School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Park View Elementary School	39686500108035	2-7-2019	

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

District survey summaries are available at riponusd.net. See the Local Control Accountability Plan surveys results.

Classroom Observations

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

Formal classroom observations are conducted in accordance with Ripon Unified District Teacher Association contract which included 4 times per year for probationary teachers and two times per year for permanent status teachers during their evaluation year cycle. Informal classroom observations take place each week across all grade levels. The formal and informal classroom observations highlight the need for a continued focus on the development of designated and integrated ELD instruction in all classrooms. While content objectives are consistently in place, there is a need for consistent language objectives as well.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

- Students in grades 5 & 8 will take the field test for the California Science Test (CAST). Additionally, students in grades 3-8 will take the Smarter Balanced (SBAC) test (CAASPP) in English Language Arts and Math.
- All English Language Learners TK/Kindergarteners and students new in California took the initial English Language Proficiency Assessments for California (ELPAC) this year. In addition, they will take the field test for the ELPAC.
- In grades K-8, teachers use district benchmark assessment data to drive instruction.
- In grades K-3, students are assessed using Aimsweb for purposes of planning to modify instruction. In grades 3-8, the Renaissance Learning Enterprise version of Accelerated Reader, Star Reading and Star Math Programs are used to monitor and assess student growth. Star Reading and Math tests are administered a minimum of 4 times per year and will be used to monitor student growth.
- Staff analyzes results of the above assessments. Benchmark Data is used to modify and improve the academic program and improve overall student achievement. We have a Student Data Review Team comprised of the Principal, resource specialist, and regular classroom teachers. The team may also include the Director of Student Services, district psychologist or nurse. The team uses member input and assessment results to identify and prioritize under-performing students' needs in an attempt to ensure that affected students receive a complete and coordinated program of instruction that includes necessary adaptations and/or modifications.
- Site grade level meetings are held to make program modifications to ensure it aligns with Common Core State Standards (CCSS). Teachers integrate necessary supplemental materials into the program to address CCSS.
- Teachers prepare and implement intervention plans for under-performing students based on assessments.
- English Learners are provided small group and individualized instruction, in addition to SDAIE methods by CLAD teachers and Bilingual aides. Teachers and aides use assessment data to plan and provide for this instruction.
- Results from the SBAC assessment are reviewed to monitor individual student and grade level achievement. Results may be used to note strengths and weaknesses using the disaggregated data provided.

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

Aimsweb and Star Enterprise will be used for student progress monitoring with the intent of adjusting instruction to meet the needs of our students. District Benchmarks are used four times a year to assess student progress toward meeting grade level standards. Grade level and/or grade span meetings are held to review student progress and make adjustments to instruction as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

There are no teacher mis-assignments for 2018-2019.

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

All RUSD teachers previously received instructional materials and professional development provided by a knowledgeable and experienced provider for the SBE-adopted basic core mathematics and Reading Language Arts programs. Teachers continue to attend conferences/workshops in CCSS math, science(NGSS), Technology, and ELA instructional strategies. Extensive training is provided with each new adoption.

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

Staff development is determined by individual, site, and district needs. The purpose of the professional development activities is to build capacity among faculty and staff to improve student learning. Professional development plans are written at the district, site and individual teacher levels. New plans are written and submitted each year. All the plans have common threads and stem from the goals listed in the district plan (LCAP). Current areas of focus include continued alignment of instructional materials to the Common Core State Standards by developing common instructional practices to support student mastery of the CCSS. Technology is used as an instructional and professional tool. Formative assessment data will be used to identify instructional needs of all students, including; ELL, Hispanic, Socio-Economically Disadvantaged and Special Needs students in order to develop instructional practices/programs that will result in positive growth and close the growth gap when compared to the total student population. Technology, ELD, math and science cadres have been developed to train teacher leaders in these areas. Site and district leaders support and encourage teachers to strengthen their curriculum, teaching strategies and student assessment practicum by attending staff development opportunities including cadres and collaboration days, workshops, in-services, classes and institutes. Both teachers and administrators are involved in training and all training is based on student developmental needs. District and site funding support this ongoing professional learning goal. Teachers are expected to be involved in the development of the site and district educational program in order to gauge its effectiveness on student achievement. District and grade level cluster groups meet to collaborate on standard based curriculum, share "best teaching practices", and review student benchmark assessments and performance to check growth, making adjustments as needed. Parents are made aware of standards requirements at each grade level at parent teacher conferences. Specific strategies are developed at that time to aid each student in the achievement of standards.

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

Principals observe classroom lessons and provide feedback and guidance for improving instruction. Site cluster meetings and district grade level meetings and trainings offer opportunities for teachers to share and learn from each other. The elementary sites use benchmark data and formative assessments managed through Aimsweb and Star Enterprise, in order to monitor instruction so that we can improve the success of all students.

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

TK-8 teachers meet for grade level collaboration and/or site meetings designed to be professional learning communities. During these and Student Data Review Team meetings teachers review benchmark assessment data and look for overall trends in student learning. Teachers have the opportunity to learn from each other through collaboration. Teacher leaders are developed through training and participation in district NGSS, ELD, technology and math cadres. Cadre teachers share/train site peers in development of strategies and curriculum in the targeted cadre areas.

