

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **BIRD ROCK ELEMENTARY SCHOOL**

**2018-19**

37-68338-6039242  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Chris Hargrave, Interim

**Contact Person:** Chris Hargrave, Interim

**Position:** Principal

**Telephone Number:** 858/497-3500

**Address:** 5371 La Jolla Hermosa Ave, Bird Rock Elementary, La Jolla, CA, 92037-8016,

**E-mail Address:** ahale@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Bird Rock Elementary  
SITE CONTACT PERSON: Chris Hargrave/Judy Fogel  
PHONE: 858.488.0537 FAX: 858.539.0541

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

E-MAIL ADDRESS: chargrave@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |   |                             |
|---|-----------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)              | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Other (list): _____   | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/4/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Christine Hargrave  
Type/Print Name of School Principal

Chargrave  
Signature of School Principal

04.04.18  
Date

Ginny Gallagher LaRowe  
Type/Print Name of SSC Chairperson

Ginny Gallagher LaRowe  
Signature of SSC Chairperson

04-04-18  
Date

\_\_\_\_\_  
Type/Print Name of Area Superintendent

\_\_\_\_\_  
Signature of Area Superintendent

5.23.18  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

## **TABLE OF CONTENTS**

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Data Reports
  - B. Parent Involvement Policy for Non-Title I Schools
  - C. Home/School Compact
  - D. MPP Budget Allocations Summary Grid
  - E. 2018-19 SPSA Assessment and Evaluation

**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The mission of Bird Rock Elementary is to develop resilient students who are critical, innovative and flexible thinkers. Students are encouraged to take risks as they work collaboratively through open-ended experiences with real-world applications. We want all students to leave Bird Rock Elementary with a sense of social responsibility and emotional wellbeing, a love of learning and academic success.

The Bird Rock student population comes to school motivated and ready to learn.

Our School Plan for Student Achievement will focus on providing more support for English language learners through ELPAC testing and small group instruction with peers of similar language levels. In addition, we will focus on developing cohesive grade level lessons/instruction in the areas of Math & Science through professional development and extended collaboration time. By creating a cohesive instructional plan in math and science, student learning gaps will diminish. Furthermore, students who come "knowing" will have the opportunities to add-onto and challenge their understandings.

**SCHOOL VISION AND REALITY****School Vision:**

Bird Rock Elementary School (BRE) is a place where imagination is alive and students are engaged in collaborative conversation about what they're learning and thinking. Students learn how to effectively communicate their ideas by engaging in critical literacy and math as a process for identifying and supporting their claims and assertions. Bird Rock teachers support students as they develop resiliency through their efforts to persevere to understand the big ideas in each discipline.

We cultivate an environment that creates risk takers who work collaboratively and independently, through open-ended experiences with real-world applications.

Bird Rock Elementary equips children for the demands of the 21<sup>st</sup> century. We produce technologically fluent, socially responsible, contributing members of society, with a love for learning.

Our staff, students, and parents, with the support of our neighborhood community, strive toward the common goals of academic success and emotional well-being of every student.

**Reality:**

Bird Rock Elementary is a high performing school with community and parent support and involvement. i21 technology is installed in every classroom and all students have access to one-to-one devices. Classroom teachers meet in Professional Learning Communities weekly to collaborate, analyze student work and increase their understanding of the Common Core. Teachers in grades 2-5 are participating in Critical Math professional development to assist students in developing flexible thinking when approaching difficult problems. Students are encouraged to identify multiple solution pathways and justify their answers.

Though English language learners are less than 10 percent of the student population, our educational community needs to determine how we are going to make the curriculum more accessible to some of these students. An English Language Advisory Committee is in the early stages of implementation.

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?"

