services funded in this School Plan include:

1. Kinder Support

### Proposed Expenditures for this Strategy/Activity:

#### Goal 1 Action 1: Tier 1 Staff

#### Amount(s)

#### Source(s)

Goal 1 Action 1: Tier 1 Staff	Amount(s)	Source(s)
Kinder Support	\$8488 (.75hr x180 days x 2 classified x \$12/hr x 1.31)	Multi- funded: \$2462 LCFF+ \$6026 State Lottery

## Goal 1 Action 2: Tier 2-3 Staff

### Students to be Served by this Strategy/Activity:

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### Centralized funding and services provided through the District Level LCAP for reference include:

1. CARE staff to monitor and link students based on unique needs to community based services
2. Teachers on special assignment to provide coaching for equitable instruction
3. Secondary equity staffing to provide additional supports within the school day
4. Elementary Reading Specialists and MTSS paraprofessionals to assist underperforming readers.
5. Special Education instructional staff and paraprofessionals (Base Funded)
6. Positive Behavior Intervention and Support Coach
7. School Resource Officer
8. School Linked services coordinator
9. Migrant Program Liaison and clerical support

### Programs and services funded in this School Plan include:

1. Kinder Support
2. LLI Personnel and ongoing training and materials.
3. After School Academic Support
4. Step Up to Writing Training
5. Makerspace/Engineering Challenge training

### Proposed Expenditures for this Strategy/Activity:

Goal 1 Action 2 Strategy/Activity	Amount(s)	Source(s)
Kinder Support	\$8488 (.75hr x 180 days x 4 classified x \$12/hr x 1.31)	<b>Multi- funded:accounted for in 1.1</b>
Makerspace Training and Supplies	\$ 5000	Live Oak Foundation - remaining balance

Extended Day Academic Support	5 stipends ( 1640+336 benefits= 1976 x 5 = \$9880)	Extended Day

**Goal 1 Action 3: Professional Development**

**Students to be Served by this Strategy/Activity**

All Students

**Centralized funding and services provided through the District Level LCAP for reference include:**

1. Provide support mentors to assist veteran and intern teachers
2. Provide professional development (PD) opportunities for administrators
3. Provide PD opportunities for classified employees.
4. Provide a new teacher induction program
5. Provide PD to support the core instructional program
6. Provide stipends to support staff implementation leaders at each site
7. Provide PD for the unique needs of English Learners.
8. Provide PD to support College and Career Readiness for underrepresented students
9. Provide PD to support the implementation of social emotional support and safety programs.
10. Provide PD to meet the unique needs of Students with Disabilities.
11. Provide PD to support the implementation of a Multi-Tiered System of Support.

**Programs and services funded in this School Plan include:**

1. Step Up to Writing, Engineering & Technology focused PD: Conference Registrations - staff & principal
2. Travel & accommodations for conference
3. Engineering & MakersSpace PD - TBD
4. Substitute coverage multifunded for training & planning
5. Prospective speakers and other PD opportunities

**Proposed Expenditures for this Strategy/Activity:**

Goal 1 Action 3 Strategy/Activity	Amount(s)	Source(s)
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Conferences/Staff	\$4,700 x 72%=\$3,384	\$ 870 LCFF, \$ 2,130 state lottery
Conferences/Principal	\$1000	\$ 290 LCFF, \$ 710 state lottery
MakersSpace TBD	\$2500	LO Grant
Travel and accommodations-staff	\$500	\$155 LCFF, \$ 345 state lottery
Substitute Coverage Training/Planning	10 days = \$1500 + \$312 benefits	\$ 465 LCFF, \$ 1035 state lottery

## **Goal 1 Action 4: Tier 1 Instructional Program**

### **Students to be Served by this Strategy/Activity:**

All Students

### **Strategy/Activity**

#### **Centralized funding and services provided through the District Level LCAP for reference include:**

1. Provide core instructional materials
2. Provide Tier 1 digital instructional curriculum for alternative programs.
3. Provide Career Technical Education curriculum, supplies, and equipment.
4. Provide curriculum development support for Visual and Performing Arts Plan.
5. Provide stipends for enrichment coordinators.
6. Provide chromebooks for digital access to the curriculum.
7. Provide centralized student information system

#### **Programs and services funded in this School Plan include:**

1. Paper and copier maintenance for implementation of core instructional materials for ELA/ELD and Mathematics
2. Materials and lab supplies in support of NGSS implementation.
3. Support materials for school library inventory.
4. Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities. ( Robotics and engineering materials)
5. Curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by underrepresented students.
6. Maintain and replace student Chromebooks
7. Ongoing support for classroom instructional materials

### **Proposed Expenditures for this Strategy/Activity:**

**Goal 1 Action 4:**

<b>Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Paper for implementation of core instructional materials for ELA/ELD and Mathematics	\$3,000	\$ 870 LCFF + \$ 2130 State Lottery
Materials and lab supplies in support of NGSS implementation. (specialized learning labs)	\$1000	\$ 290 LCFF + \$ 710 State Lottery
Support materials for school library inventory.	\$ 500	\$145 LCFF and \$ 355 State Lottery
Ongoing support for classroom instructional materials	\$250 x 20 certificated staff = \$5,000	\$1,450- LCFF and \$3,550 - State Lottery
Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities. (hands on engineering materials)	\$500	\$ 145 LCFF and \$ 355 State Lottery
Support to integrate Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by underrepresented students.	\$500	\$ 145 LCFF and \$ 355 State Lottery
Maintain and replace student Chromebooks	\$1000	\$ 290 LCFF and \$ 710 State Lottery.
After School Instructional Support Materials	\$7000	Extended Day \$ 7000
Step Up to Writing Supplies - Binders for each teacher	\$4750	Multi-funded ( LCFF \$1378; State Lottery \$3373)
MakersSpace PD /RAFT supplies	\$2500	LO Grant

