

The Single Plan for Student Achievement

School: Vallemar Elementary School
CDS Code: 41 68932 6044051
District: Pacifica School District
Principal: Monica Lobao
Revision Date: October 26, 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: Monica Lobao
Position: Principal
Phone Number: (650)738-6655
Address: 377 Reina del Mar Ave
Pacifica, California 94044
E-mail Address: mlobao@pacificasd.org

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School Vision and Mission

Vallemar Elementary School's Vision and Mission Statements

Vallemar School provides an enriching environment that cultivates character, fosters academic excellence, and develops future leaders. Our program aims to fulfill the intellectual and academic development of each child in our ever changing world. We strive to help children master skills for continued learning, teach children to reason in a logical and objective manner, challenge each child to develop their full potential, and promote in students a sense of citizenship, community involvement, and personal responsibility.

School Profile

Vallemar provides students with a rigorous, balanced academic program at our Kindergarten through 8th grade school. In addition to the core academic program, we offer enrichment for our students through the arts, technology, physical education, and many extra-curricular activities. This is accomplished through an incredible partnership between our outstanding faculty, a hard working PTO and dedicated, generous families.

Our Vallemar PTO continues to offer a variety of after school classes that range from dance to science to chess. We also offer various clubs after school such as geography club, cross country, garden club, and bike club. We have a full science lab for our middle school students thanks to the support of our district and PTO. The students enjoy going to the lab to complete science investigations and experiments. We are, through programs like this, preparing students for an evolving world, with 21st Century education skills of collaboration, communication, critical thinking, creativity, and citizenship.

Our school community is proud of our historically high test scores and a large percentage of Vallemar graduates continue on to top high schools, colleges and universities. Each year we review our accomplishments and challenges to ensure our students continue to be well prepared for future success.

We continue using Teacher's College Reading and Writing Workshop as our Balanced Literacy Program. Through district and site support, the teachers continue to expand their classroom libraries for implementation of Reading Workshop. Teachers are using Teacher's College developed curricular plans (Units of Study) that are aligned with the Common Core State Standards to support both Reading and Writing Workshops and Words Their Way to support vocabulary and language development. We are using the Bridges math curriculum for grade K-5 and CPM math curriculum for grades 6-8th. Both of the math curriculum focus on the development of students' critical thinking skills through the various individual, partner, and group activities. We are also moving toward the Next Generation Science Standards in each grade and focusing on hands-on science and project based learning.

Our school has a community/family atmosphere. On any given day you see many parents on campus volunteering their time and talent. For example, our school-wide Jump Rope for Heart event was attended by community members as well as parents. We raised money for the Heart Association and have won the #1 Top Fund Raiser Service Award for the entire Bay Area several years in a row. Our school spirit was also evident at Junior Olympics, where a large number of our students participated and won several awards. Our students also participate in other worthwhile drives such as One Warm Coat, Pennies for Patients, collect food for the Resource Center and the list goes on. The entire staff recycles throughout the day and the school continues the effort to go green. Students at Vallemar understand that the community reaches further than the campus.

This year we are continuing our work on developing a positive school climate using School-Wide Positive Behavior Interventions and Supports (SWPBIS). We recognize that this is a process and that change will happen overtime. We are happy to have a counselor dedicated to our 4th-8th grade students and a Youth Services Bureau (YSB) counselor to support our kindergarten-3rd grades through some friendship/social groups. Thanks to our counselor this year, we are implementing our Peer Helpers Program. They are 7th-8th grade students who prepare and present in lessons on respect and conflict resolution to our older grade students. They are trained in conflict resolution strategies and help resolve conflicts at the primary grade recess. We have an adult dedicated to Playworks games at all the lunch recesses. She works closely with our vice principal to select, teach, and encourage non-competitive games and positive talk on the yard. Students are playing a variety of non-competitive games that all can play regardless of skill level. Keeping students active and engaged in games at recess has contributed to our positive and safe environment at recess. We continue to have classroom presentations from our counselor on character education and digital citizenship. We provide school wide incentives to encourage students to make positive choices and honor them in our school newsletter. Our Middle School Students take a leadership role on campus by participating in the Leadership/Yearbook elective, School Site Council, Family Day activities, and our buddies program. As a school we are learning how to improve our school climate through addressing issues of respect and

inclusion of all members in our school community and by listening to input from students and teachers.

We are proud of our 6th graders in Beginning Band and our 7th and 8th graders in Advanced Band. We have all 6th grade students participate in band and are thrilled that they are able to explore music. We believe it helps out in other areas of their academic and personal lives. The advanced band has grown in numbers. They plan to participate in several competitions and march at the Fog Fest. As a school, we are looking forward to their concerts this year.