Teaching and Learning

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

The focus of Ripon Unified School District's vision is to increase student achievement. All students receive curriculum and instruction aligned to CCSS. All students receive curriculum, instruction and materials from programs and/or strategies shown to increase student achievement. Students who do not meet standards at their grade level will be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement. Plans are designed to address the student's area of need in order to meet state standards. Grades K-5 used a standardized report card. Grades 6-8 use letter grades in subject areas using an online grading program. Parents have access to student grades in "real" time.

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

California Department of Education recommended instructional minutes for core instruction in Reading and Language Arts:

- Kindergarten: 60 minutes
- Grades one through three: 2.5 hours
- Grades four through six: 2.0 hours
- Grades seven through eight: 1 to 2 hours

All students receive at least the daily instructional minutes recommended by the CDE in the area of Reading/Language Arts.

California Department of Education recommended instructional minutes for core instruction in Mathematics:

- Kindergarten: 30 minutes
- Grades one through six: 60 minutes
- Grades seven through eight: 50-60 minutes

All students receive at least the daily instructional minutes recommended by the CDE in the area of Mathematics.

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

During grade level meetings, Student Data Review Team Meetings, and regular progress monitoring, teachers discuss grade level standards and student progress towards meeting the standards. Interventions for students with gaps are implemented as needed and progress is monitored on a regular basis. For students in the Response to Intervention program, student progress is monitored every two weeks.

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

Ripon Unified School District utilizes curriculum from state approved lists. Standards based materials are used by teachers to supplement and enhance curriculum. Aimsweb, Star Enterprise and CAASPP assessments are used and aligned with the new CCSS. Common Assessments are embedded in all State approved adoptions and the curriculum. State Standards are addressed throughout the textbooks and curriculum. Student self-assessment is built into all curricular areas. Parents receive copies of the new Common Core Standards at Parent Teacher conferences or Back-to-School Night. Students are made aware of the standards they are expected to master in the classrooms through textbooks, posters, handbooks and their teachers.

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

TK-5 teachers use McGraw Hill's "Wonders" reading program for core instruction in English Language Arts (ELA). In grades 6-8, the ELA program is McGraw Hill's "Study Sync". "Wonders" also includes math for TK. My Math is the core math program used in grades K-2 and Math in Focus is the core math program for grades 3-8. Intervention materials include READ 180, Math 180, System 44, Horizons, Language for Learning and core curriculum supplemental materials.

Opportunity and Equal Educational Access

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

- Our schools have a Response to Intervention and Learning Center program that works to monitor all students and provide intervention when necessary. The goal is always to assist under-performing students in meeting the California Common Core State Standards and keep them at grade level.
- The Student Study Team meets regularly to review individual student performance levels and make recommendations for student success.
- The Student Data Review Team meets twice yearly to address the needs of students in all areas.

Evidence-based educational practices to raise student achievement

- Differentiated instruction is provided for all students at all the grade levels.
- Accelerated Reader and Star Enterprise Reading are available in grades 2-8.
- In grades 2-8, the Accelerated Reading Program is available to monitor and assess student growth in reading fluency and basic comprehension. AR results are available to parents on-line.
- In grades K-3, students participate in tier 2 and 3 intervention, Aimsweb is used for assessing and for planning to modify instruction.
- In grades 3-8, the Renaissance Learning Enterprise version of Accelerated Reader, Star Reading and Star Math Programs are used to monitor and assess student growth.
- Star Reading and Star Math tests are administered a minimum of 4 times per year and will be used to monitor student growth.
- Teachers in grades TK-8 continue participating in staff development to improve skills in best practices, checking for understanding, other teaching strategies, data disaggregation, peer collaboration, and other professional learning and community outreach techniques, to improve student achievement and close the achievement gap between all student subgroups. Current areas of focus include training in instructional strategies to support student mastery of the Common Core State Standards, integrating technology as an instructional and professional tool, using formative assessment data to identify instructional needs of all student groups; ELL, Hispanic, Socio-Economically Disadvantaged, and Special Needs students, in order to develop instructional practices that will result in positive growth and close the growth gap when they are compared to the total student population.
- Administrator and teachers will continue to participate in data collection and disaggregation.
- Technology is integrated into the curriculum through the use of document readers, projectors, student and teacher iPads, educational applications and software, computer lab, whiteboard projection systems, cameras, and the internet.
- Students produce a daily morning news program that is viewed through the internet in each classroom.
- Students in grades 4-8 participate in enrichment classes to allow for student exploration of interests.

