

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT OCEAN BEACH ELEMENTARY SCHOOL

2018-19

37-68338-6040034
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: Drapeau, Marco

Contact Person: Drapeau, Marco

Position: Principal

Telephone Number: 619-223-1631

Address: 4741 Santa Monica Ave, Ocean Beach Elementary, San Diego, CA, 92107-2208,

E-mail Address: mdrapeau@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- 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: Ocean Beach Elementary

SITE CONTACT PERSON: Marco Drapeau

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

PHONE: 619-223-1631

FAX: 619-224-0141

E-MAIL ADDRESS: mdrapeau@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:

- English Learner Advisory Committee (ELAC) Date of presentation: 4/3/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- 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: 4-27-18

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.

Marco Drapeau
Type/Print Name of School Principal

[Signature]
Signature of School Principal

4-5-18
Date

Suzy Reid
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

4/5/18
Date

Kimie Lochtefau
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

4/6/18
Date

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

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

The vision of Ocean Beach Elementary School is to imbue each student with an insatiable curiosity for learning, to nurture their talents, stoke their passions, and create responsible community citizens. We believe that as we inspire and motivate our students through participation in theater, dance, art, music, and physical education, they will achieve higher levels of proficiency and contribute to a safe, orderly, and supportive learning environment. The overwhelming majority of our students are from the local community. Our population includes students who speak 16 different home languages, foster students, and other students living in non-traditional situations. Our SPSA supports this vision by providing a standards-based curriculum which emphasizes high expectations for achievement and behavior for all students, utilizes data for instructional decision making, strategically supports learners, engages all staff in ongoing professional learning, increases parent education and involvement, and improves daily attendance.

Barriers: Due to an increased enrollment in fall of 2017 a new teacher was added to our site resulting in a reorganization of a number of classes causing a brief interruption in learning. Our English Learner population has not had the same level of service since budget constraints in 2014 caused us to lose our site based ELST. Also, in 2017-18 we will be unable to fund a second day of counseling as we during the prior two school years.

SCHOOL VISION AND REALITY

My vision for OB Elementary is a school which teachers are equipped with the knowledge and tools to create exceptional teaching environments. This includes having the physical environment of the school maintained at a high degree of cleanliness with local art adorning some walls. Overdue repairs to the playground are remedied. Our school garden program establishes clear protocols with a lead liaison to oversee and coordinate it. Classrooms environments promote self-directed learning. I as leader spend time every day in classrooms observing learning. Every room has 121 technology and teachers are trained on how to use it. Teachers are deeply committed to reviewing and reassessing their practice and use data to inform their instruction. Data is effectively and efficiently reported to leadership in easily retrievable formats. Grade level teams are cohesive and truly collaborative, meeting regularly to analyze, assess, and learning. All classrooms having updated technology and teachers are well versed in its use. School utilizes web based platforms such as Twitter to share updates, school news, and other PLC work. Leadership creates conditions, procedures, and policies with input from stakeholders which allow a high degree of learning with minimal bureaucratic interference. Our school website is dynamic and up to date. An increased element of on campus safety and security is established with a more effective visitor check in system. A school wide behavior support protocol is being established and monitored for effectiveness. Teachers use choice words with students and instill a true growth mindset in all students. Safety protocols are clearly established with respect to evacuation, earthquake, lock-downs, and other potential high risk events. OBE is a very art-centric community and the school needs to reflect that spirit. More OB-centric art needs to be on display. Our PTA supports student learning by raising funds for our award winning arts program. All OBE students receive art instruction by professional artists in different mediums. We believe the arts are essential to well-rounded education, and not to be considered a luxury.

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.

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?" The use of Critical Concepts was implemented this year and further professional development will enhance the use of these tools to measure students learning.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Teams have taken on focus students to monitor in order to find ways to make all successful..

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. All staff have chosen focus students to monitor and analyze growth. 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.

LCCFF COMMUNITY AND STAFF ENGAGEMENT

OBE sought stakeholder input through staff meetings as well as surveys. Parents were emailed a survey and it was displayed on the school website as well. Our SSC has an informed, active membership which helps guide shared decision making. A Twitter account was created two years ago to provide families with real time updates on school-wide as well as classroom events. A site wellness committee was created last year to support staff and student wellness. SSC reviews goals for the SPSA to ensure compliance.