Technology is an area that we have as a priority with the support of our district and PTO. All of the K-3rd grade teachers have document cameras, projectors, Apple TVs, and iPad Minis in their classrooms and all 4th – 8th grade classrooms have Smartboards or new projectors. We continue to offer computer time for all of our K-8th students. We have recently upgraded our teachers laptops and our computer lab with all new equipment and have provided iPads for our Resource Specialist Program. We now have the use of 5 mobile technology carts with either Chromebooks or iPads. These are used for projects, for writing, research, and other tech related curriculum. To support of our English Language Learners (ELL), we have purchased enough iPads for each beginning level ELL student to use them for language development and to support them with classroom assignments.

Parents/Families at Vallemar are taking a more active role than ever before. We encourage families to contribute at least 24 hours of volunteer work per year in benefit to our school. Parents can be seen doing various jobs in the classrooms, computer lab, library, etc. and they are also working behind the scenes in the office or at home. Our parents are sending the message to their children that school is important to them and it is because of these families, both financially and in spirit, that we have such a balanced program at Vallemar with powerful minds, enriched lives, and healthy kids. These dedicated families and faculty continue to work together for the children's intellectual, social and emotional growth.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	62	56	59	52	59	52	95.2	92.9
Grade 4	60	65	60	64	60	64	100.0	98.5
Grade 5	65	66	62	64	61	64	95.4	97
Grade 6	61	64	60	63	58	62	98.4	98.4
Grade 7	58	61	57	58	57	58	98.3	95.1
Grade 8	51	62	49	60	48	59	96.1	96.8
All Grades	357	374	347	361	343	359	97.2	96.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2439.0	2434.9	27	19	31	37	25	33	17	12
Grade 4	2490.0	2474.2	37	27	23	27	18	25	22	22
Grade 5	2527.9	2555.5	24	39	34	36	27	19	13	6
Grade 6	2516.2	2557.8	3	27	45	37	33	21	15	15
Grade 7	2573.0	2567.4	25	19	30	40	30	28	16	14
Grade 8	2617.3	2609.4	31	22	45	44	12	29	10	5
All Grades	N/A	N/A	24	26	34	36	25	25	16	12

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	31	23	46	56	24	21
Grade 4	32	20	47	61	22	19
Grade 5	30	31	48	53	23	16
Grade 6	12	26	57	55	31	19
Grade 7	33	31	44	48	23	21
Grade 8	44	36	44	46	13	19
All Grades	30	28	48	53	23	19

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	13	54	71	25	15
Grade 4	30	22	52	63	18	16
Grade 5	38	48	54	48	8	3
Grade 6	5	42	71	44	24	15
Grade 7	39	31	49	57	12	12
Grade 8	42	34	50	54	8	12
All Grades	29	32	55	56	16	12

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	13	63	77	5	10
Grade 4	17	23	68	63	15	14
Grade 5	15	31	77	56	8	13
Grade 6	16	16	76	69	9	15
Grade 7	11	19	68	66	21	16
Grade 8	23	31	69	64	8	5
All Grades	19	23	70	65	11	12

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	22	15	59	71	19	13
Grade 4	37	25	42	53	22	22
Grade 5	36	59	57	39	7	2
Grade 6	14	39	78	52	9	10
Grade 7	35	24	44	66	21	10
Grade 8	33	31	63	63	4	7
All Grades	29	33	57	57	14	11

Conclusions based on this data:
1. See "findings" under each goal.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	62	56	59	52	56	51	95.2	92.9
Grade 4	60	65	60	64	59	64	100.0	98.5
Grade 5	65	66	63	64	63	64	96.9	97
Grade 6	61	64	60	63	60	62	98.4	98.4
Grade 7	58	61	57	58	56	58	98.3	95.1
Grade 8	51	62	48	60	47	59	94.1	96.8
All Grades	357	374	347	363	341	358	97.2	96.5

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2461.2	2453.6	27	14	37	53	20	25	10	8
Grade 4	2502.4	2478.0	25	16	37	28	28	39	8	17
Grade 5	2529.5	2538.0	27	22	25	42	33	25	14	11
Grade 6	2536.5	2578.4	17	35	32	24	37	32	15	8
Grade 7	2603.9	2611.1	35	43	32	24	21	24	11	9
Grade 8	2618.3	2603.7	42	29	19	32	23	24	15	15
All Grades	N/A	N/A	28	27	31	34	27	28	12	11

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	50	39	38	53	13	8
Grade 4	31	23	51	44	19	33
Grade 5	27	31	46	41	27	28
Grade 6	35	42	33	31	32	17
Grade 7	54	55	32	28	14	17
Grade 8	40	34	32	46	28	20
All Grades	39	37	39	40	22	23

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	27	57	63	11	10
Grade 4	32	22	56	50	12	28
Grade 5	30	28	52	59	17	13
Grade 6	15	42	62	47	23	11
Grade 7	46	50	43	38	11	12
Grade 8	45	44	43	42	13	14
All Grades	33	35	52	50	15	15

