

# School Plan for Student Achievement (SPSA) Template

[Addendum 1](#): Regulatory requirements [Addendum 2](#): General instructions.

[Appendix A](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#)

School Name	Peter Pendleton Elementary School		
CDS Code	33736766031710		
Revision Date			
Contact Name and Title	Humberto Alvarez Principal	Email and Phone	halvarez@cvusd.us 760-398-0178
The District Governing Board approved this revision of the SPSA on			

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

## School Profile

Peter Pendleton Elementary School provides instruction for students in grades K-6. During the 2017-18 school year, a total of 564 students were enrolled. The school's enrollment for 2017-18 was comprised of 94.2% free and reduced price meal students, 13.9% students with disabilities, and 58.5% English Learners, and consisted of the following number of students per grade level:

Transitional Kindergarten - 12  
 Kindergarten - 60  
 First Grade - 66  
 Second Grade - 79  
 Third Grade - 61  
 Fourth Grade - 66  
 Fifth Grade - 72  
 Sixth Grade - 85

## School Vision

Peter Pendleton School's vision is to promote a safe, secure, and respectful learning environment.

## School Mission

We will commit to rigorous and effective instruction to facilitate high student academic performance. Instructional strategies will be enhanced through group collaboration, including data analysis and progress monitoring. We will consistently engage in relevant professional development for the advancement of our school vision.

**SPSA Highlights:** Identify and briefly summarize the key features of this year's SPSA.

Peter Pendleton is receiving Writing Professional Development from RCOE as coordinated by CVUSD. Each teacher is attending four sessions this school year. The cost of the substitutes is covered by the site. To support the professional development, the site dedicates one of the two professional development hours to writing.

Peter Pendleton is offering READ180 after school for three days a week. The focus of the intervention is our 4th & 5th Grade students that scored below grade level standards.

Provide targeted small group instruction for our students that scored "Standard not Met" on the CAASPP during the school day. This is being accomplished by having a certificated substitute pull-out students score in the high "2" or above on CAASPP.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

We are proudest of our double digit gains in our DF3 in all student groups in 3rd Grade ELA. As a 3rd Grade team, 47% of students met or exceeded the state standard in Math. The Dual Language class in 3rd grade scored 28 points above the DF3.

### GREATEST PROGRESS

Peter Pendleton Elementary												
Grade_3												
33736766031710												
Student Subgroups	ELA						Math					
	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-11.72	-58.80	47.08	Yellow	44%	22%	-9.81	-34.67	24.86	Green	47%	37%
EL	-59.71	-81.56	21.85	Yellow	16%	9%	-44.16	-41.24	-2.92	Yellow	29%	27%
SPED	-89.90	-160.33	70.43	Yellow	10%	0%	-91.20	-166.00	74.80	Yellow	10%	0%
SED	-27.09	-58.97	31.88	Yellow	37%	21%	-17.15	-31.76	14.61	Green	48%	37%
Migrant	-8.20	-53.00	44.80	Yellow	60%	0%	-42.20	-27.67	-14.53	Orange	40%	0%
Read 180	-117.73	-	-	-	0%	-	-95.64	-	-	-	0%	-
Dual Language	-0.22	-84.14	83.91	Green	39%	9%	28.39	-27.45	55.84	Blue	61%	41%
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	-15.08	-58.80	43.73	Yellow	42%	22%	-13.77	-34.67	20.90	Green	45%	37%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-	-	-	-

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

The data indicates that our greatest need is proficiency in math. Specifically, provide intervention to eliminate the widening of the gap between Third Grade and Sixth Grade.

### GREATEST NEEDS

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Peter Pendleton Elementary										
Longitudinal Cohort Analysis										
ELA										
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend
Grade_4	-	-	-58.80	-79.68		-	-	22%	21%	
Grade_5	-	-32.30	-40.39	-55.00		-	35%	28%	24%	
Grade_6	-74.90	-71.98	-70.18	-65.08		16%	23%	24%	25%	
Math										
Cohort Grade 2017-2018	(Year - 3) DF3	(Year - 2) DF3	(Year - 1) DF3	2017-2018 DF3	Trend	(Year - 3) % Met or Exceeded	(Year - 2) % Met or Exceeded	(Year - 1) % Met or Exceeded	2017-2018 % Met or Exceeded	Trend
Grade_4	-	-	-34.67	-81.03		-	-	37%	10%	
Grade_5	-	-7.07	-61.64	-105.42		-	46%	21%	11%	
Grade_6	-49.58	-64.99	-86.51	-106.35		26%	13%	10%	11%	

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Out data indicates that our EL student group in ELA scored two performance levels below the "ALL student" performance. Additionally, our EL student group in Math shows that this student group decreased by -4 points.