Parental Engagement

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

- The School Site Council (SSC) has ongoing input into school programs. The SSC also obtains and considers the input of the school community. The SSC uses this information to assist in assessing the effectiveness of the school plan.
- The Parent Faculty Club (PFC) supports students' learning by providing financial support to the Accelerated Reader and Star Enterprise Reading. The Parent Faculty Club supports technology to assist under-achieving students, i.e. computer lab funding, classroom computers, and projectors and document readers, and iPads in classrooms. The Parent Faculty Club provides for educational field trips at each grade level. Volunteers support informal student needs, classrooms, and technology.
- Teachers have been trained in a drug awareness program, Too Good for Drugs, and teach the course yearly.
- Students may participate in one of two after school programs, Ripon Afterschool Program (RAP) or Give Every Child A Chance After School Tutoring, both of which provide homework help.
- Local churches provide adult mentors for students both during the day and after school. One program is Kid's Hope that has been well received by both parents and teachers.
- The San Joaquin Public Library has made available the local librarian to make classroom visits and/or prepare special class presentations at the local branch of the library. On-line homework help is available 24 hours a day to students through the library.
- The Lions Club offers financial support to the campus as needed, and in addition provides glasses and optical exams to children in need.
- The English Learner's Advisory Committee (ELAC) provides input and support to EL students and programs. ELAC studies available data regarding the academic performance of the students. It assists in assessing the effectiveness of the EL school program and the School Plan for Student Achievement..
- Through the San Joaquin County Co-op, "Give Every Child A Chance" has formed an official school partnership and offers tutoring to students receiving "D" or "F" grades on a regular basis in all subjects. Special Education students qualify for help automatically and are given priority placement. The program also offers students an opportunity to become tutors and thereby help other students, allowing them to give back to the community and test out a possible career path.
- The third grade classes participate in Agventure, a San Joaquin County program in which students learn about local land and make a connection with agriculture.
- Parents and community members support the school library through the Birthday Book Program.
- Based on assessment data, students participate in tier 2 and 3 intervention programs in the appropriate Learning Centers to raise their achievement level and move them to grade level.

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

School site, district (Parent Advisory Committee and District English Learner Advisory Committee) and community stakeholder groups meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. School site councils and English Learner Advisory Committees exist at all schools. Title 1 schools have additional meetings focused on their school-wide needs. All of these groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All stakeholder input is considered, and adjustments are made to site and district plans, as appropriate.

Funding

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

Title II is used to provide professional development and Title III provides funding for our Limited English Proficient program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students. All students have access to RTI and the Learning Center if they need support beyond the general education classroom.

Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the Single Plan for Student Achievement (SPSA).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

LCAP survey, LCAP district meeting dates:
Healthy kids survey 4th and 7th grades
Classified PBIS/MTSS meeting dates:
Certificated Leadership PBIS/MTSS meeting dates:
Student council meeting dates:
ELAC dates:
PFC meeting dates:
SSC meeting dates:

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.4%	0.43%	1	2	2
African American	0.2%	0.2%	0%	1	1	0
Asian	7.6%	9.3%	8.96%	34	44	42
Filipino	1.6%	3.0%	3.41%	7	14	16
Hispanic/Latino	33.3%	31.5%	32.62%	150	149	153
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	53.8%	52.4%	50.53%	242	248	237
Multiple/No Response	3.3%	0.0%	0%	15	0	0
			Total Enrollment	450	473	469

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	43	44	44
Grade 1	48	44	47
Grade 2	50	51	49
Grade3	51	52	51
Grade 4	47	50	55
Grade 5	55	52	50
Grade 6	58	61	51
Grade 7	32	60	60
Grade 8	66	59	62
Grade 9	0		0
Grade 10	0		0
Grade 11	0		0
Grade 12	0		0
Total Enrollment	450	473	469

Conclusions based on this data:

1. Enrollment is consistent at Park View, with the elimination of our last singleton class in 15-16.

District data reflects the gap between English Learners and our Caucasian demographics. In ELA the percentage of met or exceeded for the 2017-18 SBAC shows EL's at 28% vs 78.53% a gap of 50.53%, compared to their Caucasian counterparts.

2. Park View continues to be a sought after campus in the Ripon Unified School District.

District data reflects the gap between English Learners and our Caucasian demographics. In Math the percentage of met or exceeded for the 2017-18 SBAC shows EL's at 40% vs 74.23% a gap of 34.23%, compared to their Caucasian counterparts.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	48	45	40	10.7%	9.5%	8.5%
Fluent English Proficient (FEP)	31	40	42	6.9%	8.5%	9.0%
Reclassified Fluent English Proficient (RFEP)	16	10	10	28.6%	20.8%	22.2%

Conclusions based on this data:

1. Although Park View's EL population is slightly decreasing, the reclassification percentage is staying stagnant.
2. In the 2018-19 school year Park View began to collect data that demonstrated the lack of consistency in the area of designated ELD time K-8th grade.
3. The implementation of Integrated ELD strategies is also an area for growth and consistency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	53	51	50	53	51	50	53	51	98	100	100
Grade 4	51	50	54	51	49	54	51	49	54	100	98	100
Grade 5	56	51	50	54	51	50	54	51	50	96.4	100	100
Grade 6	57	60	54	56	60	54	56	60	54	98.2	100	100
Grade 7	32	62	58	32	61	58	32	61	58	100	98.4	100
Grade 8	67	60	61	66	60	61	66	60	61	98.5	100	100
All Grades	314	336	328	309	334	328	309	334	328	98.4	99.4	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2477.	2458.	2468.	46	39.62	37.25	42	28.30	31.37	10	15.09	25.49	2	16.98	5.88
Grade 4	2494.	2524.	2520.	31	48.98	50.00	29	34.69	24.07	29	14.29	12.96	10	2.04	12.96
Grade 5	2546.	2532.	2580.	26	25.49	56.00	52	39.22	34.00	13	19.61	8.00	9	15.69	2.00
Grade 6	2580.	2560.	2550.	29	23.33	25.93	45	40.00	31.48	27	26.67	24.07	0	10.00	18.52
Grade 7	2587.	2605.	2610.	22	21.31	29.31	47	52.46	51.72	28	21.31	12.07	3	4.92	6.90
Grade 8	2619.	2649.	2657.	29	41.67	49.18	47	41.67	32.79	20	13.33	16.39	5	3.33	1.64
All Grades	N/A	N/A	N/A	31	32.93	41.16	44	39.82	34.45	21	18.56	16.46	5	8.68	7.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	39.62	25.49	56	43.40	60.78	4	16.98	13.73
Grade 4	31	42.86	50.00	51	51.02	37.04	18	6.12	12.96
Grade 5	30	35.29	42.00	57	52.94	54.00	13	11.76	4.00
Grade 6	27	25.00	25.93	61	56.67	50.00	13	18.33	24.07
Grade 7	34	44.26	50.00	56	42.62	37.93	9	13.11	12.07
Grade 8	39	48.33	54.10	45	41.67	42.62	15	10.00	3.28
All Grades	34	39.22	41.77	54	47.90	46.65	12	12.87	11.59

