

# The Single Plan for Student Achievement

**School:** Parkview Elementary School  
**CDS Code:** 04-61424-6003073  
**District:** Chico Unified School District  
**Principal:** Heather Sufuentes  
**Revision Date:** November 16th, 2017

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

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

**Contact Person:** Heather Sufuentes  
**Position:** Principal  
**Phone Number:** (530) 891-3114  
**Address:** 1770 E. Eighth Street  
Chico, CA 95928  
**E-mail Address:** Hsufuentes@chicousd.org

**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School Vision and Mission .....	3
School Profile.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Surveys .....	4
Classroom Observations.....	4
Analysis of Current Instructional Program .....	5
Description of Barriers and Related School Goals .....	7
School and Student Performance Data .....	8
CAASPP Results (All Students) .....	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
School Site Council Membership.....	14
Recommendations and Assurances.....	15

## School Vision and Mission

### Parkview Elementary School's Vision and Mission Statements

#### Mission:

To provide Parkview S.T.E.M. School students with an engaging 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 learning 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 (ELD)- that is reading, writing, listening, and speaking that provides coherence to this content learning. Reading 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-taking 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 science, technology, engineering and math to align with Next Generation Science Standards (NGSS).

## School Profile

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 and 5. 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 school-wide implementation of PBIS (positive behavior interventions and supports) and 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 two district wide Gifted and Talented Education classroom for 4th and 5th grade. Our school has approximately 357 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 5th 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 a S.T.E.M lab that is designed for experimentation and instruction. 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 designed and is revising the STEM matrix to define the curriculum in each of the areas that will be taught per grade level and aligning it to NGSS.

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 10%. 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 is approximately 45%.

Our office staff is welcoming and efficient. We have a bilingual Targeted Case Manager and a half time counselor.

## **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 will go 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.

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 continuing to incorporate the Project Lead The Way curriculum into their programs and align with NGSS. 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 continue to develop and integrate science and English Language Arts by looking at the ELA and NGSS.

Teachers are also looking at the sample pilot tests for the (Smarter Balanced Assessment 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 and 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 meets regularly to review assessment data and plan instruction. The Parkview staff meets and reviews school-wide and grade level data. PLC teams meet regularly to review data and work collaboratively to plan instruction and learning that crosses content standards and incorporates science, technology, engineering and mathematics.

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 also participate in the Triad program which connects CSU Chico to Parkview and teachers design instructional units that focus on the Next Generation Science Standards (NGSS) and Common Core State Standards (CCSS).

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

The whole staff collaborates the first Tuesday of the month during called meeting time. In addition, Parkview PLC teams meet three times a month during called meeting to collaborate and monitor student progress using local and district data, and plan instruction. In addition, they collaborate with district grade level counterparts during the district staff development days that are set aside during called meeting time four times a year. In addition, there are three grade level PLC collaboration and data meetings throughout the year at the beginning of each trimester.

### 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. Parkview has a Leadership team which guides the development of school goals. PLC groups develop and set SMART goals at their grade levels which are monitored by data collection. Parkview has a DLC (District Leadership Council) representative who attends district meetings and communicates the site needs and goals to the district as well as reports back to the Parkview staff on district goals and focus points.

#### 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. We have hired an Instructional Aide in charge of site technology who can support teachers with the technology needed for Project Lead the Way. This year we have increased the number of modules taught.

We also have a Bilingual Targeted Case Manager who works with families and helps them find community resources for healthcare needs, counseling, 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 an asset to the school and a very crucial part of making sure students get the parental support they need. In addition to these duties, she also serves on our School Based Intervention Team (SBIT).