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	41	29	48	63	11	8
Grade 4	29	25	53	52	19	23
Grade 5	21	30	62	63	17	8
Grade 6	18	37	67	45	15	18
Grade 7	41	47	50	45	9	9
Grade 8	47	31	38	59	15	10
All Grades	32	33	54	54	14	13

Conclusions based on this data:
 1. See "findings" under each goal.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	0			0			0	***		0		***	0		***
1	0	20	25	50	60	50	17	20		33			0		25
2	***	20	29	***	60	57	***	20	14	***			***		
3	0	***	33	0		17	80		33	20			0		17
4	***		***	***	60	***	***	40		***			***		
5	***	***	33	***		50	***		17	***			***		***
6	0	***		0		***	100		***	0			0		
7	***		25	***		50	***	***	25	***	***		***		
8	0			25	***	***	25		***	50			***	0	
Total	18	26	26	25	43	39	39	26	18	18	4	8	0		8

Conclusions based on this data:

1. See "Findings from the Analysis of this Data" on the school goals sections.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks ***).

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	13			38	60		25	40		13			13		
1		33		50	50		17	17		33					
2	***	17			50					33					
3		***					80	***		20					
4	***			***	50					50					
5	50	***		50											
6		***					100	***							
7		***		75			25	***		***					
8	17			33	***		17			33					
Total	17	26		34	38		32	32		15	3		2		

Conclusions based on this data:

1. See "Findings from the Analysis of this Data" on the school goals sections.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	28	23	38
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	28	23	38
Number Met		19	28
Percent Met		82.6%	73.7%
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	22	10	21	7	30	14
Number Met		--	12	--	16	9
Percent Met		--	57.1%	--	53.3%	64.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
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. See "Findings from the Analysis of this Data" on the school goals sections.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	264	224	251
Percent with Prior Year Data	100.0		100
Number in Cohort	254	224	251
Number Met	162	148	172
Percent Met	61.4	66.1	68.5
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	204	97	188	88	194	107
Number Met	66	63	74	55	68	74
Percent Met	32.4	64.9	39.4	62.5	35.1	69.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. See "Findings from the Analysis of this Data" on the school goals sections.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: English Language Arts
LEA GOAL:
LCAP GOAL 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas.
SCHOOL GOAL #1:
60% of students will meet or exceed standard for each grade level as measured by SBAC/CAASPP state assessments for ELA.
Data Used to Form this Goal:
SBAC/CAASPP, DRA2, Record of Reading, Teacher's College Assessments, Student Work, and Informal Observations
Findings from the Analysis of this Data:
The proficiency rate was 62% overall for ELA, however we would like to see all grade levels achieve a 60% proficiency rate for this year. We saw some growth in 5th and 8th grades: the 5th grade group of students went from 60% to 75% proficiency rate and the 8th grade group went from 55% to 66%. We also made growth with our EL, SWD, and SED subgroups. We will take a look at what's working in the grades that made gains and also look at what improvements or supports are needed to improve our scores.
How the School will Evaluate the Progress of this Goal:
We will use student data from the SBAC/CAASPP, DRA2, Record of Reading, Teacher's College Assessments, Student Work, and Informal Observations to evaluate the progress of this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Continue using Balanced Literacy at all grade levels and develop curriculum and materials together during grade level collaboration.	August -June	Teachers Principal/VP Humanities Specialist Humanities Lead			District Funded	
1.2 Collaborate with district to provide the opportunity for teachers to engage in district grade level collaboration focused on the implementation of Balanced Literacy.	August -June	Teachers Principal/VP District Staff Humanities Specialist			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Humanities Lead				
1.3 Teacher will use and analyze student assessments to guide instruction and monitor student progress.	August -June	Teachers Principal/VP Humanities Specialist Humanities Lead	Subs to support teachers giving reading assessments	1000-1999: Certificated Personnel Salaries	LCFF - Base District Funded	6,120
1.4 Provide teachers with site release time to observe model teachers, review curriculum plans, and design units of study integrating all aspects of Balanced Literacy.	August -June	Teachers Principal/VP Humanities Specialist Humanities Lead	Release time	1000-1999: Certificated Personnel Salaries	LCFF - Base District Funded	1285
1.5 Teachers have established the structures and routines to support students taking just right books home from school and classroom libraries. The district supplements classroom libraries every other year.	August -June	Volunteers Teachers Library Clerk District Staff Humanities Specialist Humanities Lead Principal/VP			District Funded	
1.6 Provide students with experiences to support Balanced Literacy such as computer programs, field trips, library visits, and guest speakers.	August -June	Volunteers Library Clerk Community Teachers Principal/VP	Supplemental Curriculum, Field Trips, SLAM Poetry 5th Gr. Spring Session, Student Agendas Library Media Tech SLAM Poetry 5th Gr Fall Session (PEF)	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) District Funded Foundation	12,650
1.7 Provide support to struggling readers in K-2nd grades with small reading pull-out groups. For 3rd-8th grades provide support for students using Pacifica School Volunteers and Homework Center.	August -June	Teachers Volunteers Principal/VP	Para Educator Academic Center Academic Center Grant	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCFF - Supplemental LCFF - Base Other	11,330 3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.8 Develop plans for target students with SST, 504, and IEP plans.	August-June	Special Ed. Dept. Teachers Principal/VP	District Funded			
1.9 Support English Language Learners with reading fluency and comprehension through the use of computer programs and small group support.	August-June	Teachers Volunteers AEL Specialist Principal/VP				
1.10 The Humanites Lead and Humanities Specialist will support teachers with Balanced Literacy.	August -June	Teachers Principal/VP Humanities Specialist Humanities Lead	District Funded			
1.11 School participation in outside reading events such as "Read to Succeed" with Six Flags, Summer Reading Program with the public libraries, Skype for author chat, guest speaker with poet, etc.	August-June	Teachers Library Clerk Principal/VP				
1.12 Strategic pairing of ELL students for support during Family Day.	August -June	Teachers Principal/VP				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: Math
LEA GOAL:
LCAP GOAL 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas.
SCHOOL GOAL #2:
60% of students will meet or exceed standard for each grade level as measured by SBAC/CAASPP state assessments for Math.
Data Used to Form this Goal:
SBAC/CAASPP, MARS assessments, student work, and informal observations.
Findings from the Analysis of this Data:
The proficiency rate was 61% overall for Math, however we would like to see all grade levels achieve a 60% proficiency rate for this year. We saw some growth in 6th and 7th grades: the 6th grade group of students went from 52% to 59% proficiency rate and the 7th grade group went from 49% to 67%. We also made growth with our EL and SWD subgroups. We will take a look at what's working in the grades that made gains and also look at what improvements or supports are needed to improve our scores.
How the School will Evaluate the Progress of this Goal:
We will use student data from the SBAC/CAASPP, MARS assessments, student work, and informal observations to evaluate the progress of this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Teachers will develop lessons from Bridges and CPM curriculum during grade level collaboration with a focus on problem solving and critical thinking skills.	August-June	Teachers Principal/VP Math Lead Math Specialist Innovations Lead	Combo Support Aides	2000-2999: Classified Personnel Salaries	District Funded LCFF - Base	7,870
2.2 Collaborate with district to provide opportunities for teachers to engage in district grade level collaboration focused on the EnVision, CPM, and SVM1 curriculum.	August-June	Teachers Principal/VP District Staff Math Lead Innovations Lead			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Math Specialist				
2.3 Teacher will use and analyze student assessments to guide instruction and monitor student progress.	August-June	Teachers Principal/VP Math Lead Math Specialist			District Funded	
2.4 Provide teachers with site release time to observe model teachers, review curriculum plans, and design units focused on the EnVision, CPM, and SVMJ curriculum.	August-June	Teachers Principal/VP Math Lead Math Specialist	Release time for teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	1285
2.5 Utilize volunteers, Pacifica School Volunteers, and Homework Center to support students.	August-June	Teachers Volunteers Principal/VP	Academic Center Grant Academic Center	1000-1999: Certificated Personnel Salaries	Other LCFF - Base	3,500
2.6 Provide students with experiences to support Math such as computer programs and field trips.	August-June	Teachers Principal/VP Math Lead Innovation Lead Math Specialist	Supplemental Curriculum, Field Trips, Student Agendas	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11,450
2.7 Opportunities for professional development focused on developing STEM and 21st century skills focused on math will be shared with teachers.	August-June	Math Lead Innovations Lead Math Specialist Principal/VP			District Funded	
2.8 Develop plans for target students with SST, 504, IEP plans.	August-June	Special Ed. Dept. Teachers Principal/VP			District Funded	
2.9 In addition to ST Math and Brain Pop, we will investigate more math intervention opportunities.	August-June	Teachers Principal/VP Math Lead Innovations Lead Math Specialist			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.10 The Math Lead, Innovations Lead, and Math Specialist will support teachers with math instruction and curriculum.	August-June	Teachers Principal/Vp Math Specialist Math Lead	District Funded			

