



Single Plan for Student Achievement (SPSA) 2018-2019



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| School name: Paradise Valley Engineering Academy | | Morgan Hill Unified School District |
| Principal name: Swati Dagar | | Steve Betando, Superintendent |
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| Link to District LCAP | Link to SARC | Link to Safety Plan: pending update |
| Link to State Dashboard | Link to School Website | Link to Home and School Club |

Plan Summary:

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

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. This is the second year of our Engineering focus implementation. 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: 12.9% English Learners; 0.4% Foster Youth; 2.2% Homeless; 1.1% Migrant; 13.8% Students with Disabilities; and 27% 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.

As we designed our school focus, our school vision was also redesigned keeping in mind our school community's work with developing critical problem solving in our students.

Vision:

Paradise Valley Engineering Academy will be devoted to developing passionate problem solvers by revolutionizing the way we educate our students. Utilizing the Engineering Design Process, students will construct their own learning with a growth mindset to take on future opportunities.

Our school vision and mission statement continue to be the guiding light for our school's direction and our daily work with the Engineering focus. Our school mission is directed towards the concept of 'TEAM' - developing students, staff, and our entire school community to work collaboratively to inspire a passion for learning in students and to develop them into tenacious learners.

Mission:

Our mission is to inspire passion in our students to be
Tenacious learners who apply the
Engineering Design Process to achieve
Academic success and be
Motivated students who make a positive impact
at home, at school, and in the community.

At Paradise Valley Engineering Academy, we provide a strong Common Core aligned, standards-based curriculum along with Project Based Learning (PBL) experiences. We believe that all of our students will be successful. Our staff works relentlessly to provide students with the most appropriate academic, project based learning experiences in all content areas. We have adopted a new Math curriculum - Envision Investigations and for English language Arts, we are exploring a district-wide adoption. We will continue our efforts on integrating the Engineering Design Process with project based learning in everyday learning to promote critical inquiry based, analytical learning among our students. We will also continue to support for our English learners within our differentiated (customized) language arts curriculum and through the use of technology

tools. We also use technology resources, GLAD, and SDAIE strategies to enhance the access to the curriculum for all students particularly with focus on our EL population. Grade level teams plan, share pedagogies/ teaching strategies, and collaborate to provide students with enriching differentiated lessons that best support their learning styles.

The school facilities consists of three "hub" buildings and five portable classrooms. After the construction updates, the largest will contain the multipurpose room, Design Lab, kitchen facilities, speech classroom,, and Exploration Science Center. The secondary hub will contain the school administrative office and six classrooms. The third hub houses three classrooms and is adjacent to the portable classrooms which provide additional instructional space for the classrooms, Special Day Class, Library, and Resource Specialist.

Technology, Project Based Learning, and Engineering design process with a critical problem solving approach is a focus at our school and we are continually identifying ways in which it can strengthen our academic program for students. Teachers guide students through the use of Khan Academy, BrainPop, Reflex Math, IXL, Accelerated Reader, typing tools, and google apps for education. We have a state of the art Design lab which serves as a fabulous resource to provide students with project based learning activities. It has 5 interactive tables, two Promethean Activboards, along with chromebook accessibility for students to design robotics, conduct coding investigations. Within each classroom, teachers and students have access to Promethean ActivBoards as well as chromebook carts to increase the interactivity of learning. Document cameras also support this effort along with an increased use of computer stations within classrooms. Our Kindergarten- 4th grade classrooms share chromebook carts and our 5th graders have their own class set of chromebooks for use. Technology integration, hands-on inquiry, Project Based Learning, and critical analysis skills is a big focus at Paradise Valley Engineering Academy to develop global citizenship.

Last year, 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 Lego Robotics Club, Google CS Coding Club , Chess Club, Running Club, Art Classes, Ceramics Class, 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 2017-18 school year, about thirty 4th-5th graders participated in the Tech Museum Engineering Design Challenge. Teams applied their learning of the Engineering Design Process and their creativity to solve the design challenge that was posed by the Museum personnel. Two 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 Assembly Field Trip for the 4th graders, etc.

PVEA's Home and School Club also supports many of the enrichment opportunities for students and helps fundraise for school wide programs/ activities ucha s field trips, science camp, classroom supplies, 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 other

fundraisers. We implement Project Cornerstone school wide and 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. Each classroom has a H&SC representative or a room parent, that works as a liaison between the classroom parents and the H&SC.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA

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 promoted 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, site level to ensure systematic and high quality instruction school wide. All teachers will be continue to Tier 2 Project Based Learning strategies by the Buck Institute of Education.
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 second year of PBIS implementation.
5. Continue to develop critical thinking and problem solving skills in students through the use of the Engineering Design Process and integrated Project Based Learning.
6. Continue to host various parent education nights such as Back to School Night, Family Engineering Night's, 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 .

Review of Performance:


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? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Data according to the California School Dashboard:






The Fall 2017 Dashboard indicates all metrics in Green or Blue status; including a marked improvement from the previous year in **English Learner Progress which moved from orange to blue.**

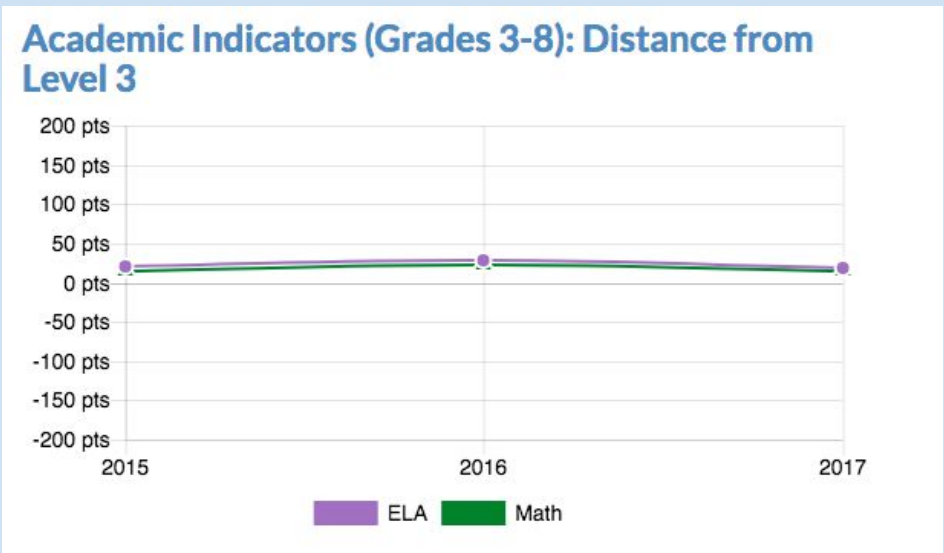
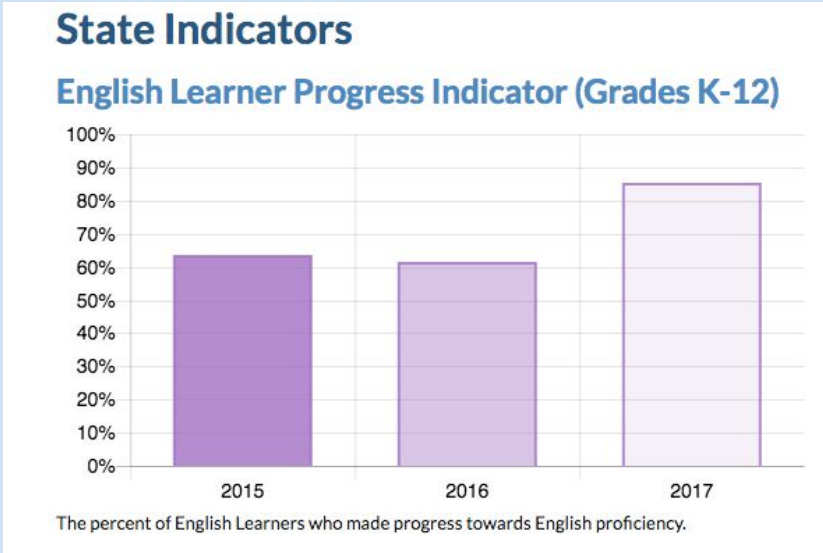
| State Indicators | All Students Performance |
|---|---|
| Chronic Absenteeism  | N/A |
| Suspension Rate (K-12) |  |
| English Learner Progress (1-12) |  |
| English Language Arts (3-8) |  |
| Mathematics (3-8) |  |