## PERFORMANCE GAPS

Peter Pendleton Elementary												
Total												
ELA							Math					
Student Subgroups	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded	Current DF3	Previous DF3	Change in DF3	Academic Indicator	% Met or Exceeded	Previous % Met or Exceeded
All	-55.08	-66.71	11.63	Yellow	28%	22%	-79.13	-80.10	0.97	Orange	19%	18%
EL	-110.47	-113.32	2.85	Red	6%	4%	-115.08	-110.99	-4.08	Red	7%	9%
SPED	-137.22	-160.28	23.06	Orange	3%	0%	-146.03	-192.76	46.73	Orange	3%	0%
SED	-66.11	-68.05	1.94	Orange	24%	22%	-89.49	-81.25	-8.23	Orange	15%	18%
Migrant	-88.22	-116.85	28.63	Orange	22%	5%	-100.28	-119.35	19.07	Orange	17%	0%
Read 180	-133.20	-147.00	13.80	Orange	1%	0%	-138.35	-74.00	-64.35	Red	0%	0%
Dual Language	-70.01	-74.45	4.44	Orange	19%	16%	-75.06	-78.88	3.82	Yellow	17%	18%
American Indian or Alaska Native	-	-	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-	-	-
Black or African American	-	-	-	-	-	-	-	-	-	-	-	-
Filipino	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic or Latino	-55.97	-67.94	11.97	Yellow	28%	22%	-80.30	-81.45	1.15	Orange	18%	18%
Two or More Races	-	-	-	-	-	-	-	-	-	-	-	-
White	-70.50	74.00	-144.50	Red	0%	100%	-97.00	72.67	-169.67	Red	0%	100%

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth.

\* Peter Pendleton Elementary is offering READ180 Intervention after school to assist those students not meeting state standards in ELA.

\* Math Intervention is coordinated with 4-6th Grade teachers so classroom teacher is afforded time to conduct targeted small group instruction in math.

\* All Peter Pendleton Teachers and Administrators are receiving Professional Development in the Writing Standards. Teachers are utilizing the strategies taught in their daily instruction across content.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Title I 2018-19 Preliminary Allocation

\$23,859

LCFF S/C Funding

\$24,516

Other funding: 2017-18 Title I Carry-over (15% allowable)

\$3,695

Other funding: 2018-19 Title I District Parent Involvement

\$3,460

\$55,530

Total Projected funding for SPSA 2018-19

# Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

## Goal 1

Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

1 X 2 3 X 4 5 6 X 7 X 8

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale:                      1-Exploration and Research Phase                      2- Beginning Development                      3- Initial Implementation                      4- Full Implementation                      5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development:                      ELA CCSS: 3                      ELD (Aligned to ELA Standards): 3                      Math CCSS: 3                      Science NGSS: 2                      History- Social Science: 2</p> <p>II. Instructional Materials:                      ELA CCSS: 4                      ELD (Aligned to ELA Standards): 4                      Math CCSS: 4                      Science NGSS: 2                      History- Social Science: 2</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p> <p>I) Professional Development:                      ELA CCSS: 3                      ELD (Aligned to ELA Standards): 3                      Math CCSS: 4                      Science NGSS: 1                      History- Social Science: 2</p> <p>II. Instructional Materials:                      ELA CCSS: 4                      ELD (Aligned to ELA Standards): 4                      Math CCSS: 4                      Science NGSS: 1                      History- Social Science: 2</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>III. Progress Implementing Policies/Programs:            ELA CCSS: 3            ELD (Aligned to ELA Standards): 3            Math CCSS: 3            Science NGSS: 1            History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards:            CTE: 1            Health Education: 1            PE: 3            VAPA: 1            World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 1</p> <p>C) Providing support for teachers on standards they have not mastered: 1</p>	<p>III. Progress Implementing Policies/Programs:            ELA CCSS: 4            ELD (Aligned to ELA Standards): 4            Math CCSS: 4            Science NGSS: 1            History- Social Science:</p> <p>IV. Progress Implementing other adopted academic standards:            CTE: 2            Health Education: 2            PE: 2            VAPA: 1            World Lang: 3</p> <p>V. Engaging with teachers and school administrators for the following activities:</p> <p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>
<p>State Priorities: 4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages &amp; placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>ELA:                      All Students: 33%                      English Learners: 13%                      R-FEPS: 53%                      Migrant: 15%                      Socioeconomically Disadvantaged :33%                      Hispanic/Latino: 32%                      Students with disabilities: 5%</p> <p>MATH:                      All Students: 30 %                      English Learners: 18 %                      R-FEPS: 40 %                      Migrant: 10%                      Socioeconomically Disadvantaged: 28%                      Hispanic/Latino: 28 %                      Students with disabilities: 5 %</p> <p>D. EL progress: 60%</p> <p>E. EL reclassification: 20%</p>	<p>ELA:                      All Students: 28.4%                      English Learners: 6.3%                      R-FEPS: 51.2%                      Migrant: 23.8%                      Socioeconomically Disadvantaged: 28.4%                      Hispanic/Latino: 28.1%                      Students with disabilities: 3%</p> <p>MATH:                      All Students: 19.1%                      English Learners: 7.9%                      R-FEPS: 31.9%                      Migrant: 28.6%                      Socioeconomically Disadvantaged: 19.1%                      Hispanic/Latino: 18.7 %                      Students with disabilities: 3%</p> <p>D. EL progress: %</p> <p>E. EL reclassification: 17.5%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5 by 5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>



**Metric/Indicator****Expected Outcomes****Actual Outcomes**

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Yellow  
 Status: Low  
 Distance/points from 3: -52.6  
 Change: Increased  
 Points change: 10

Math Color: Yellow  
 Status: Low  
 Distance/points from 3: -66.1  
 Change: Increased  
 Points change: 10

2) English Learners:

ELA Color: Yellow  
 Status: Low  
 Distance/points from 3: -58  
 Change: Increased  
 Points change: 7

