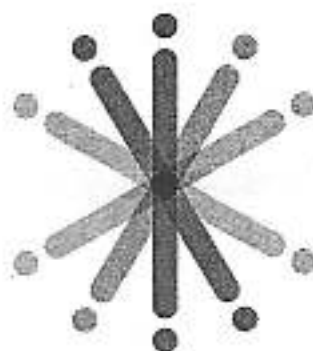


Pleasant Valley Elementary School

Novato Unified School District
Single Plan for Student Achievement
2019-2020



NOVATO
UNIFIED
SCHOOL
DISTRICT

Kris Cosca
Superintendent

Principal

Board Members

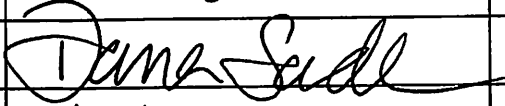
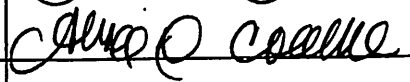
Maria Aguila
Debbie Butler
Tom Cooper
Diane Gasson
Derek Knell
Greg Mack
Ross Millerick

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The School Site Council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School Site Councils have developed and approved, and will monitor the plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees."
3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material changes that affect the academic programs for students covered by programs" funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction.

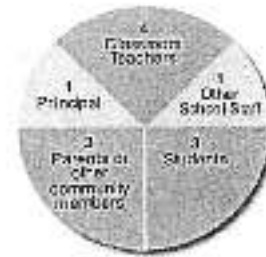
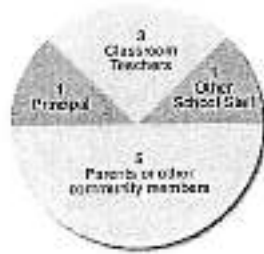
This school plan was adopted by the School Site Council on:

Role	Name	Signature	Date
Principal	Dana Sadan		2/3/2020
SSC Chairperson	Alison Coelho		2/3/2020
ELAC Representative	N/A		

School Site Council Composition (SSC) EC 52012, 52852

Elementary Schools

Secondary Schools



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 makeup of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Students
Dana Sadan	X				
Alison Coelho				X	
Michael Sullivan				X	
Amie Osborn				X	
Pam Laidley				X	
Mary Contreras				X	
Lisa Heslip		X			
DeMaur Herrera		X			
Judy Barrera		X			
Sara Kram			X		
Number of Members in each Category	1	3	1	5	0

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.

LEA Goal 1: Culture of Caring

Establish a school culture that is highly responsive to all stakeholders and fosters a “culture of caring” for all

- a. Expand social-emotional supports and other means of correction to foster an inclusive culture that promotes a sense of belonging, self-regulation, and conflict management
- b. Enhance the accuracy of collecting, recording and analyzing behavior data to be utilized within the problem solving process to improve system effectiveness.

Action	Description	Responsible for Implementation	Measure of Growth	Expected Outcome								
<p>Action #1: <i>Students will participate in activities to increase their sense of belonging, and to promote self-regulation and conflict management</i></p>	<p>Students will participate in at least three class meetings per week to build community, resolve conflict, discuss important issues, repair harm, and review community agreements.</p> <p>Monthly Do Good, Be Kind Assemblies and events led by each grade level</p> <p>Implementation of MindUp - All teachers will teach MindUp at least once a week, and will implement strategies of the program</p> <p>All teachers will be trained in Trauma-Informed Practices and will incorporate strategies to provide student support (e.g., Zones of Regulation, quiet spaces, etc.)</p> <p>BACR Counselor 2 days a week to provide support to referred students</p>	<p>All teachers, RJ facilitator, Principal</p> <p>Teachers and Principal</p> <p>Teachers</p> <p>NUSD, Principal and teachers</p> <p>NUSD, Principal, BACR counselor</p>	<p>DESSA Mini for all K-3rd, and extended version for K-3rd students who are “red” and for twenty-five 4th and 5th graders</p> <p>Youth Truth Survey for students in 3rd-5th grades</p> <p>AERIES for attendance and suspensions</p>	<p>DESSA identifies student strengths using the social emotional competencies of self-awareness, self-management, social awareness, relationship skills, social directed behaviors, personal responsibility, decision making, and optimistic thinking. The extended version provides a more extensive look at these areas, as well as suggestions for interventions.</p> <p>DESSA Results Fall 2019</p> <table border="1" data-bbox="1604 1084 2004 1334"> <thead> <tr> <th>Rating</th> <th>% K-3rd graders</th> </tr> </thead> <tbody> <tr> <td>Strong</td> <td>36%</td> </tr> <tr> <td>Typical</td> <td>56%</td> </tr> <tr> <td>Red/Need</td> <td>8%</td> </tr> </tbody> </table> <p>Outcome: Decrease the percentage of students in DESSA Mini scoring Red/Need from 8% to 5%</p>	Rating	% K-3rd graders	Strong	36%	Typical	56%	Red/Need	8%
Rating	% K-3rd graders											
Strong	36%											
Typical	56%											
Red/Need	8%											