According to the CA Dashboard, our English Learners have made significant growth (+23.9 points) and moved to blue this year.

| Student Performance | Number of Students | Status | Change |
|---|--------------------|--------------------|-----------------------------------|
| <u>English Learner</u>  | 62 | Very High 85.5% | Increased Significantly +23.9% |

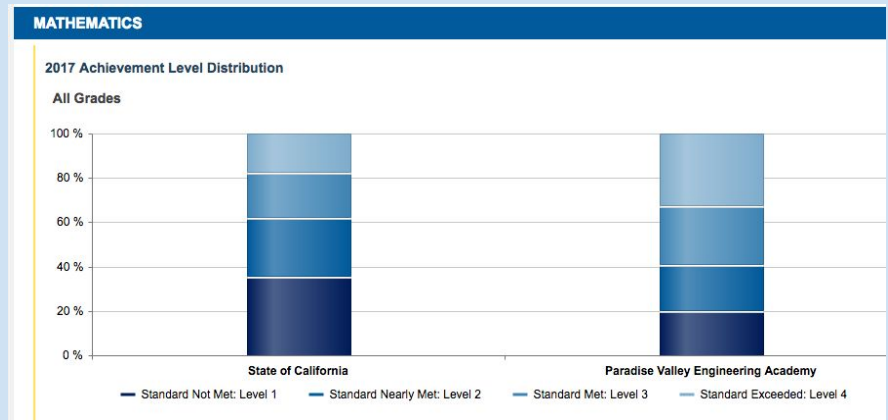
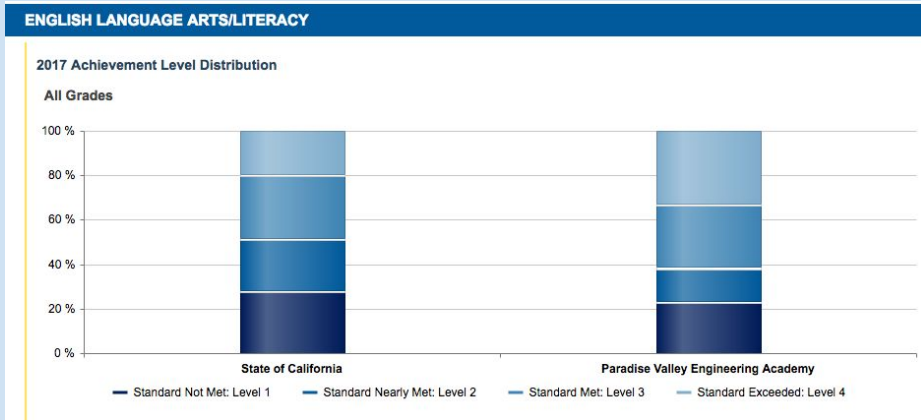
Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

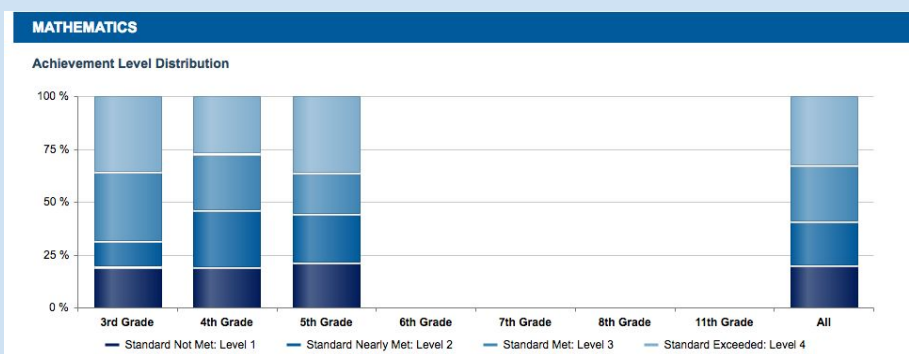
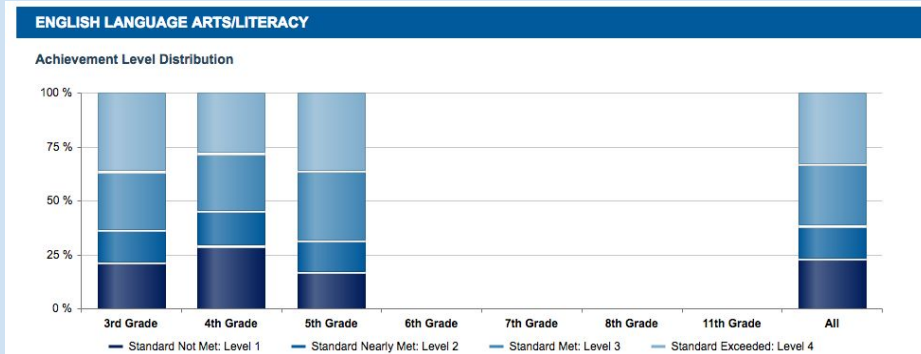


Overall, PVEA's academic achievement in both ELA and Math is very strong compared to both county and statewide achievement. In ELA, 63% of our students are at or above grade level and in Mathematics, 60% of our students are at our above grade level.

State Comparative:



Grade Level Academic Performance Graph:



GREATEST NEEDS: Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school staff or stakeholders have determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

The areas of greatest need 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.

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information

| State Indicators | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | A |
|--|--------------|------------------|--------------|----------|---------------------------------|----------------------------|---|
| <u>Chronic Absenteeism</u> | N/A | N/A | N/A | N/A | N/A | N/A | N |
| <u>Suspension Rate (K-12)</u> | | | * | * | | | * |
| <u>English Learner Progress (1-12)</u> | | N/A | N/A | N/A | N/A | N/A | N |
| <u>English Language Arts (3-8)</u> | | | * | * | | | * |
| <u>Mathematics (3-8)</u> | | | * | * | | | * |

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

The following groups are indicated as red or orange of the state dashboard:

| Dashboard Metric | Student Group in Orange or Red |
|-----------------------|---|
| Suspension | English Learners, Socioeconomically Disadvantaged, Students with Disabilities |
| English Language Arts | English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic |
| Mathematics | Socioeconomically Disadvantaged, Students with Disabilities |

PERFORMANCE GAPS: Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

The following dashboard metrics vary two or more levels from the “All Student” group

| All Student Status | Student Group in Orange or Red |
|-----------------------|---|
| Suspension (Green) | English Learners, Socioeconomically Disadvantaged, Students with Disabilities |
| English Language Arts | English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic |
| Mathematics | Socioeconomically Disadvantaged, Students with Disabilities |

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 the adopted curriculum, different support programs for focus students. Additionally, staff will work together to build in more mainstreaming opportunities to provide students access to their grade level content when appropriate. Professional development will also be provided for implementing hands-on Project Based Learning units so lessons across content areas can be integrated with the equity lens for developing critical thinking, problem solving skills in all students using the Engineering Design Process. PBIS will be used to address suspension rates and enhance/ refine school wide behavioral expectations and supports.

INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED STUDENTS: Identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

With a continued focus on ELs, SWD, and Socio-Economically Disadvantaged student subgroup, the supplemental funds above will be used to provide instructional material support, professional development on enhancing teaching practices, integrating technology and project based, hands-on learning for increased subgroup student achievement. Extended day learning opportunities will also be provided and specifically target participation by struggling students along with other enrichment opportunities.

SPSA Monitoring, Revision, and Stakeholder Engagement:

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

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 2017 - 2018 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)



REVISIONS TO SPSA: How did these consultations impact the SPSA for the upcoming year? (Include a brief list of revisions to the SPSA being made this year)

The SSC and ELAC committee recommendations were incorporated into the actions for the 2018-19 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.