## **Goal 1 Action 5: Tier 2 and 3 Strategic/Intensive Academic Supports**

### **Students to be Served by this Strategy/Activity**

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### **Strategy/Activity**

#### **Centralized funding and services provided through the District Level LCAP for reference include:**

1. Provide a district assessment plan and common assessments.
2. Provide strategic supplemental digital content (Lexia, LLI, Read 180, Study Island)
3. Provide credit recovery digital curriculum for high schools.
4. Provide supplementary instructional materials deployed district wide.
5. Contract with Equal Opportunity Schools to increase underrepresented student access to AP.
6. Contract with Cal-SOAP to assist underrepresented students with path to college
7. Provide Extended day program opportunities for underperforming students.
8. Provide support for the implementation of the English Learner Master Plan
9. Provide Pre-School for eligible students
10. Provide extended school year learning opportunities to migrant students and English Learners.
11. Provide extended school year learning opportunities for students with disabilities.

#### **Programs and services funded in this School Plan include:**

1. LLI additional instructional aide
2. Extended day academic support
3. Extended day checkout library (high interest leveled readers)
4. Reading Intervention Supports
5. SST Coordinator
6. Subs for IEPs/ SSTs

**Proposed Expenditures for this Strategy/Activity:**

<b>Goal 1 Action 5 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Extended Day Academic Support	Budgeted in 1.2	Budgeted in 1.2
Extended Day checkout library ( high interest leveled readers)	\$3000	Extended Day
Reading Intervention Supports	\$ 500	LCFF
SST Coordinator	1.0 stipend (\$ 1640 + \$ 335.77)	LCFF \$573; State Lottery \$ 1,403
Subs for IEPs/ SSTs/ planning	50 days (\$ 7500 + \$1500 benefits)	Multi-funded ( LCFF \$2635; State Lottery \$6365)

## **Goal 1 Action 6: Development of the School Plan**

### **Students to be Served by this Strategy/Activity:**

All Students

### **Strategy/Activity**

#### **Centralized links available in the District Level LCAP for reference include:**

1. Links to all school accountability report cards.
2. Links to all school safety plans
3. Links to all school plans for student achievement
4. Links to all school California Public School Dashboards.

#### **Programs and services funded in this School Plan include:**

1. Safety Plan implementation for classroom red backpacks update (Classroom emergency supplies replenishment - door block, flashlights, walkies, etc. )

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

#### **Goal 1 Action 6 Strategy/Activity**

#### **Amount(s)**

#### **Source(s)**

Safety Plan implementation for classroom red backpacks update (Classroom emergency supplies replenishment - door block, flashlights, walkies, etc. )	\$2,000	State Lottery
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## Goal 1 Action 7: Basic Services and Supplies

### Students to be Served by this Strategy/Activity:

All Students

### Strategy/Activity

#### Centralized funding for basic services provided through the District Level LCAP for reference include:

1. Facility maintenance and improvement projects
2. Transportation
3. Food Service
4. Maintenance and custodial costs
5. Furniture and Fixtures
6. Technology equipment

#### Programs and services funded in this School Plan include:

1. Copier/laminator maintenance and repair/ contracts
2. School office supplies
3. Food service student pending payments (negative lunch balance)
4. Health office supplies
5. External agency printing

### Proposed Expenditures for this Strategy/Activity:

Goal 1 Action 7 Strategy/Activity	Amount(s)	Source(s)
Copier/laminator maintenance and repair/ contracts	\$ 2500	State Lottery
School office supplies	\$ 1250	State Lottery
Food service student pending payments (negative lunch balance)	\$ 750	State Lottery

Health Office Supplies	\$ 750	State Lottery
External agency printing	\$ 1,500	LCFF \$450 State Lottery \$1050
Blackboard	\$ 950	State Lottery
Postage	\$ 900	State Lottery
Principal- Cell Phone Stipend	\$ 600	State Lottery

# Goal 1: Annual Review

## SPSA Year Reviewed: 2019-20 to inform the 2020-21 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Paradise Valley Engineering Academy focuses on Engineering Design Thinking. Students define problems, imagine solutions, create, test & reflect, collaborate and communicate with their peers. Design Thinking encourages students to revisit ideas, solutions, and strive to improve upon earlier solutions. This is a core mindset of our school -- we strive to inculcate the mindset of flexibility and curiosity. Hands-on learning and collaboration are the heart of our instruction. This year, we built upon our Engineering Design Process work to see how it is applied to all curricular areas. We instituted a monthly at home Design Challenge -- to cement this thinking with parents and students -- and to increase community awareness of the Design Mindset. All staff discussions revolved around this topic.

In 2019-20, we reached out to the Regional Area for Teaching (RAFT) and the Krause Center for Innovation (KCI) to help us develop our MakerSpaces for collaborative hands-on learning. RAFT and KCI also partner with the Tech Museum of Innovation. The Tech Museum also informs our work. Our Live Oak Grant was repurposed, chiefly, to fund our hands-on-learning exploration.

Additionally, we saw another year of successful implementation of our LLI program - serving numbers of learners who needed special boosts in reading fluency and comprehension. This year, we added Read 180 to further support our students.

Teachers also focused on writing. They observed engagement, lesson delivery, evidence being cited, and teacher moves that supported student achievement. We anticipate further growth in writing, writing across the curriculum with evidence based statements that are cited. Through their focus they decided to adopt the Step Up to Writing curriculum to achieve an articulated, K - 5 approach to writing instruction. This program is data-driven and has been shown to support second language learners as well as students are struggling to gain proficiency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Paradise did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following 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.