Math Color: Low  
 Status: Yellow  
 Distance/points from 3: -73.9  
 Change: Increased  
 Points change: 5

3) Migrant:

ELA Color: \_\_\_\_  
 Status: \_\_\_\_\_  
 Distance/points from 3: \_\_\_\_  
 Change: \_\_\_\_\_  
 Points change: \_\_\_\_

Math Color: \_\_\_\_  
 Status: \_\_\_\_\_  
 Distance/points from 3: \_\_\_\_  
 Change: \_\_\_\_\_  
 Points change: \_\_\_\_

Placement on 5 by 5 Grid:

1) All Students:

ELA Color: Yellow  
 Status: Low  
 Distance/points from 3: -55  
 Change: Increased  
 Points change: +11.6

Math Color: Orange  
 Status: Very Low  
 Distance/points from 3: -79.1  
 Change: Maintained  
 Points change: +0.8

2) English Learners:

ELA Color: Red  
 Status: Very Low  
 Distance/points from 3: -110.5  
 Change: Maintained  
 Points change: +2.85

Math Color: Red  
 Status: Very Low  
 Distance/points from 3: -115.1  
 Change: Maintained  
 Points change: -0.4

3) Migrant:

ELA Color: Orange  
 Status: Very Low  
 Distance/points from 3: -88.2  
 Change: Increased Significantly  
 Points change: +28.6

Math Color: Orange  
 Status: Very Low  
 Distance/points from 3: -100.3  
 Change: Increased Significantly  
 Points change: +19.1

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.7 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -75.7 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.2 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -74.5 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -132.8 Change: Increased Points change: 7</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Orange Status: Low Distance/points from 3: -66.1 Change: Maintained Points change: +1.9</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -89.5 Change: Declined Significantly Points change: -8.2</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -56 Change: Increased Points change: +12.0</p> <p>Math Color: Orange Status: Low Distance/points from 3: -80.3 Change: Maintained Points change: +1.2</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -137.2 Change: Increased Significantly Points change: +23.1</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Math Color: Orange Status: Very Low Distance/points from 3: -171.1 Change: Increased Points change: 5	Math Color: Orange Status: Very Low Distance/points from 3: -146.0 Change: Increased Significantly Points change: +46.7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1A. Training for teachers and Administrators in the areas of ELA, Math, ELD, AVID, Growth Mind Set, PBIS... \$20,000 LCFF S/C	1A. Training for teachers and Administrators was provided in the areas of ELA, Math, ELD, and AVID.	1A. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20,000	1A 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 13,148.84
1B. Subs will be hired to cover classes to allow teachers to collaborate, look at data, and plan for intervention as well as to attend trainings in ELA, Math, and ELD. \$5,782 Title I	1B. Subs were hired to cover classes to allow teachers to collaborate, look at data, and plan for intervention as well as to attend trainings in ELA, Math, and ELD.	1B 1000-1999: Certificated Personnel Salaries Title I 5,782	1B 1000-1999: Certificated Personnel Salaries Title I 3,071.35
1C. Extra services/stipend for teachers providing support in different areas such as GATE, Spelling Bee, Science Fair, SST's, Parent workshops... \$3,957 LCFF S/C	1C. Extra services/stipend for teachers provided support in different areas such as GATE, Spelling Bee, Science Fair, SST's, Parent workshops.	1C 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,957	1C 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,957
1D. Scholastics supplemental materials for students grades K-6th to support standard based instruction. \$3,500 Title I	1D. Scholastics supplemental materials for students grades K-6th supported standard based instruction.	1D 4000-4999: Books And Supplies Title I 3,500	1D 4000-4999: Books And Supplies Title I 4,020.03
1E. Copies from copy center to provide supplemental materials for teachers to support standard based	1E. Copies from copy center provided supplemental materials	1E 4000-4999: Books And Supplies Title I 3,000	1E 4000-4999: Books And Supplies Title I 357.26
		1F 4000-4999: Books And Supplies LCFF - Supplemental 1,400	1F 4000-4999: Books And Supplies LCFF - Supplemental 1,400
		1G 5000-5999: Services And Other Operating Expenditures Title I 10,000	1G 5000-5999: Services And Other Operating Expenditures Title I 9,520
		1H 4000-4999: Books And Supplies Title I 2,200	1H 4000-4999: Books And Supplies Title I 0
		1I 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000	1I 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>instruction. \$3,000 Title I</p> <p>1F. Books And Supplies - Showbie computer program for students in grades 1st-6th. \$1,400 LCFF S/C</p> <p>1G. Purchase 60 licenses for Rosetta Stone to provide extra support to our English Learners CELDT levels 1-3. \$10,000 Title I</p> <p>1H. 40 Headphones with microphone for computer lab for students to use during Rosetta Stone. \$2,200 Title I</p> <p>1I. Subs will be hired to cover classes to allow teachers to collaborate, look at data, and plan for intervention as well as to attend trainings in ELA, Math, and ELD. \$2,000 LCFF S/C</p>	<p>for teachers to support standard based instruction.</p> <p>1F. Books And Supplies - Showbie computer program for students in grades 1st-6th.</p> <p>1G. Purchased 60 licenses for Rosetta Stone to provide extra support to our English Learners CELDT levels 1-3.</p> <p>1H. 40 Headphones with microphone for computer lab for students were used during Rosetta Stone.</p> <p>1I. Funds were not used for Subs to be hired to cover classes to allow teachers to collaborate, look at data, and plan for intervention as well as to attend trainings in ELA, Math, and ELD.</p>		