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	30.19	42.00	56	52.83	52.00	4	16.98	6.00
Grade 4	31	53.06	42.59	55	46.94	40.74	14	0.00	16.67
Grade 5	43	39.22	64.00	46	49.02	32.00	11	11.76	4.00
Grade 6	32	40.00	40.74	66	46.67	48.15	2	13.33	11.11
Grade 7	41	45.90	55.17	53	45.90	36.21	6	8.20	8.62
Grade 8	45	53.33	62.30	47	41.67	34.43	8	5.00	3.28
All Grades	39	43.71	51.38	54	47.01	40.37	7	9.28	8.26

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	32.08	17.65	74	47.17	74.51	2	20.75	7.84
Grade 4	14	28.57	38.89	75	67.35	51.85	12	4.08	9.26
Grade 5	17	17.65	38.00	78	74.51	62.00	6	7.84	0.00
Grade 6	25	21.67	14.81	71	70.00	70.37	4	8.33	14.81
Grade 7	25	21.31	24.14	69	77.05	70.69	6	1.64	5.17
Grade 8	26	38.33	44.26	68	60.00	54.10	6	1.67	1.64
All Grades	22	26.65	29.88	72	66.17	63.72	6	7.19	6.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	45.28	43.14	48	43.40	47.06	6	11.32	9.80
Grade 4	25	42.86	38.89	67	46.94	48.15	8	10.20	12.96
Grade 5	50	41.18	64.00	44	49.02	34.00	6	9.80	2.00
Grade 6	46	36.67	44.44	52	55.00	40.74	2	8.33	14.81
Grade 7	25	45.90	50.00	69	45.90	44.83	6	8.20	5.17
Grade 8	47	56.67	57.38	48	38.33	39.34	5	5.00	3.28
All Grades	41	44.91	49.70	53	46.41	42.38	5	8.68	7.93

Conclusions based on this data:

1. Overall percentage of participation of enrolled students tested is 98.4.
2. Overall achievement percentages show an increase in the "Met" and "Exceeded" categories and decline in the Standard Nearly and Not Met categories in all areas.
3. In the 4th grade, ELA showed a decline of -2 percent in standards "met" or "exceeded".

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	53	51	50	53	51	50	53	51	98	100	100
Grade 4	51	50	54	51	49	54	51	49	54	100	98	100
Grade 5	56	51	50	54	51	50	54	51	50	96.4	100	100
Grade 6	57	60	54	56	60	52	56	60	52	98.2	100	96.3
Grade 7	32	62	58	32	61	58	32	61	58	100	98.4	100
Grade 8	67	60	61	63	60	61	63	60	61	94	100	100
All Grades	314	336	328	306	334	326	306	334	326	97.5	99.4	99.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2491.	2471.	2486.	40	37.74	35.29	48	37.74	49.02	8	11.32	9.80	4	13.21	5.88
Grade 4	2473.	2518.	2506.	8	28.57	33.33	33	42.86	37.04	49	24.49	20.37	10	4.08	9.26
Grade 5	2545.	2518.	2575.	30	21.57	58.00	41	27.45	18.00	22	33.33	18.00	7	17.65	6.00
Grade 6	2581.	2560.	2548.	32	23.33	25.00	29	33.33	26.92	34	33.33	23.08	5	10.00	25.00
Grade 7	2601.	2596.	2623.	31	39.34	44.83	34	16.39	34.48	28	29.51	12.07	6	14.75	8.62
Grade 8	2622.	2663.	2673.	44	60.00	55.74	22	8.33	21.31	21	18.33	18.03	13	13.33	4.92
All Grades	N/A	N/A	N/A	31	35.63	42.33	34	26.95	30.98	27	25.15	16.87	8	12.28	9.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	70	56.60	70.59	26	30.19	19.61	4	13.21	9.80
Grade 4	18	57.14	46.30	57	32.65	33.33	25	10.20	20.37
Grade 5	44	31.37	60.00	48	33.33	26.00	7	35.29	14.00
Grade 6	45	33.33	38.46	36	43.33	32.69	20	23.33	28.85
Grade 7	41	47.54	56.90	34	34.43	32.76	25	18.03	10.34
Grade 8	46	63.33	67.21	33	13.33	29.51	21	23.33	3.28
All Grades	44	48.20	56.75	39	31.14	29.14	17	20.66	14.11