Based on what we have learned through our analysis, we will continue to focus on the Engineering Design Process throughout the content areas. We will work with such entities as the Tech Museum, RAFT and KCI to provide valuable PD for hands-on Engineering work in our MakersSpaces. We will continue to engage our community in these areas.

For writing, we will provide consistent delivery of lessons schoolwide through the Step Up to Writing scaffolded model, which supports our students with disabilities and our low socioeconomic students by design. Teaching students to express their thinking and support their statements in writing promotes critical thinking. Additional training and analysis of interventions and differentiation in all content areas will support all learners. Goal #1.3

## Goal 2

**Parent Engagement** All parents are valued as partners in their child’s education and are empowered to support their child’s preparation for college or career readiness.

### Identified Need

Paradise Valley will continue to engage parents through informative resources. Our goal is to increase participation by parents - and give parents resources to enrich their child’s education. We would like to see an increase in use of our school website as well. We will continue to communicate in a culturally responsive and sensitive manner.

Annual Measurable Outcomes

### EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 2: Family Engagement:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
<b>SSC</b> Agenda and Minutes	<a href="#">Links to agendas and minutes documenting all required topics</a>	<a href="#">Links to agendas and minutes documenting all required topics</a>	<a href="#">Links to agendas and minutes documenting all required topics</a>	Links to agendas and minutes documenting all required topics
<b>ELAC</b> Agenda and minutes	Links to agendas and minutes documenting all required topics	<a href="#">Links to agendas and minutes documenting all required topics</a>	<a href="#">Links to agendas and minutes documenting all required topics</a>	Links to agendas and minutes documenting all required topics
<b>Home and School Club</b> Agenda and Minutes	<a href="#">Links to agendas and minutes documenting all required topics</a>	<a href="#">Links to agendas and minutes documenting all required topics</a>	<a href="#">Links to agendas and minutes documenting all required topics</a>	Links to agendas and minutes documenting all required topics
<b>Parent Volunteers</b> cleared through HR.	<b>Parent Volunteers</b> # cleared through HR: <b>122</b>	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
<b>Fundraising</b> Total from Parent Organizations	<b>Fundraising</b> Total Raised: <b>\$77,000</b>	Maintain consistent annual trend	Maintain consistent annual trend	Maintain consistent annual trend
<b>Mass Phone</b> completion rates (Blackboard)	<b>Mass Phone</b> completion rate: <b>82%</b>	Close gap to 100%	Close gap to 100%	Close gap to 100%

<b>Mass email completion rates</b>	<b>Mass email</b> completion rate: <b>98%</b>	<b>Mass email</b> completion rate: <b>95%</b>	Close gap to 100%	Close gap to 100%
<b>Parent monitoring percent (Aeries)</b>	<b>Parent monitoring</b> Percent accessing Aeries: <b>73%</b>	<b>Parent monitoring</b> percent accessing: <b>88.4%</b> Hits: 83	Close gap to 100%	Close gap to 100%
<b>Parent Education program completers</b>	<b>Parent Education</b> program completers - <b>N/A-</b>	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service	Monitor in conjunction with parent needs.Maintain consistent service.
<b>Parent Survey Results:</b>	<b>5 point rubric scores on key questions from parent surveys</b>			
Our school encourages parent participation in decision making:	<b>3.87</b>	<b>4.22</b>	<b>3.85</b>	Improve score on parent rubric,
Our school encourages parent volunteers in a variety of roles:	<b>4.2</b>	<b>4.22</b>	<b>4.15</b>	Improve score on parent rubric,
Our school makes parents feel like valued partners in education	<b>3.71</b>	<b>4.33</b>	<b>4.0</b>	Improve score on parent rubric,
Parents are satisfied with level of 2-way communication	<b>4.27</b>	<b>4.44</b>	<b>4.3</b>	Improve score on parent rubric,
Our school provides adequate monitoring info for grades & attendance	<b>4.33</b>	<b>4.33</b>	<b>4.3</b>	Improve score on parent rubric,
Our school is physically safe:	<b>3.07</b>	<b>3.89</b>	<b>3.85</b>	Improve score on parent rubric,
Ours school meets social emotional needs:	<b>3.53</b>	<b>3.44</b>	<b>3.55</b>	Improve score on parent rubric,
Our school values diversity:	<b>4.0</b>	<b>4.0</b>	<b>4.15</b>	Improve score on parent rubric,
Parents satisfied with learning environment	<b>3.73</b>	<b>3.89</b>	<b>4.0</b>	Improve score on parent rubric,