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>All actions were implemented in full or partially. Training was provided in areas of AVID, Math and ELA CCSS, ELD, and PBIS. Subs were hired to allow time for teachers to be trained and collaborate with each other. Scholastic Magazines were purchased and teachers used them in daily lessons. Rosetta Stone licenses were used with English Learners in grades 1st, 2nd and 3rd and headphones were also purchased for students to be able to use the Rosetta Stone Program. Showbie Computer program was purchased and used daily in some classrooms.</p>
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<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.</p>	<p>The actions that were effective were AVID, as it provided strategies for students to use in note taking, training provided in Math, ELA and ELD Standards, also hiring substitute teachers to cover classes, so teachers could receive training or collaborate on best teaching practices.</p>
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Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to schedule conflicts and difficulties securing substitutes, not all funds in the training for teachers/administrators were spent. As for item 1H, headphones were not purchased with categorical funds. For item II, substitutes were not funded through categorical dollars.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

# Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

## Goal 2

X	1	2	3	4	5	6	7	8

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:</p> <p>1. Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated Good with 95%</p> <p>Restrooms: Rated Good with 95%</p>	<p>1.Basic Services</p> <p>A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency</p> <p>B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):</p> <p>Overall: Rated ____ with %</p> <p>Restrooms: Rated ____ with %</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2A. Monthly inspections of facilities will be conducted by Administrator and custodian to check for cleanliness and proper operation.	2A. Monthly inspections of facilities will be conducted by Administrator and custodian to check for cleanliness and proper operation	2A None Specified None Specified 0	2A None Specified None Specified 0

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Inspections of facilities were conducted by Administrator and custodian at different times throughout the year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Inspections of facilities conducted by Administrator and custodian at different times throughout the year were effective in assuring a grade of "Good" during the Williams inspection.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No money amount was allotted for this activity.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

No changes were made to this goal.

# Annual Update 2018-19

SPSA Year Reviewed: 2017-18

[CA Data Dashboard](#)

## Goal 3

	1	2	X 3	4	X 5	X 6	7	8

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making</p> <p>C) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 3rd grade for at least 25 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SSC, ELAC, and FIAT.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will attend our parenting workshops as measured by sign in sheets.</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 3rd grade for at least 25 families.</p> <p>B) Seeking input from parents in decision making: We met quorum for at least 6 times a year for the following parent committees: SSC, ELAC, and FIAT.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) attended our parenting workshops as measured by sign in sheets.</p>
<p>State Priority: 5-Pupil Engagement</p> <p>A. School Attendance</p> <p>B. Chronic Absenteeism</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 97%</p> <p>B. Chronic Absenteeism rate: 10%</p>	<p>5-Pupil Engagement</p> <p>A. School Attendance rate: 95.30%</p> <p>B. Chronic Absenteeism rate: 11.80%</p>



Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>6-School Climate</p> <p>A. Pupil suspension rate</p> <p>B. Pupil expulsion rate</p> <p>C. California Healthy Kids School Survey</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 2%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>	<p>6-School Climate</p> <p>A. Pupil suspension rate: 5%</p> <p>B. Pupil expulsion rate: 0%</p> <p>C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3A. Necessary materials and copies will be purchased/made for parent workshops, trainings, and for parent involvement. \$2,197 Title I</p> <p>3B. Extra services will be available for Parent Liaison to provide support to our families. \$1,000 Title I</p>	<p>3A. Necessary materials and copies will be purchased/made for parent workshops and trainings for parent involvement.</p> <p>3B. Extra services will be available for Parent Liaison to provide support to our families</p>	<p>3A 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2,197</p> <p>3B 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,000</p>	<p>3A 4000-4999: Books And Supplies Title I Part A: Parent Involvement 0</p> <p>3B 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 302.68</p>

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

No materials were needed since District provided the Parenting Partners materials. Extra services were paid to our Parent Liaison to participate and present at parent workshops.

Use actual annual measurable outcome data, including performance data from the CA School Dashboard, as applicable.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the school.

Paying extra services to our Parent Liaison was effective since that allowed her to participate and present during the parent workshops and still maintain her regular schedule in the Parent Center.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

District provided the materials needed for the Parenting Partners workshops, so none of the money allotted for materials was used. We did not use all the money allotted for extra services for the parent Liaison because we approved the use of that money in January and half of the trainings had already been offered.

Describe any changes made to this 2016-17 goal, expected outcomes, metrics, or actions and services to achieve this goal as a result. Include specific examples of how these changes have led to improved student performance. Identify where those changes can be found in the SPSA.

No changes were made

# Stakeholder Engagement

SPSA Year

2018–19

## INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Analysis?

- SSC regularly throughout the 2017-18 school year to provide data-based feedback and recommendations for the SPSA.
- Feedback was received from school leadership team
- Feedback and input on the SPSA was received at Staff meetings throughout the 2017-18 school year.
- Data was analyzed with District Personnel

## IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these stakeholders impact the SPSA for the upcoming year?

Stakeholders provided feedback and recommendations that will be considered.

