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 16, 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:

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The District Governing Board approved this revision of the SPSA on November 15,2017.

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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 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**		
	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	62	56	59	59	52	55	59	52	55	95.2	92.9	93.2
Grade 4	60	65	58	60	64	52	60	64	52	100.0	98.5	89.7
Grade 5	65	66	63	62	64	63	61	64	63	95.4	97	100
Grade 6	61	64	55	60	63	49	58	62	49	98.4	98.4	89.1
Grade 7	58	61	59	57	58	58	57	58	58	98.3	95.1	98.3
Grade 8	51	62	59	49	60	56	48	59	56	96.1	96.8	94.9
All Grades	357	374	353	347	361	333	343	359	333	97.2	96.5	94.3

* 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	2439.0	2434.9	2444.5	27	19	36.36	31	37	27.27	25	33	14.55	17	12	21.82			
Grade 4	2490.0	2474.2	2466.4	37	27	23.08	23	27	21.15	18	25	30.77	22	22	25.00			
Grade 5	2527.9	2555.5	2527.0	24	39	33.33	34	36	34.92	27	19	11.11	13	6	20.63			
Grade 6	2516.2	2557.8	2579.4	3	27	36.73	45	37	34.69	33	21	24.49	15	15	4.08			
Grade 7	2573.0	2567.4	2588.7	25	19	29.31	30	40	39.66	30	28	17.24	16	14	13.79			
Grade 8	2617.3	2609.4	2637.3	31	22	33.93	45	44	53.57	12	29	8.93	10	5	3.57			
All Grades	N/A	N/A	N/A	24	26	32.13	34	36	35.44	25	25	17.42	16	12	15.02			

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	31	23	30.91	46	56	43.64	24	21	25.45
Grade 4	32	20	26.92	47	61	46.15	22	19	26.92
Grade 5	30	31	30.16	48	53	50.79	23	16	19.05
Grade 6	12	26	38.78	57	55	55.10	31	19	6.12
Grade 7	33	31	41.38	44	48	39.66	23	21	18.97
Grade 8	44	36	50.00	44	46	41.07	13	19	8.93
All Grades	30	28	36.34	48	53	45.95	23	19	17.72

Writing Producing clear and purposeful writing								
	% Above Standard			**% At or Near Standard**			**% Below Standard**		
Grade Level	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	20	13	29.09	54	71	49.09	25	15	21.82
Grade 4	30	22	28.85	52	63	48.08	18	16	23.08
Grade 5	38	48	60.32	54	48	23.81	8	3	15.87
Grade 6	5	42	40.82	71	44	46.94	24	15	12.24
Grade 7	39	31	48.28	49	57	41.38	12	12	10.34
Grade 8	42	34	53.57	50	54	42.86	8	12	3.57
All Grades	29	32	44.14	55	56	41.44	16	12	14.41

Listening Demonstrating effective communication skills								
	% Above Standard			**% At or Near Standard**			**% Below Standard**		
Grade Level	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	32	13	27.27	63	77	61.82	5	10	10.91
Grade 4	17	23	7.69	68	63	80.77	15	14	11.54
Grade 5	15	31	25.40	77	56	57.14	8	13	17.46
Grade 6	16	16	34.69	76	69	59.18	9	15	6.12
Grade 7	11	19	36.21	68	66	51.72	21	16	12.07
Grade 8	23	31	28.57	69	64	64.29	8	5	7.14
All Grades	19	23	26.73	70	65	62.16	11	12	11.11

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			**% At or Near Standard**			**% Below Standard**		
Grade Level	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	22	15	29.09	59	71	47.27	19	13	23.64
Grade 4	37	25	15.38	42	53	57.69	22	22	26.92
Grade 5	36	59	31.75	57	39	50.79	7	2	17.46
Grade 6	14	39	40.82	78	52	55.10	9	10	4.08
Grade 7	35	24	34.48	44	66	46.55	21	10	18.97
Grade 8	33	31	51.79	63	63	44.64	4	7	3.57
All Grades	29	33	33.93	57	57	50.15	14	11	15.92

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**		
	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	62	56	59	59	52	55	56	51	55	95.2	92.9	93.2
Grade 4	60	65	58	60	64	52	59	64	52	100.0	98.5	89.7
Grade 5	65	66	63	63	64	62	63	64	62	96.9	97	98.4
Grade 6	61	64	55	60	63	49	60	62	49	98.4	98.4	89.1
Grade 7	58	61	59	57	58	58	56	58	58	98.3	95.1	98.3
Grade 8	51	62	60	48	60	56	47	59	56	94.1	96.8	93.3
All Grades	357	374	354	347	361	332	341	358	332	97.2	96.5	93.8