# School and Student Performance Data

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	48	45	56	48	45	56	48	45	94.9	100	100
Grade 4	47	93	80	42	90	80	41	90	80	89.4	96.8	100
Grade 5	67	54	89	59	49	88	59	49	88	88.1	90.7	98.9
Grade 6	59	63		58	63		58	63		98.3	100	
All Grades	232	258	214	215	250	213	214	250	213	92.7	96.9	99.5

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2393.0	2444.0	2403.2	16	31	17.78	18	27	17.78	30	19	28.89	36	23	35.56
Grade 4	2474.0	2472.4	2505.9	29	30	43.75	14	28	18.75	26	10	11.25	29	32	26.25
Grade 5	2516.5	2527.6	2500.9	25	33	31.82	36	35	20.45	17	10	11.36	22	22	36.36
Grade 6	2525.5	2539.8		12	24		38	38		29	19		21	19	
All Grades	N/A	N/A	N/A	20	29	33.33	27	32	19.25	26	14	15.02	27	25	32.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	31	17.78	45	48	46.67	41	21	35.56
Grade 4	27	33	42.50	46	32	43.75	27	34	13.75
Grade 5	36	41	30.68	37	35	37.50	27	24	31.82
Grade 6	17	19		57	51		26	30	
All Grades	23	31	32.39	46	40	41.78	30	29	25.82

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	31	20.00	43	48	44.44	45	21	35.56
Grade 4	24	28	43.75	59	46	35.00	17	27	21.25
Grade 5	29	37	39.77	47	37	25.00	24	27	35.23
Grade 6	14	27		55	46		31	27	
All Grades	20	30	37.09	50	44	32.86	30	26	30.05



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	13	29	17.78	64	60	66.67	23	10	15.56
Grade 4	29	20	37.50	54	66	50.00	17	14	12.50
Grade 5	27	33	27.27	56	57	52.27	17	10	20.45
Grade 6	17	27		76	60		7	13	
All Grades	21	26	29.11	63	62	54.46	16	12	16.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	31	15.56	54	56	42.22	30	13	42.22
Grade 4	17	22	35.00	63	47	47.50	20	31	17.50
Grade 5	27	39	29.55	61	49	31.82	12	12	38.64
Grade 6	21	35		69	59		10	6	
All Grades	21	30	28.64	62	52	39.91	18	18	31.46

**Conclusions based on this data:**

- 1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	59	48	45	56	48	45	56	48	45	94.9	100	100
Grade 4	47	93	80	41	90	80	41	90	80	87.2	96.8	100
Grade 5	67	54	89	59	49	88	59	49	88	88.1	90.7	98.9
Grade 6	59	63		58	63		58	63		98.3	100	
All Grades	232	258	214	214	250	213	214	250	213	92.2	96.9	99.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2406.0	2431.8	2425.8	14	17	20.00	20	35	20.00	29	21	35.56	38	27	24.44
Grade 4	2472.8	2483.8	2517.4	27	27	36.25	17	23	30.00	29	27	21.25	27	23	12.50
Grade 5	2528.2	2534.7	2496.2	32	51	29.55	17	8	9.09	25	14	23.86	25	27	37.50
Grade 6	2535.5	2536.7		34	25		12	27		24	19		29	29	
All Grades	N/A	N/A	N/A	27	29	30.05	16	24	19.25	27	21	25.35	30	26	25.35

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	33	28.89	32	38	33.33	45	29	37.78
Grade 4	34	33	53.75	27	28	23.75	39	39	22.50
Grade 5	39	51	34.09	24	16	17.05	37	33	48.86
Grade 6	41	29		14	38		45	33	
All Grades	35	36	40.38	24	30	23.00	42	34	36.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	16	25	22.22	43	48	46.67	41	27	31.11
Grade 4	17	27	41.25	51	39	42.50	32	34	16.25
Grade 5	31	41	30.68	42	27	27.27	27	33	42.05
Grade 6	38	27		31	46		31	27	
All Grades	26	29	32.86	41	40	37.09	33	31	30.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	21	31	28.89	46	46	48.89	32	23	22.22
Grade 4	34	32	37.50	37	37	45.00	29	31	17.50
Grade 5	36	49	18.18	44	24	39.77	20	27	42.05
Grade 6	33	27		33	46		34	27	
All Grades	31	34	27.70	40	38	43.66	29	28	28.64

Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***					***		
1				63	40	25	38	20	50		40				25
2				25	25	50	25	63	25	50	13				25
3				11	25	44	56		56	33	75				
4		9		25	27	***	75	55	***					9	
5				71	***	43	29	***	57						
6		40		40	60		60								
<b>Total</b>		8		39	35	41	45	38	52	13	16		3	3	7

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				14			14	25			25	40	71	50	60
1		13		63	50	20	38	13	60		25				20
2				20	25	40	20	63	40	40	13		20		20
3				10	25	36	50		45	40	75				18
4		17	25	20	25	25	80	50	50					8	
5				71	***	43	29	***	57						
6		40		40	60		60								
<b>Total</b>		11	3	34	34	30	40	32	43	13	16	5	13	7	19

#### 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
Heather Sufuentes	X				
Brittany Bledsoe		X			
Briana Spini		X			
Christine Galli		X			
Pauline Daugherty			X		
Cathy Gregg				X	
Greg Gehlmann				X	
Lisa Hoepfner				X	
Leslie Clavey				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>5</b>	

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) 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

Special Education Advisory Committee

\_\_\_\_\_  
Signature

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 November 16, 2017.

Attested:

Heather Sufuentes

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Cathy Gregg

\_\_\_\_\_  
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 to ensure that all students have access to curriculum, instructional materials, and technology to support student achievement of the CSCS.
- Parkview will maintain the ratio of students to device at 1:1.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Review credentials and assignments.	<ul style="list-style-type: none"> <li>• Work with district HR to ensure teachers possess required credentials and are teaching in appropriate assignments</li> <li>• Support Induction Professional Development</li> </ul>	- HR Data- Number of teachers with appropriate credential and teaching in correct subject area  (See BTSA-Goal 2)	All	HR	LCFF-Base	
Purchase the following to ensure students, including students in the identified subgroups, have instructional materials: <ul style="list-style-type: none"> <li>• Textbooks and supplemental materials</li> <li>• Educational software: Illuminate, i-Ready,Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure site has proper instructional materials as per the Williams Act requirements</li> <li>• Parkview will purchase supplemental resources for (ie: PLTW, Lexia, Typing Pals and Read Naturally, Levelized Readers)</li> </ul>	Williams Act Report	All	Instructional Materials  Renaissance Place  iReady  Illuminate  Data reports And PLTW module completion rates	LCAP- District Supplemental  Lottery Funds  LCAP- District Supplemental (Total District cost)  LCAP-District Supplemental (Total District cost)  LCAP- District Supplemental (Total District Cost)	\$400,000  \$350,000  \$84,000  \$60,500  \$64,000  \$6,500
Regularly inspect and maintain facilities.	<ul style="list-style-type: none"> <li>• Ensure site has proper instructional materials and facilities are in good condition, as per the Williams Act requirements</li> </ul>	Williams Act Report	All	M&O	LCFF-Base	\$4,000,000