### 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
Humberto Alvarez	X				
Carmina Campos			X		
Anita Thomas		X			
Beth Davis		X			
Teresa Quintanar		X			
Frances Mendez				X	
Sandra Ramirez				X	
Nidia Flores				X	
Blanca Hernandez				X	
Alma Perez				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

# Goals, Actions, & Services 2018-19

## Strategic Planning Details and Accountability

New	X Modified	Unchanged
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### Goal 1

**LEA Goal:** Increase student achievement and other pupil outcomes to prepare all students for college, career and citizenship in the 21st Century.

**School Goal:** The overall percentage of Peter Pendleton Elementary School students meeting/exceeding the standards in mathematics will increase by 6% as measured by the CAASPP.  
The overall percentage of Peter Pendleton Elementary School students meeting/exceeding the standards in English Language Arts will increase by 2% as measured by the CAASPP.

State and/or Local Priorities Addressed by this goal:

STATE	1	X 2	3	X 4	5	6	X 7	X 8
COE	9	10						
LOCAL								

Identified Need

Our greatest need in English Language Arts (ELA) is in 6th grade where our 6th grade students are scoring at 81.1 points distance from three (DF3). Another area of concern in ELA was the performance by our 5th grade students who even though they improved from last year it was still at 70.2 points away from level 3. Our greatest need in Math is 6th grade where our students scored 121.6 points away from level 3. Another area of concern in Math is in 4th grade where students performance went from scoring 5.4 points away from level 3 in 3rd grade to 61.6 points away from level 3 in 4th grade.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged 2018-19	X Modified Unchanged 2019-20
<p>State Priority: 2- Implementation of State standards: CVUSD will use the proposed Option 2: Reflection Tool from CA Dashboard.</p> <p>CA Dashboard Reflection Tool rating scale: 1-Exploration and Research Phase 2- Beginning Development 3- Initial Implementation 4- Full Implementation</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p> <p>Rate your school</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p>	<p>2-Implementation of State standards: Use CA Dashboard Reflection Tool rating scale.</p>

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>5- Full Implementation and Sustainability.</p> <p>I) Professional Development: Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum framework</p> <p>II. Instructional Materials: Rate in making instructional materials that are aligned to CCSS and/or curriculum frameworks identified in all classrooms where the subject is taught.</p> <p>III. Progress Implementing Policies/Programs: Rate progress in implementing policies or programs to support staff in identifying adopted academic standards and/or curriculum frameworks (e.g. Collaboration, focused classroom walkthroughs, teacher pairing).</p> <p>IV. Rate the School's progress in Implementing standards for CTE/Health/PE/VAPA/World Language.</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 2 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>II. Instructional Materials: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 4 Science NGSS: 1 History- Social Science: 1</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 2 ELD (Aligned to ELA Standards): 2 Math CCSS: 2 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 2 VAPA: 1 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 3 ELD (Aligned to ELA Standards): 3 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 1 PE: 3 VAPA: 1 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 3 Science NGSS: 1 History- Social Science: 1</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 2 PE: 3 VAPA: 1 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>	<p>Rate your school</p> <p>I) Professional Development: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 2 History- Social Science: 2</p> <p>II. Instructional Materials: ELA CCSS: 5 ELD (Aligned to ELA Standards): 5 Math CCSS: 5 Science NGSS: 3 History- Social Science: 3</p> <p>III. Progress Implementing Policies/Programs: ELA CCSS: 4 ELD (Aligned to ELA Standards): 4 Math CCSS: 4 Science NGSS: 2 History- Social Science: 2</p> <p>IV. Progress Implementing other adopted academic standards: CTE: 1 Health Education: 2 PE: 4 VAPA: 1 World Lang: 2</p> <p>V. Engaging with teachers and school administrators for the following activities:</p>