Our school has a challenging curriculum	3.67	4.0	4.0	Improve score on parent rubric,
Parents encourage after school participation	4.33	4.44	4.45	Improve score on parent rubric,
Parents have a high knowledge of extended programs	3.53	3.67	3.70	Improve score on parent rubric,
Our school has a high variety of extended programs available.	2.8	3.67	3.40	Improve score on parent rubric,
My child likes school:	3.6	3.78	3.85	Improve score on parent rubric,
My child feels safe at school:	3.67	3.78	3.85	Improve score on parent rubric,
<p><b>Additional site specific</b></p> <p>ie: open house attendance, registration night, principal's coffee, Family Activity events, project cornerstone, los dichos, families referred to SLS (food/clothing support) etc.</p>	<p>Back to School Night and Spring Open House was highly successful with majority of the parents attending both or at least one of these two events</p> <p>We had a school wide auction during Open House where parents helped support our school fundraising</p> <p>Spring Festival was a success and proceeds from this parent led fundraiser go towards 5th grade Science Camp</p> <p>PVEA conducted a digital citizenship workshop</p> <p>Every classroom has Project Cornerstone - ABC Readers- that do monthly readings</p> <p>All Kindergarten classrooms had Los Dichos readers that read books and do art projects based on the book each month.</p> <p>All EL students have monthly Los Dichos readings</p> <p>All classrooms have Art Cart each month</p>	<p>Back To School Night</p> <p>Kinder Ice Cream Social</p> <p>Open House</p> <p>Family Math Night</p> <p>Parent Conferences</p> <p>Parent Tours</p> <p>Project Cornerstone with Expect Respect, ABC Readers, Los Dichos, FunVisors</p> <p>Panther Pride Dens at recess</p> <p>Panther Prowl</p> <p>Auction Night</p> <p>Donuts for Dads/Muffins for Moms</p> <p>Father/Daughter Dance</p> <p>Bingo Night</p> <p>Science Night</p> <p>Principal Coffee</p> <p>Chess Club</p> <p>Robotics Class</p> <p>Band</p> <p>The Tech Challenge</p>	<p>Back To School Night</p> <p>Kinder Ice Cream Social</p> <p>Open House</p> <p>Parent Conferences</p> <p>Parent Tours</p> <p>Project Cornerstone with Expect Respect, ABC Readers, Los Dichos, FunVisors</p> <p>Panther Pride Dens at recess</p> <p>Panther Prowl</p> <p>Auction Night - COVID-19</p> <p>Donuts for Dads/Muffins for Moms- COVID-19</p> <p>Father/Daughter Dance - COVID-19</p> <p>Principal Coffee</p> <p>Chess Club</p> <p>Robotics Class</p> <p>Band</p> <p>The Tech Challenge - COVID-19</p>	

	<p>Coffee with Principal</p> <p>PVEA had our first ever Lunch with Caring Adult event this Spring which was very well attended by parents/ guardians across K-5 + SDC</p>	<p>Multicultural Fest</p> <p>Science Night</p> <p>All classrooms have Art Cart each month</p> <p>Volunteer Appreciation</p>	<p>Meet the Masters Art Program (formerly Art Cart)</p> <p>Volunteer Appreciation )</p> <p>COVID-19 - virtual</p>	
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## Goal 2 Action 1: Tier 1 Parent Engagement Strategies

### Students to be Served by this Strategy/Activity:

All Students

### Strategy/Activity

#### Centralized funding for Tier 1 parent engagement provided through the District Level LCAP include:

1. Support a parent volunteer clearing service
2. Maintain district level advisory and support groups (DELAC, MPAC, translation and child care).
3. Provide parent LCAP consulting and advising opportunities
4. Implement district wide provisions of the Family Engagement Plan
5. Conduct Parent Engagement Survey
6. Coordinate parent engagement nights for College and Career Readiness through Cal-SOAP
7. Maintain a Special Education Advisory Committee

#### Programs and services funded in this School Plan include:

1. Open House. Back to School Night, Fall Festival, Various Fundraising events
2. Family Nights - Digital Citizenship Workshop, Engineering Night
3. Fingerprinting - supplement to parent clearing service
4. Other ongoing support for additional new parent volunteers
5. Ongoing annual events

### Proposed Expenditures for this Strategy/Activity:

Goal 2 Action 1 Strategy/Activity	Amount(s)	Source(s)
Open House. Back to School Night, Fall Festival, Various Fundraising events	\$100	State lottery
Family Nights - Digital Citizenship Workshop, Engineering Night	\$ 1000	State lottery
Ongoing annual events	\$ 500	Donations
Parent Hospitality - Coffee with Principal, ELAC, School Site Council	\$ 1000	Donations

## **Goal 2 Action 2: Tier 2 Parent Engagement Strategies**

### **Students to be Served by this Strategy/Activity:**

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### Strategy/Activity

#### **Centralized funding for Tier 2-3 parent engagement provided through the District Level LCAP include:**

1. Maintain bilingual community liaisons at all sites.
2. Conduct targeted outreach for parent volunteers of underrepresented students.
3. Provide translation for district publications.
4. Provide information for parents of immigrant students for educational services.
5. Provide parent education opportunities such as Project to Inspire.
6. Provide PD to staff for working with diverse students and families
7. Conduct targeted outreach for underrepresented parents to consult and confer on the LCAP
8. Provide parent education opportunities: Parent Project, Substance Abuse, Child Abuse, etc.
9. Conduct targeted outreach to connect families with school linked services based on need.

#### **Programs and services funded in this School Plan include:**

1. Volunteer fingerprinting relief for socioeconomically disadvantaged families
2. Continue sub coverage for teachers to attend SSTs and IEPs for student support
3. Partner with Discovery and Project Cornerstone for Parent workshops (contracts) to support focus students
4. Provide families support via community resources such as Community Solutions, Rebekah's Children Services, Discovery Counseling , etc. (no cost)

**Proposed Expenditures for this Strategy/Activity**

Goal 2 Action 2 Strategy/Activity	Amount(s)	Source(s)
Volunteer fingerprinting relief for socioeconomically disadvantaged families	\$700	LCFF
Continue sub coverage for teachers to attend SSTs and IEPs for student support	Already budgeted in Goal 1 above	Already budgeted in Goal 1 above
Partner with Discovery and Project Cornerstone for Parent workshops (contracts) to support focus students	\$400	LCFF
Provide families support via community resources such as Community Solutions, Rebekah’s Children Services, Discovery Counseling , etc.	no expense	no expense

## Goal 2: Annual Review

### SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

Paradise Valley welcomes a rich, diverse and engaged parent community. We embrace multiple methods of engagement and involvement - from helping in the classroom to driving on field trips -- Kindergarten to Fifth Grade. Parents sign up at the beginning of the year for volunteer opportunities that can contribute at home as well as at the school level. Activities range from in class support, filing, technology, committees, field trips, parent participation classroom lessons, sports programs, communications, hospitality, fundraising, and general school / classroom operational support. Our parent participation helps to create a warm, Panther climate at Paradise!