**Parkview Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<p>Purchase technology for students and teachers per district technology needs.</p>	<ul style="list-style-type: none"> <li>• Site will ensure that Chromebook carts and iPad minis are maintained in good working order.</li> <li>• Parkview will purchase a class set of Chromebooks and a cart</li> <li>• Parkview will purchase View Sonics</li> </ul>	<p>Ratio of students to devices in grades 1-5</p> <p>K-1 access to devices, i.e. iPad minis, classroom computers, and computer lab</p>	<p>All</p>	<p>IT Dept</p>	<p>LCAP- District Supplemental</p> <p>Site LCAP</p>	<p>\$250,000</p> <p>\$ 16,000</p>
<p>To ensure access to on-line resources, employ:</p> <ul style="list-style-type: none"> <li>• Librarians and Library Media Assistants</li> <li>• Instructional Technology Aides</li> </ul>	<ul style="list-style-type: none"> <li>• Libraries will be maintained and available for student use.</li> <li>• Parkview will employ an IA Tech</li> </ul>	<p>Parkview Library Media Assistant-</p> <p>Tech IA- 20 hours per week</p>	<p>All</p>	<p>Librarians &amp; Library Media Assistants</p> <p>Tech Aides</p>	<p>LCAP- District Supplemental (Total District cost)</p> <p>LCAP- Supplemental District (Total District cost)</p>	<p>\$1,056,738</p> <p>\$390,468</p>
<p>Continue providing information to families on resources supporting technology:</p> <ul style="list-style-type: none"> <li>• Computers for Classrooms</li> <li>• Comcast Internet Access</li> <li>• iReady</li> </ul>	<p>- Site will supply families with information regarding Computers for Classrooms and Comcast Internet Access via newsletters, district and site website.</p>	<p>Share in newsletter 2 times per year</p>	<p>All</p>	<p>No Funding Needed</p>		
<p>Maintain the 1:1 by replacing broken or obsolete materials. Continue to diversify between desktops, tablets, and Chromebooks for different uses</p>	<p>Throughout the year as needed</p>	<p>% of devices in full working condition.</p> <p>% of time access to devices as needed</p>	<p>All</p>		<p>Site LCAP</p>	<p>\$5,000</p>

**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 via professional development and professional learning communities.
- 2.2: Students will receive high-quality instruction increasingly aligned with the California State Content Standards and CAASPP.
- 2.3: Formal state and federal assessments alongside district and classroom assessments are used to gauge and adjust instruction.

**Site Goals:**

- All certificated personnel will continue to implement CSCS.
- 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.	<ul style="list-style-type: none"> <li>• Staff will continue to work on ensuring that all students receive instruction in all subject areas fully aligned to the CSCS and NGSS and develop and administer assessments that align with the new state standardized assessments (SBAC)</li> <li>• District Leadership Committee (DLC) will analyze overall district instructional needs and recommend district-wide staff development</li> </ul>	<p>SBAC Data</p> <p>Administration and use of data</p>		<p>DLC Teachers on Special Assignment (TOSA)</p>	<p>LCAP-District Supplemental (Total District cost)</p> <p>Title II Title I Title III</p>	<p>\$291,830</p> <p>\$148,000 \$199,284 \$37,698</p>
<p>Provide professional development in:</p> <ul style="list-style-type: none"> <li>• California State Content Standards</li> <li>• Before school and school-year PD in English Language Development</li> <li>• Technology hardware (e.g. Chromebooks) and applications (e.g. Google Apps for Education). IReady</li> </ul>	<ul style="list-style-type: none"> <li>• Our staff will attend district-wide professional development.</li> <li>• Teachers will meet to analyze data and design rigorous CSCS instruction.</li> <li>• PLC's analyzing benchmark results together</li> <li>• GLT/SBIT progress monitoring high concern students</li> <li>• Planning CSCS lessons together</li> <li>• District-wide Skype/Video meetings supporting data discussion</li> <li>• Provide after school professional development sessions focusing on technology integration in classrooms</li> <li>• Provide opportunities for professional development based on site needs as determined by ILT, DLC TOSA, and/or staff</li> </ul>	<p>District-wide Grade Level Meetings- 10/3, 11/28, 1/30, 4/10</p> <p>Planned Common Staff Meetings, discussions about iReady and reading data</p> <p>PD Sign In Sheets</p>	All	<p>After School PD Opportunities</p> <p>Site PD Opportunities and conferences</p>	<p>Title II District</p> <p>Title II Site</p>	<p>\$3,000.00</p> <p>\$5,362</p>