Budget Overview: (Budget summary is [bookmarked here](#))

STAKEHOLDER ENGAGEMENT: How, when, and with whom did the School consult as part of the monitoring and revision process for the SPSA/Annual cycle?

| | |
|---|---------------------|
| Total school site budget: | \$137,041.65 |
| Total allocations for planned actions in the SPSA: | \$137,041.65 |
| Percentage of school site budget allocated in the SPSA: | 100 % |
| <i>Briefly describe any differences between budgeted and expended resources:</i> | |
| Total LCFF supplemental funds in the SPSA | \$18,746.65 |
| Total Federal funds in the SPSA | \$0 |
| Percent unduplicated student count | 30.70 % |
| <i>Briefly describe how services have been improved for disadvantaged students (low socioeconomic, English learners, or foster/homeless). For school wide programs, indicate how they are the best way to serve disadvantaged students:</i> | |
| <i>PVEA has provided our EL, low socioeconomic, foster,homeless, and students who may not have academic supports at home, with opportunities for after school homework help, during school tutoring (with CAL-SOAP and with a reading intervention specialist, small group focused reading instruction in class, and other enrichment opportunities for students.</i> | |
| Total carryover funds to your site budget at the Fall first interim. | \$ |
| <i>Briefly describe the reason for surplus carryover or negative balances from the prior year:</i> | |
| <i>(Carry over information will be available Fall 2018)</i> | |

Goals, Actions, & Services: (including annual report on outcomes and actuals)

| | |
|---|---|
| Goal 1 Statement of Goal | 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 |
| Priorities Addressed by this goal: | STATE 1 2 4 5 7 8 LOCAL PRIORITIES: Creating a K-12 Engineering? STEM foundation with the focus academy to support college and career readiness for students moving into secondary school from PVEA. |
| Identified Need | A need to improve ELA and Math achievement for ELs, Students with Disabilities (SWD), and Socio-economically disadvantaged students (SES) |

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

| Goal 1: College and Career Readiness: | | | | Link to metric instructions |
|--|---|--|---|---|
| Metric | Data collected in 2017-18 | Data collected in 2018-19 | Data collected in 2019-20 | Data collected in 2020-21 |
| CAASPP (Dashboard) ELA status/change | CAASPP (Dashboard) ELA status/change: | | | |
| --All student | --All student High / -10.4 | | | |
| Grade 3 | Grade 3 2454.5 | | | |
| Grade 4 | Grade 4 2476.6 | | | |
| Grade 5 | Grade 5 2536.7 | | | |
| --Low SES | --Low SES Low / -16.7 | Maintain positive growth values for all student groups and grades and reduce gaps between low performing target groups and All Student group by >10% per year. | Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year. | Maintain positive growth values for all student groups and reduce gaps between low performing target groups and All Student group by >10% per year. |
| Grade 3 | Grade 3 2388.5 | | | |
| Grade 4 | Grade 4 2430.4 | | | |
| Grade 5 | Grade 5 2440.1 | | | |
| --SWD | --SWD Low / -27.2 | | | |
| Grade 3 | Grade 3 2374.8 | | | |
| Grade 4 | Grade 4 2397.3 | | | |
| Grade 5 | Grade 5 2404.2 | | | |
| --EL | --EL Low / - 8.2 | | | |
| Grade 3 | Grade 3 2382.9 | | | |
| Grade 4 | Grade 4 No Score | | | |
| Grade 5 | Grade 5 No Score | | | |

| | | | | |
|---|---|---|---|---|
| <p>Math status/change --All student 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 Science status/change Grade 5 only --All student --Low SES --SWD --EL</p> | <p>Math status/change: High / -8.5 --All student High / -8.5 Grade 3 2468.2 Grade 4 2487.2 Grade 5 2539.9 --Low SES Low / -16.3 Grade 3 2397.7 Grade 4 2445.9 Grade 5 2466.7 --SWD Low / -22.9 Grade 3 2397.3 Grade 4 2399.9 Grade 5 2421.3 --EL Medium / -12 Grade 3 2391.9 Grade 4 no score Grade 5 no score Science status/change: N/A Grade 5 only --All: no scores pilot year --Low SES --SWD --EL</p> | | | |
| <p>NWEA MAP Assessment Fall to Winter Growth: ELA --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Math --Grade K optional --Grade 1 optional --Grade 2 --Grade 3 --Grade 4 --Grade 5 Science--optional --Grade 2 --Grade 3 --Grade 4 --Grade 5</p> | <p>NWEA MAP Fall to Winter School Growth: ELA 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 Math --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 Science: not given/optional --Grade 2 n/a --Grade 3 n/a --Grade 4 n/a --Grade 5 n/a</p> | <p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p> | <p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p> | <p>Goal: Meet or exceed the national normed growth rates at each grade measured Fall to March</p> |

| | | | | |
|---|---|---|--|--|
| <p>Dashboard Academic Indicator Groups in Red/Orange:</p> | <p>Dashboard Academic Indicator Red: Suspension SWD Orange: Suspension, EL, SED Orange English: EL, SWD, SED, and Latino Orange Math: SWD, SED</p> | <p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p> | <p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p> | <p>Decrease number of student groups in Red/Orange with no groups 2 or more levels below All Student Group</p> |
| <p>Biliteracy --EL Progress --EL status & change --EL Reclass Rate</p> | <p>Biliteracy --EL Progress: Very High --status & change: 85.5 +23.9 --Reclass Rate: 13.8%</p> | <p>Maintain high status or positive growth in all categories</p> | <p>Maintain high status or positive growth in all categories</p> | <p>Maintain high status or positive growth in all categories</p> |
| <p>Literacy Measure: F&P --Avg K reading level Fall --Avg K reading level Mar. --% at grade level Mar. --Avg 1 reading level Fall --Avg 1 reading level Mar --% at grade level Mar. --Avg 2 reading level Fall --Avg 2 reading level Mar --% at grade level Mar. --Avg 3 reading level Fall --Avg 3 reading level Mar --% at grade level Mar. --Avg 4 reading level Fal --Avg 4 reading level Marl --% at grade level Mar. --Avg 5 reading level Fall --Avg 5 reading level Mar --% at grade level Mar.</p> | <p>Fountas & Pinnell by grade --Avg K Fall: N/A --Avg K Mar: N/A --At level Mar: N/A --Avg 1 Fall: N/A --Avg 1 Mar: 1.8 --At level Mar: 86% --Avg 2 Fall: 2.0 --Avg 2 Mar: 2.4 --At level Mar: 45% --Avg 3 Fall: 2.9 --Avg 3 Mar: 3.4 --At level Mar: 58% --Avg 4 Fall: 4.1 --Avg 4 Mar: 4.5 --At level Mar: 67% --Avg 5 Fall: N/A --Avg 5 Mar: 5.1 --At level Mar: 48%</p> | <p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age.</p> | <p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p> | <p>Maintain positive growth in comparison to national norms. Demonstrate increasing trend of students at grade level as students age</p> |
| <p>Special Education --# of New Referrals: --# Qualified: --# Exited: --% Non English Learner: --% English Learner:</p> | <p>Special Education non SLP --# Referrals: 15 --# Qualified: 11 --# Exited:2 --% Non EL: 74% --% EL: 26%</p> | <p>Minimize gaps in referral rates and reduce overall rate by inclusion</p> | <p>Minimize gaps in referral rates and reduce overall rate by inclusion</p> | <p>Minimize gaps in referral rates and reduce overall rate by inclusion</p> |

| | | | | |
|--|--|---|---|---|
| <p>Implementation Status: <i>By Staff Survey Rubric</i> --Mathematics --English (ELA/ELD) --History --Science --Assessment Plan --MTSS Supports --PLC</p> | <p>Implementation Status: <i>Scores on 5 point rubric survey</i> --Mathematics: 3.7 --ELA/ELD: 3.2 --History: 1.81 --Science 1.88 --MTSS Academic: 3.1 --MTSS SEL: 2.88 --PLC: 3.2</p> | <p>Grow from previous year rubric scores in all core area implementations on staff survey</p> | <p>Grow from previous year rubric scores in all core area implementations on staff survey</p> | <p>Grow from previous year rubric scores in all core area implementations on staff survey</p> |
| <p>MTSS Support Usage --Ext. day participants --Accessing Read 180 --Accessing System 44 --Accessing LLI --Accessing Lexia --Accessing Study Island</p> | <p>Usage Monitoring --Extended Day: Approx. 150 students in various programs --Read 180: N/A --System 44: N/A --LLI: N/A --Lexia: 274 (53% on target) --Study Island: Grade 2: 3 Grade 3: 14 Grade 4: 169 Grade 5: 0</p> | <p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p> | <p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p> | <p>Increase usage by 1/3 compared to overall need during each year of 3 year plan.</p> |
| <p>Other Site Specific metrics: <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, ceramics and art class, running club, etc.</p> | | | |