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	48	47.17	41.18	48	35.85	52.94	4	16.98	5.88
Grade 4	12	42.86	37.04	69	48.98	46.30	20	8.16	16.67
Grade 5	37	21.57	54.00	48	49.02	34.00	15	29.41	12.00
Grade 6	39	23.33	21.15	45	66.67	44.23	16	10.00	34.62
Grade 7	44	42.62	51.72	44	39.34	36.21	13	18.03	12.07
Grade 8	43	61.67	55.74	43	25.00	34.43	14	13.33	9.84
All Grades	37	40.12	43.87	49	44.01	41.10	14	15.87	15.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	45.28	64.71	44	45.28	25.49	4	9.43	9.80
Grade 4	10	44.90	37.04	75	42.86	48.15	16	12.24	14.81
Grade 5	31	19.61	54.00	56	54.90	36.00	13	25.49	10.00
Grade 6	39	25.00	32.69	48	53.33	40.38	13	21.67	26.92
Grade 7	50	37.70	34.48	47	47.54	56.90	3	14.75	8.62
Grade 8	41	55.00	50.82	51	31.67	39.34	8	13.33	9.84
All Grades	37	38.02	45.40	54	45.81	41.41	10	16.17	13.19

Conclusions based on this data:

1. Overall percentage of participation of enrolled students tested is 98.4.
2. Overall achievement percentages show an increase in the "Met" and "Exceeded" categories and decline in the Standard Nearly and Not Met categories in all areas.
3. In 4th, 6th and 8th grades, overall Math achievement percentages show a decline of -6, -8 and -1 respectively.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				42

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*					*
Grade 2			*	*	*	*			*
Grade 3			*	*	*	*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*			*	*	*
Grade 7	*	*	*	*					*
Grade 8	*	*							*
All Grades	19	45.24	17	40.48	*	*	*	*	42

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*	*	*			*
Grade 2	*	*	*	*	*	*			*
Grade 3	*	*	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*							*
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*					*
Grade 8	*	*							*
All Grades	26	61.90	*	*	*	*	*	*	42

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*			*
Grade 1	*	*	*	*					*
Grade 2			*	*	*	*			*
Grade 3			*	*	*	*	*	*	*
Grade 4			*	*	*	*	*	*	*
Grade 5	*	*	*	*					*
Grade 6	*	*	*	*			*	*	*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*							*
All Grades	13	30.95	17	40.48	*	*	*	*	42

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	22	52.38	20	47.62			42

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3	*	*	*	*			*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
Grade 6	*	*	*	*			*
Grade 7	*	*					*
Grade 8	*	*					*
All Grades	25	59.52	15	35.71	*	*	42

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2			*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*	*	*	*
Grade 5			*	*			*
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	12	28.57	23	54.76	*	*	42

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 3			*	*			*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*			*
Grade 8			*	*			*
All Grades	17	40.48	24	57.14	*	*	42

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
469	**24.9%**	**8.5%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	40	8.5%
Homeless	8	1.7%
Socioeconomically Disadvantaged	117	24.9%
Students with Disabilities	26	5.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	2	0.4%
Asian	42	9.0%
Filipino	16	3.4%
Hispanic	153	32.6%
Two or More Races	19	4.1%
White	237	50.5%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Park View's needs to improve in the area of Chronic Absenteeism.
2. Through the implementation of MTSS, our efforts are reflected in our Suspension Rate, in 17-18 we moved from yellow to blue status.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
57.5 points above standard	33.9 points above standard	0 Students
Increased 10.1 points	Increased 27.1 points	
324 students	51 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	20.7 points above standard	53.5 points below standard
2 students	Increased 20.2 points	Maintained -1.6 points
	86 students	26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	88.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased 5 points	7 students
		28 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
32.5 points above standard	80.4 points above standard	0 Students	65.1 points above standard
Increased 17.7 points	14 students		Increased 4.3 points
113 students			162 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
38 points below standard	97.8 points above standard	60.5 points above standard
Increased 15 points	Increased 31.2 points	Increased 8.2 points
24 students	27 students	264 students

Conclusions based on this data:

1. Park View continues to make strides in ELA, with an overall increase of 10.1 points.

2. Park View continues to make progress in our state assessments. As noted above our English Learners increased 21.7 points, a difference of 15 points from the previous year; however; the percentage of met or exceeded for the 2017-18 SBAC shows EL's at 28% vs other student groups at 78.53%, a gap of 50.53%. Concluding that there is work to be done to close that gap.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
44.9 points above standard	25.8 points above standard	0 Students
Increased 13.5 points	Increased 30.3 points	
324 students	51 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	5.3 points above standard	55.9 points below standard
2 students	Increased 24.9 points	Increased 21.1 points
	86 students	26 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	105.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased	7 students
		24.7 points	
		28 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
18.5 points above standard	53.1 points above standard	0 Students	48.9 points above standard
Increased	14 students		Increased 7.3 points
17.5 points			
113 students			162 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
37 points below standard	81.5 points above standard	45.5 points above standard
Increased 12.5 points	Increased	Increased 11.7 points
	40.9 points	
24 students	27 students	264 students

Conclusions based on this data:

1. Park View continues to make strides in Math, with an overall increase of 13.5 points.
2. Park View's English Learners increased 30.3 points in the 17-18 state assessments, however; the percentage of met or exceeded for the 2017-18 SBAC shows EL's at 40% vs 74.23% a gap of 34.23%, compared to other student groups. Park View needs to close that achievement gap.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
42	45.2%	40.5%	9.5%	4.8%

