The Single Plan for Student Achievement

School: Parkview Elementary School

CDS Code: 04-61424-6003073

District: Chico Unified School District

Principal: Holly McLaughlin

Revision Date: February 12, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Holly McLaughlin

Position: Principal

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The District Governing Board approved this revision of the SPSA on April 20, 2016.

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School Vision and Mission

Parkview Elementary School's Vision and Mission Statements

Mission
To provide Parkview S.T.E.M. School students with a compatible curriculum for a world that is increasingly dependent upon science, technology, engineering, and mathematics.
Vision:
Children are inherently curious about the natural world (the sciences) and how things are put together and work (engineering). Based on these intuitive inclinations, it is our vision at Parkview S.T.E.M. School to incorporate these ways of knowing into the daily experiences of our students so that they come to see themselves as budding scientists and engineers.
Through hands-on science experiences in our classrooms, our on-site lab, and through a variety of tailored field experiences, students will be exposed to the scientific concepts and processes appropriate to their level of understanding based on grade-level science standards. In orchestration with the science content, our students will receive instruction in the "Engineering Design Process" using site-adopted engineering curriculum that dovetails with the concepts taught in life, earth, and physical science.
It is the application of the Language Arts skills and English Language Development- that is reading, writing, listening, and speaking that provides coherence to this content learning. Reading of course is a critical skill for understanding all content subjects. Parkview S.T.E.M. students will read various literary genres as well as expository text in science and engineering. Scientific note-booking or journaling is an integral component of communication for a scientist, as it is for our students. Parkview S.T.E.M. students will begin to keep a science / engineering journal as early as Kindergarten.
The use of technological tools is progressively more important to scientists and students for the creation, communication, storage, and presentation of ideas and understandings. Parkview S.T.E.M. teachers and students will utilize a variety of technology tools including computers, probes, digital media, and notepads. Our intent is for students to select and utilize appropriate technology tools for the task at hand, much as they utilize a pencil sharpener or a key to a door.
Mathematics is one of the "languages" of science and engineering. Through hands-on activities, students will develop a deeper understanding of mathematical concepts. They will also develop skills in communicating their thinking with others. The organization and manipulation of numbers in data charts, graphs, and notes is one of many important mathematical skills needed to communicate clearly the observations and findings gathered during science and engineering experiences. Parkview S.T.E.M. School students will use these math skills to clarify and justify their findings during science and engineering experiences as well as connect mathematical concepts and numbers to real things in our world.
Parkview also uses the Project Lead The Way engineering curriculum which is a comprehensive cross-content area curriculum which uses

Overview:
Parkview School is a multi-ethnic school located on the east side of Chico, on East 8th street adjacent to Bidwell Park. Nationally, STEM-based curriculums are proliferating throughout high schools and elementary schools, as they offer an approach to teaching and lifelong learning that emphasizes the natural interconnectedness of the four separate STEM disciplines. By better focusing on these core disciplines, students are better prepared for high school, college, and career. Parkview uses the STEM curriculum to emphasize collaboration, problem solving and critical thinking and has seen a positive response from students, teachers and parents. In addition to a school-wide commitment to STEM, Parkview also houses Chico's Gifted and Talented Education (GATE) classes for grade 4-6. This has been a tremendously successful program, providing a valuable learning platform and consistent class environment for those students ready and able to learn at an accelerated pace.

The Parkview School community provides a quality academic and social education that promotes personal success. This is accomplished through standards-based instruction, on-going assessment, and high academic and behavioral expectations in a safe, engaging, language-rich environment.

Parkview Elementary School students feel safe in a well-disciplined environment where everyone is respectful, responsible, and resourceful. Our school rules are to BE SAFE, BE RESPONSIBLE, AND BE RESPECTFUL. These rules reflect our community beliefs about working together. Parkview parents take a positive, active role in the school and in their children's education throughout the grades.

Parkview Elementary School serves its neighborhood students with an additional classroom of severely handicapped students, as well as many students who have requested the STEM program from all over the city of Chico. There are also three district wide Gifted and Talented Education classroom for 4th through 6th grade. Our school has approximately 430 students. There is a Transitional Kindergarten class which houses approximately 24 students whose birthdays fall between September 1 and December 2. There are two regular education classes in Kindergarten through 4th grade, one general education class for both 5th and 6th grades plus the one gifted class 4th through 6th grade. Our primary classes from K-3 average about 24 students each.