GOAL 1 ACTION 1: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Staff

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Staff: Recruit, hire and retain a diverse group of certificated and classified staff to support high quality tier 1 instruction including teachers, administrators, and support staff. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Average class sizes of 24:1 in grade TK-3 and 29:1 in grades 4-12
2. Appropriate teacher support for new, intern, or veteran teachers such as New Teacher Project, Intern support and Teacher Support Network.
3. Customer service oriented site and central office administrators and administrative support staff
4. Customer service oriented classified central services employees, including maintenance
5. Academic counselors and or social emotional counseling
6. Implementation teachers on special assignment or implementation leads to support high fidelity implementation of new adoptions.

Additional Tier 1 staffing as part of the Single Plan for Student Achievement (SPSA)

1. Engineering Teacher on Special Assignment - Focus Academy Implementation- District Funded
2. After school Homework Club Coordinator
3. After school activities led by other staff members
4. Classified Staff/ Yard duty reading support for Kindergarten
5. Student Council Coordinator(s) - For select student leadership group - 1 stipend - depending on carry over budget availability
6. No additional Tier 1 staffing

Implementation status and actual actions completed to date:

1. 3 year focus academy TOSA (2018-19 is last year of TOSA support)
2. After school Robotics/ Coding Coordinator - 2 stipends
3. After school Running Club - 2 stipends
4. District funded as of the 2017-18 school year
5. New stipend could be added for student council for 3rd - 5th graders depending on carry over budget availability

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Continue with After school programs

| | |
|-------------------------|---|
| Allocation(s) | <ol style="list-style-type: none"> 1. TOSA- District Funded Return to Budget Summary Here 2. After school robotics/coding coordinator - 2 stipends - \$1700 x 2 = \$3400 3. After school running club - 2 stipends - \$1700 x 2 = \$3400 4. Kinder Support - \$1500 (\$500 per class x 3 classes) 5. Student Council - 1 Stipend |
| Source(s) | <ol style="list-style-type: none"> 1. 1, 2, 3 - After school Extended Day (Supplemental Funding) 2. Kinder Support - 450 - LCFF + \$1050 -State Lottery - 3. Student Council - LCFF + State Lottery (If available) |
| Budget code(s) | 010-0000-0-1110-12-1100-100-091061-009-0000 / 020-1100-0-1111-00-1110-1000-016100-009-0000 / 010-0000-0-1111-00-1110-1000-301010-009-0000 |
| Anticipated changes for | <ol style="list-style-type: none"> 1. Continue program depending on availability of extended day funding from district |

following year

GOAL 1 ACTION 2: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Staffing

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and 3 Staff: Hire and strategically deploy certificated and classified staff to provide academic support for underperforming and disadvantaged students including English Language Learners, socioeconomically disadvantaged, and homeless/foster students. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Care Staff to monitor and serve the unique needs of underperforming students and link them with appropriate supports including Community Based Organizations, School Linked Services, and social emotional counseling
2. Teachers on Special Assignment to provide implementation support of tiered academic supports in the areas of Assessment, ELD services, ELA/ELD and Math, NGSS, Instructional Technology, and Migrant Services.
3. Certificated staff to provide equitable access for underperforming students to succeed in a comprehensive secondary program. (Secondary Equity staffing)
4. Intervention specialists to support early literacy deployed and funded through the elementary school plans.
5. Special Education services including but not limited to speech therapists, paraprofessionals, school psychologists, program specialists and other Special Education staff
6. Positive Behavior Intervention and Support implementation coach
7. School Resource Officer
8. School Linked Services coordinator
9. Migrant Program Community Liaison and clerical support

Additional Tier 2-3 staffing as part of the Single Plan for Student Achievement (SPSA)

1. CAL Soap Counselor/tutors for grades K-2
2. Reading specialist(s)
3. After school Homework/Reading Club Coordinator - 2 stipends
4. Enrichment coordinator - for enrichment activities for select students - 1 stipend
5. After school enrichment contracts - Language class, Cooking class
6. Tech Challenge Club Coordinator (after school) - 1 stipend
7. Other after school stipends - to be finalized with stakeholder input through the year (budgeted)

Implementation status and actual actions completed to date:

1. Currently our site has a Cal Soap tutor who comes twice a week for grades 1 and 2
2. 4 days per week for focus student group as outlined in Goal 1
3. 2 days per week for Homework/ Reading Club - Lower grades and Upper Grades
4. During school enrichment activities/ project support
5. External agencies will be contracted to provided services for after school programs such as language, cooking class, after school sports, etc.
6. A structured weekly after school Tech Challenge Coordinator to work with few student teams
7. Budgeted for future additions - 2 stipends

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Anticipated to be an ongoing action
2. New action in development as part of the Live Oak grant, Planned for 4 days per week to serve all grades

| | |
|--|---|
| 3. 3,4,5,8 - Anticipated to be an ongoing actions 4. Tech Challenge Coordinator - new action in development as we take teams to compete at the Tech Challenge | |
| Allocation(s) | 1. \$500 Return to Budget Summary Here 2. \$14, 287 + \$1,553 = \$15,840 - Year 1 3. 2 stipends - \$1700 x 2 = \$3400 4. Enrichment coordinator = 1 stipend = \$1700 5. Tech Challenge Coordinator - 1 stipend = \$1700 6. After school contracts - \$8,869.28 7. Budgeted additional stipends for future afterschool expansion- 2 stipends = \$1700 x 2 = \$3400 8. (additional benefits to be paid - \$2131 Extended Day Budget) |
| Source(s) | 1. LCFF supplemental 2. Live Oak Grant + LCFF Supplemental 3. After School Extended Day Funding (Supplemental Funding) |
| Budget code(s) | 1. 010-0000-0-1111-00-1110-1000-301010-009-0000 |
| Anticipated changes for following year | 1. Progress monitor implementation and make changes accordingly. |

GOAL 1 ACTION 3: Aligned to [District LCAP](#)

MTSS Description: Tier 1-3 Prof. Development

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Professional Development to support high fidelity Tier 1, 2 & 3 instruction and program implementations from intensive intervention to enrichment:

Actions as planned for the 2017-18 school year through the district LCAP:

Tier 1

1. Supervise a support network to provide assistance for veteran and intern teachers
2. Provided professional development opportunities for administrators.
3. Provide professional development opportunities for classified employees.
4. Supervise an induction program for new teachers
5. Provide PD to support implementation of core instructional programs (Math, ELA/ELD, Social Science, NGSS), instructional technology, assessment and strategic content.
6. Provide stipend positions for site leads to build internal capacity for ongoing training of core programs.

Tier 2 & 3

7. Provide PD to support for the unique needs of English Learners (CM, Systematic ELD), and EL Facilitators.
8. Provide PD to support enrichment, CTE, and College & Career Readiness for underrepresented students.
9. Provide PD to support the social-emotional support, safety, and campus climate programs for at risk students.
10. Provide PD to support classified staff with enrollment, attendance and effective use of the student information system to monitor at risk students.
11. Provide PD to support the unique needs of students with disabilities
12. Provide PD to support the implementation of MTSS.