Conclusions based on this data:

1. Park View's English Learners are preforming at a high rate of oral language development, the area of need is in writing.
2. Park View has nearly half of English Learners as LTEL's in Level 3, Moderately Developed.
3. Park View also has approximately half of our EL's in Well Developed, Level 4 unable to meet the redesignation process and holding them at an LTEL status. Most of our Level 4 Well Developed students are in the upper grades, therefore, it is extremely difficult to be reclassified and having to transition to high school under the same status.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
4.2% chronically absent	9.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 2.1%	Increased 7.1%	0 students
477 students	43 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	10.3% chronically absent	22.9% chronically absent
8 students	Increased 6.1%	Increased 20.2%
	126 students	35 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	6.3% chronically absent
0 students	2 students	Maintained 0%	Increased 6.3%
		42 students	16 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
7% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	3.3% chronically absent
Increased 3.7%	Maintained 0%	0 students	Increased 1.3%
158 students	19 students		240 students

Conclusions based on this data:

1. Park View has increased in the amount of tardies, absences, and truancies; overall by 2.1 %.
2. Three student groups; English Learners, Student with Disabilities, and Socioeconomically Disadvantaged tend to be out of school.
3. Our White and Hispanic students tend to be out of school as indicated by the orange and yellow status.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.6% suspended at least once	0% suspended at least once	0 Students
Declined -1.5%	Maintained 0%	
484 students	44 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Green
Less than 11 Students - Data Not	0% suspended at least once	2.8% suspended at least once
8 students	Declined -1.7%	Declined -7.7%
	127 students	36 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
0 Students	Less than 11 Students - Data 2 students	0% suspended at least once Maintained 0% 42 students	0% suspended at least once Maintained 0% 16 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
1.2% suspended at least once Declined -2% 161 students	0% suspended at least once Maintained 0% 19 students	0 Students	0.4% suspended at least once Declined -1.6% 244 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
2.2% suspended at least once	2.1% suspended at least once	0.6% suspended at least once

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide a broad curriculum based on the Common Core State Standards (CCSS) that has evidence of rigor, relevance and relationships which produces students who are college and career ready.

Goal 1

In accordance with Ripon Unified School District's MTSS initiative, Park View Elementary will develop and utilize a variety of evidence-based instructional strategies and learning activities for all students to develop understanding of the Common Core Standards through the scope of 21st Century Competencies, maintaining our 2% overall growth in ELA and Math.

Identified Need

Park View needs to identify and use consistent best practices Kinder through 8th grade.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher participation in Professional Development in the areas of: CCSS, NGSS, technology, and ELD strategies/ framework.	Teachers participation based on attending professional development through signup sheets and cadre participation.	Strategies learned in professional development and in cadres will be used in the classroom. A walk- through tool will indicate if such teaching activities are being implemented K-8 constantly.
Enrichment opportunities for all, that infuse 21st Century Skills.	A schedule and planned lessons for enrichment classes.	Continue a variation of enrichment options for students to choose from.
Writing benchmarks created and administered.	One writing benchmark administered in the 18-19 school year.	Writing Benchmarks at least 2 for each grade level and calibration collaboration.
CAASPP data reflects gains in ELA and Math.	In ELA 17-18 data: 75.61 % students met or exceeded standards In Math 17-18 data: 73.31 % of students met or exceeded standards	In ELA 18-19 data: to increase by 2% to 77.61% In Math 18-19 data: to increase by 2% to 75.31%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be supported by these activities, through teacher learning and applying gained knowledge.

Strategy/Activity

Teachers will participate in staff development through cadres as they continue to become proficient in CCSS in the areas of ELA, Math, Next Generation Science Standards, and technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Park View students will be participating in enrichment opportunities.

Strategy/Activity

All students will have the opportunity to receive art, with Artist in the School program. Additionally, teachers in grades 4-8 have developed enrichment courses such as but not limited to; robotics, art, drama club, to be offered in two eight week sessions, once weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will be supported by the writing process and the data collected by writing benchmarks.

Strategy/Activity

Through professional development and grade level meetings, teachers will create an additional writing benchmark for the 19-20 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Struggling students identified by P3 will have tier one intervention in the classroom provided by classroom teacher, to reach our overall 2% growth in Math and ELA.

Strategy/Activity

Tier I professional development ongoing and best practices such as but not limited to; researched by Marzano, Kinsella, Novak, and Dutro.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Maintain a 3-tier Multi-Tiered Systems of Supports (MTSS) program that meets the needs of students across the district and accelerate the growth of all students, including our underperforming student groups in all areas.

Goal 2

Enhance the process for identification and monitoring student growth for students at-risk, including our underperforming student groups in all areas.