Parkview is working on a curricular emphasis in Science, Technology, Engineering and Mathematics (STEM). We have set up a simple Science lab by opening the walls between two classrooms. One side is designed for experimentation with the other for teaching. We have a SMART board set up for teachers use while in the lab. Hands on materials from all of the school's current and previous science adoptions are stored in this room for teachers' conveniences. The staff has desiged and is revising the STEM matrix to define the curriculum in each of the areas that will be taught per grade level.

With the change in population for Parkview over the past several years, we have seen a decrease in English Learners. Our population of English Learners has reduced to 20.4%. Most students are Spanish speakers, but we do have a small percent of Hmong students, Chinese, and other languages. Our students who qualify for Free or Reduced lunch as decreased from about 75% to 55% over the past several years.

Our office staff is welcoming and efficient. We have an office manager who is bilingual in Spanish which is very helpful in communicating with parents who speak Spanish.

School Profile

Data taken from 2013 statistics: Parkview School is a multi-ethnic school located on the east side of Chico, on East 8th Street adjacent to Bidwell Park. It is one of 12 elementary schools in the Chico Unified School District and currently houses 430 students in Kindergarten through sixth grade. Parkview students come from diverse backgrounds, ranging from parents who are professional to blue-collar workers. The student ethnicity profile is diverse with a variety of ethnic groups represented. There are 54.7% Caucasian, 26.4% Latino, 7.2% African-American, 6.4% Asian and 5.3% American Indian. Parkview has 9.3% of the population were English Learners. The Free/Reduced lunch participation was 47% and the Socioeconomically disadvantaged was 62.7%. Supplemental state and federal funding includes Title 1, Title II, EIA/Limited English, and Food Services. In addition to these services, we participate in America Reads, the local CAVE program, and other local volunteer programs. Many staff train student teachers from the CSUC student teacher programs throughout the year.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

 Surveys went out in January to parents and teachers. The results will be analyzed and reviewed in the Spring and shared with the parent groups and school site council.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Parkview has about 25% new staff. During informal classroom observations, it is noted that teachers are adhering to district curriculum. Teachers are using a variety of methods including direct instruction, inquiry, small groups, technology, and other methods of instruction. We have moved forward with the push for Science, Technology, Engineering, and Mathematics or STEM. We are teaching students increasing amounts of science and using this subject as the vehicle for instruction of English Language Arts.

We are also working to improve ELD instruction using the Language Star methods. ELD coaches are observing and providing feedback to teachers several times per week. The site administrator is also observing many ELD lessons per week and providing feedback as well.

Teachers are slowly incorporating the Project Lead The Way curriculum into their programs. The goal for this year is to have two modules completed in each classroom.

Formal observation of certificated staff is outlined by contract.

Informal observations via walk-throughs happen almost daily.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1.   Use of state and local assessments to modify instruction and improve student achievement (ESEA)

During PLC times, the staff will review the results of state and local assessments to modify instruction. Teachers will be developing working on integrating science and English Language Arts by looking at the ELA and Science standards.

Teachers are also looking at the sample pilot tests for the (Smarter Balanced Assessement Consortium) SBAC testing. Teachers are having discussion about the implementation of the Common Core and what the instruction looks like in a CCSS classroom.

2.   Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Three times throughout the year, the students' progress will be monitored using district developed Common Core benchmarks as well as site developed assessments. Students will be placed in intervention groups based on their needs. Ongoing data is kept on students receiving interventions to be sure adequate progress is being made.

For students who are not making adequate progress, the School Based Intervention Team (SBIT) meets regularly and discusses possible interventions and ways that the students can get extra support. Parents are brought in to the SBIT team meetings when needed to have an opportunity to share concerns regarding their child's academics.