**Parkview Elementary LCAP/SPSA Goals**

**Year: 2017-18**

	<ul style="list-style-type: none"> <li>Parkview will continue to provide professional development for PLTW and NGSS</li> </ul>					
Develop and refine a TK-12 sequence of common assessments aligned to CSCS (staff and district meeting time).	<ul style="list-style-type: none"> <li>CUSD will use common assessments for K-6 students in ELA, ELD, and Math as recommended by DLC</li> <li>Ensure all students are given site, district and state assessments.</li> </ul>	-Testing window dates:: a) iReady 3 times/year b)Tk-5 Local Assessments 4/per year c) Grades 2-5 local CSCS assessments 2/year  - 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 See Goal 3	LCFF Supplemental District (Total District Cost)	See Goal 3
Release time for peer rounds observations and debrief.	<ul style="list-style-type: none"> <li>Interested teachers will participate in long-term professional development opportunities</li> </ul>		All	District PD opportunities  Site PD  PLC's  Peer Instructional Rounds	Title II-District  Title III-District  Educator Effectiveness Funds	\$200,000  \$39,000  \$179,000
Release time for grade level collaborations	<ul style="list-style-type: none"> <li>Teachers will have at least 7.5 hours of release time to work with grade level partner and/or intervention team to review student achievement data</li> </ul>	Release time per teacher	Teachers and support teachers		Site Title II	\$6,000

**Goal 3: Support High Levels of Student Achievement in a Broad Range of Courses**

- 3.1: Implement and refine a plan to ensure that all subgroups are on track for successful entrance to college and careers.
- 3.2: Increase student achievement at all grades, all subgroups and in all subject areas on state, district, and site assessments so as to be college and career ready.
- 3.3: Increase the number of students entering third grade, sixth grade and high school scoring at grade level in ELA and mathematics assessments.
- 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 increase by 10% the number of students in grades K-5 reaching end of year benchmarks in ELA, Math, and ELD as reported on the school’s 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.	<ul style="list-style-type: none"> <li>• Purchase Project Lead the Way Curriculum and support technology</li> </ul>	-PLTW Module Completion rates per grade level	All	Modules and Support Technology	Site LCAP	\$5,000
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.	<ul style="list-style-type: none"> <li>• Staff will ensure all students are on track for achieving proficiency on CUSD and state assessments.</li> <li>• Students will take baseline assessments as well as Tri 1, 2, and 3 assessments.</li> <li>• Site will use student assessment data to monitor academic progress and disaggregate site, district, and state testing data.</li> <li>• High concern lists of students will be looked at frequently and discussed among teachers during PLC release time and after school team meetings.</li> <li>• Employ supplementary support teachers (certificated).</li> <li>• Implement after school intervention programs.</li> <li>• Site will use SBIT process to monitor placement of students in interventions.</li> <li>• All English Learners will be given ELD using Language Star curriculum and assessment</li> <li>• ELD teachers will participate in on-going after school training.</li> <li>• All English Learners will take CUSD interim ELD Assessments and CELDT.</li> <li>• iReady Math program</li> </ul>	TK-5 common assessments (BPST ,BAS, STAR)  Grades 2-5 CSCS assessment data  Grades 3-5 SBAC data  CELDT Data, EL Reclassification rate  Language Star PD Bi-weekly Language Star Assessment Data  iReady diagnostic assessments	All	Intervention/ Support Teachers  RTI via SpEd staff  ELD Language Star Coaches	Site Title I  LCAP-District Supplemental (Total District Cost)  Title I-District and Title III-District (Total District cost)	\$89,000 c/o  \$579,355  \$210,000
Provide the following services to improve instruction: <ul style="list-style-type: none"> <li>• Targeted Case Managers (TCMs)</li> </ul>	<ul style="list-style-type: none"> <li>• See Goal 4</li> </ul>		All	TCMs (Total District Cost)	LCAP-District Supplemental (Total District cost)	See goal 4