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Paradise did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following 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.

Based on our analysis, we do not anticipate any changes in these goals. We are looking forward to many rewarding community events.

## Goal 3:

**Student Engagement & School Climate:** Increase student engagement, connectedness to school and community, and inspire productive persistence in ALL students to graduate college and career ready.

### Identified Need

Chronic Absenteeism - Overall 7.7%;

Suspension rates - 1.6%

Low Socioeconomic -

Additional yard duty for student supervision, climate and campus safety

#### California Public School Dashboard Indicator Needs:

Suspension = red for SWD, orange for all students

Chronic Absenteeism = red for SWD, orange for all students

California Public School Dashboard Gaps:

The student sub groups with gaps of 2 or more performance levels are: Chronic absenteeism of SWD and Suspension rates of SWD.

## Annual Measurable Outcomes

### EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

Goal 3: Student Engagement & School Climate:				Link to <a href="#">metric instructions</a>
Metric	Data collected in 2017-18	Data collected in 2018-19	Data collected in 2019-20	Data collected in 2020-21
Attendance Rate:	Month 11: 95.59%	Month 11: 95.35%	Increase by >0.2 per year	Increase by >0.2 per year

<b>Chronic Absenteeism Rates:</b> Overall: SWD SED Foster Homeless EL White Latino	<b>Chronic Absenteeism Rates:</b> Overall: <b>9.2%</b> SWD - <b>20.5%</b> SED - <b>16.9%</b> Foster - <b>N/A</b> Homeless - <b>36.8%</b> EL - <b>13.6%</b> White - <b>8.2%</b> Latino - <b>12.5%</b>	<b>Chronic Absenteeism Rates:</b> Overall: <b>10.0%</b> SWD - <b>20.5%</b> SED - <b>15.4%</b> Foster - <b>33.3%</b> Homeless - <b>50%</b> EL - <b>11.3%</b> White - <b>9.0%</b> Latino - <b>11.9%</b>	<b>Chronic Absenteeism Rates:</b> Overall: <b>10.0%</b> SWD - <b>20.5%</b> SED - <b>15.4%</b> Foster - <b>33.3%</b> Homeless - <b>50%</b> EL - <b>11.3%</b> White - <b>5.0%</b> Latino - <b>10.4%</b>	Reduce gap to State average level by one-third per year
<b>SARB Compliance:</b> --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings	<b>SARB Compliance:</b> --# First Notice: --# Second Notice: --# Third Notice: --# Conferences: 1 --# Hearings: 1	Maintain attendance notice practices in compliance with attendance laws	<b>Maintain attSARB Compliance:</b> --# First Notice: --# Second Notice: --# Third Notice: --# Conferences: 5 --# Hearings: 0	Maintain attendance notice practices in compliance with attendance laws
<b>Suspension Rates:</b> Overall: SWD SED Foster Homeless EL White Latino	<b>Suspension Rates <a href="#">Dashboard</a></b> Overall: <b>1.2%</b> SWD - <b>6.4%</b> SED - <b>4.2%</b> Foster - <b>N/A</b> Homeless - <b>10.5%</b> EL - <b>1.5%</b> White - <b>1.6%</b> Latino - <b>1.0%</b>	<b>Suspension Rates <a href="#">Dashboard</a></b> Overall: <b>1.9%</b> SWD - <b>9.5%</b> SED - <b>4.3%</b> Foster - <b>N/A</b> Homeless - <b>18.2%</b> EL - <b>3.2%</b> White - <b>2.3%</b> Latino - <b>2.2%</b>	<b>Suspension Rates <a href="#">Dashboard</a></b> Overall: <b>1.6%</b> SWD - <b>9.5%</b> SED - <b>4.3%</b> Foster - <b>N/A</b> Homeless - <b>18.2%</b> EL - <b>3.2%</b> White - <b>2.3%</b> Latino - <b>2.2%</b>	Reduce suspension rates to very low and reduce student group gaps by one third
<b>Susp. Offenses:</b> Controlled Substance Violence Weapons Behavior/Bullying	<b>Offenses (<a href="#">DataQuest</a>):</b> Controlled Substance: <b>N/A</b> Violence (fighting): <b>10</b> Weapons: <b>0</b> Behavior/Bullying: <b>1</b>	<b>Offenses (<a href="#">DataQuest</a>):</b> Controlled Substance: <b>N/A</b> Violence (fighting): <b>5</b> Weapons: <b>0</b> Behavior/Bullying: <b>3</b>	<b>Offenses (<a href="#">DataQuest</a>):</b> Controlled Substance: <b>N/A</b> Violence (fighting): <b>11</b> Weapons: <b>1</b> Behavior/Bullying: <b>0</b>	Use offense categories to inform intervention programs.
<b>Student Expulsion Rate (<a href="#">DataQuest</a>):</b>	<b>Expulsion Rate: 0%</b>	<b>Expulsion Rate: 0%</b>	<b>Expulsion Rate: 0%</b>	Maintain low rate
<b>Drop Out Rate (<a href="#">DataQuest</a>):</b>	<b>Drop Out Rate: 0%</b>	<b>Drop Out Rate: 0%</b>	<b>Drop Out Rate: 0%</b>	Maintain below state rate

