

Pleasanton Unified School District

2018-2020 Single Plans for Student Achievement (SPSA)

**Pam VandeKamp, Ed.D.
Assessment and Accountability Department
Board of Education Meeting
April 17, 2018**

PLEASANTON UNIFIED SCHOOL DISTRICT STRATEGIC PLAN

WE BELIEVE...

- * With guidance and support all students can reach their greatest potential;
- * All students and staff have the right to a safe and respectful learning environment that fosters positive connections;
- * Public education should focus on the whole child, provide equitable opportunities for all students and create socially responsible individuals with character and integrity;
- * In ensuring a culture and climate that promotes a highly-skilled, dedicated, and passionate educational team;
- * In providing learning that is innovative, irresistible, creative, relevant and rigorous;
- * It is our responsibility to inspire curiosity and a passion for life long learning.

MISSION

**Our students
will make a
better world.**

VISION

**Every student will be
a resourceful, resilient,
responsible and
engaged world citizen.**

CURRICULUM & INSTRUCTION	LEARNING ENVIRONMENT	PERSONAL GROWTH	FISCAL STEWARDSHIP
All students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation.	All students and staff are provided a high-quality physical environment that facilitates teaching and learning.	Empower all students to develop character, compassion, civility, and community consciousness.	Students will be central to all fiscal decisions.
Optimize student learning by utilizing innovative technologies.	Every student and staff will feel safe, respected, and enjoy positive connections.		Ensure fiscal health through investing in today while planning for tomorrow.

District Strategic Plan

All plans address the goals of the District Strategic Plan

- *Curriculum and Instruction*
- *Learning Environment*
- *Personal Growth*
- *Fiscal Stewardship*

LOCAL CONTROL and ACCOUNTABILITY PLAN

All schools developed focus areas in alignment with the District LCAP Goals:

- All students, regardless of race, ethnicity, socioeconomic status, or gender will be proficient/advanced and college/career ready upon graduation.
- We will optimize student learning by utilizing innovative technologies.
- Every student will feel safe, respected, and enjoy positive connections.
- All certificated and classified instructional staff will have opportunities to receive training and support in order to deliver high-quality instruction and progress toward full implementation of the CCSS (Common Core State Standards).
- Parents/guardians will be able to support the learning of their children in the new standards and the 21st Century classroom.

Focus Areas

- Mission and Vision
 - Area of Inquiry
 - Theory of Action
 - Use of systemic data
 - Targeted interventions and support
 - Common Core State Standards implementation
 - Instructional Strategies
 - Use of innovative technologies
 - Social Emotional supports
 - Collaborative work in Professional Learning Communities
-

SPSA DEVELOPMENT

The Single Plan for Student Achievement is a living document that must be updated yearly or when there is a significant change to funding or resources. School administrators are responsible for the following actions in their school plan development:

- Maintain ongoing communication with School Site Council, English Language Advisory Council and staff
- Review School Site Data including [California Accountability Dashboard](#), CAASPP, schoolwide surveys, student attendance, and student discipline data
- Based on data, review and revise goals
- Develop Theory of Action
- Review, revise, and create schoolwide goals
- Align research based actions and services that support progress toward meeting goals
- Continue to communicate with stakeholder groups
- Seek approval of plan for next school year or whenever there are substantial changes

Sharing by Principals School Plan Highlights

Dr. Ann Jayne:

Vintage Hills Elementary School

Ms. Leslie Heller:

Hart Middle School

Mr. Michael Williams:

Amador Valley High School

Vintage Hills Elementary School

School Plan Highlights

Dr. Ann Jayne, Principal

VINTAGE HILLS 2016-2017 CALIFORNIA DASHBOARD

Status and Change Report

Vintage Hills Elementary - Alameda County

List of all schools in this district

Enrollment: 616 Socioeconomically Disadvantaged: 2.6% English Learners: 11.7% Foster Youth: 0%

Grade Span: K-5 Charter School: No

Dashboard Release:

Fall 2017





Equity Report

Status and Change Report


Detailed Report

Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u> 	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very Low 0.3%	Maintained 0%
<u>English Learner Progress (1-12)</u>		High 79.3%	Declined -5.3%
<u>English Language Arts (3-8)</u>		Very High 77.1 points above level 3	Declined -7 points
<u>Mathematics (3-8)</u>		Very High 60.8 points above level 3	Declined -4.9 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Theory of Action

If we provide an optimal learning environment to educate the whole child academically, physically, socially, and emotionally by building an equitable school community in which we all develop as responsible, respectful, caring citizens, inspired by a love of learning, then all students will:

- **Achieve their personal best through high expectations, differentiation, and collaboration**
- **Develop character that values diversity and celebrates the uniqueness of each child in a safe and inclusive environment**

Area of Inquiry

All students would benefit from targeted intervention courses to address deficits and provide a strong foundational understanding of skills and concepts. In addition, effective classroom instruction and lessons designed to incorporate verbal and digital collaboration, creativity, critical thinking, cooperation and academic conversations will result in closing the achievement/opportunity gap.

Goal #1:

Vintage Hills Elementary School's goal is to see that every student meets or exceeds his/her goals for obtaining all the necessary educational material to be successful. This is measured in a variety of ways through both formal and informal assessments.