Staffing and Professional Development

3.   Status of meeting requirements for highly qualified staff (ESEA)

All staff are highly qualified

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

   There are sufficient SBE adopted instructional materials for all students.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

   Staff has worked with content standards, state blueprints and released test questions during PLC times. Teachers are utilizing the Smarter Balanced Assessment samples to prepare students for the field test that will take place in the spring of 2014.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

   There are Language STAR coaches in the district who support the Title I teacher and 2 classroom teachers who use the program. Several of our teachers are also part of a math grant which includes ongoing coaching.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   Staff collaborate after school every other Tuesday during called meeting time. In addition they collaborate withdistrict grade level counterparts during the district staff development days that are set aside during called meeting time four times a year. This year we have also built in PLC time for one hour every other Friday.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   All materials are SBE approved. Instruction is guided by district mapping and by district benchmark schedule.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   Students are given the recommended instructional minutes in reading language arts and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    Lessons are designed to meet the benchmark schedule set by the district.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    All students have the instructional materials available to them.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    All basic materials are SBE adopted.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    Teachers are all CLAD certified. Periodically, during PLC times the staff organizes interventions among the grade level students.

14. Research-based educational practices to raise student achievement

   SBE adopted materials, AB466 training, ELPD training for various staff members.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

   Parents have signed the school compact. Parkview has a trained targeted case manager that holds continuous parent meetings. The content of the meetings involves developing community and how to provide academic support to children.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

   The school site council reviews the budget, the plan, the assessment information. Staff members of the ILT are part of the goal development for the school. PLC groups develop goals at their grade levels. This year the staff reviewed the curriculum and assessment used at each grade level.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

   Small group intervention classes are taught by support teachers and instructional aides. We also use volunteers in classrooms and during our after school program. These volunteers are used as reading partners or help with mathematics instruction.

18. Fiscal support (EPC)

   Parkview Elementary School has categorical funds as well as district general funds. Our PTO does fund raising for special events and for extra support. They help fund the teacher's classroom budgets and special projects around the campus.

Description of Barriers and Related School Goals

With the fast paced strides made in purchasing technology, our staff still needs extensive training on how to best utilize these resources in support of student achievement. To meet this need the district provides regular paid professional development opportunities to teachers on Google Chrome, Ipads, etc..

The project lead the way curriculum also is highly dependent on technology in a way that it has been difficult to support. Our goal is to hire an Instructional Aide in charge of site technology who can support teachers with the technology needed for Project Lead the Way.

We also have a Bilingual Targeted Case Manager who works with families and helps them find community resources for healthcare needs, couseling, parenting classes, gang awareness, parent involvement, truancy, and any other issues that might come up. She also works with families who may be homeless and need bus passes, housing, and resources for food. She is such as asset to the school and a very crucial part of making sure students get the parental support they need. In additions to these duties she also serves on our School Based Intervention Team (SBIT) and is a very important member of that team.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

					Overall Achievement				
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
Grade 3	59	56	94.9	56	**2393.0**	16	18	30	36
Grade 4	47	42	89.4	41	**2474.0**	29	14	26	29
Grade 5	67	59	88.1	59	**2516.5**	25	36	17	22
Grade 6	59	58	98.3	58	**2525.5**	12	38	29	21
All Grades	232	215	92.7	214		20	27	26	27

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	**Demonstrating understanding of literary & non-fictional texts**			**Producing clear and purposeful writing**			**Demonstrating effective communication skills**			**Investigating, analyzing, and presenting information**		
	Above Standard	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**	**Above Standard**	**At or Near Standard**	**Below Standard**
Grade 3	14	45	41	13	43	45	13	64	23	16	54	30
Grade 4	27	46	27	24	59	17	29	54	17	17	63	20
Grade 5	36	37	27	29	47	24	27	56	17	27	61	12
Grade 6	17	57	26	14	55	31	17	76	7	21	69	10
All Grades	23	46	30	20	50	30	21	63	16	21	62	18

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	59	56	94.9	56	**2406.0**	14	20	29	38
Grade 4	47	41	87.2	41	**2472.8**	27	17	29	27
Grade 5	67	59	88.1	59	**2528.2**	32	17	25	25
Grade 6	59	58	98.3	58	**2535.5**	34	12	24	29
All Grades	232	214	92.2	214		27	16	27	30

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	23	32	45	16	43	41	21	46	32
Grade 4	34	27	39	17	51	32	34	37	29
Grade 5	39	24	37	31	42	27	36	44	20
Grade 6	41	14	45	38	31	31	33	33	34
All Grades	35	24	42	26	41	33	31	40	29