<b>Local Student Survey</b>	<b>Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined</b>			
I feel safe at school	<b>3.3</b>	3.5	Not available this year.	
I feel safe at home	<b>3.7</b>	3.8	Not available this year.	
I have a safe staff connection to talk to.	<b>3.2</b>	3.5	Not available this year.	
I participate in school activities	<b>2.7</b>	3.0	Not available this year.	
I am happy at school	<b>3.7</b>	3.0	Not available this year.	
I am proud of my school	<b>3.3</b>	3.6	Not available this year.	
My school is an outstanding school	<b>3.1</b>	3.4	Not available this year.	
<b>NWEA SEL survey (K-8)</b>	<b>Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8)</b>			
Teacher-student caring relationship	<b>3.95</b>	Survey pilot discontinued by NWEA		
Peer support for learning	<b>3.92</b>	Survey pilot discontinued by NWEA		
Family Support for learning	<b>4.39</b>	Survey pilot discontinued by NWEA		
Sense of self control	<b>3.96</b>	Survey pilot discontinued by NWEA		
Positive future outlook	<b>2.47</b>	Survey pilot discontinued by NWEA		
Intrinsic Motivation	<b>4.24</b>	Survey pilot discontinued by NWEA		
<b>Students attending Extended Day:</b>	# Attending Ext. Day: 100 students (across various programs)	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students	Increase participation by 10% for underperforming students
<b>Students participating Extracurricular sports:</b>	<b>Female:</b> 16 <b>Male:</b> 14 (Running Club)	Maintain consistent program	Program was put on hold this year.	Maintain consistent program

<b>Staff Survey PBIS Implementation:</b>	PBIS Tier 1 Fidelity - 93% Referrals: 0-1 ---- 11----0.2% 2 - 5 ----5 ---- 0.1% 6+ ---- 0	Cohort: SMG, N, PV, Brit: Tier1-100%, training complete Tier 2-100%, training complete Tier-3 25% , training complete	Continue to reduce referrals using positive behavioral support and restorative practices	Continue to reduce referrals using positive behavioral support and restorative practices
<b>Support Referrals</b> --To CBO counseling --To SLS (food/clothes) --Group Programs	Discovery Counseling referrals - 21	Continue to provide student support	Continue to provide student support	Continue to provide student support
<b>Additional site specific:</b> <i>Positive Behavior awards, positive attendance programs, participation in clubs, sports participation and awards etc.</i>	Lunch Dance Parties Kinder Ice Cream Social Back To School Night/Open House Family Engineering Night Parent Conferences Parent Tours Project Cornerstone Parent led Art Cart Panther Prowl - School wide run/walk Parent Night Out - Auction Daddy-Daughter Dance/ Mom-son event Chess Club Robotics Club Coding Club Ceramics Class Band Student of the Month Awards Assemblies Learning progress celebrations	Lunch Dance Parties Kinder Ice Cream Social Back To School Night/Open House Family Engineering Night Parent Conferences Parent Tours Project Cornerstone Parent led Art Cart Panther Prowl - School wide run/walk Parent Night Out - Auction Daddy-Daughter Dance/ Mom-son event Chess Club Robotics Club Coding Club Ceramics Class Band Student of the Month Awards Assemblies Learning progress celebrations		
<b>Datzone Social Emotional Survey Implemented 2019-20 school year: 5 point rubric grades 3-5</b>				

			2019-20	2020-21
1. I feel it is important to come to class every day.			no data	
1. I feel like I belong in this school.			no data	
1. I feel like students at my school respect me.			no data	
1. I set learning goals.			no data	
1. I try to understand other students' points of view.			no data	
1. I work hard to achieve learning goals even if things get in the way.			no data	
2. Adults at my school treat students with respect.			no data	
2. I come to class prepared.			no data	
2. I make a plan for how I'm going to reach my learning goals.			no data	
2. I think about other students' feelings.			no data	
2. I want to be a good student.			no data	
2. If I fail to reach an important learning goal, I try again.			no data	

3. I get along well with students who are different from me.			no data	
3. I know what to do if I get stuck.			no data	
3. I like it when schoolwork is challenging.			no data	
3. I pay attention in class.			no data	
3. If I fail to solve a problem, I try again until I find the solution.			no data	
3. Students are treated equally when they break school rules.			no data	
4. I actively participate in class discussions.			no data	
4. I am comfortable asking my teacher(s) for help.			no data	
4. I am good at learning new things.			no data	
4. I remain calm even when someone is bothering me.			no data	
4. If the way I'm doing something isn't working, I try to think of different ways to do it.			no data	

4. My teachers really listen to what I have to say.			no data	
5. I can clearly describe my feelings.			no data	
5. I feel comfortable asking questions.			no data	
5. I keep going with work even when it takes longer than I thought it would.			no data	
5. I stop to make sure I understand what I'm doing when I do my schoolwork.			no data	
5. Mistakes help me learn.			no data	
5. There is at least one adult at my school that I can talk to about my problems.			no data	
6. I actively participate in small group work.			no data	
6. I am able to stand up for myself without putting others down.			no data	
6. I feel safe at my school.			no data	
6. I look forward to class.			no data	
6. I put what I am studying into my own			no data	

words to understand it.				
6. I try to do well on my schoolwork even when it isn't interesting to me.			no data	
7. I am good at sharing work in a group.			no data	
7. I can stay focused on schoolwork even when I want to do other things.			no data	
7. I set aside time to do my schoolwork or study.			no data	
7. People of different cultural backgrounds, races, ethnicities, and abilities get along well at my school.			no data	
7. The harder I work, the more I learn.			no data	
7. When I am learning, I think about what I already know and what I still need to learn.			no data	
8. Even if the work in my classes is hard, I can learn it.			no data	
8. I recognize a good idea even if it wasn't mine.			no data	