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

SUBJECT: School Climate
LEA GOAL:
LCAP GOAL 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
SCHOOL GOAL #3:
Decrease the number of students who are chronically absent by 30% (5 students) as measured by our attendance data in Synergy.
Data Used to Form this Goal:
Synergy (attendance)
Findings from the Analysis of this Data:
For the 2015-16 school year we had 16 students who were chronically absent (missing 10% or more of the school year). We hope to decrease that number through our process of sending out parent notifications and working with families to make improvements. We will also continue our efforts in maintaining a positive school climate to ensure that all students feel comfortable coming to school everyday.
How the School will Evaluate the Progress of this Goal:
We will use the data from Synergy and California Healthy Kids Survey to help assess our progress.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Student leadership opportunities for upper and/or middle school grades: Peer Helpers, Mentoring/Tutoring Program, Big Buddy/Little Buddy Program, Family Days, Community Service, etc.	August-June	Counselor Teachers/Staff Principal/VP				
3.2 We will have a consistent school wide discipline system with a focus on positive behavior interventions. There will be school wide incentives for primary and upper grade	August-June	Principal/VP Teachers/Staff Counselor			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students.						
3.3 Provide individual and group counseling services, crisis counseling, social skill groups, and in class workshops/role play.	August-June	Counselor YSB Trainee Principal/VP			District Funded	
3.4 Promote character development and positive interactions across the grade-levels with Family Day, positive messages/banners, peer helpers, incentives, and character education.	August-June	Teachers/Staff Counselor Principal/VP			District Funded	
3.5 Maintain a positive school climate through assemblies, structured games, class workshops, and interventions. Common Sense Media curriculum in grades 2, 4, and 6.	August-June	Teachers/Staff Playworks Facilitator Innovation Lead Counselor Principal/VP	Positive School Climate	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) District Funded	2,000
3.6 Provide a variety of during and after school programs to assist/enrich personal growth in areas of interest (Electives, Music K-5, Band 6-8, Psychomotor K-5, PE 6-8, vAcademy, Art K-8, Garden)	August-June	PTO Teachers Principal/VP	PEF Music 4th-5th Band Enrichments Psychomotor K-5 Garden Electives	 5000-5999: Services And Other Operating Expenditures 2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	Other District Funded Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) LCFF - Base Other LCFF - Base	 36,700 12,700 2,000 11,600
3.7 Promote engagement and communication with families through the Vallemar Information Packet (VIP) a web-based email service, Jupiter	August -June	Teachers/Staff PTO Principal/VP	Website management	1000-1999: Certificated Personnel Salaries	LCFF - Base	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grades (6th -8th grade), Parent/Teacher Conferences, Back to School Night, Open House, newsletters/blogs/websites/Edmodo from teachers, flyers about family events/trainings and fundraisers, bulletin boards, PTO meetings, and office support.			Elna Flynn tickets, Weekly VIP Communication	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) District Funded	860
3.8 Opportunities for special needs students to be mainstreamed into general education for parts of the day or school-wide events. Opportunities for reverse mainstreaming for general education students.	August-June	Teachers/Staff Principal/VP				
3.9 Create a positive and safe climate at recess through the use of Playworks/Structured games.	August-June	Teachers/Staff Principal/VP Volunteers	School Assistant/Playworks Kinder Practice Lunch	2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF - Base LCFF - Base	10,300 200
3.10 Create a safe environment by having a crossing guard at crosswalk before and after school. Promote alternative, safe ways to get to school (Lower Your Carbon Footprint, SRTS Bike Rodeo).	August-June	Crossing Guard Teachers SRTS Coordinator Principal/VP	Crossing Guard	2000-2999: Classified Personnel Salaries	LCFF - Base	10,000
3.11 Vice Principal will work with teachers, students, and parents to support students who are chronically absent in developing a support plan for improvement.	August-June	Vice Principal Teachers Counselor				

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	16,190.00
2000-2999: Classified Personnel Salaries	LCFF - Base	40,870.00
5000-5999: Services And Other Operating	LCFF - Base	11,800.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,330.00
5000-5999: Services And Other Operating	Other	2,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	24,100.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	39,560.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	68,860.00
LCFF - Supplemental	11,330.00
Other	2,000.00
Parent Teacher Association/Parent Faculty Club	63,660.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	16,190.00
2000-2999: Classified Personnel Salaries	52,200.00
4000-4999: Books And Supplies	24,100.00
5000-5999: Services And Other Operating Expenditures	53,360.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,885.00
Goal 2	24,105.00
Goal 3	86,860.00

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:

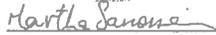
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Monica Lobao	X				
Barbara Fascenda			X		
Michael Bobrowicz (RSP Teacher)		X			
Laura Vuskovic (6th Grade)		X			
Ashley Carter (4th Grade)		X			
Lynda Brocchini (Parent Council Rep)				X	
Toby Larson				X	
Fran Hardcastle				X	
Connor Murphy (8th Grade)					X
Hyacinth Sandagata (8th Grade)					X
Numbers of members of each category:	1	3	1	3	2

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):