	Baseline reflects most recent data from associated metric/indicator		X Modified Unchanged	X Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>A) Identifying professional learning needs for teachers and staff as a whole:</p> <p>B) Identifying professional learning needs for individual teachers and staff:</p> <p>C) Providing support for teachers on standards they have not mastered:</p> <p>VI. EL access to Common Core and ELD Standards.</p>	<p>A) Identifying professional learning needs for teachers and staff: 3</p> <p>B) Identifying professional learning needs for individual teachers and staff: NA</p> <p>C) Providing support for teachers on standards they have not mastered: NA</p>	<p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 1</p> <p>C) Providing support for teachers on standards they have not mastered: 1</p>	<p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 2</p> <p>C) Providing support for teachers on standards they have not mastered: 2</p>	<p>A) Identifying professional learning needs for teachers and staff: 4</p> <p>B) Identifying professional learning needs for individual teachers and staff: 3</p> <p>C) Providing support for teachers on standards they have not mastered: 3</p>
<p>State Priorities: 4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC assessments (3-8 met or exceeded percentages &amp; placement on CA 5 by 5 Grid)</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. 2016-2017 SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 22.5%</p> <p>English Learners: 2.7%</p> <p>R-FEPS: 42.8%</p> <p>Migrant: 4.8%</p> <p>Socioeconomically Disadvantaged: 22.5%</p> <p>Hispanic/Latino: 21.8%</p> <p>Students with disabilities: 0%</p> <p>MATH:</p> <p>All Students: 19.6%</p> <p>English Learners: 8.2%</p> <p>R-FEPS: 29.5%</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 33%</p> <p>English Learners: 13%</p> <p>R-FEPS: 53%</p> <p>Migrant: 15%</p> <p>Socioeconomically Disadvantaged :33%</p> <p>Hispanic/Latino: 32%</p> <p>Students with disabilities: 5%</p> <p>MATH:</p> <p>All Students: 30 %</p> <p>English Learners: 18 %</p> <p>R-FEPS: 40 %</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 35%</p> <p>English Learners: 13%</p> <p>R-FEPS: 61%</p> <p>Migrant: 28%</p> <p>Socioeconomically Disadvantaged: 38%</p> <p>Hispanic/Latino: 38%</p> <p>Students with disabilities: 8%</p> <p>MATH:</p> <p>All Students: 29%</p> <p>English Learners: 28%</p>	<p>4-Pupil Achievement &amp; 8-Other Pupil Outcomes:</p> <p>A. SBAC: Percentage of students meeting or exceeding standards on SBAC for:</p> <p>ELA:</p> <p>All Students: 43%</p> <p>English Learners: 23%</p> <p>R-FEPS: 71%</p> <p>Migrant: 33%</p> <p>Socioeconomically Disadvantaged: 48%</p> <p>Hispanic/Latino: 48%</p> <p>Students with disabilities: 13%</p> <p>MATH:</p> <p>All Students: 39%</p> <p>English Learners: 38%</p> <p>R-FEPS: 50%</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	X Modified Unchanged	X Modified Unchanged
	Baseline		2018-19	2019-20
<p>D. EL progress (% of EL students improving 1 CELDT Proficiency Level)</p> <p>E. EL reclassification</p>	<p>Migrant: 0% Socioeconomically Disadvantaged: 18.4% Hispanic/Latino: 17.6% Students with disabilities: 0%</p> <p>D. EL progress: 51.2%</p> <p>E. EL reclassification: 9.4%</p>	<p>Migrant: 10% Socioeconomically Disadvantaged: 28% Hispanic/Latino: 28 % Students with disabilities: 5 %</p> <p>D. EL progress: 60%</p> <p>E. EL reclassification: 20%</p>	<p>R-FEPS: 40% Migrant: 35% Socioeconomically Disadvantaged : 29% Hispanic/Latino: 28% Students with disabilities: 10%</p> <p>D. EL progress: 70%</p> <p>E. EL reclassification: 30%</p>	<p>Migrant: 45% Socioeconomically Disadvantaged: 39% Hispanic/Latino: 38% Students with disabilities: 15%</p> <p>D. EL progress: 80%</p> <p>E. EL reclassification: 40%</p>
<p>State Priority: 7-Course Access</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Placement on CA 5by5 Grid</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p> <p>2016-17 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -62.6 Change: Maintained Points change: 3.0</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -76.1 Change: Maintained Points change: 3.1</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>	<p>7-Course Access:</p> <p>B. Programs/Services developed and provided to unduplicated pupils: Percentage of students meeting or exceeding standards on SBAC</p>



**Baseline reflects most recent data from associated metric/indicator**

**X Modified Unchanged**

**X Modified Unchanged**

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>2015-16 Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -68.3 Change: Increased Points change: 8.6</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -84.5 Change: Maintained Points change: 2.6</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -72 Change: Increased Points change: 7.1</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -83.9 Change: Maintained Points change: 0.8</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -52.6 Change: Increased Points change:10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -66.1 Change: Increased Points change: 10</p> <p>2) English Learners:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -58 Change: Increased Points change: 7</p> <p>Math Color: Low Status: Yellow Distance/points from 3: -73.9 Change: Increased Points change: 5</p> <p>3) Migrant:</p> <p>ELA Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p> <p>Math Color: ____ Status: ____ Distance/points from 3: ____ Change: ____ Points change: ____</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -45.1 Change: Increased Points change:10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -56.1 Change: Increased Points change: 10</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -100 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -105 Change: Increased Points change: 10</p> <p>3) Migrant:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -78 Change: Increased Points change: 10</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -90 Change: Increased Points change: 10</p>	<p>Placement on 5 by 5 Grid:</p> <p>1) All Students:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -35.1 Change: Increased Points change:10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -46.1 Change: Increased Points change: 10</p> <p>2) English Learners:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -90 Change: Increased Points change: 7</p> <p>Math Color: Orange Status: Very Low Distance/points from 3: -95 Change: Increased Points change: 5</p> <p>3) Migrant:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -68 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -80 Change: Increased Points change: 10</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	X Modified Unchanged	X Modified Unchanged	
Metrics/Indicators	Baseline	2017-18	2018-19	
<p>C. Programs/Services developed and provided to individuals with exceptional needs: Percentage of students meeting or exceeding standards on SBAC or CAA</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -68.7 Change: Increased Points change: 9.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -85.7 Change: Maintained Points change: 3</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -68.2 Change: Increased Points change: 9.3</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -84.5 Change: Maintained Points change: 3.2</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: None Status: Very Low Distance/points from 3: -146.8 Change: Maintained Points change: 3.4</p>	<p>4) Socioeconomically Disadvantaged:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.7 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -75.7 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -54.2 Change: Increased Points change: 7</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -74.5 Change: Increased Points change: 5</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -132.8 Change: Increased Points change: 7</p>	<p>4) Socioeconomically Disadvantage:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -55 Change: Increased Points change: 11</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -79 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -45 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -70 Change: Increased Points change: 10</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -125 Change: Increased Points change: 12</p>	<p>4) Socioeconomically Disadvantage:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -45 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -69 Change: Increased Points change: 5</p> <p>5) Hispanic/Latino:</p> <p>ELA Color: Yellow Status: Low Distance/points from 3: -35 Change: Increased Points change: 10</p> <p>Math Color: Yellow Status: Low Distance/points from 3: -60 Change: Increased Points change: 10</p> <p>C. Programs/Services developed and provided to individuals with exceptional needs:</p> <p>1) Students with disabilities: Placement on 5 by 5 Grid:</p> <p>ELA Color: Orange Status: Very Low Distance/points from 3: -115 Change: Increased Points change: 10</p>