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**SPSA ALIGNMENT TO THE LEA PLAN**

**SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.**

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

To develop our SPSA we met with and surveyed staff members and parents. Their voices and ideas are reflected in the way we are projected to use the LCFF. These funds will help us address our equity challenges through time for teacher collaboration and planning.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Chris Hargrave (Interim)	Principal
Gabby Darras	Teacher
Ginny LaRowe	Teacher
Jennifer Vick	Teacher
Marlo Boyce	Other
Patricia Thompson	Parent
Laura Thompson	Parent
Roni Lincoln	Parent
Kristi Christianson	Parent
Summer Hadley	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 88% (approx. 66 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 88% (approx. 73 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 85% (approx. 4 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 1 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 85% (approx. 7 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85% (approx. 8 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 85% (approx. 8 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85% (approx. 5 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT    Interim Assessments    End-Of-Course Exams    SBAC    DRA2    SMI    SRI    KDS    ELPAC    ARI    MDTP    Report Cards    End-Of-Unit Assessments    PowerSchool    Sign In Sheets    Other

**Other Assessments (Please Specify):**

End of unit assessments, teacher created assessments, exit slips, formal and informal observations

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement and other assessment data once a week. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 85% (approx. 64 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 85% (approx. 70 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**  
 Subgroup: English Learners students  
 By June 2019, 100% (approx. 4 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 100% (approx. 1 - 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Hispanic/Latino students  
 By June 2019, 85% (approx. 7 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 85% (approx. 8 - 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Students with Disabilities  
 By June 2019, 85% (approx. 8 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 85% (approx. 5 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 end of unit assessments, teacher created assessments, formal/informal observations, data collection sheets

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?  
 Teachers will meet by grade level/department to analyze end of unit assessments and other assessments weekly. Analysis will inform subsequent instruction.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**Closing the Gap SMART Goal:****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

DRA

Teacher recommendation

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Teachers will meet by grade level/department to analyze end of unit assessments and other assessments weekly. Analysis will inform subsequent instruction.

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

By June 2019, at least 90% (approx. 65 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 90% (approx. 68 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

DRA

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI monthly. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 90% of families will attend 2 academic events to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

All students will benefit by increased parent involvement. We will provide multiple opportunities for all parents to participate in school meetings, conferences, events and activities.

**What data did you use to form these goals?:**

Parent Sign in Sheets

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet twice per year to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- Teachers will provide balanced literacy instruction including daily guided reading, critical literacy activities including collaborative discussions and writing activities
- Every English Learner will receive 30 minutes of instruction three times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Staff will use multiple measures of assessment (i.e., Exit slips, End of Unit Inquiry assessments, and Interim assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Support teachers will work with targeted students to improve language development.
- All English learners will be assessed using CELDT and ongoing ELD Assessments to support English language acquisition
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively in Professional Learning Communities (PLC) to identify Essential Grade Level Standards, develop Common Formative Assessments (CFA), other assessments (informal and formal-INSPECT) to plan instruction, monitor student progress, and differentiate instruction to better meet the needs of our students at Bird Rock Elementary.
- Teachers will participate in on site and district professional development to strengthen instruction in literacy, math and science.