**Parkview Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<ul style="list-style-type: none"> <li>● Elementary Instructional Specialists (2.6 FTE)</li> <li>● Guidance Specialists</li> <li>● Bilingual Aides</li> <li>● TK Instructional Aides</li> </ul>	<ul style="list-style-type: none"> <li>● Parkview will employ a .2 TOSA</li> <li>● Parkview will employ a 25 hr/week Guidance Aide</li> <li>● Employ .5 FTE school Counselor</li> <li>● Parkview will employ a Bilingual Aide</li> <li>● Parkview will have 1 TK Aides at 3.5 hrs/day</li> <li>● All eligible 4 year old students will be offered Transitional Kindergarten located on various sites in the district</li> </ul>			<p>Elem TOSAs</p> <p>Guidance Specialists</p> <p>Counselor</p> <p>Bilingual Aides (Total District Cost)</p> <p>District TK Aides 3.5hrs/day on each TK site</p>	<p>LCAP-District Supplemental (Total District cost)</p> <p>LCAP-District Funded (Total District cost)</p> <p>LCAP-District Supplemental (Total District cost)</p> <p>LCAP-District Supplemental (Total District cost)</p> <p>LCAP-District Supplemental (Total District cost)</p>	<p>See goal 2</p> <p>\$343,908</p> <p>\$538,161</p> <p>\$452,158</p> <p>\$91,944</p>
<p>Implement various models of all-day or extended day Kindergarten at all elementary sites.</p>	<ul style="list-style-type: none"> <li>● Site Kindergarten teachers will attend planning meetings at the district office.</li> </ul>		<p>All</p>	<p>No Funding Needed</p>		
<p>Provide after school tutoring support at Elementary ASP sites as needed</p>	<ul style="list-style-type: none"> <li>● Site will provide tutoring groups before and after school in ELA and Math to students identified as needing support</li> <li>● Parkview will offer an additional two hours of tutoring a week in math and ELA</li> </ul>	<p>Tutoring Data</p> <p>High Concern Lists</p>	<p>All</p>	<p>Certified Staff Costs 2 hrs. Per week per site</p>	<p>Title I Alternative Supports District Funds-iReady</p> <p>Site Title I</p>	<p>\$28,512</p> <p>\$3,637</p>

**Goal 4: Provide Opportunities for Meaningful Parent Involvement and Input**

- 4.1: For students at all schools, provide opportunities 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 via various social media platforms.
- 4.3: Increase consistency of timely response from school staff to parent inquiries regarding their student.

● **Site Goal: Parkview will set up, maintain and communicate regularly with at least one social media platform (Twitter, school webpage, Remind and STEM Scope).**

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide teacher and staff training/information in: <ul style="list-style-type: none"> <li>● using Parent Portal in Illuminate for 4<sup>th</sup>-5<sup>th</sup> grade teachers</li> <li>● expectations for timely response (3 day maximum) to parent inquiries</li> <li>● Survey Parents</li> </ul>	<ul style="list-style-type: none"> <li>● Make teachers aware of Parent Portal trainings and timely responses to parent inquiries through weekly bulletins and staff meetings.</li> <li>● Administer Education for the Future survey in January</li> </ul>	PD Sign-in Sheets  Parent feedback regarding timely responses  Spring Parent Survey Responses	All	After School PD Opportunity  Education for the Future Survey (Total District Cost)	Title II-District  LCAP-District Supplemental	\$10,000  \$10,000
Provide parent training in English and other languages addressing parent access to: <ul style="list-style-type: none"> <li>● Parent Portal feature in Aeries and Illuminate</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Parkview will offer a minimum of 2 parent/family informational opportunities.</li> <li>● Use of Twitter connected to school website.</li> <li>● Use of Remind for regular updates of school activities.</li> <li>● Parkview will post and email the STEM Scope weekly to communicate school activities and initiatives.</li> </ul>	Event Sign-in Sheets	All	No Funding Needed		
Provide TCM and/or other staff support for: <ul style="list-style-type: none"> <li>● increasing parent participation</li> <li>● District English Learner Advisory Committee (DELAC)</li> </ul>	<ul style="list-style-type: none"> <li>● District will provide a .5 TCM</li> </ul>	Sign in Sheets at site ELAC meetings	All	TCM Costs	LCAP-District Supplemental (Total District cost)	\$428,496
Verify 70% of parents attend and participate in parent/ teacher conferences.	<ul style="list-style-type: none"> <li>● Offer a minimum of 4 family activities</li> </ul>	Percent of parent attending BTSN, Parent-Teacher Conferences, SSC, and ELAC meetings	All	No Funding Needed		