* 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**		
	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	2461.2	2453.6	2473.8	27	14	41.82	37	53	29.09	20	25	18.18
Grade 4	2502.4	2478.0	2507.2	25	16	19.23	37	28	46.15	28	39	28.85
Grade 5	2529.5	2538.0	2535.3	27	22	22.58	25	42	37.10	33	25	27.42
Grade 6	2536.5	2578.4	2586.2	17	35	36.73	32	24	32.65	37	32	24.49
Grade 7	2603.9	2611.1	2632.8	35	43	51.72	32	24	29.31	21	24	17.24
Grade 8	2618.3	2603.7	2619.6	42	29	35.71	19	32	33.93	23	24	23.21
All Grades	N/A	N/A	N/A	28	27	34.64	31	34	34.64	27	28	23.19

(Note: the table above also includes a "% Standard Not Met" section with columns 14-15, 15-16, 16-17:)

Grade Level	% Standard Not Met 14-15	15-16	16-17
Grade 3	10	8	10.91
Grade 4	8	17	5.77
Grade 5	14	11	12.90
Grade 6	15	8	6.12
Grade 7	11	9	1.72
Grade 8	15	15	7.14
All Grades	12	11	7.53

	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	50	39	58.18	38	53	27.27	13	8	14.55
Grade 4	31	23	34.62	51	44	46.15	19	33	19.23
Grade 5	27	31	45.16	46	41	32.26	27	28	22.58
Grade 6	35	42	57.14	33	31	28.57	32	27	14.29
Grade 7	54	55	60.34	32	28	29.31	14	17	10.34
Grade 8	40	34	39.29	32	46	41.07	28	20	19.64
All Grades	39	37	49.10	39	40	34.04	22	23	16.87

	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	32	27	47.27	57	63	38.18	11	10	14.55
Grade 4	32	22	28.85	56	50	57.69	12	28	13.46
Grade 5	30	28	25.81	52	59	56.45	17	13	17.74
Grade 6	15	42	44.90	62	47	36.73	23	11	18.37
Grade 7	46	50	51.72	43	38	43.10	11	12	5.17
Grade 8	45	44	53.57	43	42	37.50	13	14	8.93
All Grades	33	35	41.87	52	50	45.18	15	15	12.95

	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	41	29	41.82	48	63	40.00	11	8	18.18
Grade 4	29	25	46.15	53	52	44.23	19	23	9.62
Grade 5	21	30	25.81	62	63	50.00	17	8	24.19
Grade 6	18	37	28.57	67	45	55.10	15	18	16.33
Grade 7	41	47	44.83	50	45	53.45	9	9	1.72
Grade 8	47	31	35.71	38	59	57.14	15	10	7.14
All Grades	32	33	37.05	54	54	50.00	14	13	12.95

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	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	20	25	50	60	50	25	20		25					25	
2	20	29	***	60	57		20	14	***						***
3	***	33	***		17			33	***					17	
4		***	25	60	***	25	40		25			25			
5	***	33			50	***		17							
6	***		17		***	33		***	33			17			
7		25			50	***	***	25	***	***					
8				***	***	***		***			***				
Total	26	26	29	43	39	32	26	18	29	4	8	7		8	4

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	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				60	30		40	40			20			10	
1	33	25		50	50		17							25	
2	17	29		50	57		33	14							
3	***	33			17		***	33						17	
4		40		50	40		50	20							
5	***	29			57			14							
6	***				***		***	***						***	
7	***	25			50		***	25		***					
8				***	***			***			***				
Total	26	20		38	41		32	24		3	6			8	

Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)

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:	
Our ELA goal school wide is to increase the average distance from standard met by 5 points (+30 to +35).	
Data Used to Form this Goal:	
SBAC/CAASPP, Fountas and Pinnell, Record of Reading, Teacher's College Writing Assessments, Student Work, and Informal Observations	
Findings from the Analysis of this Data:	
The proficiency rate improved from 62% to 70% overall for ELA. We made a gain of 6 points in our distance from standard met going from +24 to +30. We saw growth in all grade levels except 4th and 5th grade which had a decrease. We made growth with our 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, Fountas and Pinnell, 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 monthly grade level planning time on Wednesdays to review curriculum plans, and design units of study integrating all aspects of Balanced Literacy.	August -June	Teachers Principal/VP Humanities Specialist Humanities Lead				
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) Combo Field Trip Subs	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) District Funded Foundation LCFF - Base	12,100 540
1.7 Provide support to struggling readers in primary grades with small reading pull-out groups. For upper	August -June	Teachers Volunteers Principal/VP	Para Educator	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,270