SINGLE PLAN FOR STUDENT ACHIEVEMENT**Area 1: English/Language Arts****English/Language Arts SMART Goal:**

By June 2019, 67% (approx. 40 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Hispanic/Latino students

By June 2019, 58% (approx. 10 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 60% (approx. 3 3rd 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):

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 ARI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 68% (approx. 41 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Hispanic/Latino students

By June 2019, 58% (approx. 10 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 60% (approx. 3 3rd 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):

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 3 times per year. 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.

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):

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

OB Elementary will fund an EL assistant for the year 2018-19 as we have in the past two years. EL assistant will provide small group instruction and push in support to classrooms. EL Assistant will provide updates to administration.

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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, at least 75% (approx. 45 3rd graders) will meet or exceed level 38 in DRA.

Closing the Gap SMART Goal

Subgroup: African American students

By June 2019, at least 50% (approx. 1 3rd graders) will meet or exceed level 38 in DRA.

Subgroup: English Learners students

By June 2019, at least 75% (approx. 3 3rd graders) will meet or exceed level 38 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 70% (approx. 12 3rd graders) will meet or exceed level 38 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 60% (approx. 3 3rd graders) will meet or exceed level 38 in DRA.

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 Assessment

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 __3_ times per year. Analysis will inform subsequent instruction.

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

By June 2019, 97% (approx. 420 families) will attend fall parent/teacher conferences.

By June 2019, at least 60% (approx. 258 families) will attend school events to increase engagement and meaningful involvement in their child's education..

Targeted Population:

Parents of all students with emphasis on underperforming students, English Learners in all grade levels, and new parents to Ocean Beach Elementary.

What data did you use to form these goals?

Research supports parent attendance and engagement at school conferences, activities, training, and governance structures is correlated to increased student achievement. At OBE some of the ways to get involved include, but aren't limited to, the following: Committees such as PTA, SSC, SGT, and volunteering in classrooms. We also have numerous evening events, such as Science Night, Fall Festival, Spring Carnival/Open House, and Back to School Night.

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

Parents will have sign in sheets for formal conferences. Administration will review sign in sheets to measure attendance. Other events will be by approximate head count and ticket sales.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the units of study in English Language Arts, Lucy Calkins Writer's Workshop curriculum, ELA Framework and Common Core State Standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of FELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit 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.
- All English learners will be assessed using ELPAC
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, 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 to identify grade level proficiency using Critical Concepts and corresponding proficiency scales, and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Extended learning time (via Primetime grant for afterschool teaching) 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
- Educational specialist will provide push in and pull out 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 re-teach concepts.

Intensive Intervention (Tier 3)

- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support staff mentors will provide monthly check in with at risk students
- On site Building Bridges program will support identified students for socio-emotional needs.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

Ocean Beach Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

1. The school is working on bell to bell instruction. All staff members will provide opportunities for student growth during instructional hours.
2. Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.
3. OBE has funded a part time EL assistant to identify needs, collaborate with classroom teachers, and monitor EL student progress.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$695.00	\$695.00	0225-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Classroom and intervention materials

How will you monitor these strategies/activities?

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review site created assessments, SBAC and CELDT data with staff, ILT, SSC

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

1. Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level when possible.
2. Allocate funding to hire an hourly support person to work with below grade level EL students .

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

- * Bell to bell instruction
- * Regular classroom observations and feedback
- * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

1. Site will continue to collaborate with other cluster elementary schools in order to create cohesion across the cluster and give teachers opportunities to collaborate.
2. Site will allocate funds for ILT to visit/collaborate with other sites to continue to strengthen professional learning.
3. Site will fund PLC release days in order to give teachers collaboration time to strengthen academic program.

Ocean Beach Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
 *Attendance at cluster and site professional development
 *Grade level team meetings/plc
 *Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 1. Staff will assist students in meeting grade level requirements by attending to their health needs and providing academic career planning.
 2. School will fund additional day of counseling to bring counseling up to two days a week.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.3250	\$9,213.43	\$19,464.40	0225-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04	Support students' social, emotional, and mental health needs.
Health Technician	0.2000	\$6,823.60	\$12,292.64	0225-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	04	Support students' physical health needs

How will you monitor these strategies/activities?
 *Phone calls home
 *SARB letters
 *Counselor interventions such as individual and group meetings
 *Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 1. School will have multiple opportunities for parents to participate in various meetings with principal and other staff. School will provide translation in various languages when necessary, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the importance of punctual attendance.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$1,395.00	\$1,395.00	0225-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	In service supplies for parents events and meetings.