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator		X Modified	X Modified
	Baseline	2017-18	Unchanged	Unchanged
	Math Color: None Status: Very Low Distance/points from 3: -181.1 Change: Decreased Significantly Points change: -15.8	Math Color: Orange Status: Very Low Distance/points from 3: -171.1 Change: Increased Points change: 5	2018-19 Math Color: Orange Status: Very Low Distance/points from 3: -136 Change: Increased Points change: 10	2019-20 Math Color: Orange Status: Very Low Distance/points from 3: -126 Change: Increased Points change: 10

**PLANNED ACTIONS / SERVICES**

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

**ACTIONS/SERVICES**

**2018-19**

New	X Modified	Unchanged
Increase student achievement.		

**2018-19**

Amount	\$10,500.00
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	5800: Professional/Consulting Services And Operating Expenditures RCOE Contract to provide Professional Development to certificated staff
Amount	\$11,827.20
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Subs to cover teachers so that teachers may attend the Writing Professional Development.

**PLANNED ACTIONS / SERVICES**

Amount	\$11,023.76
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Subs to cover teachers so that teachers may attend professional development.
Amount	\$1,754.12
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extra services for certificated collaboration.
Amount	\$434.68
Source	LCFF Supplemental/Concentration 0701
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extra services to provide parent workshops.

**Action 2**

<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>					
<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

**ACTIONS/SERVICES**

**2018-19**

New	Modified	Unchanged
Offer after school Read180 Intervention support.		

**2018-19**

Amount	\$8,015.46
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extra services to provide Reading Intervention Support using the READ180 program after school.

PLANNED ACTIONS / SERVICES

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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**2018-19**

New	Modified	Unchanged
Team planning for student intervention.		

**2018-19**

Amount	\$638.92
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extra services for an Intervention Planning Support Team Lead teacher.
Amount	\$1,356.00
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Subs to cover teachers that will be collaboratively planning targeted instruction.

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<a href="#">Students to be Served</a>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income
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**2018-19**

New	Modified	Unchanged
Small group targeted instruction.		

**PLANNED ACTIONS / SERVICES**

**2018-19**

Amount	\$5,518.86
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Substitute to assist with enrichment so that classroom teacher can provide targeted instruction to students not meeting math standards.

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

**2018-19**

New	Modified	Unchanged
Material to support standard based instruction.		

**2018-19**

Amount	\$1,000.00
Source	Title I 3010
Budget Reference Expenditure Description	4000-4999: Books And Supplies Copies to provide supplemental material to support standard based instruction.

# Goals, Actions, & Services 2018-19

## Strategic Planning Details and Accountability

New	X Modified	Unchanged
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### Goal 2

**LEA Goal:** Improve conditions of learning in a fiscally solvent and operationally efficient manner.

**School Goal:** The overall cleanliness of our school will improve from a fair score to a good score with an overall percentage score of 95%. Also, the overall cleanliness of our restrooms will improve from a fair score to a good score with a 95% score as measure by the facility Inspection tool and Williams Visit.

State and/or Local Priorities Addressed by this goal:

STATE	X	1	2	3	4	5	6	7	8
COE		9	10						
LOCAL									

Identified Need

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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	Modified Unchanged		Modified Unchanged
	Baseline	2017-18	2018-19	2019-20
State Priority: 1. Basic Services  A. Access to Curriculum- Aligned Instructional Materials: Williams Report  B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT) report on Restrooms and Overall School Rating	1.Basic Services  A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency  B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):  Overall: Rated Fair with 88.46%  Restrooms: Rated Fair with 81.67%	1.Basic Services  A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency  B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):  Overall: Rated Good with 95%  Restrooms: Rated Good with 95%	1.Basic Services  A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency  B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):  Overall: Rated good with 95%  Restrooms: Rated Good with 95%	1.Basic Services  A. Access to Curriculum- Aligned Instructional Materials: Williams Report 100% Textbook Sufficiency  B. Safe, Clean and Functional School Facilities: Facilities Inspection Tool (FIT):  Overall: Good rating with 95%  Restrooms: Good rating with 95%

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator		Modified	Modified
	Baseline	2017-18	Unchanged 2018-19	Unchanged 2019-20

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
<u>Students to be Served</u>	X All	English Learners	Students with Disabilities	Foster Youth	Low Income

ACTIONS/SERVICES

**2018-19**

New	Modified	Unchanged
Daily/Weekly monitoring of school campus by Administration and school staff to ensure a safe, clean learning environment for all students and staff.		

**2018-19**

Budget Reference Expenditure Description	Bi-weekly inspections will be conducted by the Principal/Assistant Principal and Head Custodian to ensure safe and clean conditions of facilities.
Budget Reference Expenditure Description	Monthly meetings between Administration and custodians will take place to ensure that materials and or cleaning supplies are in stock as well as to revise schedules to check for productivity and effectiveness.