**Strategic Support (Tier 2)**

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

<p><b>Intensive Intervention (Tier 3)</b></p> <ul style="list-style-type: none"> <li>- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers.</li> <li>- Counselor and support mentors will provide monthly check in with at risk students.</li> <li>- Speech and language pathologist will provide supplemental support to English learners with language needs.</li> <li>- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.</li> </ul>
<p><b>1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2016 - 6/30/2017):</b> To maximize instructional time, there will be minimal interruptions to the daily program. Teachers will have a daily schedule with at least 90 minutes allocated for English language arts and math periods. English language development will be provided to ELL students in a small group setting 30 minutes four days per week.</p> <p><b>How will you monitor these strategies/activities?:</b> Principal observations, student progress.</p>
<p><b>2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2016 - 6/30/2017):</b> To close the gap, students will be identified through DRA assessments, ELPAC, and beginning of the year math assessments. Identified students will receive of additional small group instruction in reading, math and/or English language development throughout the school week.</p> <p><b>How will you monitor these strategies/activities?:</b> Principal observations, student progress.</p>
<p><b>3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):</b> Teachers will be given release time for training opportunities and to collaborate and plan to meet the needs of all students.</p> <p><b>How will you monitor these strategies/activities?:</b> Principal observations, student progress.</p>
<p><b>4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):</b> The counselor, nurse, and administrator check-in with students and ensure that students are in school. The counselor provides classroom instruction. The nurse and health tech provide assistance with sick and/or injured students. The principal is present and welcomes students on a daily basis.</p> <p><b>How will you monitor these strategies/activities?:</b> Principal observations, student progress.</p>
<p><b>5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):</b> Parent involvement is a large part of the school community. Parents are informed and welcomed to participate in Back-to-School Night, Principal's Coffees, Parent/Teacher Conferences, Open House, topic specific parent meetings, classroom volunteer, School Site Council, ELAC, and School Governance Team.</p> <p><b>How will you monitor these strategies/activities?:</b> Principal observations, sign in sheets.</p>

**Local Control Funding Formula Goals and Budget**

**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

**Intervention Support Goal::**

ELPAC trained, certified teacher to administer ELPAC to students whose first language is something other than English.

Teachers provide small group instruction to increase the number of students meeting grade level standards as measured by DRA levels and site developed assessments.

**Identified Need::**

All students whose first language is something other than English must be administered the ELPAC assessment within the fall testing window.

There are students in all grade levels who are not meeting grade level standards. These students benefit from Tier II instructional strategies being implemented during the school day.

**Target Group::**

All English Language Learners

Students not meeting grade level standards.

**Monitoring::**

ELPAC is administered annually. Qualifying students will receive 30 minutes of English language development instruction at least 4 days a week.

Through ELPAC, DRA scores and, results of site developed assessments

**Personnel Responsible::**

Administration/ILT/Classroom Teachers/ELPAC Coordinator

**Goal 2: Classroom Supports**

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

**Classroom Support Goal::**

To increase access to grade level standards and improve learning basic supplies are necessary.

**Identified Need::**

All students are in need of basic classroom supplies.

**Target Group::**

All students are in need of basic supplies for learning.

**Monitoring::**

Administrative approval of instructional supply requests will based on academic rationale.

**Personnel Responsible::**

Administration

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

Annual ELPAC training for the administration and ELPAC Coordinator

**Identified Need::**

All English language learners are administered the ELPAC each fall.

**Target Group::**

English Language Learners

**Monitoring::**

DRA, writing samples, speaking samples, observation

**Personnel Responsible::**

Office of Language Acquisition, administration, ELPAC Coordinator, Teachers

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired NonClstrm Tchr Hrly		\$2,500.00	\$3,009.75	0029-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	LCFF 1	ELPAC testing to identify and provide developmentally appropriate English language instruction.
Supplies		\$5,440.00	\$5,440.00	0029-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional supplies to supplement core academic work such as pencils, charts, etc.



## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Bird Rock**  
**All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	267	83.5	264	84.8	238	81.5	-2.0	-3.3	269	78.4	264	83.3	237	80.6	2.2	-2.7
Female	127	87.4	126	89.7	121	86.0	-1.4	-3.7	129	77.5	126	84.1	121	81.0	3.5	-3.1
Male	140	80.0	138	80.4	117	76.9	-3.1	-3.5	140	79.3	138	82.6	116	80.2	0.9	-2.4
African American	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
Asian	10	100.0	9	-	8	-	-	-	10	90.0	9	-	8	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	23	60.9	23	73.9	20	70.0	9.1	-3.9	25	60.0	23	60.9	20	75.0	15.0	14.1
Indochinese	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	205	85.9	195	85.6	183	82.5	-3.4	-3.1	205	79.0	195	86.2	182	81.3	2.3	-4.9
Multiracial	25	80.0	32	87.5	25	84.0	4.0	-3.5	25	88.0	32	81.3	25	76.0	-12.0	-5.3
English Learner	8	-	7	-	6	-	-	-	9	-	7	-	6	-	-	-
English-Speaking	259	85.7	257	86.0	232	83.6	-2.1	-2.4	260	80.8	257	84.8	231	82.3	1.5	-2.5
Reclassified†	15	80.0	8	-	13	46.2	-33.8	-	15	93.3	8	-	13	61.5	-31.8	-
Initially Eng. Speaking	244	86.1	249	85.9	219	85.8	-0.3	-0.1	245	80.0	249	84.3	218	83.5	3.5	-0.8
Econ. Disadv.*	22	50.0	29	65.5	29	75.9	25.9	10.4	22	50.0	29	65.5	29	65.5	15.5	0.0
Non-Econ. Disadv.	245	86.5	235	87.2	209	82.3	-4.2	-4.9	247	81.0	235	85.5	208	82.7	1.7	-2.8
Gifted	110	93.6	122	95.1	99	94.9	1.3	-0.2	110	90.9	122	93.4	98	100.0	9.1	6.6
Not Gifted	157	76.4	142	76.1	139	71.9	-4.5	-4.2	159	69.8	142	74.6	139	66.9	-2.9	-7.7
With Disabilities	29	34.5	23	52.2	23	34.8	0.3	-17.4	29	41.4	23	52.2	23	34.8	-6.6	-17.4
WO Disabilities	238	89.5	241	88.0	215	86.5	-3.0	-1.5	240	82.9	241	86.3	214	85.5	2.6	-0.8
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	3	-	-	-	1	-	0	-	3	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Bird Rock**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	82.3	83	86.7	75	78.7	-3.6	-8.0	79	84.8	83	84.3	75	80.0	-4.8	-4.3
Female	46	89.1	43	90.7	36	88.9	-0.2	-1.8	46	84.8	43	86.0	36	75.0	-9.8	-11.0
Male	33	72.7	40	82.5	39	69.2	-3.5	-13.3	33	84.8	40	82.5	39	84.6	-0.2	2.1
African American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Asian	3	-	1	-	3	-	-	-	3	-	1	-	3	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	6	-	4	-	8	-	-	-	6	-	4	-	8	-	-	-
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	61	82.0	66	86.4	60	78.3	-3.7	-8.1	61	83.6	66	87.9	60	81.7	-1.9	-6.2
Multiracial	9	-	10	90.0	4	-	-	-	9	-	10	80.0	4	-	-	-
English Learner	2	-	3	-	4	-	-	-	2	-	3	-	4	-	-	-
English-Speaking	77	84.4	80	87.5	71	83.1	-1.3	-4.4	77	85.7	80	86.3	71	83.1	-2.6	-3.2
Reclassified†	1	-	0	-	3	-	-	-	1	-	0	-	3	-	-	-
Initially Eng. Speaking	76	84.2	80	87.5	68	85.3	1.1	-2.2	76	85.5	80	86.3	68	83.8	-1.7	-2.5
Econ. Disadv.*	6	-	9	-	6	-	-	-	6	-	9	-	6	-	-	-
Non-Econ. Disadv.	73	86.3	74	87.8	69	78.3	-8.0	-9.5	73	86.3	74	89.2	69	81.2	-5.1	-8.0
Gifted	35	97.1	34	94.1	23	91.3	-5.8	-2.8	35	97.1	34	97.1	23	100.0	2.9	2.9
Not Gifted	44	70.5	49	81.6	52	73.1	2.6	-8.5	44	75.0	49	75.5	52	71.2	-3.8	-4.3
With Disabilities	10	30.0	7	-	9	-	-	-	10	50.0	7	-	9	-	-	-