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
K									********	***	********
1			5	63	3	38					8
2			1	25	1	25	2	50			4
3			1	11	5	56	3	33			9
4			1	25	3	75					4
5			5	71	2	29					7
6			2	40	3	60					5
Total			15	39	17	45	5	13	1	3	38

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results											Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning			
	#	%	#	%	#	%	#	%	#	%		#
K			1	14	1	14			5	71		7
1			5	63	3	38						8
2			1	20	1	20	2	40	1	20		5
3			1	10	5	50	4	40				10
4			1	20	4	80						5
5			5	71	2	29						7
6			2	40	3	60						5
Total			16	34	19	40	6	13	6	13		47

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	48	40	38
Percent with Prior Year Data	100.0%	100.0%	100%
Number in Cohort	48	40	38
Number Met	29	14	25
Percent Met	60.4%	35.0%	65.8%
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	37	16	42	11	34	12
Number Met	10	--	6	--	8	6
Percent Met	27.0%	--	14.3%	--	23.5%	50.0%
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	**Yes**	*****	**No**	**--**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--
Mathematics			
Met Participation Rate	--		--
Met Percent Proficient or Above	--		--

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Mathematics			
Met Participation Rate	Yes	Yes	98
Met Percent Proficient or Above	No	No	N/A
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1.

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Holly McLaughlin	X				
Lauren Jarboe		X			
Jamie Combs		X			
Anna Mayfield		X			
Annel Pineda			X		
Howard Clemente				X	
Anne Marie Brown				X	
Heather Kaeg				X	
Kelsey Stephens				X	
Jessica Henry				X	
Numbers of members of each category:					

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____	
		Signature	
X	English Learner Advisory Committee	_____	
		Signature	
X	Special Education Advisory Committee	_____	
		Signature	
X	Gifted and Talented Education Program Advisory Committee	_____	
		Signature	
	District/School Liaison Team for schools in Program Improvement	_____	
		Signature	
	Compensatory Education Advisory Committee	_____	
		Signature	
	Departmental Advisory Committee (secondary)	_____	
		Signature	
	Other committees established by the school or district (list):	_____	
		Signature	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on October 21st, 2015.

Attested:

Holly McLaughlin
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Howard Clemente
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

LCAP Goal 1: Quality Teachers, Materials, and Facilities

All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials, current technology, and facilities in good repair.

- 1.1: All CUSD students will have highly-qualified teachers, current standards-aligned instructional materials and facilities in good repair.
- 1.2: By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment.

Site Goals:
- **Parkview will adhere to Williams Act requirements.**
- **Parkview will increase regular access to technology for curriculum, instruction, and assessment by %20**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	• Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area - Williams Act Report	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: • Textbooks and supplemental materials	• Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements	Williams Act Report	All	Instructional Materials Renaissance	LCFF Base LCFF-District	84,000

● Educational software: Illuminate and Renaissance				Place (Total District Cost)	Supplemental	
				Illuminate (Total District Cost)	LCFF-Base	64,000
Regularly inspect and maintain facilities.	● Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements	Williams Act Report	All	M&O	LCFF-Base	
Purchase devices for students and teachers per district technology needs (e.g. Chromebooks)	● Site will ensure that Chromebook carts and iPad minis are maintained in good working order. ● Parkview will add 2 additional Chromebook carts . ● 20 iPad minis will be purchased for K-1 ● Additional 5 Ipad Minis	Ratio of students to devices in grades 2-6 K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab	All	IT Dept Chrome Carts- iPad Minis-MS Voucher Program	LCFF-Base Title 1- Site Carryover Grant Funded LCFF Site Supplemental	 25,560 1,600
To ensure access to on-line resources, employ: ● ● Instructional Technology Aides	● Libraries will be maintained and available for student use. ● Parkview will employ an IA Tech	Parkview Library staffed with Tech IA- 20 hours per week	All	Librarians & Library Media Assistants Tech Aides (Total District Cost)	LCFF- District Supplemental LCFF-District LCAP	794,091 184,764
Continue providing information to families on resources supporting technology: ● Computers for Classrooms ● Comcast Internet Access	- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.	Share in newsletter 2 times per year	All	No Funding Needed		