ACTIONS AND SERVICES TO REACH THIS GOAL

1. Identify students whose performance in ELA and math are not yet proficient and use District improvement plan process, cycle of inquiry, and Student Study Team process to develop measurable goals and targeted interventions to support student achievement.
2. Focus collaboration and staff development around data, DIBELS, and targeted interventions
3. Purchase training materials and provide staff development on Close Reading Strategies
4. Grade level meetings to align math and ELA across grade levels

HART MIDDLE SCHOOL

School Plan Highlights

Ms. Leslie Heller, Principal

HART MIDDLE SCHOOL 2016-2017 CALIFORNIA DASHBOARD

Status and Change Report

Thomas S. Hart Middle - Alameda County

[List of all schools in this district](#)

Enrollment: 1,243

Socioeconomically Disadvantaged: 6.4%

English Learners: 5.1%

Foster Youth: 0%

Dashboard Release:

Grade Span: 6-8

Charter School: No

Fall 2017






Equity Report

Status and Change Report






Detailed Report

Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 4.2%	Increased +1.8%
English Learner Progress (1-12)		Very High 89.3%	Declined Significantly -10.7%
English Language Arts (3-8)		Very High 68 points above level 3	Increased +6 points
Mathematics (3-8)		Very High 60 points above level 3	Increased +3.6 points

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Theory of Action

If all students are engaged in collaborative learning opportunities across all content areas that are rigorous, stimulate critical thinking and foster academic conversations, then all students will leave Thomas Hart Middle School prepared for success in high school and beyond.

Area of Inquiry

All students would benefit from targeted intervention courses to address deficits and provide a strong foundational understanding of skills and concepts. In addition, effective classroom instruction and lessons designed to incorporate verbal and digital collaboration, creativity, critical thinking, cooperation and academic conversations will result in closing the achievement/ opportunity gap.

Goal #1:

To increase proficiency level of Students with Disabilities in English Language Arts and Math by 5% during the 2018-2019 academic school year.

ACTIONS AND SERVICES TO REACH THIS GOAL

1. Use multiple measures to assess student progress towards grade level proficiency (CAASPP, MAP, BOY, EOY, StudySync).
2. Continue Intervention Classes in Math and Reading.
3. Use of collaboration time for Professional Development of District adopted Curriculum.

ACTIONS AND SERVICES TO REACH THIS GOAL

4. Continue to provide after school support through LCAP funded tutoring.
5. Continue to provide a quiet place to study and complete homework in the library after school.
6. Make sure students are appropriately placed in ELD and intervention courses.

Amador Valley High School

School Plan Highlights

Mr. Michael Williams, Principal

AMADOR VALLEY HIGH SCHOOL

2016-2017 CALIFORNIA DASHBOARD

Status and Change Report

Amador Valley High - Alameda County

[List of all schools in this district](#)

Enrollment: 2,648

Socioeconomically Disadvantaged: 5.4%

English Learners: 3.5%

Foster Youth: 0%

Dashboard Release:

Grade Span: 9-12

Charter School: No

Fall 2017





Equity Report

Status and Change Report






Detailed Report

Student Group Report

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 3.2%	Increased +1.6%
English Learner Progress (1-12)		Very High 85.6%	Maintained -1.2%
Graduation Rate (9-12)		Very High 97.7%	Maintained 0%
College/Career (9-12) Select for one year of available data	N/A	Very High 91.2%	N/A

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Theory of Action

If all Amador Valley High School students are provided opportunities for collaborative learning, communication, critical thinking, and creativity with a focus on health and wellness, then student success will increase.

Area of Inquiry

Amador Valley High School will continue to implement Common Core State Standards (CCSS) with a focus on supporting the whole student.

Goal #1:

All students will reach high standards, at a minimum, attaining proficiency or better in ELA and Mathematics.

ACTIONS AND SERVICES TO REACH THIS GOAL

1. Refine ACCESS period bell schedule to meet the needs of of students.
2. Provide Professional Development for staff to attend additional RTI trainings
3. Refine Extended Day Tutoring Program
4. Increase the percentage of time that students with special needs are enrolled in the Least Restrictive Environment (LRE)

SINGLE PLANS FOR STUDENT ACHIEVEMENT

PLEASANTON UNIFIED
SCHOOL DISTRICT

Elementary Schools

Alisal

Donlon

Fairlands

Mohr

Lydiksen

Hearst

Valley View

Vintage Hills

Walnut Grove

Middle Schools

Harvest Park

Pleasanton

Hart

High Schools

Amador Valley

Foothill

Village

**“Achievement is enhanced
to the degree that
students and teachers set
and communicate
appropriate, specific and
challenging goals”**

~Hattie, Visible Learning

GLOSSARY OF TERMS

SPSA-Single Plan for Student Achievement

CAASPP-California Assessment of Student Progress and Performance

CCSS- Common Core State Standards

MAP- Measures of Academic Progress

BOY- Beginning of Year

EOY- End of Year

LCAP- Local Control Accountability Plan

StudySync- Secondary cross-curricular, core literacy solution

LRE- Least Restrictive Environment