<p>Action #2: Continued Implementation of Restorative Practices as a disciplinary alternative and to increase a sense of belonging and connection</p>	<p>All teachers receive Restorative Justice training through SEEDs</p> <p>Develop and promote a SEEDs Team comprised of teachers</p> <p>Continue to utilize RJ facilitator Phoebe Smith to support teachers (e.g., modeling how to lead circles), and students (leading weekly RJ circles during lunchtime), and to help inform parents at Principal Coffees, and PTA and SSC meetings.</p> <p>Yard supervisors will be trained to provide positive behavior supports to students in need.</p> <p>Continue to implement Check In/Check Out positive behavior plan for students with extreme behavior</p>	<p>Teachers and Principal</p> <p>Teachers and Principal</p> <p>Principal and RJ facilitator</p> <p>Yard Supervisors, Principal, RJ Facilitator, NUSD Behavioral specialist</p>	<p>Monitoring behavioral referrals to the office</p> <p>Suspensions and absences in AERIES</p> <p>Youth Truth Student Survey indicates relative strength in engagement (42%) and culture (53%), and indicates a relative weakness in the areas of academic rigor (19%) and instructional methods (23%)</p>	<p>AERIES Attendance: Absenteeism decreased in all subgroups with the exception of Hispanic students, which increased slightly by 1.7% Outcome: Decrease overall absenteeism from 3.9% to 3.4%</p> <p>AERIES Suspensions: PV had a total of 4 suspensions in 2018-19. The number of students with disabilities and/or Hispanic students increased .4% and 3% respectively.</p> <p>Outcome: Decrease the number of students who are suspended from 4 to 0 by using alternative guidance methods</p> <p>Outcomes for Youth Truth Student Survey: Increase relationships from 33% to 43%, and increase academic rigor from 19% to 25%</p>
<p>Action #3: Continue to promote a sense of belonging in the PV community at large</p>	<p>Use Principal Coffees, PTA meetings and School Site Council Meetings offered every month to inform parents of PV policies and programs and to address concerns (e.g., the PV vision, mission and goals, Restorative Justice, MindUp, Trauma-informed practices, social-emotional learning, emergency preparedness, etc.)</p> <p>Community Events at PV - (e.g.,</p>	<p>Principal</p> <p>Principal, Staff, PV</p>	<p>Youth Truth Survey Family results indicate strengths in the areas of relationships (84%) and culture (77%) challenges with school safety (56%) and resources (58%)</p>	<p>Outcomes for YouthTruth Family: Increase parent reports on school safety from 56% to 65% and engagement from 71% to 76%</p>

	Back-to-School Picnic, Halloween Happening, Family Science Night, Cozy Up to Reading and the Book Exchange, Open House, etc.) to promote a sense of belonging	community		
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LEA Goal 2: Culture of Competence

Implement clearly articulated systems for behavior, academics, and social-emotional support with fidelity within a multi-tiered system of support (MTSS) to enhance a "culture of competence."

- a. Expand the multi-tiered system of behavioral and social-emotional support to maximize resources and ensure sufficient support to all students.