Identified Need

Tier I interventions by classroom teachers, identification process of underperforming students, and monitoring growth. In ELA based on 17-18 CAASPP scores 24.36% are scoring Standards Not Met or Nearly Met. In Math based on 17-18 scores 26.69% of our students scored Standards Not Met or Nearly Met.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Student Data Review Team (SDRT) in Fall and Spring to focus on all grade levels; K-8.	Streamline approach to SDRT will focus on all K-8 students.	SDRT new forms are used and student samples are brought to the meetings.
Teachers will use data from STAR Reading Benchmark and Math Enterprise and AimsWeb Benchmark to track student progress in mastery of Common Core State Standards and to identify and provide Tier 1, Tier 2 or Tier 3 intervention, as indicated by results.	Park View's K-3 Aimsweb criteria is the lower 25th %ile and below. In the 18-19 school year; 29 students in grades K-3 qualified for LC supports in ELA (19) and Math (10). Out of those 29 students; 10 (6 ELA and 4 Math) students exit the program during the year; a growth of 35%. Due to students exiting the program; the Learning Center picked up 4 new students (ELA) at the February benchmark. Based on current progress monitor data, it looks like I will have 3 more students prepared to exit the program at the end of the year.	Student making adequate gains and have growth past the 25% percentile will be reevaluated and rotation out of the learning center back into their Gen Ed classroom instruction time. The expectation is to exit 40% of the students back to Gen Ed curriculum teachers.
Tier 1 differentiation strategies will be provided by the	Students identified for P3 tracking, growth shown in	The expectation is that students make at least 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
classroom teacher to all students.	benchmarks like but not limited to; STAR Reading and Math Enterprise. 18-19 students data reflecting a 25%- 50%ile beginning scores; are not meeting or exceeding standards.	growth, to close their achievement gap and get them closer to meeting or exceeding grade level standards.
Park View Pathway to Proficiency, a monitoring system for teachers to support the needs of students not meeting or exceeding state standards in 3-8th grade and support the students in grades K-2nd not being serviced by the Learning Center and are earning 1's and 2's on report cards.	2018-19 began the use of identification of students not being serviced by LC teachers but are struggling and at risk (not meeting or exceeding state standards in 3-8th grade and support the students in grades K-2nd not being serviced by the Learning Center and are earning 1's and 2's on report cards).	The expectation is that teachers are monitoring progress for these students closely and once they have made adequate gains; similar but not limited to earning over 20% on benchmarks and/or earning 3's and 4's/ no less than a C on their report cards, that student will be moved from the P3 status.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Park View students to be served by this strategy are struggling and under performing students, not meeting or exceeding state standards.

Strategy/Activity

Streamline SDRT process in Fall to include K-8 at-risk students, for academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Park View students are to be served by this strategy.

Strategy/Activity

Park View students will participate in Response to Intervention Program consistent across the District. Teachers will use data from STAR Reading and Math Enterprise and AimsWeb to track student progress in mastery of Common Core State Standards and to identify and provide Tier 1, Tier 2 or Tier 3 intervention, as indicated by results.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Park View students are to be served by this strategy.

Strategy/Activity

Classroom supports for all students will be designed with the three Universal Design of Learning Method (UDL) principles as a guide to design of flexible curricula by calling for the embedding of options that support differences in recognition, strategic, and affective network by recognition learning, provide multiple, flexible methods of presentation, expression and apprenticeship, and engagement to the curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Student groups that are not meeting or exceeding standards will be served by this strategy.

Strategy/Activity

P3 (Park View Pathway to Proficiency) students scoring between the 20-50 percentile during our AIMsWeb benchmarks every trimester to be identified and data tracked with supports in place for growth. Data cycles at least four times a year. Each meeting, 30 min grade level rotation collaboration. Subs to be required at least 8 days.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

English Learners academic growth demonstrates closing of the achievement gap.

Goal 3

Park View will strive to make gains to close the gap of our English Learners an average of 10% for the 2019-20 school year.

Identified Need

The 2017-18 Dashboard Student Performance data reflects a gap of 50.53% in ELA, compared to their Caucasian counterparts. In Math, there is a gap of 34.23%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Provide an ELD schedule and calendar for the year from grades K-8 by classroom teacher.	There is no set ELD Designated time from Kinder-8th grade for all EL students.	In the 2019-20 school year, a minimum of 30 minutes set for Designated ELD, with a focus on Language Acquisition utilizing the ELD/ ELA Framework. (Ex: 8:30-9:00 pm ELD Block)
Push-in or pull-out ELD service.	A schedule of services per teacher currently exists.	Targeted language acquisition support, utilizing the students proficiency level and the ELD/ ELA Framework- standards.
After school tutoring for English Learners.	A schedule of tutoring services currently taking place.	Planned out support with EL Para and Gen Ed teacher for homework or intervention support to bridge core curriculum.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners would be the focus of support; however, any students needing systematic language acquisition would benefit.

Strategy/Activity

Provide a minimum of 30 minutes of daily designated ELD for all English learners with the use of District adopted core ELD materials and/or supplemental materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students requiring this service/ activity will be English Learners at various proficiency levels.

Strategy/Activity

Bilingual instructional aide will work with EL students in the form of "push-into classrooms" or working in small groups as determined by student needs. The bilingual aide will support students as they progress toward English language proficiency.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Student being serviced this activity will be English Learners.

Strategy/Activity

After School Tutoring with a bilingual aide for English language learners may be provided as funds are available.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.

Goal 4

Park View will provided a safe, healthy, and positive school environment in order to enhance learning and meet the needs of students academically, social-emotionally, and whole child.