Goal 2: Fully Align Curriculum and Assessments with California State Content Standards						
Goal 2: Fully Align Curriculum and Assessments with California State Content Standards ● 2.1: CUSD will continue to support teachers in implementing the California State Content Standards, as measured by moving at least one stage per year on the CSCS Stages of Implementation Plan. ● 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.						
Site Goals: **-All certificated personnel will move to stage 2 or higher on the CSCS implementation plan.** **-All certificated personnel will participate in a minimum of 15 hours of PD related to CSCS.** **-All certificated personnel will meet a minimum of 10 times to analyze student achievement data.**						
CUSD Actions	**Site Actions and Timeline**	**Metrics**	**Applicable Subgroups**	**Proposed Expenditures**		
				Description	**Funding Source**	**Amount**
Teachers evaluate current status and next steps in California State Content Standards (CSCS) implementation.	● The staff will take a baseline and end of year survey to assess CSCS implementation. The administrator will gather and analyze staff feedback with	CSCS Survey	All	No Funding Needed		

	ILT/Leadership team and modify site PD opportunities. Timeline: Fall and Spring surveys ● District Leadership Committee (DLC) will analyze overall district CSCS survey responses and recommend district-wide staff development			DLC Funding	Title II District	
Provide professional development in: ● California State Content Standards ● Before school and school-year PD in English Language Development ● Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education).	● Our staff will attend district-wide professional development. ● Teachers will meet to analyze data and design rigorous CSCS instruction. ● PLC's analyzing benchmark results together ● GLT/SBIT progress monitoring high concern students ● Planning CSCS lessons together ● District-wide Skype/Video meetings supporting data discussion ● Provide after school professional development sessions focusing on technology integration in classrooms ● Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff	District-wide Grade Level Meetings- 10/6, 11/17, 2/9, 4/5 Planned Common Staff Meetings via Skype/Videos- 9/8, 9/29, 10/13, 11/3, 11/17, 2/23, 5/24 *Additional TBD PD Sign In Sheets	All	Presenter Costs Presenter Costs PLC Release Time After School PD Opportunities Site PD Opportunities	Title II District Title II District Title II Site Title II District Title II Site	 $4,729.00 $3,000.00
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	● CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC ● Ensure all students are given site, district and state assessments.	- Report Card Feedback Sessions- 9/10, 11/19, 3/24, 6/9 - DLC Meetings- 8/7, 9/4, 9/18, 10/2, 12/4, 1/8, 2/5, 3/4, 4/1, 5/6	All	TOSAs (Total District Cost) See Goal 3	LCFF Supplemental District	

Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses ● 3.1: Develop and implement a plan to ensure that all students in all subgroups are on track for successful entrance into college and careers. ● 3.2: Increase student achievement at all grades and in all subject areas on state, district, and site assessments. ● 3.3: Increase the number of students entering high school at grade level in ELA and mathematics. ● 3.4: Increase student achievement for English learners. ● 3.5: Increase the percentage of students graduating from high school fully prepared for college and careers.						
Site Goal: ● **Parkview will lower the number of students on the High Concern list by 20% by May 2016.** ● **Parkview will increase the percent of students in grades K-6 reaching end of year benchmarks in ELA, Math, and ELD as reported on the Data Dashboard.** ● **Parkview will increase by 5% the number of all students who score a 3 or 4 on the SBAC end of year assessment in ELA and Math.**						
CUSD Actions	**Site Actions and Timeline**	**Metrics**	**Applicable Subgroups**	**Proposed Expenditures**		
				Description	**Funding Source**	**Amount**