8. I turn in my schoolwork even when it's hard to do.			no data	
8. I use strategies to remember facts.			no data	
8. When I finish an assignment, I check my work before I turn it in.			no data	
9. I am able to disagree with others without starting an argument.			no data	
9. I finish what I begin.			no data	
9. I get my schoolwork done right away instead of waiting until the last minute.			no data	
9. I use strategies to make sense of new ideas.			no data	
9. My effort makes a difference in my success at school.			no data	
10. I keep track of my assignments so I know when to turn them in.			no data	
10. I plan to attend college.			no data	
10. I think of different ways to solve a problem.			no data	

10. I work well with others.			no data	
11. I can get smarter.			no data	
11. I look at the quality of my work so that I can improve.			no data	
11. I work hard in school.			no data	
12. I know how to study.			no data	

**Goal 3 Action 1: Tier 1 Student Engagement and Campus Climate**

**Students to be Served by this Strategy/Activity:**

All Students

**Strategy/Activity**

**Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:**

1. Develop and implement a K-12 service learning program
2. Support implementation of Positive Behavior Intervention and Support at all sites.
3. Provide liaison with School Resource Office
4. Partner with YMCA and Project Cornerstone.
5. Develop and implement strategies to increase student attendance.
6. Support the development and renewal of school safety plans.

7. Implement program for suicide awareness and prevention and Child Abuse Prevention
8. Provide large group social emotional learning opportunities to support healthy life choices.
9. Conduct standardized campus climate surveys at all schools.
10. Support the development of Restorative Practices district wide.

**Programs and services funded in this School Plan include:**

1. Additional yard duty
2. PBIS supplies
3. Enrichment and engagement activities: Student council, Chess Club, Robotics Club, Coding Club, etc.

**Proposed Expenditures for this Strategy/Activity:**

<b>Goal 3 Action 1 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Additional Yard Duty	\$2830 (.25hr x180 days x 4 classified x \$12/hr x 1.31)	State Lottery \$2830
PBIS	\$500	State Lottery \$500
Afterschool enrichment classes -coding, robotics, etc.	2 stipends - \$1976 x 2 = \$3952	Extended Day
Tech Challenge Coordinator	1 stipend- \$1976 (1640 + 336 benefits)	Extended Day
Student Council Coordinator	1 stipend- \$1976 (1640 + 336 benefits)	Extended Day
Other after school stipends to be finalized with stakeholder input throughout the year	2 stipends - \$1976 x 2 = \$3952	Extended Day

## **Goal 3 Action 2: Tier 2 and 3 Student Engagement and Campus Climate**

### **Students to be Served by this Strategy/Activity:**

**Underperforming or disadvantaged students** including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.

### **Strategy/Activity**

#### **Centralized funding for Tier 1 student engagement provided through the District Level LCAP include:**

1. Provide after school activity bus for disadvantaged students
2. Provide college and career awareness through Cal-SOAP and AVID.
3. Provide Naviance at grades 6-12.
4. Support AVID at middle grades .
5. Provide social emotional support and services through community based organizations.
6. Assist sites with attendance accounting compliance and intervention for chronic absenteeism.
7. Provide ADVENT program for foster youth
8. Provide CARE team services to Foster, homeless and disadvantaged students.
9. Implement Restorative Justice as an alternative to suspension.
10. Develop a comprehensive Foster Homeless education plan
11. Fund alternative placements for expelled students.

#### **Programs and services funded in this School Plan include:**

1. Additional Yard Duty
2. Extended day enrichment classes - robotics, coding, etc.
3. Tech Challenge Coordinator
4. Student Council
5. Other extended day stipends to be finalized with stakeholder input throughout the year

**Proposed Expenditures for this Strategy/Activity:**

<b>Goal 3 Action 2 Strategy/Activity</b>	<b>Amount(s)</b>	<b>Source(s)</b>
Additional Yard Duty	\$2830 (.25hr x180 days x 4 classified x \$12/hr x 1.31)	Budgeted in 3.1
Afterschool enrichment contracts - robotics, etc	2 stipends (1700x2=\$3400)	Budgeted in 3.1
Tech Challenge Coordinator	1 stipend (\$1700)	Budgeted in 3.1
Student Council - 1 stipend - \$1700	1 stipend (\$1700)	Budgeted in 3.1
Other extended day stipends to be finalized with stakeholder input throughout the year	2 stipends (1700x2=\$3400)	Budgeted in 3.1

## Goal 3: Annual Review

**SPSA Year Reviewed: 2018-19 to inform the 2019-20 school plan.**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

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

At the beginning of the year, we learned that we earned the PBIS Silver Award. Throughout the year, we made steady progress on implementing school-wide behavior expectations. Our fidelity check however, did reveal that many students were having some difficulty with some of our vocabulary in our Panther PRIDE matrix. At the end of the school year we discussed simplifying it and using the three pieces of our school pledge: show respect, make good decisions, and solve problems. As we begin our new year we will be using our new streamlined behavior expectation matrix. All bullet points are the same as last year's matrix, only the format is changed. Staff reported this is easier to follow.

Habitual truancy still remains a big concern in the 10% range. One important goal is to increase our parent education about the importance of student attendance and academic and social emotional success. PVEA will undertake an evidence based multi-tiered approach to addressing this issue as follows: implementing a **Tier 1** communication and education program for families that ensures constant reminder and understanding of both the financial and instructional impacts of absenteeism; developing a **Tier 2** chronic absenteeism monitoring system to inform targeted outreach and conferencing efforts regarding individual supports necessary to improve student attendance. **Tier 3** truancy intervention supports to ensure the most timely process and interventions to support the attendance of truant students.

Parents also receive personal phone calls from the attendance clerk or the principal to encourage attendance. We will continue to notify families as well as create more positive rewards to incentivise compulsory attendance laws.

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.