Additional Professional Development related to site specific programs and initiatives and supported in the SPSA

1. PBL Level 2 Training (Depending on carryover budget in Fall 2018)
2. Conference Registrations for STEM/Reading, Writing, EL Strategies, etc. for focus students
3. Other district led curriculum implementation trainings, PBIS training
4. Travel and accommodations
5. Substitute Coverage for trainings, conferences, PBL planning, and F&P testing
6. Professional Development Contracts
7. After school Teacher PD - Technology integration, Engineering focus related academy (Hourly rate for teachers after school)

Implementation status and actual actions completed to date:

1. Current professional development aligned with school vision// mission is Project Based Learning instructional shift. Staff has asked for Level 2 training on PBL strategies
2. Staff would like to explore STEM/ Reading/ EL Strategies/ Writing conferences -for ELs, SWD, SED (focus students)
3. Support budget to implement and attend conferences
4. Provide release time for teachers for planning, attending, and implementing newly acquired instructional strategies
5. Allocate budget for prospective speakers to support instructional shifts for ELs, SED, SWD student population

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Actions will be ongoing and adjusted as year progresses and academic needs arise

Allocation(s)

1. PBL Training (multi-funded) - LCFF and State Lottery
2. Conference Registrations - LCFF - \$2483
3. \$ 1,000 - PBIS Trainings (multi-funded) - \$300 - LCFF and \$700 - State Lottery

[Return to Budget Summary Here](#)

| | |
|---|---|
| | <ol style="list-style-type: none"> 4. Travel and accomodations (multi-funded) - LCFF and State Lottery 5. \$ 10,000 - Substitute coverage (multi-funded) - \$3,000 - LCFF and \$7,000 - State Lottery 6. For 6.7 - Prospective speakers, other PD opportunities - LCFF and State Lottery |
| Source(s) | <ol style="list-style-type: none"> 1. LCFF + State Lottery |
| Budget code(s) | 010-000-0-5800-00-1110-1000-301010-009-0000 / 020-1100-0-5800-00-1110-1000-016100-009-0000 / 010-0000-0-5220-00-1110-1000-301010-009-0000 / 010-0000-0-115-00-1110-1000-301010-009-0000/ 020-1100-0-1150-00-1110-1000-016100-009-0000 |
| Anticipated changes for following year | <ol style="list-style-type: none"> 1. Continue with programs as budget availability |

GOAL 1 ACTION 4: Aligned to [District LCAP](#)

MTSS Description: Tier 1 Educational Programs

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 Instructional Materials, technology, and educational programs in support of a rigorous College and Career Readiness and UC A-G aligned instructional program.

Actions as planned for the 2017-18 school year through the district LCAP:

1. Effective implementation of core instructional materials for [ELA/ELD](#) and Mathematics
2. Initial implementation including framework study, instructional materials and instructional shifts for [Social Science/History](#)
3. Initial implementation of [Next Generation Science](#) Standards including NGSS framework study, instructional shifts, preview Science programs, provide materials and lab supplies in support of NGSS development.
4. Support materials for school library inventory.
5. Ensure that all students have access to core instructional materials to support the General Education Curriculum including online curriculum where needed.
6. Curriculum, supplies and equipment in support of Career Technical Education and continue to enhance CTE pathways and College and Career Readiness opportunities.
7. Curriculum development to integrate a Visual and Performing Arts plan throughout the core curriculum to enhance VAPA access by under-represented students.
8. Enrichment coordinators and assessments to identify and support gifted students
9. Deploy and maintain student Chromebooks and instructional technology.
10. Support programs for Chromebooks software maintenance and student information management

Additional Tier 1 Educational programs related to site specific initiatives and supported in the SPSA

1. Instructional support materials for engineering focus/ PBL implementation
2. TOSA instructional material/ supplies support for teachers
3. Instructional materials for classroom curriculum implementation
4. Online resources to support core curriculum
5. After School (Extended Day) support program instructional materials - robotics, ceramics, cooking classes, etc.
6. Technology replacement/ repair/ acquisition - purchase chromebooks/ smartboard projectors/ other technology support

Implementation status and actual actions completed to date:

1. 3rd year of engineering focus/ 2nd year of PBL (multi-funded) - Amazon is used to order supplies for focus implementation
2. New budget line
3. 2, 3 : Ongoing support for classroom instructional materials (multi-funded)
4. Online curriculum supports (eg. Hapara, STEMScopes, any other online resource)
5. After school/ Extended Day instructional support
6. Technology acquisition/ replacement/repair. eg., chromebooks, smartboard projectors
7. VAPA activities during school- Drama, Theatre, Band, Digital art integration, etc.

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Continue Amazon allocation and other instructional support programs

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| Allocation(s) | <p style="text-align: right;">Return to Budget Summary Here</p> <ol style="list-style-type: none"> 1. Amazon - \$1,000 - multi-fund - \$300 - LCFF and \$ 700 - State Lottery 2. TOSA Instructional Support budget - \$1,000 - multifund - \$300 - LCFF and \$700 - State Lottery 3. Classroom Support materials - \$250 x 20 certificated staff = \$5,000 - \$1,500- LCFF and \$3,500 - State Lottery 4. Hapara - \$1,200 - \$360 - LCFF and \$840 - State Lottery Other online support program such as STEMScopes, etc - multi fund or Home & School Club, if desired by staff 5. After school instructional support - \$7,000 - Extended Day Budget 6. Technology acquisition/ repair - \$ 5,000 (chromebooks repair, replacement, new set of chromebooks - in conjunction with H&SC) - State Lottery 7. VAPA Contracts- Depending on fund availability |
| Source(s) | <ol style="list-style-type: none"> 1. LCFF and State Lottery and Extended Day Budget |
| Budget code(s) | <p>020-1100-0-1111-00-1110-1000-016100-009-0000 / 010-0000-0-1111-00-1110-1000-301010-009-0000 / 020-1100-0-5800-00-1110-1000-016100-009-0000 / 020-1100-0-4310-00-1110-1000-016100-009-0000 / 020-1100-0-4310-00-1110-2700-016100-009-0000</p> |
| Anticipated changes for following year | <ol style="list-style-type: none"> 1. Continue program implementation based on budget availability |

GOAL 1 ACTION 5: Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Instructional Supports

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 strategic and intensive academic supports that meet students at their current level and promote their growth. This includes but is not limited to assessing student current level, linking students with strategic content support and monitoring of student growth. Specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Implement the district wide [assessment plan](#)
2. Implement district wide strategic supports such as Read 180, System 44, Lexia, LLI and Study Island
3. Utilize Cyberhigh as a credit recovery program for high schools.
4. Utilize supplementary instructional materials and assessments to inform and provide tiered supports.
5. Encourage through outreach and support increased enrollment of underrepresented students in Advanced Placement Classes
6. Utilize Cal Soap services improve access to college for underrepresented students and parents.
7. Provide [extended day support](#) and [extended day learning opportunities](#) for EL, Foster/Homeless, and socioeconomically disadvantaged
8. Implement supplemental support provisions of the [EL Master Plan](#)
9. Pre-school to serve eligible students
10. Provide extended learning opportunities to English Learner and Migrant Students.
11. Participate in outreach for TK/K enrollment including annual event. Extend the birth date range to December 31 for Transitional Kinder Enrollment.
12. Support growth of [Independent Learning Program](#) based on enrollment.
13. Implement and organize work consistent with the District's role as the [MTSS knowledge Development LEA](#) for Santa Clara County
14. Provide extended year learning opportunities for students with disabilities

Additional Tier 2-3 instructional supports related to site specific initiatives and supported in the SPSA

1. After school EL/SWD/SED extended day supplies and materials
2. Subs for IEPs/SSTs
3. Extended Day/ Enrichment Coordinator
4. Release time for planning, analyzing data, design supports for low achieving or focus students groups
5. Extended duty hours for upcoming Engineering Committee members (for business visits)
6. Reading Intervention Supports

Implementation status and actual actions completed to date:

1. Continue extended day program/ homework club
2. Continue to provide classroom coverage for IEPs/ SSTs so teachers can attend
3. Continue extended day coordinator stipend
4. Provide release time to teachers for data analysis and instructional support/ planning for focus students

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

- 1.