**EVALUATION OF GOAL**

**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 annually.
- Parkview will offer enrichments to engage students.

CUSD Actions	Site Actions and Timeline	Metrics	Applicable Subgroups	Proposed Expenditures		
				Description	Funding Source	Amount
Provide professional development for all staff in: <ul style="list-style-type: none"> <li>● Trauma-informed strategies</li> <li>● behavior strategies such as Positive Behavior and Intervention Supports and the Nurtured Heart Approach</li> </ul>	<ul style="list-style-type: none"> <li>● Make teachers aware of PD opportunities through weekly bulletins and staff meetings</li> <li>● Parkview will participate in CUSD PBIS</li> <li>● Parkview will release teachers 4 days a year to attend PBIS trainings</li> <li>● Extra assignment pay for staff to plan, develop, and communicate PBIS site plan.</li> </ul>	Session Sign-in Sheets  Number of Office Referrals, Referrals to Opportunity Class, Reset, ISS, and OSS	All	District Wide PBIS Training	District Title II Support	\$40,000
Provide parent, education/training classes to improve student attendance.	<ul style="list-style-type: none"> <li>● Provide a minimum of 4 family events</li> <li>● Early identification of students with attendance issues</li> <li>● Communicate chronically absent/tardy names to teachers</li> <li>● Parent/Principal meetings to see if student absences and tardies improve</li> <li>● Use attendance rewards at school assemblies</li> </ul>	Event Sign-in Sheets  Aeries Reports Site Contracts	All			
Continue support for Alternative Education Programs: <ul style="list-style-type: none"> <li>● Opportunity Programs (CAL and Chapman)</li> <li>● Out of School suspension alternatives (e.g. Reset/ISS)</li> <li>● Alternative Ed. Supplemental staffing</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain Opportunity Class</li> </ul>	Number of Referrals to Opportunity Class  ISS, OSS Rates	All	Opportunity Class	LCFF District Supplemental (Total District cost)	\$160,000
Provide health, social-emotional counseling support services. <ul style="list-style-type: none"> <li>● EMHI/PIP</li> <li>● Guidance Aides</li> <li>● Nurses</li> <li>● Health Assistants</li> </ul>	<ul style="list-style-type: none"> <li>● Employ EMHI, PIP, Guidance Aides- See Goal 3</li> <li>● Employ Nurses/Health Assistants</li> </ul>	Site Attendance Rate	All	Guidance Specialists  Nurses/	LCAP District Supplemental (Total District Cost)  LCAP District Supplemental	See goal 3  \$658,168