Action	Description	Responsible to Implementation	Measure of Growth	Expected Outcome								
<p>Action #4: Identify and implement additional universal screeners and a simple referral system to provide equity and ensure standardization</p>	<p>Implement DESSA mini for all students K-3 and the full DESSA for all students referred to an SST</p> <p>Use assorted academic measures from DataMatters: MAP, CAASPP, CAASPP Interim Assessments, Writing Benchmarks, MARS Tasks, Running Records</p> <p>On-going progress monitoring of all students and analysis of student data to determine goals, share best practices and outcomes in staff and grade level meetings</p> <p>Equity team will facilitate staff meeting equity discussions, and grade level reflections on equity.</p>	<p>Principal, teachers</p> <p>Principal, teachers</p> <p>Principal, Equity Team, teachers</p>	<p>DESSA</p> <p><u>DataMatters</u> Staff will access and use DataMatters to screen, design action plans, and monitor student progress: CAASPP MAP MARS Writing Benchmarks Running Records ELPAC</p>	<p>DESSA Administer the full DESSA to any student referred to SST and determine areas of need, set goals, identify resources, design, and implement strategic action plan.</p> <p>DESSA Results Fall 2019</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>% K-3rd graders</th> </tr> </thead> <tbody> <tr> <td>Strong</td> <td>36%</td> </tr> <tr> <td>Typical</td> <td>56%</td> </tr> <tr> <td>Red/Need</td> <td>8%</td> </tr> </tbody> </table> <p>Outcome: Decrease the percentage of students in DESSA</p>	Rating	% K-3rd graders	Strong	36%	Typical	56%	Red/Need	8%
Rating	% K-3rd graders											
Strong	36%											
Typical	56%											
Red/Need	8%											

	<p>Teachers will participate in equity walks individually, in grade level teams and across grades using an equity tool</p>			<p>Mini scoring Red/Need from 8% to 5%</p>																
<p>Action #5: MTSS - Continued Development of Tier 1 and Tier 2 interventions and practices for both academic and social-emotional student needs in order to provide equitable outcomes for all students</p>	<p>Establish an MTSS Team</p> <p>What I Need/“WIN” Time for each grade level so that students who are pulled for interventions do not miss any core instruction.</p> <p>Two Part-Time Credentialed, Academic Specialists, trained in Clark Consulting Training (CCT) and Fountas and Pinnell (F&P), to provide small group instruction in RTI and ELD to identified students.</p> <p>Continued implementation of First School Instructional strategies (e.g., Small Group Instruction, Metacognition, Vocabulary, Oral Language, and Student Voice and Choice)</p> <p>In Staff meetings continue to explore the practices and components of the cultures of caring, competence, and excellence through articles, discussions, and self-reflections</p> <p>BACR Counseling: Two days of BACR counselor to provide support to students</p> <p>Community Liaison to assist with</p>	<p>Principal, MTSS Team</p> <p>Principal, teachers, RSP, Academic Specialists, SLP, OT, BACR counselor Principal, Academic Specialists</p> <p>Principal, teachers</p> <p>Principal, P3 Facilitators, teachers</p> <p>Principal, teachers, counselor</p> <p>Principal,</p>	<p>Assessments used to monitor student progress:</p> <p>CAASPP - Interims and Spring Assessment</p> <p>ELPAC</p> <p>MARS</p> <p>ESGI</p> <p>DESSA</p> <p>Running records</p> <p>Writing benchmarks</p> <p>Edusnap - Maintain percentages in metacognition, vocabulary, small group instruction</p> <p>Youth Truth Survey</p>	<p>CAASPP</p> <p>ELA: Overall increase of 5.4 pts. All sub-groups demonstrated growth: Hispanic increased 31.1 pts English Learners up 6.8 pts SPED increased 10.9 pts SED increased 10.9 pts White maintained 2.9 pts</p> <p>Percentage of Students Meeting/Exceeded ELA Standards by grade level across years</p> <table border="1" data-bbox="1604 805 2002 1105"> <thead> <tr> <th>ELA</th> <th>2016 -17</th> <th>2017 -18</th> <th>2018 -19</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>70</td> <td>71</td> <td>64</td> </tr> <tr> <td>4th</td> <td>58</td> <td>71</td> <td>70</td> </tr> <tr> <td>5th</td> <td>70</td> <td>64</td> <td>83</td> </tr> </tbody> </table> <p>ELA Outcome: Increase percentage of students Meeting/Exceeding standards from 66% to 71%</p>	ELA	2016 -17	2017 -18	2018 -19	3rd	70	71	64	4th	58	71	70	5th	70	64	83
ELA	2016 -17	2017 -18	2018 -19																	
3rd	70	71	64																	
4th	58	71	70																	
5th	70	64	83																	

families of English Language Learners

Online Technology Programs:
LEXIA for TK-5th grades, and IXL for 3rd-5th grades

community liaison

Principal, teachers

School Year: 2017-2018
Standard Met/Exceeded: 62% (60)