Allocation(s)

1. After school extended day budget - \$7,000 (already budgeted in previous goal/ action)
2. Subs for IEPs/SSTs, release time for focus student group planning - LCFF - \$5,000
3. Reading Intervention Specialist - Live Oak Grant - \$28,575 for two years - Year 1
State Lottery - Year 1 benefits (Already budgeted)

[Return to Budget Summary Here](#)

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| Source(s) | <ol style="list-style-type: none"> 1. Live Oak Grant 2. State Lottery 3. LCFF |
| Budget code(s) | 020-1100-0-1111-00-1110-1000-016100-009-0000 / 010-0000-0-1111-00-1110-1000-301010-009-0000 / 020-1100-0-1150-00-1110-1000-301010-009-0000 / 020-1100-1150-00-1110-1000-016100-009-0000 |
| Anticipated changes for following year | <ol style="list-style-type: none"> 1. Continue actions based on budget availability |

GOAL 1 ACTION 6: Aligned to [District LCAP](#):

MTSS Description: Other SPSA Related Actions

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Actions in support of the development of the Single Plan for Student Achievement :

Provide links to SPSA related documents referenced in the district LCAP:

1. SARC
2. California Public School Dashboard
3. School Safety Plan

Additional actions related to the development, refinement and implementation of the SPSA

4. Training and supporting the School Site Council
5. Development of local metrics for monitoring the SPSA
6. DATA Talk and links to data sources ie. state dashboard
7. School presentations, communications and PR related to school achievement

Implementation status and actual actions completed to date:

1. Safety Plan implementation for classroom red backpacks update (**Classroom emergency supplies replenishment - flashlights, walkies, etc.**)
2. Parent Information Nights - Digital citizenship workshop, Discovery Counseling Workshop, Literacy Nights

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Continue actions from previous years - Update classroom emergency red backpacks
2. Leadership Team and TOSA to continue working with principal on implementation

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| Allocation(s) | 1. \$ 1,830 - State Lottery (Focus Academy Supplies) Return to Budget Summary Here |
| Source(s) | 1. LCFF and State Lottery |
| Budget code(s) | 1. 020-1100-0-4310-00-1110-1000-16100-009-0000 / 020-1100-0-4310-00-1110-2700-016100-009-0000 |
| Anticipated changes for following year | 1. Continue actions pending budget availability |

GOAL 1 ACTION 7: Aligned to [District LCAP](#)

MTSS Description:
Tier 1-3 Non-Instructional Basic Services

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1-3 Non-instructional basic service to all sites, through support department operating budgets. specifically:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Communication and mailing expenses
2. Site specific facility projects
3. Transportation costs
4. Additional food service
5. Maintenance or custodial costs
6. Furniture and fixtures
7. Technology support and equipment
8. Office supplies
9. Recognition and awards
10. Other contracted services

Additional actions related to non-instructional basic services supported in the SPSA

1. Copier/laminator maintenance and repair/ contracts
2. School Office/ teacher support supplies
3. Food service student pending payments (negative lunch balance)
4. PBIS Reward system and implementation
5. Health office supplies
6. Lobby Guard
7. External agency printing

Implementation status and actual actions completed to date:

1. Parent communication - Blackboard connect, parent mailings/ flyers, etc.
2. School Office Supplies
3. Teacher supplies for classroom (teaching support tools)
4. Contracts for repairs of machines in office
5. Health Office Supplies
6. Recognitions and Awards - Student of the Month, Awards Assemblies, etc.
7. Custodial Supplies

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Continuing the same allocation

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| Allocation(s) | <ol style="list-style-type: none"> 1. Copier/laminator maintenance and repair/ contracts - \$3,000 - State Lottery 2. School Office/ teacher support supplies - \$15,000 - State Lottery 3. Food service student pending payments (negative lunch balance) - \$1,000 -State Lottery 4. PBIS Reward system and implementation - \$500 - \$150 - LCFF and \$350- State Lottery 5. Health office supplies - \$800 - State Lottery 6. Lobby Guard - \$500 - State Lottery 7. External agency printing - \$1500 - \$450 - LCFF and \$1,050 - State Lottery <p style="text-align: right;">Return to Budget Summary Here</p> |
| Source(s) | <ol style="list-style-type: none"> 1. LCFF 2. State Lottery |
| Budget code(s) | <ol style="list-style-type: none"> 1. 020-1100-0-4310-00-1110-1000-16100-009-0000 / 020-1100-0-4310-00-1110-2700-016100-009-0000 / 020-1100-0-4310-00-1110-3140-016100-009-0000 / 020-1100-0-5800-00-1110-2700-016100-009-0000 / |
| Anticipated changes for following year | <ol style="list-style-type: none"> 1. Continue basic services based on budget availability |

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| Goal 2 Statement of Goal | 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. |
| Priorities Addressed by this goal: | STATE 3 5 6 LOCAL PRIORITIES: |
| Identified Need | PVEA needs to continue parent training opportunities including how to access Aeries and attendance information and digital citizenship workshops along with other parent trainings and family events |

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

| Goal 2: Family Engagement: | | | | Link to metric instructions |
|--|--|--|--|--|
| Metric | Data collected in 2017-18 | Data collected in 2018-19 | Data collected in 2019-20 | Data collected in 2020-21 |
| SSC Agenda and Minutes | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics |
| ELAC Agenda and minutes | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics |
| Home and School Club Agenda and Minutes | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics | Links to agendas and minutes documenting all required topics |
| Parent Volunteers cleared through HR. | Parent Volunteers # cleared through HR: 122 | Maintain consistent annual trend | Maintain consistent annual trend | Maintain consistent annual trend |
| Fundraising Total from Parent Organizations | Fundraising Total Raised: \$77,000 | Maintain consistent annual trend | Maintain consistent annual trend | Maintain consistent annual trend |
| Mass Phone completion rates (Blackboard) | Mass Phone completion rate: 82% | Close gap to 100% | Close gap to 100% | Close gap to 100% |
| Mass email completion rates | Mass email completion rate: 98% | Close gap to 100% | Close gap to 100% | Close gap to 100% |

| | | | | |
|---|--|---|---|--|
| Parent monitoring percent (Aeries) | Parent monitoring percent accessing Aeries: 156 (73%) | Close gap to 100% | Close gap to 100% | Close gap to 100% |
| Parent Education program completers | Parent Education program completers - N/A- | 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. |
| Parent Survey Results: | 5 point rubric scores on key questions from parent surveys | | | |
| Our school encourages parent participation in decision making: | 3.87 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Our school encourages parent volunteers in a variety of roles: | 4.2 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Our school makes parents feel like valued partners in education | 3.71 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Parents are satisfied with level of 2-way communication | 4.27 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Our school provides adequate monitoring info for grades & attendance | 4.33 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Our school is physically safe: | 3.07 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Ours school meets social emotional needs: | 3.53 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Our school values diversity: | 4.0 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Parents satisfied with learning environment | 3.73 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Our school has a challenging curriculum | 3.67 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Parents encourage after school participation | 4.33 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |

| | | | | |
|---|--|---------------------------------|---------------------------------|---------------------------------|
| Parents have a high knowledge of extended programs | 3.53 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| Our school has a high variety of extended programs available. | 2.8 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| My child likes school: | 3.6 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| My child feels safe at school: | 3.67 | Improve score on parent rubric, | Improve score on parent rubric, | Improve score on parent rubric, |
| <p>Additional site specific</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>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> | | | |

GOAL 2 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 opportunities to assist all parents in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Support parent volunteer clearing service
2. Maintaining District parent advisory and support groups such as DELAC, and MPAC, meeting supplies, hospitality, and child care.
3. Providing LCAP parent consulting and advising opportunities
4. Implement provisions of the [family engagement plan](#)
5. Conduct Parent Engagement Survey (survey program subscription).
6. Coordinate Parent Education Nights for elementary schools that cover middle, high and college readiness information (part of the CalSoap contract).
7. Coordinate parent engagement activities and maintain the Special Education Advisory Committee (SEAC) to engage the parents of students with exceptional needs.