**Parkview Elementary LCAP/SPSA Goals**

**Year: 2017-18**

<ul style="list-style-type: none"> <li>Medically Necessary/Off Campus Instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Provide MNI Services as needed</li> </ul>			Health Assistants (Total District Cost)  MNI (Total District Cost)	(Partial District cost)  LCAP District Supplemental (Total District Cost)	\$326,370
Increase campus supervision as per site needs.	<ul style="list-style-type: none"> <li>Employ School Aides (noon supervisor, yard duty) as needed</li> <li>Parkview will employ additional School Aides</li> <li>Parkview will employ additional School Aides on rainy days</li> <li>Parkview will purchase addition radios for staff</li> </ul>	Number of Office Referrals	All	Campus Supervision (Total District Cost)  School Aide  Walkie Talkies	LCAP Supplemental District  LCAP-Site Supplemental  Safe Schools	616,831  \$9,044  \$3,908
Add signage in the parking area for safe dismissal and arrival.	<ul style="list-style-type: none"> <li>Purchase and install signage to direct traffic safely for parents dropping off and picking up</li> </ul>	Reduction in safety incidents	All		Safe Schools	\$600
Support student engagement in Art, Music, and PE activities at the elementary schools.	<ul style="list-style-type: none"> <li>Students receive Fine Arts and PE in 1st-6th grades</li> <li>Hire certificated subs to deliver PE time and deliver healthy play activities during PLC release time</li> <li>Purchase PE equipment for state mandated PE time</li> <li>Provide after school enrichment activities ie: GenYes, Math Olympiads, and Nature Bowl</li> </ul>	Site Attendance Rate  Increase in after school attendance to enrichment activities	All	Certificated teacher providing prep time release  Teacher extra duty/ materials and supplies/ contest entry fees	LCAP Supplemental District  LCAP Site Supplemental  LCAP Site Supplemental	\$1,336,922  \$1,000  \$5000
Develop a schoolwide PBIS discipline plan.	<ul style="list-style-type: none"> <li>Provide all staff professional development opportunities to implement PBIS</li> <li>Establish a PBIS Leadership Team</li> <li>Communicate and implement plan</li> <li>Collect data on discipline referrals</li> </ul>	Decrease in aeries discipline referrals.	All	Release time for training. Extra duty pay for plan development  Incentives and rewards for positive behaviors	LCAP Site Supplemental	\$1,500



Categorical Expenditures Approved by School Site Council		
Funding Source	Funding Allocation	Cost
Title I - \$90,048 Title 1 Carryover - \$9,089 <b>Total= \$99,137</b>	Support Teachers Supplemental Curriculum After School Tutoring	\$89,000 \$4,500 \$5,637 <b>Total= \$99,137</b>
Title II - \$6,562 Title II Carryover - \$4,800 <b>Total= \$11,362</b>	PLC Release Site Professional Development	\$6,000 \$5,362 <b>Total = \$11,362</b>
Safe Schools - \$3,000 Safe Schools Carryover - \$1,508 <b>Total = \$4,508</b>	School Aide Exempt Signage for Parking Area Staff Walkie Talkies	\$1,908 \$600 \$2,000 <b>Total= \$4,508</b>

LCAP Budget Developed by School/Community Input		
Funding Source	Funding Allocation	Cost
<b>17-18 Total: \$42,544</b>	Additional Technology PLTW Curriculum and Supplies School Aide Teacher (extra duty) For Enrichments P.E. Equipment (Intramurals lunch time) School Enrichment Activities PBIS Support Technology Maintenance	\$16,000 \$5,000 \$9,044 Goal 5 \$5000 Goal 5 \$1,000 \$1,500 \$5000 <b>Total= \$42,544</b>



## Recommendations and Assurances

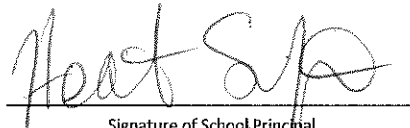
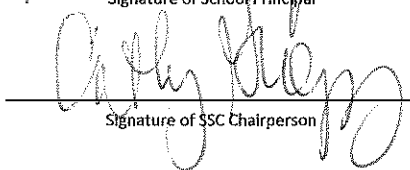
The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

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	<i>Patricia Castellanos León</i> _____ Signature
	Special Education Advisory Committee	_____ Signature
	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 November 16th, 2017.

Attested:

<u>Heather Sufuentes</u> Typed Name of School Principal	 Signature of School Principal	<u>11/29/17</u> Date
<u>Cathy Gregg</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>11/29/17</u> Date