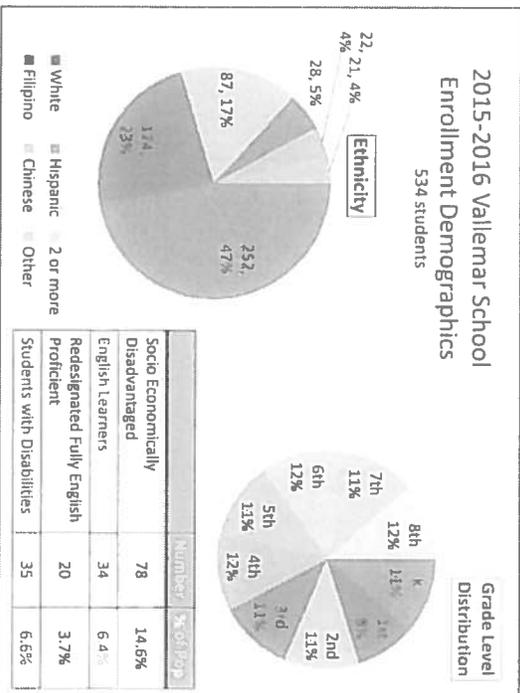
State Compensatory Education Advisory Committee	_____
	Signature
English Learner Advisory Committee	_____
	Signature
Special Education Advisory Committee	_____
	Signature
Gifted and Talented Education Program Advisory Committee	_____
	Signature
District/School Liaison Team for schools in Program Improvement	_____
	Signature
Compensatory Education Advisory Committee	_____
	Signature
Departmental Advisory Committee (secondary)	_____
	Signature
<input checked="" type="checkbox"/> Other committees established by the school or district (list)	_____
Instructional Leadership Team	 _____ 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 10-3-2016.

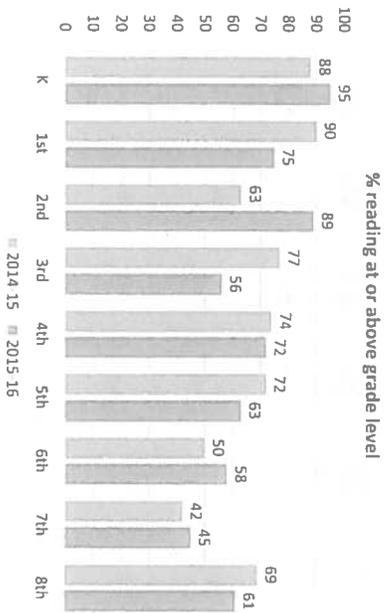
Attested:

Monica Lobao		10/17/16	
Typed Name of School Principal	Signature of School Principal	Date	
Lynda Brocchini		10/17/16	
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date	

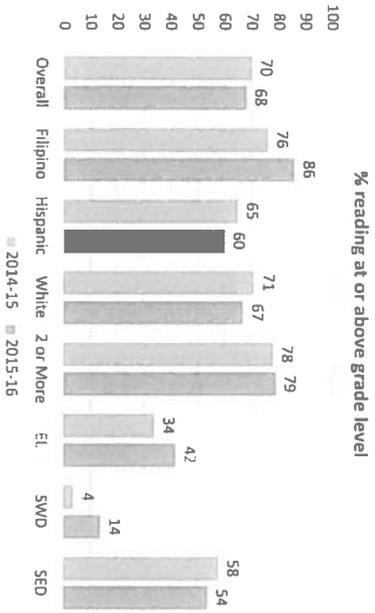
2016 Vallemar School Data Summary

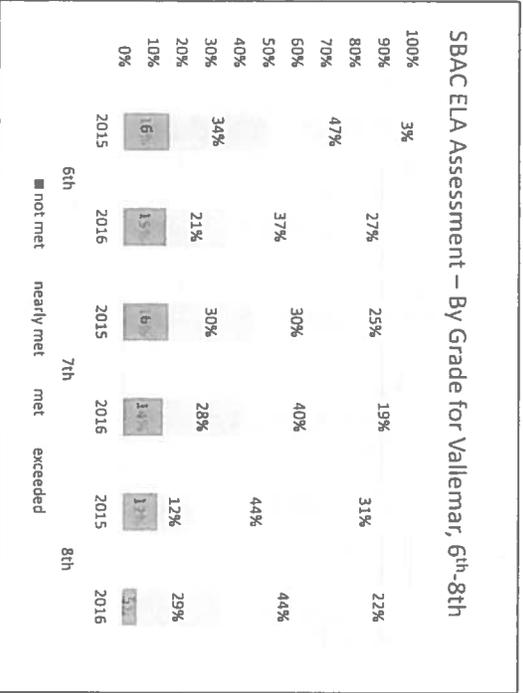
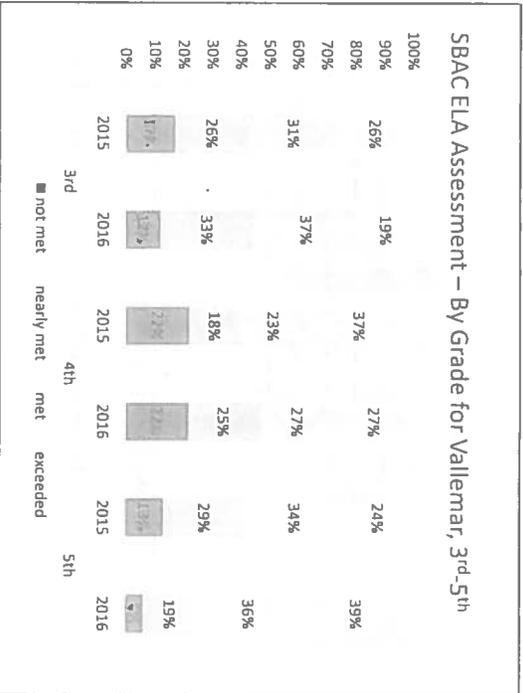