Paradise Valley did not exceed or underspend allocations provided to goal #3. What is allocated and budgeted remains cost neutral for the following year

## Budget Summary:

	Unrestricted Lottery	LCFF Supplemental	Extended day	Live Oak Foundation Grant	Donations and other funding
<b>Allocated</b>	<b>\$45125</b>	<b>\$17,449.82</b>	<b>\$35,000</b>	<b>\$5,000 % TBD</b>	<b>\$19359.98</b>
<b>Budgeted*</b>	<b>\$44,989</b>	<b>\$13,205</b>	<b>\$31,736</b>	<b>\$5,000 (Yr3)</b>	<b>\$ TBD</b>
<b>Spent YTD</b>					
<b>Encumbered</b>				<b>TBD- Yr 3</b>	
<b>Available</b>	<b>\$136</b>	<b>\$4,245</b>	<b>\$3,264</b>		<b>\$19359.98</b>
<b>*SPSA budget by action tracker</b>	<b>Unrestricted Lottery</b>	<b>LCFF Supplemental</b>	<b>Extended day</b>	<b>Live Oak Foundation Grant</b>	<b>Donations and other funding</b>
<a href="#"><u>Action 1.1</u></a>	<b>\$6,026</b>	<b>\$2,462</b>			
<a href="#"><u>Action 1.2</u></a>	<b>Action 1.1 Funding</b>	<b>Action 1.1 Funding</b>	<b>\$9880</b>	<b>\$2,500</b>	
<a href="#"><u>Action 1.3</u></a>	<b>\$4220</b>	<b>\$1,780</b>		<b>\$2,500</b>	
<a href="#"><u>Action 1.4</u></a>	<b>\$10,295</b>	<b>\$4,205</b>	<b>\$7000</b>		
<a href="#"><u>Action 1.5</u></a>	<b>\$7768</b>	<b>\$3208</b>	<b>\$3,000</b>	<b>Action 1.2 Funding</b>	
<a href="#"><u>Action 1.6</u></a>	<b>\$ 2,000</b>				
<a href="#"><u>Action 1.7</u></a>	<b>\$10,250</b>	<b>\$450</b>			
<a href="#"><u>Action 2.1</u></a>	<b>\$1,100</b>				<b>\$1500</b>
<a href="#"><u>Action 2.2</u></a>		<b>\$1,100</b>			
<a href="#"><u>Action 3.1</u></a>	<b>\$3,330</b>		<b>\$11,856</b>		

<a href="#">Action 3.2</a>	<b>Action 1.1 Funding</b>	<b>Action 1.1 Funding</b>	<b>Action 1.1 Funding</b>	<b>Action 1.1 Funding</b>	
<b>Total :</b>	<b>\$44,989</b>	<b>\$13205</b>	<b>\$31,736</b>	<b>\$5,000</b>	<b>\$1500</b>

## Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 0

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$96,430

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

<b>Federal Programs</b>	<b>Allocation (\$)</b>
none	\$ 0
Subtotal of additional federal funds included for this school:	

<b>State or Local Programs</b>	<b>Allocation (\$)</b>
LCFF Supplemental including extended day	\$ 17,449.82
Unrestricted Lottery	\$ 45,125
LO Foundation Grant, pending % estimated \$14,000	\$ 5,000

Subtotal of state or local funds included for this school:	\$ 67,575
--	-----------

Total of federal, state, and/or local funds for this school: \$102,575

## School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current membership of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
1. Jean Kuminoff	Parent	jennkuminoff@yahoo.com	May 21, 2020
2. Luna DeCurtis	Parent	ldaccounts@speakeasy.net	
3. Tara Sturtevant	Parent	taraannelizabeth@yahoo.com	
4. Sandrine Tallman	Parent	SanSan1103@yahoo.com	
5. Sarah Melville	Teacher Rep	melvilles@mhusd.org	
6. Jennifer Kingman	Teacher Rep	kingmanj@mhusd.org	
7. Lori Bonnino	Teacher Rep	bonninol@mhusd.org	
8. Jill Torrico	Classified Staff	torricoj@mhusd.org	
9. Julie Page	Principal	pagej@mhusd.org	

### Total Number of School Site Council Members

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	3	1	4	0

## 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:

Parent Stakeholder Groups

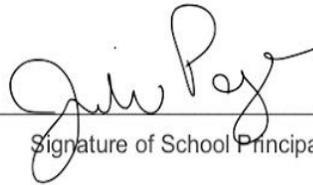
School Site Council (Home and School Club Representatives)  
English Language Advisory Committee

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 here in 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:

Attested:

Julie Page

Typed name of School Principal



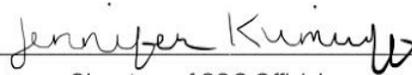
Signature of School Principal

5/21/20

Date

Jennifer Kuminoff

Typed name of SSC Official



Signature of SSC Official

5/21/20

Date

## 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:

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Parent Stakeholder Groups

School Site Council (Home and School Club Representatives)  
English Language Advisory Committee

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5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in 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:

Attested:

Julie Page \_\_\_\_\_

Typed name of School Principal

\_\_\_\_\_

Signature of School Principal

\_\_\_\_\_

Date

\_\_\_\_\_

Typed name of SSC Official

\_\_\_\_\_

Signature of SSC Official

\_\_\_\_\_

Date

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC 65001*, the School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

## **Goals, Strategies, Expenditures, & Annual Review**

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## **Budget Summary**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for

schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## **Budget Summary**

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

- B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      - b. use methods and instructional strategies that:
        - i. strengthen the academic program in the school,
        - ii. increase the amount and quality of learning time, and
        - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        - i. strategies to improve students' skills outside the academic subject areas;
        - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 6400 et. seq.

## Appendix B:

### Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

#### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceeusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

#### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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