School Year: 2016-2017
Standard Met/Exceeded: 70% (69)

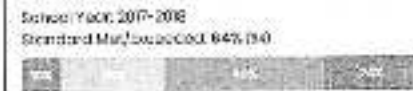
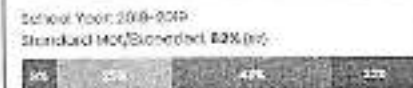


MATH: Overall increase of 22 points. All sub-groups demonstrated growth:
Hispanic increased 45.4 pts
English Learners up 23.8 pts
SPED increased 15.8 pts,
SED increased 33.7 pts
White increased 18.1 pts

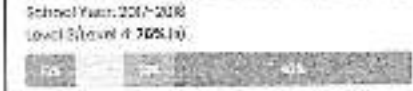
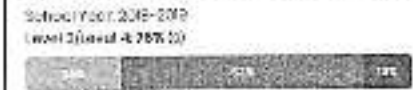
Percentage of Students Meeting/Exceeded Math Standards by grade level across years

Math	2016-17	2017-18	2018-19
3rd	72	64	68
4th	65	52	58
5th	58	46	74

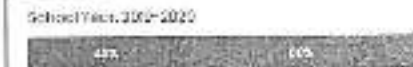
Outcome: Increase Math Overall number of students Meeting/Exceeding standards from 62% - 68%



ELPAC Overall Performance

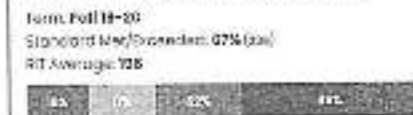


Initial ELPAC Overall Performance



Outcome: All 11 EL students in 2019-20 will move up at least 1 level on the ELPAC assessment, or will be redesignated.

MAP ELA RIT - Fall 2019



Outcome: Increase the percentage of students Meeting/Exceeding MAP ELA from 67% - 72%

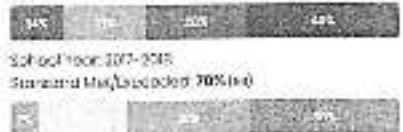
				Running Records - Students will continue to advance in reading levels as measured by running records administered at least 3 times a year.
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LEA Goal 3: Culture of Excellence

Implement clearly articulated proficiency-based education and school-wide structures to enhance “culture of excellence”

a. Enhance the accuracy of collecting, recording, and data-analysis to identify areas of academic strengths and growth for all students.

