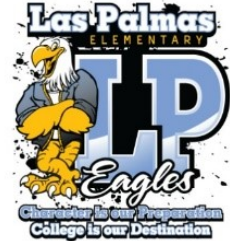




Las Palmas
2021- 2022
SPSA Executive Summary



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| Title I: 21-22 Entitlement = | \$133,952.00 |
| Title I: 20-21 Carryover = | \$ 2,000.00 |
| Title III: 21-22 Total Allocations= | \$ 30,093.00 |
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| TOTAL: | \$166,045.00 |
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|---|-------------|-----------------|---------------|------------------|-----------------------|
| Goal 1 | | | | | |
| Subject: English-Language Arts | | | | | |
| Goal Statement: Students at Las Palmas will meet or exceed the county average by + or - 3% for students meeting/exceeding standards in ELA. | | | | | |
| LCAP Goal: PJUSD will prepare students to be college and career ready. PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential. | | | | | |
| <u>Basis for this Goal</u> 43.81% of students met or exceeded standards on the CAASPP assessment in 2019. Compared to the previous year of 43% we made a 0.81% gain. We did, however, meet the +/- 3% of the county which is 42.54% According to the data, Las Palmas scores are above the county average in 4th and 5th grade. In English Language Arts: *5th grade scored 48%, 6% above the county average, and a 9% drop from the previous year. *4th grade scored 45.7%, 5% above the county average, and a 6% growth from the previous year; and *3rd grade scored 37%, 1% below the county average, and a 7% growth from the previous year. Due to COVID, there have not been any CAASPP data for 2019-2020 and 2020-2021, therefore iReady diagnostic scores will be used as a baseline, goal is to increase the percentage of students scoring on grade level or above by 10% on the iReady diagnostic by the end of the year; currently 14% for 3rd grade; 16% for 4th grade and 6% for 5th grade. | | | | | |
| CAASPP | 2019 | Expected | iReady | 2020-2021 | 2021-2022 Goal |
| | 3rd - 37% | 3rd - 45% | | 3rd - 14% | 3rd - 24% |
| | 4th - 45.7% | 4th - 50% | | 4th - 16% | 4th - 26% |
| | 5th - 48% | 5th - 50% | | 5th - 6% | 5th - 16% |
| | | 6th - 50% | | | 6th - 16% |

| Activity | Proposed Expenditure |
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| <p>#1 Strengthen the content and consistency of delivery of English Language Arts instruction between similar programs and classrooms using regular walkthroughs by administration. Provide time and structure for collaborative curriculum groups to share curricular materials and instructional approaches through peer/grade level observations and professional development.</p> | <p>\$4,100-Title I Substitutes for peer/grade level observations and planning days/time</p> <p>\$1,000 - Title I Student material</p> |
| <p>#2 Provide designated intervention time for ELA/ELD to increase student scores.</p> | <p>\$12,349-Title I Supplemental materials for intervention, phonics and phonemic awareness, intervention and ELD instruction during designated time.</p> |
| <p>#3 Utilized the Early Intervention aides for students struggling in K-3 with English language Arts. Teachers will refer students who are struggling in the respective grade level curriculum in the area of language arts to receive help in the classroom in a small group setting.</p> | <p>\$36,686-Title I & \$30,093-Title III</p> <p>Two Early Intervention Aides for K-3 push into classrooms to assist students that are falling behind in class in reading.</p> |
| <p>#4 Utilized the learning lab for students who are identified in the SST process as needing additional help with grade level curriculum. Teachers will refer students who are struggling in grade level curriculum in the areas of language arts to attend the learning lab. Students will be placed in one of three groups in the learning lab based on the student's needs.</p> | <p>\$5,000-Title I Supplemental material to support ELA intervention in the learning lab.</p> |

Goal 2

Subject: Mathematics

Goal Statement:

Students at Las Palmas will meet or exceed the county average by + or - 3% for students meeting/exceeding standards in Math.

LCAP Goal: PJUSD will prepare students to be college and career ready. PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential.

Basis for this Goal

37.6% of third–fifth grade students met or exceeded the state standards on the CAASPP assessment. Compared to last year, at 29.4%, we went up 8.2% and exceeded the +/- 3 county average of 29.3%.

According to the data:

*5th grade scored 38.95% that is 11.87% above the county average

*4th grade scored 37.11% that is 3% above the county average

*3rd grade scored 36.84% that is 3% below the county average

Due to COVID, there have not been any CAASPP data for 2019-2020 and 2020-2021, therefore iReady diagnostic scores will be used as a baseline, goal is to increase the percentage of students scoring on grade level or above by 10% on the iReady diagnostic by the end of the year; currently 8% for 3rd grade; 11% for 4th grade and 6% for 5th grade.

| CAASPP | 2019 | Expected | iReady | 2020-2021 | 2021-2022 |
|--------|-----------|-----------|--------|-----------|-----------|
| | 3rd - 36% | 3rd - 44% | | 3rd - 8% | 3rd - 18% |
| | 4th - 37% | 4th - 46% | | 4th - 11% | 4th - 21% |
| | 5th - 38% | 5th - 46% | | 5th - 6% | 5th - 16% |
| | | 6th - 46% | | | 6th - 16% |

Activity

Proposed Expenditure

#1 Strengthen the content and consistency of delivery of Mathematics instruction between similar programs and classrooms using regular walkthroughs by administration.