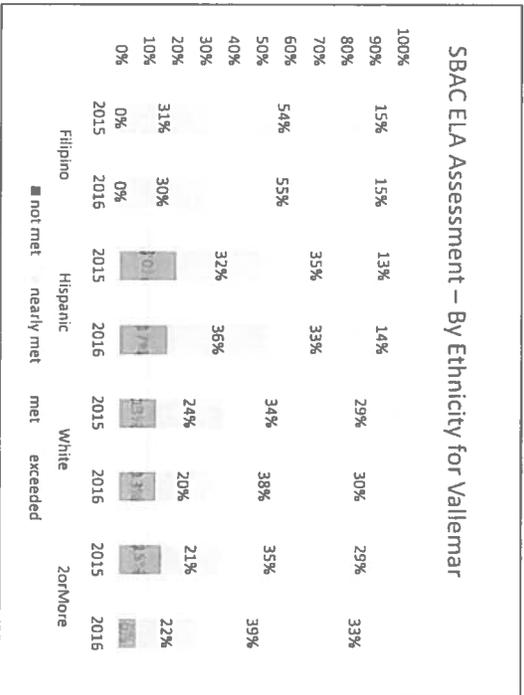
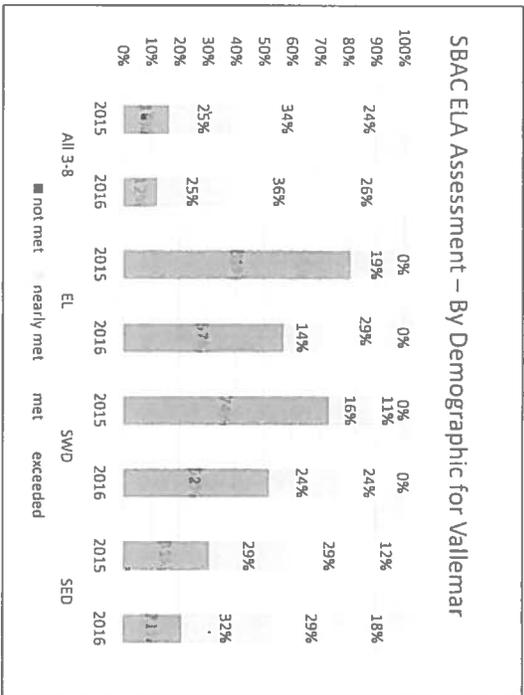
DRA2 Reading Assessment – By Grade for Vallemar

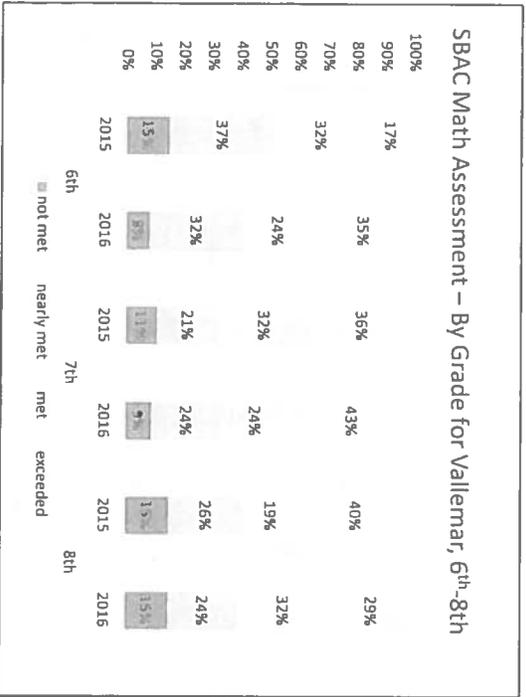
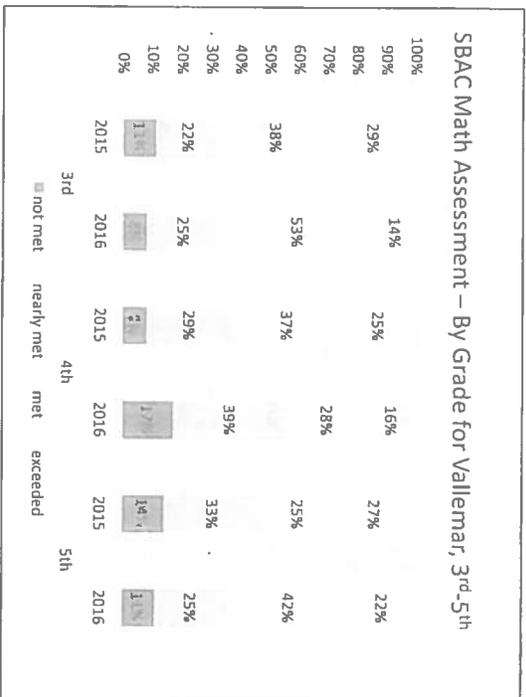