Action	Description	Responsible to Implementation	Measure of Growth	Expected Outcome												
Action #6: Introduce the district-wide Learning Targets and Proficiency Scales to staff and students	<p>Integrate resources from NUSDTeach to support Proficiency Based Education</p> <p>Share proficiency scales during staff meetings</p> <p>Provide small group instruction in ELA and MATH and implement effective, differentiated small group practices</p>	<p>Teachers</p> <p>TLT Members</p> <p>Teachers</p>	<p>CAASPP</p> <p>MAP</p> <p>ESGI</p> <p>ELPAC</p> <p>MARS</p> <p>Running Records</p> <p>Writing Benchmarks</p> <p>DESSA</p>	<p>CAASPP</p> <p>ELA: Overall increase of 5.4 pts. All sub-groups demonstrated growth:</p> <p>Hispanic increased 31.1 pts</p> <p>English Learners - 6.8 pts</p> <p>SPED -10.9 pts</p> <p>SED - 10. 9pts</p> <p>White - Maintained 2.9 pts</p> <p>Percentage of Students Meeting/Exceeded ELA Standards by grade level across years</p> <table border="1"> <thead> <tr> <th>ELA</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>70</td> <td>71</td> <td>64</td> </tr> <tr> <td>4th</td> <td>58</td> <td>71</td> <td>70</td> </tr> </tbody> </table>	ELA	2016-17	2017-18	2018-19	3rd	70	71	64	4th	58	71	70
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				<table border="1" data-bbox="1576 90 1996 155"> <tr> <td>5th</td> <td>70</td> <td>64</td> <td>83</td> </tr> </table> <p>Outcome: Increase ELA overall number of students Meeting/Exceeding standards from 66% to 71%</p> <p>School Year 2019-2020 Standard Met/Exceeded: 62% (n=4)</p>  <p>School Year 2017-2018 Standard Met/Exceeded: 70% (n=4)</p>	5th	70	64	83												
5th	70	64	83																	
<p>Action #7: Sharpen and focus instructional practices and programs to support academic progress of ALL students.</p>	<p>Teachers participate in on-going professional development to improve their knowledge, skill and implementation of Readers and Writers workshop.</p> <p>Implement data cycles and collaborative practices with grade level teams during staff meetings to focus on students (e.g., DESSA, writing and math)</p> <p>Use DataMatters to identify and monitor student areas for growth</p> <p>Establish TLT led professional development on calibration of writing benchmarks and MARS tasks</p> <p>Provide three Grade Level Planning Days per grade level to promote teacher collaboration, and effective planning and instructional practices.</p>	<p>Teachers</p> <p>Data Team/P3 Facilitators, teachers</p> <p>Principal, data team, teachers</p> <p>TLT Members, teachers</p> <p>Principal, teachers</p>	<p>CAASPP MAP ESGI MARS Writing Benchmarks Running Records ELPAC DESSA</p>	<p>MATH: Overall increase of 22 points, and all sub-groups demonstrated growth: Hispanic increased 45.4 pts English Learners - 23.8 pts SPED -15.8 pts, SED - 33.7 pts White - 18.1 pts</p> <p>Percentage of Students Meeting/Exceeded Math Standards by grade level across years</p> <table border="1" data-bbox="1576 1057 1996 1365"> <thead> <tr> <th>Math</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>72</td> <td>64</td> <td>68</td> </tr> <tr> <td>4th</td> <td>85</td> <td>52</td> <td>58</td> </tr> <tr> <td>5th</td> <td>58</td> <td>46</td> <td>74</td> </tr> </tbody> </table> <p>Outcome: Increase Math Overall number of students</p>	Math	2016-17	2017-18	2018-19	3rd	72	64	68	4th	85	52	58	5th	58	46	74
Math	2016-17	2017-18	2018-19																	
3rd	72	64	68																	
4th	85	52	58																	
5th	58	46	74																	

Administer summative assessments (ESGI, MAP, running records, MARS Tasks, and writing benchmarks, and CAASPP) as well as **formative assessments** (e.g., CAASPP Interim Assessments for 3rd-5th) to monitor student progress

3rd - 5th Grade - Access **CAASPP Interim Assessments** as formative assessments and learning opportunities

Administer running records, **MARS Tasks, and writing benchmarks**

Use **MAP ELA** along with ELPAC in 1st-5th grades to inform progress of English Learners.

Teachers

Meeting/Exceeding standards from 62% - 68%

School Year: 2018-2019
Standard Met/Exceeded: 62% (6)



School Year: 2017-2018
Standard Met/Exceeded: 64% (6)



ELPAC Overall Performance

School Year: 2019-2020
Level 3/Level 4: 78% (2)



School Year: 2017-2018
Level 3/Level 4: 78% (2)



Initial ELPAC Overall Performance

School Year: 2019-2020




School Year: 2018-2019



Outcome: All 11 EL students in 2019-20 will move up at least 1 level on the ELPAC assessment, or will be redesignated.

MAP ELA RIT - Fall 2019

				<p>Terms Fall 19-20 Standard Met/Exceeded 67% (20) All Average 100</p>  <p>Outcome: Increase the percentage of students Meeting/Exceeding MAP ELA from 67% - 72%</p> <p>Running Records - Students will continue to advance in reading levels as measured by running records administered at least 3 times a year.</p>
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Summary of SPSA Expenditures