WO Disabilities	69	89.9	76	89.5	66	84.8	-5.1	-4.7	69	89.9	76	88.2	66	83.3	-6.6	-4.9
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Bird Rock**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	99	77.8	81	80.2	80	80.0	2.2	-0.2	100	77.0	81	85.2	80	76.3	-0.7	-8.9
Female	37	81.1	46	84.8	39	82.1	1.0	-2.7	38	78.9	46	84.8	39	76.9	-2.0	-7.9
Male	62	75.8	35	74.3	41	78.0	2.2	3.7	62	75.8	35	85.7	41	75.6	-0.2	-10.1
African American	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Asian	4	-	4	-	1	-	-	-	4	-	4	-	1	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	12	58.3	8	-	3	-	-	-	13	53.8	8	-	3	-	-	-
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	72	81.9	59	81.4	62	82.3	0.4	0.9	72	79.2	59	88.1	62	75.8	-3.4	-12.3
Multiracial	9	-	10	90.0	12	83.3	-	-6.7	9	-	10	70.0	12	83.3	-	13.3
English Learner	2	-	1	-	1	-	-	-	3	-	1	-	1	-	-	-
English-Speaking	97	79.4	80	81.3	79	81.0	1.6	-0.3	97	79.4	80	86.3	79	77.2	-2.2	-9.1
Reclassified†	7	-	1	-	6	-	-	-	7	-	1	-	6	-	-	-
Initially Eng. Speaking	90	81.1	79	81.0	73	83.6	2.5	2.6	90	78.9	79	86.1	73	76.7	-2.2	-9.4
Econ. Disadv.*	8	-	12	58.3	12	58.3	-	0.0	8	-	12	75.0	12	58.3	-	-16.7
Non-Econ. Disadv.	91	80.2	69	84.1	68	83.8	3.6	-0.3	92	79.3	69	87.0	68	79.4	0.1	-7.6
Gifted	30	86.7	36	94.4	31	93.5	6.8	-0.9	30	86.7	36	94.4	31	100.0	13.3	5.6
Not Gifted	69	73.9	45	68.9	49	71.4	-2.5	2.5	70	72.9	45	77.8	49	61.2	-11.7	-16.6
With Disabilities	10	30.0	8	-	8	-	-	-	10	40.0	8	-	8	-	-	-
WO Disabilities	89	83.1	73	83.6	72	84.7	1.6	1.1	90	81.1	73	87.7	72	81.9	0.8	-5.8
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Bird Rock**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	89	91.0	100	87.0	83	85.5	-5.5	-1.5	90	74.4	100	81.0	82	85.4	11.0	4.4
Female	44	90.9	37	94.6	46	87.0	-3.9	-7.6	45	68.9	37	81.1	46	89.1	20.2	8.0
Male	45	91.1	63	82.5	37	83.8	-7.3	1.3	45	80.0	63	81.0	36	80.6	0.6	-0.4
African American	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Asian	3	-	4	-	4	-	-	-	3	-	4	-	4	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	5	-	11	81.8	9	-	-	-	6	-	11	63.6	9	-	-	-
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	72	93.1	70	88.6	61	86.9	-6.2	-1.7	72	75.0	70	82.9	60	86.7	11.7	3.8
Multiracial	7	-	12	83.3	9	-	-	-	7	-	12	91.7	9	-	-	-
English Learner	4	-	3	-	1	-	-	-	4	-	3	-	1	-	-	-
English-Speaking	85	94.1	97	88.7	82	86.6	-7.5	-2.1	86	77.9	97	82.5	81	86.4	8.5	3.9
Reclassified†	7	-	7	-	4	-	-	-	7	-	7	-	4	-	-	-
Initially Eng. Speaking	78	93.6	90	88.9	78	88.5	-5.1	-0.4	79	75.9	90	81.1	77	89.6	13.7	8.5
Econ. Disadv.*	8	-	8	-	11	90.9	-	-	8	-	8	-	11	72.7	-	-
Non-Econ. Disadv.	81	93.8	92	89.1	72	84.7	-9.1	-4.4	82	78.0	92	81.5	71	87.3	9.3	5.8
Gifted	45	95.6	52	96.2	45	97.8	2.2	1.6	45	88.9	52	90.4	44	100.0	11.1	9.6
Not Gifted	44	86.4	48	77.1	38	71.1	-15.3	-6.0	45	60.0	48	70.8	38	68.4	8.4	-2.4
With Disabilities	9	-	8	-	6	-	-	-	9	-	8	-	6	-	-	-
WO Disabilities	80	96.3	92	90.2	77	89.6	-6.7	-0.6	81	79.0	92	83.7	76	90.8	11.8	7.1
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B**

**PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

---

### ***Bird Rock Elementary School***

#### **NON - TITLE I PARENT INVOLVEMENT POLICY**

Bird Rock Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents in our monthly SSC meetings.

It has distributed the policy to parents of Non-Title I students. The policy is distributed to parents via the parent handbook.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

#### **Involvement of Parents in the Non-Title I Program**

To involve parents in the Non-Title I program at Bird Rock Elementary School the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. We have an annual Back to School Night that all parents attend; the policy is included in the information presented there.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. The principal holds principal chats at times most convenient for families at our school. That tends to be the morning after drop off.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. We have active parent groups on campus. We have an SSC, SGT, ELAC, and Foundation. Different aspects of the information concerning the school's programs are presented in each of these venues.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. We inform parents through our Back to School Night as well as via our website and SchoolMessenger. Teachers inform parents of programs pertinent to their children.
- The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Information is distributed at the Back to School Nights in September and is given to parents throughout the year by the classroom teachers.
- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.



### **Home/School Compact**

Bird Rock Elementary School distributes to parents of Non-Title I students a Home/School compact in the parent handbook. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction;
- The ways parents will be responsible for supporting their children's learning;
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences, frequent reports on student progress, access to staff, opportunities for parents to volunteer and participate in their child's class, and opportunities to observe classroom activities.

### **Building Capacity for Involvement**

Bird Rock Elementary School engages Non-Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This is done through the following:
  - Back to School Night presentations
  - Teacher communication
  - Principal Coffees
  - Opportunities to visit the school family curriculum events
  - Presentations and showcases of student academic work and work in the visual and performing arts.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement.
  - Parent conferences are held twice each year for all students and additionally as needed for students who are struggling. Teachers work with parents to continue support for their children's achievement at home.
  - The school provides computer programs that can be used to hone skills for proficient students or as additional intervention practice for struggling students.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
  - Faculty meetings
  - Teacher representatives on all parent committees

- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, to encourage and support parents in more fully participating in the education of their children.
  - Family curriculum events and presentations and showcases of student work support parents in learning about the curriculum and ways to support their children at home.
  
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand.
  - The school sends eblast messages that provide parents with an abundance of information. If parents need copies of eblasts, they may request them from the office. Eblasts can be obtained in different languages with the use of translation programs.
  - The principal will provide a monthly eblast summarizing important decisions made at meetings that took place in the month.
  
- The school provides support for parental involvement activities requested by Non-Title I parents.

### **Accessibility**

Bird Rock Elementary School provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

**APPENDIX C**

**HOME/SCHOOL COMPACT**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

---

**BIRD ROCK ELEMENTARY**

**HOME/SCHOOL COMPACT**

**Bird Rock Elementary** and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-2019.

**REQUIRED HOME/SCHOOL COMPACT PROVISIONS**

**SCHOOL RESPONSIBILITIES**

**Bird Rock Elementary** will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Bird Rock Elementary School offers a learning environment that encompasses rigorous academic standards and high expectations in academics, behavior, and citizenship for our students.

The mission of Bird Rock Elementary School is to work with parents and students to foster a learning environment characterized by mutual respect and to enrich learning experiences so that skills and attitudes are developed that will prepare students to be positive, productive, and responsible members of society.