Additional actions related to Tier 1 site specific parent engagement activities supported in the SPSA

1. Support for family engagement event for all families
2. Support for parent education opportunities for all families.

Implementation status and actual actions completed to date:

1. Open House, Back to School Night, Fall Festival, Various Fundraising events
2. Family Nights - Digital Citizenship Workshop, Engineering Night

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. Ongoing annual events
2. Ongoing support for additional new parent volunteers

| | | |
|---|--|---|
| Allocation(s) | <ol style="list-style-type: none"> 1. (From last year's SPSA) Home & School Club sponsored 2. To use focus academy budget allocation | Return to Budget Summary Here |
| Source(s) | <ol style="list-style-type: none"> 1. Home and School Club 2. LCFF + State Lottery | |
| Budget code(s) | <ol style="list-style-type: none"> 1. 020-1100-0-4310-00-1110-1000-16100-009-0000 / 020-1100-0-4310-00-1110-2700-016100-009-0000 | |
| Anticipated changes for following year | | |

GOAL 2 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Parent Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 2 and Tier 3 opportunities to assist parents of underrepresented or struggling students in supporting their students to become college and career ready. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. **Maintain Bilingual Community Liaisons at all sites**
2. **Conduct targeted outreach to include underrepresented parent volunteers**
3. **Provide translation services for district publications.**
4. **Provide information to immigrant parents regarding educational services.**
5. **Provide parent education opportunities such as Project to Inspire and Parent Institute for Quality Education.**
6. **Provide professional development to staff on working with diverse students and families.**
7. **Conduct outreach specifically for the purpose of gathering input into the district's Local Control Accountability Plan through (District) English Learner Advisory Committees and Migrant Parent Advisory Committee.**
8. **Provide parent education in partnership with CBO's to support positive parenting, substance abuse prevention, suicide prevention, and child abuse prevention.**
9. **Conduct outreach to help connect parents with local resources via School linked services and the CARE program.**

Additional actions related to Tier 2-3 site specific parent engagement activities supported in the SPSA

1. Support opportunities for parents of underrepresented students to volunteer at school - parent fingerprinting clearance
2. Sub coverage for SSTs/IEPs
3. Provide parent training for family support - behavior strategies etc. Partner with Discovery Counseling for parent workshop
4. Provide families support via community resources such as Community Solutions, Rebekah's Children Services, Discovery Counseling , etc.

Implementation status and actual actions completed to date:

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 for Parent workshops (contracts) to support focus students

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

- 1.

| | | |
|---|---|---|
| Allocation(s) | <ol style="list-style-type: none"> 1. \$ 700 - LCFF 2. Already budgeted in Goal 1 above 3. \$400 | Return to Budget Summary Here |
| Source(s) | <ol style="list-style-type: none"> 1. LCFF Supplemental | |
| Budget code(s) | 010-0000-0-1150-00-1110-1000-301010-009-0000 / 020-1100-0-1150-00-1110-1000-016100-009-0000 | |
| Anticipated changes for following year | Continue with allocations on action items based on budget availability | |

| | |
|---|---|
| Goal 3 Statement of Goal | 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 |
| Priorities Addressed by this goal: | STATE 5 6 7 8 LOCAL PRIORITIES: |
| Identified Need | High suspension rates for ELs, SED, and SpEd High Chronic Absenteeism rates among all student groups |

EXPECTED ANNUAL MEASURABLE TARGETS AND OUTCOMES

| Goal 3: Student Engagement & School Climate: | | Link to metric instructions | | |
|--|--|---|---|---|
| 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% | Increase by >0.2 per year | Increase by >0.2 per year | Increase by >0.2 per year |
| Chronic Absenteeism Rates: Overall: SWD SED Foster Homeless EL White Latino | Chronic Absenteeism Rates: Overall: 9.2% SWD - 20.5% SED - 16.9% Foster - N/A Homeless - 36.8% EL - 13.6% White - 8.2% Latino - 12.5% | Reduce gap to State average level by one-third per year | Reduce gap to State average level by one-third per year | Reduce gap to State average level by one-third per year |
| SARB Compliance: --# First SARB Notice --# 2nd SARB Notice --# Third SARB Notice --# Parent Conferences --#SARB Hearings | SARB Compliance: --# First Notice: --# Second Notice: --# Third Notice: --# Conferences: 1 --# Hearings: 1 | Maintain attendance notice practices in compliance with attendance laws | Maintain attendance notice practices in compliance with attendance laws | Maintain attendance notice practices in compliance with attendance laws |

| | | | | |
|---|--|--|--|--|
| Suspension Rates: Overall: SWD SED Foster Homeless EL White Latino | Suspension Rates Dashboard Overall: 1.2% SWD - 6.4% SED - 4.2% Foster - N/A Homeless - 10.5% EL - 1.5% White - 1.6% Latino - 1.0% | Reduce suspension rates to very low and reduce student group gaps by one third | Reduce suspension rates to very low and reduce student group gaps by one third | Reduce suspension rates to very low and reduce student group gaps by one third |
| Susp. Offenses: Controlled Substance Violence Weapons Behavior/Bullying | Offenses (DataQuest): Controlled Substance: N/A Violence (fighting): 10 Weapons: 0 Behavior/Bullying: 1 | Use offense categories to inform intervention programs. | Use offense categories to inform intervention programs. | Use offense categories to inform intervention programs. |
| Student Expulsion Rate (DataQuest): | Expulsion Rate: 0% | Maintain low rate | Maintain low rate | Maintain low rate |
| Drop Out Rate (DataQuest): | Drop Out Rate: 0% | Maintain below state rate | Maintain below state rate | Maintain below state rate |
| Local Student Survey | Student surveys: Local survey is rated on a 4 point scale, with 1 being not at all, and 4 being very, all grades combined | | | |
| I feel safe at school | 3.3 | | | |
| I feel safe at home | 3.7 | | | |
| I have a safe staff connection to talk to. | 3.2 | | | |
| I participate in school activities | 2.7 | | | |
| I am happy at school | 3.7 | | | |
| I am proud of my school | 3.3 | | | |
| My school is an outstanding school | 3.1 | | | |

| | | | | |
|--|---|--|--|--|
| NWEA SEL survey (K-8) | Student surveys: NWEA Social Emotional Learning is scored on a 5 point scale, 1 is low and 5 is highly favorable (Grades K-8) | | | |
| Teacher-student caring relationship | 3.95 | | | |
| Peer support for learning | 3.92 | | | |
| Family Support for learning | 4.39 | | | |
| Sense of self control | 3.96 | | | |
| Positive future outlook | 2.47 | | | |
| Intrinsic Motivation | 4.24 | | | |
| Students attending Extended Day: | # 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 |
| Students participating Extracurricular sports: | Female: 16 Male: 14 (Running Club) | Maintain consistent program | Maintain consistent program | Maintain consistent program |
| Staff Survey PBIS Implementation: | PBIS Tier 1 Fidelity - 93% Referrals: 0-1 ---- 11----0.2% 2 - 5 ----5 ---- 0.1% 6+ ---- 0 | Continue to reduce referrals using positive behavioral support and restorative practices | Continue to reduce referrals using positive behavioral support and restorative practices | Continue to reduce referrals using positive behavioral support and restorative practices |
| Support Referrals --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 |
| Additional site specific: <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 | | | |
|--|--|--|--|--|

GOAL 3 ACTION 1--Aligned to [District LCAP](#)

MTSS Description: Tier 1 Student Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Provide Tier 1 programs and supports to increase student engagement and connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Deploy as optional, the K-12 [service learning program](#).
2. Implement Positive Behavior Interventions and Supports (PBIS)
3. Liaise with MHPD Emergency Services and School Resource Officer (s) (staffing in Action 1.2)
4. Partner with the YMCA programs and services related to Project Cornerstone.
5. Develop and implement strategies to increase student attendance at all grade levels
6. Support schools to refine and update school safety plans
7. Implement student educational program for suicide prevention.
8. Provide large group social emotional learning opportunities to support healthy life skills and choices.
9. Conduct district wide climate surveys
10. Explore applications of Restorative Practices district wide as part of the MTSS Tier 1 program.