Goal	Action/Description	Funding Source	Total Expenditures
Culture of Caring	Action 1 <ul style="list-style-type: none"> ● Purchase of MindUp materials (\$400) ● BACR Counselor 2 days/week (\$26,000) 	6300 Restricted Lottery \$400 \$23,000 funded by NUSD 0000 Discretionary Fund \$3,000	6300 Restricted - \$400 0000 Discretionary - \$3,000
	Action 2 <ul style="list-style-type: none"> ● SEEDS Training ● RJ Facilitator 	Funded by NUSD	N/A
	Action 3 <ul style="list-style-type: none"> ● Community Events ● Principal meetings ● Enrichment Opportunities (Storytelling, Poet in Residence, Walk Through History, field trips) ● PV in Motion teacher 	Funded by PTA and School Fuel grants	N/A
Culture of Competence	Action 4 <ul style="list-style-type: none"> ● DESSA ● Equity Team ● Data Matters ● On-going progress monitoring 	Funded by MCF and NUSD	N/A
	Action 5 <ul style="list-style-type: none"> ● 2 Part-time Credentialed Academic Specialists (\$65,000) ● Community Liaison ● Universal Access 	0290 LCAP - \$25,000 PTA - \$30,000 0000 Discretionary- \$10,000 10 hours - District Funded No cost	0290 LCAP - \$25,000 0000 Discretionary - \$10,000

	<ul style="list-style-type: none"> • BACR Counselor 2 days/week (\$26,000) • LEXIA (\$10,000) and IXL (\$3600) instructional software 	<p>See above</p> <p>PTA \$7000 0000 Discretionary - \$3,000 6300 - Restricted Lottery \$3,600</p>	<p>0000 Discretionary - \$3,000 6300 Restricted Lottery - \$3,600</p>
Culture of Excellence	<p>Action 6</p> <ul style="list-style-type: none"> • Proficiency scales • Targeted, differentiated, small group instruction 	PBE funded by NUSD	N/A
	<p>Action 7</p> <ul style="list-style-type: none"> • 3 Grade Level planning days per year for each grade level team (approximately \$10,000) 	<p>4035 Title II - \$3236 and PTA for substitute teachers</p>	4035 Title II - \$3236
Total Expenditures			<p>4035 Title II - \$3,236 0290 LCAP - \$25,000 6300 Restricted - \$4,000 0000 Discretionary - \$16,000</p>

Program for English Learners

School: Pleasant Valley

1. Goals to improve student outcomes, identified through the needs assessment which address the academic and language proficiency needs of ELs. (EC Section 64001[g][3][A])

CAASPP ELA - EL students grew 6.8 pts in ELA. **Increase growth of EL students as measured by CAASPP ELA by 15 points**

CAASPP MATH - EL students grew 23.8 pts in Math. **Increase growth of EL students as measured by CAASPP math by 15pts**

ELPAC - All EL students will demonstrate growth of at least one level as measured by ELPAC

Absenteeism - One EL student was chronically absent. **We continue to work with the family on attendance**

Suspensions - No ELs were suspended in 2018-19. **Continue to use alternate methods of guidance**

2. Evidence-based strategies, actions, or services to reach goals.(EC Section 64001[g][3][B])

1. Universal access time for each grade level - Designated time for each grade level during which no new instruction occurs so that students can have their needs met (e.g., ELD, RSP, OT, SLP, counseling) and not miss any content.
2. Part-time Academic Specialists to teach ELD and RTI during Universal Access time
3. Implementation of research-based intervention programs (e.g., Lexia, Fountas and Pinell, Sonday) as well as rigorous instructional practices (e.g., Clark Consulting techniques) to support students
4. Full implementation of district adopted ELA and Math programs (Lucy Calkins Reading and Writing Workshops, Math Expressions)
5. Continuous monitoring of student progress using a variety of data (e.g., reading and writing benchmark assessments, CAASPP, DESSA, MAP, MARS, ESGI and DATA Matters) to establish goals and instructional needs
6. Three Grade Level planning days to allow grade level teams to collaborate, plan, and share best practices.

7. All students will participate in at least three class community meetings each week to promote a sense of belonging and well-being and to cultivate a caring community. All teachers are trained in trauma-informed and Restorative Justice practices, and a Restorative Justice facilitator is on campus twice a week to support students and staff

8. BACR counselor two full days each week to support the mental health of all students

3. Proposed Expenditures (EC Section 64001[g][3][C])

Two Part-time Academic Specialists for ELD and RTI instruction (\$65,000):

0290 LCAP/Supplemental Grant - \$25,000

0000 Unrestricted \$10,000

PTA - \$30,000

LEXIA (\$10,000): \$7,000 from PTA, and \$3000 from 0000 Unrestricted

BACR Counselor (\$29,000): \$23,000 provided by NUSD, and additional \$3000 from 0000 Unrestricted

Grade Level Planning Days (\$9,975): \$3,236 from 4035 Title II and \$7,000 from PTA