At Bird Rock Elementary School, our instructional focus is to meet the needs of our 21st century learners. We believe we must provide opportunities for our students to be critical thinkers, problem solvers, and communicators. We believe our students need real world opportunities to analyze and synthesize information and to solve problems. We believe that our students need a comprehensive education that includes visual and performing arts, and a foreign language. We believe that students need to have opportunities throughout the day to work with technology as a tool for their learning. We believe that instruction needs to be differentiated to meet the varied needs and abilities of all our students.

At Bird Rock Elementary all our classrooms in grades 3-5 are GATE Cluster classes and all teachers hold (3-5) hold GATE certification. We differentiate to meet the needs of the GATE students in all our classrooms.

At Bird Rock Elementary School, we have Special Education Resource Teachers (education specialists) who provide support to students with mild to moderate learning needs. We also have a Special Education Resource

Teacher who offers intensive support to students from all the La Jolla cluster elementary schools with moderate to severe learning needs.

We have a library that provides students with supplementary instructional resources such as novels, dictionaries, encyclopedias, on-line resources and a place to learn.

At Bird Rock Elementary School, we encourage and advocate for parental involvement at all levels. Bird Rock Elementary School is fortunate to have a very active Bird Rock Elementary Foundation, School Site Council, and Site Governance Team. Meetings are held regularly for each of these groups. The Foundation provides additional funding to purchase instructional materials, provide enrichment programs, supplement technology needs, and provide classroom supports. Our School Site Council and Site Governance Team are advisory to the principal in setting academic achievement goals that enable all students to succeed, providing a comprehensive educational experience, creating a warm and positive learning environment, and making budgetary decisions that support school goals.

You will find that at Bird Rock Elementary School we provide a nurturing and rigorous educational experience to meet the individual needs of our students.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

**Hold parent teacher conferences during which this compact will be discussed as it relates to Bird Rock Elementary and to the individual student's achievement.**

Student Study Teams

504 meetings

Individualized Educational Program meetings

Individual Parent/Teacher meetings

Parent Handbook

3. Provide parents with frequent reports on their child's progress.

Reporting period ends on the following dates:

- November
- March
- June

Progress Reports are distributed during parent teacher conferences in November and March. If parents are unable to attend a conference the progress report is sent home. At the parent conference, teachers provide a comprehensive profile of each student's academic performance which may include: formative assessments, summative assessments, writing samples, and projects. The June progress report does not accompany a conference and is sent home with the students on the last day of school.

Individual teachers will provide timely notification if the child is at risk of not meeting grade level standards at any point during the school year.

4. Provide parents reasonable access to staff.

- Bird Rock Elementary offers a reliable message system through the main office where parents can leave messages for their student's teachers and/or other staff members. All staff members try to respond within 24 hours during the work week.
- Parents can also utilize the district email address to communicate with teachers and support staff.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Bird Rock Elementary welcomes parent volunteers

- Parents are given the opportunity to sign up to be a parent volunteer at any point in the year. Parents must fill out a Volunteer Application, receive TB clearance, and be screened using the Meagan's Law list order to volunteer. Staff members will refer to the list of cleared volunteers to solicit parent volunteers.

Bird Rock Elementary welcomes parents to visit classrooms

- Parents are invited to visit classrooms during our Family Literacy Week, Family Math Week, and for presentations and show cases of student work.