Identified Need

Strengthen our social-emotional programs through our Multi-tiered supports to support the needs of the whole child. Some areas which are included but is not limited to PBIS (Positive Behavior Intervention and Support systems), a character program, the growth of restorative practices, addressing our chronic absenteeism, and maintaining our dashboard suspension rate in blue.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All stakeholders to participate in the development of appropriate SPSA goals.	Meeting agendas for all meetings including but limited to; Leadership, teacher/staff, SSC, and ELAC.	Meeting agenda and notes are held regular with LCAP and Park View measurement of SPSA goals discussed at least four times a year.
Implementation of (PBIS) Positive Behavior Intervention and Support systems and routines.	Creation of school matrix in the 18-19 school year to be implemented in the 19-20 school year. Ideas to implement for reward systems.	Implementation of the PBIS school wide matrix in the 19-20 school year and rewards systems.
Provide Too Good for Drugs Program for all students.	Lesson plans and dates the lessons were delivered.	Continued lesson delivery and documentation. A follow-up in the year or as needed.
Technology safety review and supports.	Lesson plans and dates the lessons were delivered.	Continued lesson delivery and documentation. A follow-up in the year or as needed.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be supported by the discussions leading to the development of Park View's goals and plans.

Strategy/Activity

Leadership Team, teachers, School Site Council and English Learner Advisory Committee will review assessment results and participate in developing appropriate goals and the SPSA.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students at Park View will be supported with the implementation of PBIS.

Strategy/Activity

Implementation of (PBIS) Positive Behavior Intervention and Support systems and routines. School matrix to be rolled out from K-8th grade in the 19-20 school year (created matrix in the 18-19 school year, with all staff input).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by teaching the drug prevention lessons.

Strategy/Activity

Provide Too Good for Drugs Program for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this activity.

Strategy/Activity

Teachers will review with students Cellphone, Cyberbullying, and Internet Safety procedures as these issues directly affect student safety, well-being and overall achievement. Including Common Sense lessons on Internet Safety grades
K-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide an educational program with support services, including staffing and operations.

Goal 5

In accordance with RUSD MTSS initiative, Park View Elementary will develop and utilize a variety of methods to create and maintain a clearly-articulated accountability & support system for all staff.

Identified Need

Utilizing our LCAP survey results for the 2018-19 school year for academic and social-emotional support, to increase the percentage of students that feel they can openly talk to staff and increase the amount of students that feel they have been asked to use evidence to support a claim/ argument/ opinion.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP and PBIS surveys for all stakeholders.	Park View students reported that only 69.08% feel that they can openly talk to their teachers. Fewer than that, at a 52.63% felt that they could openly talk to administration. In the area of academics, only 36.42% of students surveyed felt that teachers have asked them to be a part of discussions requiring evidence to justify answers and 48% responded that they have been asked to write using evidence to defend their opinion.	To increase in both academic and social-emotional areas by 2% in the next LCAP survey. And create a PBIS survey for student feedback that encompass grades 3rd-8th, to have a wider range of student responses.
Coordination and collaboration with district office and all departments.	Emails, ticket for services, and communication during organization and Leadership meetings.	Continued coordination of student supports in all areas; following our MTSS model and any additional site needs.
A Student Resource Officer (SRO) is available to address needs of students.	Assemblies as needed for student awareness and support. School and home visits, as needed.	Continued collaboration with SRO officer.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Walk-through tool to indicate best practices are being taught with consistency in grades K-8th in all areas of need; example, ELA, Math, NGSS, and ELD.	No walk-through tool is in place at Park View. However, expectations for ELD and 21st century skills have been discussed and recorded in staff meetings.	Walk-through schedule at least three times a year, besides classroom visits. Best practice tool to be put into place for immediate feedback.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Park View students in grades 3rd-8th to participate in feedback utilizing an LCAP and PBIS survey.

Strategy/Activity

The administration of our yearly LCAP student survey and the creation of a PBIS student feedback survey that mirrors LCAP ideas in the areas of academic and social-emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Collaboration and coordination with the site and district office supports the needs of all students.

Strategy/Activity

Coordination with District-Level with the following departments: Superintendent Office , Student Support Services, Maintenance, Technology, Human Resources, and Curriculum and Instruction for any and all student needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

A Student Resource Officer (SRO) is available to address needs of all students.

Strategy/Activity

This service will be available to all students, but will be provided for those in need of this service; such as home visits. SRO also provides assemblies geared towards Park View needs; such as but not limited to, bullying, vaping, bike ride safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Park View will be serviced by the walk-through best practices tool.

Strategy/Activity

Best Practices Tool to be used for consistency and continuity of best practices being taught in the classroom, K-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

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:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Eva Matthews	Principal
Karen Head	Other School Staff
Kristy Dillman	Classroom Teacher
Oscar Rodriguez	Classroom Teacher
Diana McManis	Classroom Teacher
Danielle DeGraff	Parent or Community Member
Lisa Husman	Parent or Community Member
Ben Wheeler	Parent or Community Member
Jennifer Herrema	Parent or Community Member
Rebecca Smit	Parent or Community Member

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.

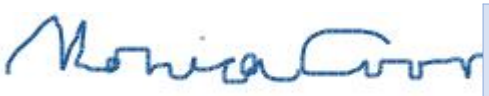
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council Member

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.

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.

This SPSA was adopted by the SSC at a public meeting on 2-7-19.

Attested:

	Principal, Eva Matthews on 2-7-19
	SSC Chairperson, Jeniffer Herrema on 2-7-19