Parkview will support the STEM programs on the pathway for careers in Robotics and Engineering	• Purchase Project Lead the Way Curriculum and support technology	-PLTW Module Completion rates per grade level	All	Modules and Support Technology	Site LCAP	$6,000
Implement RTI academic interventions (including Reading Pals, Response to Intervention, math lab, Read 180, Power Reading) using site allocations to provide TK-12 students with the academic support to achieve at grade level as funding allows.	• Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments. • Students will take baseline assessments as well as Tri 1, 2, and 3 assessments. • Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data. • High Concern lists of students will be looked at frequently and discussed among teachers during PLC release time and after school team meetings • Employ supplementary support teachers (certificated) • Implement after school intervention programs. • Site will use SBIT process to monitor placement of students in interventions • All English Learners will be given ELD using Language Star curriculum and assessment • ELD teachers will participate in on-going after school training • All English Learners will take CUSD interim ELD Assessments and CELDT • Supplemental curriculum for math and ELA	- K-6 Assessment Data (i.e. BPST, BAS, STAR) - 2nd-6th Grade CSCS Assessment Data - 3-6 SBAC Data CELDT Data EL Reclassification Rate Language Star PD Bi-weekly Language Star Assessment Data	All	Support Teachers After/Before school intervention teachers Language Star Coaches Purchase supplemental curriculum for math and ELA	Title 1- Site Title 1 - Site LCFF District Supplemental Title II- District Title I - Site	$81,000.00 $20,000.00 $25,000.00

Provide the following services to improve instruction:			All			
● Targeted Case Managers (TCMs)	● See Goal 4			TCMs (Total District Cost)	LCFF-District Supplemental	357,353
● Elementary Instructional Specialists (2.6 FTE)						
● Guidance Aides	● Parkview will employ a .2 TOSA			Elem TOSAs		
	● Parkview will employ a 25 hr/week Guidance Aide			Guidance Aide	Grant Funded	
				Counselor	Grant Funded	45,000
	● Employ school Counselor					
● Bilingual Aides				Bilingual Aides (Total District Cost)	LCFF Supplemental District	53,337
	● Bilingual Aide- plan for bilingual aid					
● TK Instructional Aides				TK Aides	LCFF Supplemental District	24,000
	● Parkview will have 1 TK Aides at 3.5 hrs/day					
Research options for providing an all-day or extended day Kindergarten at all elementary sites.	● Site Kindergarten teachers will attend planning meetings at the district office.	Attendance at district planning meetings- 9/23, 10/22, 11/2, 11/30	All	No Funding Needed		

Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input						
• 4.1: For students at all schools, provide training and support to increase the numbers of parents and teachers using district electronic student information system to monitor and report on student performance information. • 4.2: At all levels, increase parent input and involvement in school activities. • 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student						
• **Site Goal: Parkview will increase its parent outreach delivery modes by 20%**						

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: • using Parent Portal in Illuminate for 4th-6th grade teachers • expectations for timely response (3 day maximum) to parent inquiries	• Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings	PD Sign-in Sheets Parent feedback regarding timely responses Spring Parent Survey Responses	All	After School PD Opportunities Education for the Future Survey (Total District Cost)	Title II-District LCFF Base	10,000
Provide parent training in English and other languages addressing parent access to: • Parent Portal feature in Aeries and Illuminate • Academic programs to support student learning, such as: Google Apps for Education, software to support California State Content Standards learning at home, Rosetta Stone, etc.	• Parkview will offer a minimum of 2 parent/family informational opportunities • Use of Twitter connected to school website.	Event Sign-in Sheets	All	No Funding Needed		

	• Use of school messanger system on a regular basis for meeting and involvement opportunity reminders					
Provide TCM and/or other staff support for: ● increasing parent participation ● District English Learner Advisory Committee (DELAC)	• District will provide a .5 TCM	Sign in Sheets at site ELAC meetings	All	TCM Costs	See Goal 3	
Establish baseline for parent involvement in: ● Parent Information/BTSN ● SSC ● Site ELAC/DELAC	• Offer a minimum of 4 family activities	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	No Funding Needed		

Goal 5: Improve School Climate
- 5.1: Increase attendance and graduation rates for all students among all subgroups, and decrease chronic absenteeism, dropout rates, suspension, and expulsion.