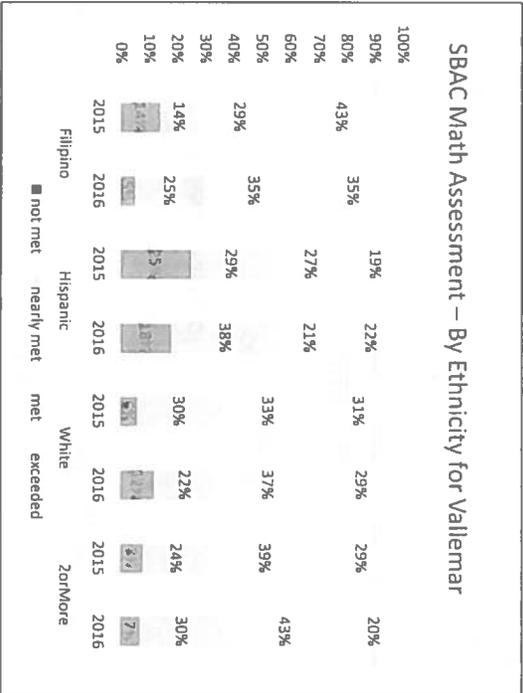
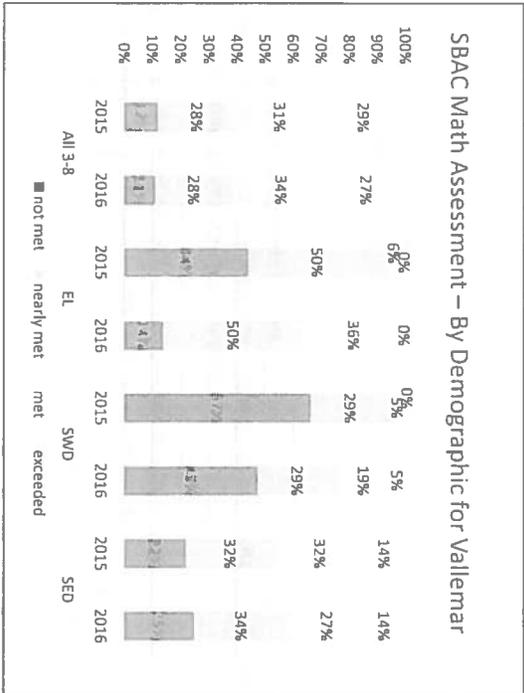
Reading Assessment – By Demographic for Vallemar, K-8













Pacifica School District
Preliminary 2016-2017 Site Allocations

Vallemar School

Enrollment * **534** *CALPADS 2015-16
 Underrepresented **103**

<u>Resource Code</u>	<u>Description</u>	<u>2015-2016</u>	<u>2016-17 Alloc.</u>	<u>TOTAL</u>
		<u>Carryover</u>		
0000/0101	General Fund	\$ 7,876	\$ 25,098	\$ 32,974
0342	SPSA Base Funding	\$ 10,177	\$ 58,740	\$ 68,917
0000/0341	SPSA -Supplemental Funds		\$ 11,330	\$ 11,330
9010/0131	Sch Mini Grant	\$ 26,346		\$ 26,346
6690/361	TUPE		\$ 370	\$ 370
TOTAL			\$ 139,937	\$ 139,937

Allocation Formulas:

General Fund allocation = \$45 + 5% = \$47/student (Examples: Xerox paper, pencils, crayons, writing journals, printing, food)

SPSA Allocation \$105 + 5% = \$110/student (includes book replacement)

Supplemental Alloc. : -\$105 + 5% = \$110/Unduplicated Count----Underrepresented

2015-16 Board approved 5% annual increase for Site Funding.

2016-17 - SPSA Base of \$9000 (School Safety Climate) was added to the school assistant staffing ratios

Staffing ratios were increased by 2 hours per site