Action **2**

ACTIONS/SERVICES

**2018-19**



# Goals, Actions, & Services 2018-19

## Strategic Planning Details and Accountability

New	X Modified	Unchanged
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### Goal 3

**LEA Goal:** Increase engagement and collaboration among students, parents, staff and community members.

**School Goal:** Parent Engagement will increase by 10% as measured by parent sign ins and our parent involvement survey.

State and/or Local Priorities Addressed by this goal:

STATE	1	2	X 3	4	X 5	X 6	7	8
COE	9	10						
LOCAL								

Identified Need

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### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline reflects most recent data from associated metric/indicator	2017-18	Modified Unchanged 2018-19	Modified Unchanged 2019-20
<p>State Priority:3- Parental Involvement</p> <p>A) CVUSD will use the proposed Option 1: Survey from CA Dashboard (LEA administers a local survey to parents/guardians in at least one grade within each grade span):</p> <p>B) Seeking input from parents in decision making</p> <p>C) Promoting Parental Participation:</p>	<p>3- Parental Involvement</p> <p>A)We Administered a Parent Survey in 3rd grade for at least 25 families.</p> <p>B) Seeking input from parents in decision making: We met quorum 6 times a year for the following parent committees: SSC, and FIAT.</p> <p>C) Promoting Parental Participation: 5 % of our parent population (unduplicated) attended our</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 3rd grade for at least 25 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SSC, ELAC, and FIAT.</p> <p>C) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 3rd and 4th grades for at least 50 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SSC, ELAC, and FIAT.</p> <p>C3) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will</p>	<p>3- Parental Involvement</p> <p>A) Administer Parent Survey in 3rd -5th grades for at least 75 families.</p> <p>B) Seeking input from parents in decision making: We will meet quorum for at least 6 times a year for the following parent committees: SSC, ELAC, and FIAT.</p> <p>C3) Promoting Parental Participation: At least 5 percent of our parent population (unduplicated) will</p>

	Baseline reflects most recent data from associated metric/indicator		Modified Unchanged	Modified Unchanged
Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	parenting workshops as measured by sign in sheets.	attend our parenting workshops as measured by sign in sheets.	attend our parenting workshops as measured by sign in sheets.	attend our parenting workshops as measured by sign in sheets.
State Priority: 5-Pupil Engagement A. School Attendance B. Chronic Absenteeism	5-Pupil Engagement A. School Attendance rate: 95.4% B. Chronic Absenteeism rate: 11.6%	5-Pupil Engagement A. School Attendance rate: 97% B. Chronic Absenteeism rate: 10%	5-Pupil Engagement A. School Attendance rate: 97.5% B. Chronic Absenteeism rate: 9%	5-Pupil Engagement A. School Attendance rate: 98% B. Chronic Absenteeism rate: 8%
6-School Climate A. Pupil suspension rate B. Pupil expulsion rate C. California Healthy Kids School Survey	6-School Climate A. Pupil suspension rate: 3% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 2% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS.	6-School Climate A. Pupil suspension rate: 1% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS	6-School Climate A. Pupil suspension rate: 0% B. Pupil expulsion rate: 0% C. California Healthy Kids School Survey: Analyze site data and set goals based on CHKS

PLANNED ACTIONS / SERVICES

Action **1**

ACTIONS/SERVICES

Amount	\$1,899.65
Source	Title I 3010
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Extra services for certificated person to conduct parent workshops.

PLANNED ACTIONS / SERVICES

Amount	\$1,561.35
Source	Title I 3010
Budget Reference Expenditure Description	2000-2999: Classified Personnel Salaries Extra services will be available for Parent Liaison to provide support to our families.

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### 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 School 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

English Learner Advisory Committee

Special Education Advisory Committee

Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

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 .

Attested:

Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

**SPSA Annual Evaluation**

School Name: Peter Pendleton Elementary School School Year: 2017-18

<b>SPSA Goal</b>	<b>SPSA Strategies/Actions</b>	<b>What is Working?</b>	<b>What is Not Working?</b>	<b>Modifications Based on Evaluation Results</b>

## SPSA Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2018-19	2018-19 Total
All Funding Sources	55,530.00	55,530.00
LCFF Supplemental/Concentration 0701	24,516.00	24,516.00
Title I 3010	31,014.00	31,014.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Object Type**

<b>Object Type</b>	<b>2018-19</b>	<b>2018-19 Total</b>
All Expenditure Types	55,530.00	55,530.00
1000-1999: Certificated Personnel Salaries	42,468.65	42,468.65
2000-2999: Classified Personnel Salaries	1,561.35	1,561.35
4000-4999: Books And Supplies	1,000.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	10,500.00	10,500.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19</b>	<b>2018-19 Total</b>
All Expenditure Types	All Funding Sources	55,530.00	55,530.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	14,016.00	14,016.00
1000-1999: Certificated Personnel Salaries	Title I 3010	28,452.65	28,452.65
2000-2999: Classified Personnel Salaries	Title I 3010	1,561.35	1,561.35
4000-4999: Books And Supplies	Title I 3010	1,000.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	10,500.00	10,500.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2018-19</b>	<b>2018-19 Total</b>
<b>Goal 1</b>	52,069.00	52,069.00
<b>Goal 3</b>	3,461.00	3,461.00

\* Totals based on expenditure amounts in goal and annual update sections.

**SPSA Addendums**