Site Goal:
- **Parkview will reduce the number of chronically truant students by 2% annually.**
- **Parkview will decrease discipline citations by 20%**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: ● becoming a trauma-informed district ● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach	● Make teachers aware of PD opportunities through weekly bulletins and staff meetings ● Parkview will participate in CUSD PBIS Grant ● Parkview will release teachers 4 days a year to attend PBIS trainings ● Extra assignment pay for staff to plan, develop, and communicate PBIS site plan.	Session Sign-in Sheets Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS	All	PBIS Training School Aide	Grant Funded LCFF Supplemental SIte	$3,000.00
Provide parent, education/training classes to improve student attendance.	● Provide a minimum of 4 family events ● Early identification of students with attendance issues ● Communicate chronically absent/tardy names to	Event Sign-in Sheets Aeries Reports	All			

	• teachers • Parent/Principal meetings to see if student absences and tardies improve • Use attendance rewards at school assemblies					
Continue support for Alternative Education Programs: • Opportunity Programs (CAL and Chapman)	• Maintain Opportunity Class	Number of Referrals to Opportunity Class	All	Opportunity Class	LCFF District Supplemental	160,000
• Out of School suspension alternatives (e.g. Reset/ISS) • Alternative Ed. Supplemental staffing	• Institute the Reset Classroom as an alternative to suspensions	Number of Referrals to Reset ISS, OSS Rates		Reset	LCFF District Supplemental	107,000
Provide health, social-emotional counseling support services: • EMHI/PIP • Guidance Aides • Nurses • Health Assistants	• Employ EMHI, PIP, Guidance Aides- See Goal 3 • Employ Nurses • Employ Health Assistants • Provide MNI Services as needed	Site Attendance Rate	All	Nurses (Total District Cost) Health Assistants (Total District Cost) MNI (Total District Cost)	LCFF District Supplemental LCFF District Supplemental	107,044 496,363
• Medically Necessary/Off Campus Instruction.					LCFF District Supplemental	336,250
Increase campus supervision as per site needs.	• Employ School Aides (noon supervisor, yard duty) as needed • Parkview will employ additional School Aides	Number of Office Referrals	All	Campus Supervision (Total District Cost) School Aide	LCFF Supplemental District <mark>LCFF Supplemental Site</mark> Safe Schools	616,831 <mark>$10.000</mark> $2,943
Support student engagement in Art, Music, and PE activities at the elementary schools.	• Students receive Fine Arts and PE in 1st-6th grades • Hire certificated subs to	Site Attendance Rate	All	Certificated teacher providing prep time release	LCFF Supplemental District	$10.000

	deliver PE time and deliver healthy play activities during PLC release time
	• Purchase PE equipment for state mandated PE time
	
	  • Train teachers in Healthy Play activities
	
	  • Provide after school enrichment activities ie: GenYes, Math Olympiads, Lego, Nature Bowl
		Decrease in playground discipline citations
		
		Increase in after school attendance to enrichment activities
				PE Equipment
				
				Teacher extra duty time
				
				Teacher extra duty/ materials and supplies/ contest entry fees
					LCFF Site Supplemental
					
					LCFF Site Supplemnetal
					
					LCFF Site Supplemental
						$3,000
						
						$500.00
						
						$5000.00

Develop a schoolwide PBIS discipline plan	• Train a team of parent/support staff/ feachers - 4 full days of training. • communicate and implement plan to staff • collect data on discipline referrals	Decrease in aeries discipline referrals.	All	Release time for training. Extra duty pay for plan development Incentives and rewards for positive behaviors	LCFF Site Supplemental	$3000.00
Support student engagement at the high schools by encouraging participation in sports teams.	• Not Applicable				

Categorical Expenditures Approved by School Site Council		
Funding Source	**Funding Allocation**	**Cost**
Title I -$75,712 **Title 1 Carryover-$79,855** **Total= $155,567**	Support Teachers Before/After School Teachers Supplemental Curriculum Chromebook carts (2)	$81,000 $20,000 $25,000 (CO) $25,560 (CO) **Total= $151,560**
Title II-$7,664 **Title II Carryover-$65** **Total= $7729**	PLC Release Site Professional Development	$4,729 $3000 $65 (CO) **Total =** **$7729**
Safe Schools- $2,943 **Safe Schools Carryover** **Total = $2,943**	Aide	$2,943 **Total=$2,943**

LCAP Budget Developed by School/Community Input		
Funding Source	**Funding Allocation**	**Cost**
15-16 Total: $45,730		

LCAP Carryover		
	Extended Day K Aide Additional Technology School Aide School Aide PE Equipment Teacher (extra duty) School Enrichment Activities PBIS Training	$11,873 $9,000 $3,000 $10,000 $3,000 $500 $5,000 $3,000
Total= $45,730		**Total= $45,373**