**PARENTS RESPONSIBILITIES AT BIRD ROCK ELEMENTARY**

**We, as BIRD ROCK ELEMENTARY parents, will support our student's learning by:**

- Monitoring my student's attendance and tardiness;
- Making sure that my student is provided with a homework routine and environment that allow him/her to complete assignments successfully and independently;
- Checking homework assignments /planner on daily basis.
- Monitoring the amount and appropriateness of screen time my student has;
- Ensuring that my student exercises good digital citizenship;
- Promoting positive use of my student's extracurricular time;
- Staying informed about my student's education and communicating with the school by promptly reading all notices from Bird Rock Elementary or SDUSD either received by my student or by email and responding as appropriate;
- Visiting the school website for up to date information regarding Bird Rock Elementary at: <http://www.sandiegounified.org/bres>
- Volunteering when available at Bird Rock Elementary School.
- Serving on and/or attending to the extent possible, advisory groups or committees such as School Site Council, School Governance Team, and /or the school's foundation;
- Attending school events/functions to know more about my students' educational experience such as Back to School Night, Family Math Days, Family Literacy Days, and the art show;
- Attending parent education workshops and meetings wherever possible;
- Participating in decisions related to my student's education;
- Ensuring that my student is not on campus unsupervised;
- Ensuring that my student respects all teachers, volunteers, and other adults on campus;
- Ensuring that my student respects his/her classmates and is a responsible citizen of his/her classroom and our school.

Home/School Compact  
**Bird Rock Elementary**

**PARENT RESPONSIBILITIES**

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

**Optional additional provisions**

**STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

- \* Do my homework every day and ask for help when I need it.
  - \* Read at least 30 minutes every day outside of school time.
  - \* Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- \* Please note that signatures are not required.

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**



School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Bird Rock Elementary	09800	1986	Retired NonClstrm Tchr Hrly			\$ 2,500.00
		3000	Employee Benefits			\$ 509.75
		4301	Supplies			\$ 5,440.00
	<b>09800 Total</b>					<b>\$ 8,449.75</b>

**APPENDIX E****2018-19 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Bird Rock Elementary School  
*TYPE OR PRINT*

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> <li>• Instructional time will be maximized by continuing to organize the master calendar in a manner that supports the implementation of uninterrupted instructional blocks for core subjects.</li> <li>• A comprehensive assessment system across grade levels will be implemented to ensure that school-wide data is available.</li> <li>• Systems will be put in place to allow for regular analysis of student data to assist in making decisions that support academic progress for all students.</li> <li>• Principal and teachers will address the variation in survey results to ensure that the impact of instructional strategies and systems is consistent across grade levels.</li> </ul>
CLOSING THE ACHIEVEMENT GAP	<ul style="list-style-type: none"> <li>• Teachers will continue to implement strategies for closing the achievement gap and meeting established goals.</li> <li>• Well-established systems for ensuring that students with disabilities receive appropriate accommodations and modifications will continue to be implemented.</li> <li>• Teachers will continue to monitor growth among targeted students to ensure they achieve established expectations.</li> </ul>
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• Survey results indicate significant variation in perceptions regarding various aspects of Professional Development at BRE.</li> <li>• ILT will review and analyze survey results in order to ensure that the benefits of Professional Development efforts accrue to all teachers.</li> <li>• PLC work is valued and will continue to be supported.</li> </ul>

GRADUATION/PROMOTION	<ul style="list-style-type: none"><li>• Progress towards graduation/promotion goals is consistent.</li><li>• All students are challenged to achieve promotional and graduation goals.</li><li>• Staff is keenly aware of their responsibility to support and challenge students to achieve these goals and progress of students is monitored regularly.</li><li>• Data is used to ensure that instructional decisions are made in pursuit of student achievement towards graduation and promotion goals.</li></ul>
PARENT ENGAGEMENT	<ul style="list-style-type: none"><li>• Bird Rock Elementary enjoys significant parental involvement and support.</li><li>• Parent involvement is a major part of the fabric of the school community and a major contributor to the enrichment of its students.</li><li>• BRE will continue to stress the importance of parent participation via communication networks, Open House, Parent/Teacher Conferences, etc.</li><li>• School staff will continue its outreach in order that all members of the school community are aware of available resources and receive the benefits of the parental and community involvement that is a hallmark of BRE.</li></ul>