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grades provide support for students using Pacifica School Volunteers and Homework Center.			Para Educator	1000-1999: Certificated Personnel Salaries	LCFF - Base	3,730
			Academic Center Grant		Other	
			Academic Center	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,545
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 AEI 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:	
Our math goal school wide is to increase the average distance from standard met by 5 points (+32 to +37).	
Data Used to Form this Goal:	
SBAC/CAASPP, district benchmark assessments, student work, and informal observations.	
Findings from the Analysis of this Data:	
The proficiency rate improved from 60% to 69% overall for Math. We made a gain of 15 points in our average distance from standard met going from +17 to +32. All of our grade levels reached at least 60% proficiency this past year, so we'd like to continue our growth. We had a slight decrease in 5th grade and with our ELL subgroup. We made growth with our SED 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, district benchmark 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	8300
2.2 Collaborate with district to provide opportunities for teachers to engage in district grade level collaboration focused on the math	August-June	Teachers Principal/VP District Staff Math Lead			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
curriculum.		Innovations Lead 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 monthly grade level planning time on Wednesdays to review curriculum plans, and design units focused on the math curriculum.	August-June	Teachers Principal/VP Math Lead Math Specialist				
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	 1,545
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 Combo Field Trip Subs	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) LCFF - Base	11,100 540
2.7 Opportunities for professional development focused on developing STEAM 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			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Innovations Lead Math Specialist				
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

<div align="center">

School Goal #3

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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:
Our goal is to have our students feel connected to school as measured by a reduction in chronically absent students.
Data Used to Form this Goal:
Synergy, Data Zone, and Panorama Student Survey
Findings from the Analysis of this Data:
We had an increase in the number of students who are chronically absent despite our efforts. We went from 4% to 5% chronically absent. 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, Data Zone, 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	1,500
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		Other	
			Band		District Funded	
			Enrichments	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	30,000
			Psychomotor K-5	2000-2999: Classified Personnel Salaries	LCFF - Base	13,000
			Garden	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,000
			Electives	5000-5999: Services And Other Operating Expenditures	LCFF - Base	5,900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Electives	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	12,000
			Technology	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	3,160
			Planning Time	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,340
3.7 Promote engagement and communication with families through the Vallemar Information Packet (VIP) a web-based email service, Jupiter 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.	August -June	Teachers/Staff PTO Principal/VP	Website management	1000-1999: Certificated Personnel Salaries	LCFF - Base	500
			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	2000-2999: Classified Personnel Salaries	LCFF - Base	10,000
			Kinder Practice Lunch	5000-5999: Services And Other Operating Expenditures	LCFF - Base	200
3.10 Create a safe environment by having a crossing guard at crosswalk	August-June	Crossing Guard Teachers	Crossing Guard	2000-2999: Classified Personnel Salaries	LCFF - Base	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
before and after school. Promote alternative, safe ways to get to school (Lower Your Carbon Footprint, SRTS Bike Rodeo).		SRTS Coordinator Principal/VP				
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	16,860.00
2000-2999: Classified Personnel Salaries	LCFF - Base	37,300.00
5000-5999: Services And Other Operating	LCFF - Base	6,100.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	9,270.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	26,360.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	45,360.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
LCFF - Base	60,260.00
LCFF - Supplemental	9,270.00
Parent Teacher Association/Parent Faculty Club	71,720.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	16,860.00
2000-2999: Classified Personnel Salaries	46,570.00
4000-4999: Books And Supplies	26,360.00
5000-5999: Services And Other Operating Expenditures	51,460.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,305.00
Goal 2	21,485.00
Goal 3	86,460.00

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		
Ashley Carter (4th Grade)		X			
Laura Vuskovic (6th Grade)		X			
Tim Paulsen (Parent Council)				X	
Kimberly Scearce-Levie				X	
Tas Suvunnachuen				X	
Grace Dekermenjian					X
Ellie Grubb					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)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
X	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 9-18-17.

Attested:

Monica Lobao
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Tim Paulsen
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date