Additional actions related to Tier 1 site specific student engagement activities supported in the SPSA

1. Year 3 PBIS implementation training + Subs
2. Yard duty supervision
- 3.

Implementation status and actual actions completed to date:

1. Continue with allocation from this year

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

| | | |
|---|--|---|
| Allocation(s) | 1. \$ 1000 - multi-funded - \$300 - LCFF and \$700 - State Lottery 2. \$10,000 - State Lottery | Return to Budget Summary Here |
| Source(s) | 1. LCFF and State Lottery | |
| Budget code(s) | 010-0000-0-2912-12-1110-3900-039000-009-0000 / 010-0000-0-5800-00-1110-1000-301010-009-0000 / 020-1100-0-5800-00-1110-1000-016100-009-0000 / 020-1100-0-4310-00-1110-1000-16100-009-0000 / 020-1100-0-4310-00-1110-2700-016100-009-0000 | |
| Anticipated changes for following year | Continue allocations pending budget availability | |

GOAL 3 ACTION 2--Aligned to [District LCAP](#)

MTSS Description: Tier 2-3 Student Engagement

Students served: All School Students with Disabilities English Learners Homeless/Foster Youth Low Income

Increase student engagement among underrepresented and struggling students and build connectedness to school and community and to promote a safe and productive school environment. Specifically by:

Actions as planned for the 2017-18 school year through the district LCAP:

1. Provide an Activity Bus to improve access to extended day programs for disadvantaged students.
2. Develop a comprehensive College and Career awareness and activities plan to support underrepresented students that includes Cal Soap, Naviance and AVID.
3. Implement Naviance at grades 6-12, including training and professional development support.
4. Implement AVID at JAMM and continue to support AVID at middle and high schools.
5. Provide social-emotional support and services by teaming with community based organizations
6. Monitoring school compliance with attendance reporting requirements and supporting school staff with intervening when students are chronically absent.
7. Implement the Advent program for Foster Youth
8. Provide CARE team oversight and support to serve the unique needs of 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.

Additional actions related to Tier 2-3 site specific student engagement activities supported in the SPSA

1. Teacher - Administrative home visits for chronic absenteeism (sub cost)
2. Addressing Special Needs training - with Discovery Counseling, other agency contracts

Implementation status and actual actions completed to date:

1. New action item - to include teacher for home visits
2. Any special needs trainings that come up - Sub coverage

Revisions to actions for the 2018-19 school year based on monitoring and stakeholder input:

1. New budget action items

| | | |
|---|---|---|
| Allocation(s) | <ol style="list-style-type: none"> 1. \$ 1,000 - State Lottery 2. \$ 1,000 - LCFF | Return to Budget Summary Here |
| Source(s) | <ol style="list-style-type: none"> 1. State Lottery 2. LCFF | |
| Budget code(s) | 010-0000-0-5800-00-1110-1000-301010-009-0000 | |
| Anticipated changes for following year | | |

Budget Summary: (return to [top of SPSA here](#))

| | Unrestricted Lottery | LCFF Supplemental | Extended day | Live Oak Foundation Grant | Donations and other funding |
|---------------------------------------|----------------------|--------------------|-----------------|---------------------------|-----------------------------|
| Allocated | \$54,720 | \$18,746.65 | \$35,000 | \$28,575 | |
| Budgeted* | \$54,720 | \$18,746 | \$35,000 | \$14,287.50 (Yr1) | |
| Spent YTD | | | | | |
| Encumbered | | | | \$14,287.50 (Yr2) | |
| Available | | | | | |
| *SPSA budget by action tracker | Unrestricted Lottery | LCFF Supplemental | Extended day | Live Oak Foundation Grant | Donations and other funding |
| Action 1.1 | \$ 1,050 | \$ 450 | \$ 6,800 | | |
| Action 1.2 | | \$ 2,053 | \$ 10,200 | \$ 14, 287.50 | |
| Action 1.3 | \$ 7,700 | \$ 5,783 | \$ 11,000 | | |
| Action 1.4 | \$ 10,740 | \$ 2,460 | \$ 7,000 | | |
| Action 1.5 | | \$ 5,000 | | \$ 14, 287.50 | |
| Action 1.6 | \$ 1,830 | | | | |
| Action 1.7 | \$ 21,700 | \$ 600 | | | |
| Action 2.1 | | | | | |
| Action 2.2 | | \$ 1,100 | | | |
| Action 3.1 | \$ 10,700 | \$ 300 | | | |
| Action 3.2 | \$ 1,000 | \$ 1,000 | | | |

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 make-up of the school site council is as follows:

| Name | Represents | Contact Info | Reviewed Plan Date |
|---------------------|------------------|--|--------------------|
| 1. Denise David | H&SC/Parent | denise_david@hotmail.com | May 21, 2018 |
| 2. Torey Cetani | H&SC/Parent | vcetani@me.com | |
| 3. Kelley Chimienti | H&SC/Parent | kelleyc@me.com | |
| 4. Chuck Garcia | Teacher Rep | garcia@mhusd.org | |
| 5. Stephanie Majors | Teacher Rep | majorss@mhusd.org | |
| 6. Patricia Ojeda | Classified Staff | ojedap@mhusd.org | |
| 7. Swati Dagar | Principal | dagars@mhusd.org | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

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 | 2 | 1 | 3 | 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:

__Swatl Dagar_____
Typed name of School Principal

Signature of School Principal

Date

____Denise David/ Torey Cetani_____
Typed name of SSC Official

Signature of SSC Official

Date

Western Association of Schools and Colleges Appendix ([Link to WASC resource page](#))

([Return to top](#))

Directions: WASC progress reporting includes the following reporting domains. Reference sections in the SPSA above and enhance any reporting domains with additional narrative below each section as needed.

I: Student/Community Profile Data: [See the narrative in the “Our Story” section of the SPSA above.](#)

Include the following:

- An updated student/community profile that includes the following: a brief, general description of the school and its programs; the school’s vision, mission, and learner outcomes; student and faculty/staff demographics; and student achievement data for a three-year period.
- An updated summary of data with implications, identified critical learner needs, and important questions for staff discussion.

Note: Use the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports. (See Task 1 of the Focus on Learning manual.)

II: Significant Changes and Developments: [See the narrative in the “Our Story” and “Review of Progress” Sections above](#)

- Include a description of any significant changes and/or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these changes and/or developments have had on the school and/or specific curricular programs.

III: Ongoing School Improvement: [See the narrative in the “SPSA monitoring, progress, and revision” section above](#)

- Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the schoolwide action plan.

- Describe the process used to prepare the progress report.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan: See the “implementation status” under each action above.

- Provide analytical comments on the accomplishment of each schoolwide action plan section referencing the critical areas for follow-up addressed through each section; provide supporting evidence, including how each area has impacted student achievement.
- If any critical areas for follow-up were not included in the school’s action plan, indicate what actions have been taken to address this issue and provide supporting evidence, including the impact on student achievement.

Note: The school’s schoolwide action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last self-study visiting committee report.

V: Schoolwide Action Plan Refinements: See the “revisions as a result of monitoring and stakeholder input” under each action above.

- Comment on the refinements made to the single schoolwide action plan since the last self-study visit to reflect schoolwide progress and/or newly identified issues.
- Include a copy of the school’s latest updated schoolwide action plan.

Links to WASC templates:

- Mid-cycle One-Day Visit: [Procedures](#) | [School Progress Report Template](#)
- Mid-cycle Two-Day Visit: [Procedures](#) | [School Progress Report Template](#)
- Probationary Visit: [Procedures](#) | [School Progress Report Template](#)
- Progress Report: [Procedures](#) | [School Progress Report Template](#)
- Special Progress Visit: [Procedures](#) | [School Progress Report Template](#)
- Special Visit: [Procedures](#) | [School Progress Report Template](#)
- Substantive Changes: [Procedures](#) | [ACS WASC Substantive Change Form](#)
- **Third-Year Progress Report (On-site visit not required):** [Procedures](#) | [School Progress Report Template](#)