\$4,000-Title I Supplemental materials for Math instruction.

#2 Utilized the math learning lab for students who are identified in the SST process as needing additional help with grade level curriculum. Teachers will refer students who are struggling in grade level curriculum to attend the learning lab. Students will be placed in one of three groups in the learning lab based on grade level needs.

\$5,500-Title I Supplemental materials for Math intervention.

Goal 3

Subject: English Language Development

Goal Statement:

Implement effective use of ELD strategies, curriculum and instruction for English Learners

EL and RFEP student performance on CAASPP in ELA and Math will increase by 5%.

Increase the number of EL students being re-designated to Fluent English Proficient.

LCAP Goal: PJUSD Will prepare students to be college and career ready. PJUSD will provide highly qualified employees, technology and CCSS aligned materials to ensure all students will meet their potential.

Basis for this Goal

Our Reclassification rate maintained at 2% of EL students. Of the students eligible, 27% were reclassified. We would like to increase our reclassification rates.

The performance of our EL and RFEP students on the CAASPP improved in both ELA and Math.

ELA: English Learners grew 7% and RFEP students grew 10%. Math: English Learners grew 11%, RFEP students grew 12.5%.

| Activity | Proposed Expenditure |
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| #1 Evaluate current student needs and utilize a supplemental curriculum that is researched based to support English Learners. | \$8,000-Title I Supplemental Textbooks & consumable curriculum. |
| #2 Provide an additional Newcomer group for ELD support. Intensive instruction to supplement designated ELD. | \$2,000-Title I Supplemental Newcomer materials for small group instruction. |

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| Goal 4 | |
| Subject: Parent Involvement | |
| Goal Statement: Provide opportunities for parents to be informed of expectations and school information. Maintain parent participation at virtual school events. | |
| LCAP Goal: We will cultivate meaningful partnerships with parents, families and community stakeholders in order to support student success in school. | |
| <u>Basis for this Goal</u> Las Palmas offers opportunities for parents to participate at the school through SSC, ELAC, Virtual Back to School, Open House and parent/teacher conferences. Due to COVID, in person Literacy nights are not possible. One Virtual Parent NEU night will be provided for families and every family will receive material. Our baseline before COVID was 33% and last year attendance was at 5% and we would like to increase virtual attendance and . | |
| Activity | Proposed Expenditure |
| #1 Virtual Family Nights: Math, Science, Language Arts as our NEU-No Excuses University Night, Back to School Night, Open House and other special events throughout the year. | \$6,000 Title I- Materials for students and parents for all parent nights throughout the year. |

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| Goal 5 | |
| Subject: School Climate/PBIS | |
| <p>Goal Statement: We will see an increase of 3% on the California Healthy Kids Survey regarding feeling safe at school, being treated with respect and caring adult relationships. We will maintain the number of 5th graders taking the survey for the 2021 survey. Student, parent and teacher survey results will be within 10% of each other.</p> <p>To improve school culture implement and refine SEL / PBIS Practices to meet student needs</p> <ul style="list-style-type: none"> • Student Assistance Specialist services three days a week. • Student Incentives and materials that focus on PBIS and SEL | |
| <p>LCAP Goal: We will provide a safe and welcoming environment where students attend and are connected to their schools.</p> | |
| <p><u>Basis for this Goal</u> The 2018-19 California Healthy Kids survey states that 79% of our students feel safe at school, 84% feel they are treated with respect, and 80% feel they have caring adult relationships. We did have an increase in students taking the survey from 67% to 83%. That is a 16% increase from the previous year and we exceeded our 75% goal. 2019-2020 California Healthy Kids survey was not administered due to school closure in March 2020 and distance learning in 2020-2021.</p> | |
| Activity | Proposed Expenditure |
| #1 We will continue to expand our Character In Action system. Students are awarded prizes, badges and lanyards for demonstrating good character and Terrific Friday Activities. | \$5,900-Title I Incentives, rewards, recognitions for students and terrific Friday equipment and supplies. |
| #2 PBIS rewards for citizenship, attendance, behavior and discussion activities with students | \$1,300 -Title I Substitute for teachers \$1,643 -Title I Certificates, postcards, attendance bracelets, charms, etc. |
| #3 Provide a student assistant specialist for students that are having difficulty at school; socially and emotionally. | \$31,744-Title I Student Assistant Specialist at the site 5 days a week - (4) days from site budget. |
| #4 Provide students choices to improve the feeling of being connected to school: Exploration class offering: Dance, Art, Coding, Robotics, Physical Games, Reader's Theatre, Environmental Resources, Archeology and more. They can feel a sense of choice and | \$5,730-Title I Materials and supplies for all exploration classes. |

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| give them the opportunity to explore topics other than the basic curriculum. | |
| #5 Revitalization of the School Garden and Green Team | \$5,000 - Title I Material and supplies for the garden. |