How will you monitor these strategies/activities?

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast/Principal's message, flyers and the school website
- *SSC meetings
- *ELAC meetings
- *Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget
<p>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?</p>
<p>Intervention Support Goal:: Counselor to provide social and emotional support to students, scheduling of student study teams, and RTI support/ training. Also provide counseling to targeted students. To provide release time for staff to work on PD and PLC to enhance the educational program Provide targeted push in/ pull out instruction for struggling EL students, homeless students and students with IEPs</p> <p>Identified Need:: To provide social and emotional support to students, scheduling of students and RTI support/ training. Also provide counseling to targeted students as well as struggling EL students, homeless students and students with IEPs</p> <p>Target Group:: Students struggling with social or emotional issues as well as struggling EL students, homeless students and students with IEPs</p> <p>Monitoring:: Monthly meetings with students, counselor and teachers; also monthly staff meetings, ILT and SSC</p> <p>Personnel Responsible:: Principal, counselor, school psychologist, guidance assistant, and Building Bridges staff.</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Counselor to provide social and emotional support to students, scheduling of student study teams, and RtI support/ training. Also provide counseling to targeted students. OBE funds release time for staff to work on PD and PLC to enhance the educational program. Provide targeted push in/ pull out instruction for struggling EL students, homeless students and students with IEPs. Teachers were trained in EL assessment tools such as DIBELS</p> <p>Identified Need:: To provide teachers with resources to support all students, with a focus on EL's and socio-emotionally fragile students.</p> <p>Target Group:: Students who are under-performing as well as struggling EL students, homeless students and students with IEPs</p> <p>Monitoring:: Monthly meetings with students, counselor and teachers; also monthly staff meetings, ILT and SSC</p>

Personnel Responsible::
Principal, counselor, guidance assistant, and Building Bridges staff.

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:
OBE funds four half day release days for teachers to collaborate by grade level team to support student learning. Teachers also meet to participate in cluster wide PD.

Identified Need::
Assessment, monitoring, and planning to reach all students, especially those are currently underperforming, struggling ELs, and SPED students.

Target Group::
Students who are underperforming, struggling with social or emotional issues, English Learners, or SPED students.

Monitoring::
Monthly meetings with teachers via monthly staff meetings, ILT and SSC meetings.

Personnel Responsible::
Principal, teachers, EL Assistant, guidance counselor.

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.1750	\$4,365.55	\$5,618.23	0225-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Support student learning through access to a wide variety of printed material.
Guidance Asst	0.0500	\$1,417.45	\$2,994.52	0225-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	Provide social, emotional, and mental health support to students.
Prof&Curriclm Dev Vist Tchr		\$7,000.00	\$8,427.30	0225-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, 05, LCFF 3	Provide release time to grade level teams for PLCs.
Supplies		\$8,637.00	\$8,637.00	0225-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 2	Provide materials for enhanced student learning.
Software License		\$3,000.00	\$3,000.00	0225-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	To provide multiple web based opportunities to enhance student learning.
Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0225-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 2	To provide classroom materials to ensure student learning.

ACHIEVEMENT**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. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

ACHIEVEMENT

APPENDIX A**DATA REPORTS**

Data Reports: Attached Data comes from 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
Ocean Beach
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	175	66.9	159	61.0	152	69.1	2.2	8.1	176	60.2	160	55.0	154	68.8	8.6	13.8
Female	77	71.4	79	60.8	70	74.3	2.9	13.5	77	58.4	80	51.2	70	61.4	3.0	10.2
Male	98	63.3	80	61.3	82	64.6	1.3	3.3	99	61.6	80	58.8	84	75.0	13.4	16.2
African American	8	-	7	-	7	-	-	-	9	-	7	-	8	-	-	-
Asian	2	-	2	-	0	-	-	-	2	-	2	-	0	-	-	-
Filipino	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Hispanic	60	63.3	50	54.0	43	58.1	-5.2	4.1	60	48.3	51	41.2	44	61.4	13.1	20.2
Indochinese	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Native American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	88	72.7	85	67.1	90	75.6	2.9	8.5	88	71.6	85	62.4	90	72.2	0.6	9.8
Multiracial	13	69.2	12	58.3	12	83.3	14.1	25.0	13	61.5	12	75.0	12	83.3	21.8	8.3
English Learner	15	40.0	15	20.0	10	30.0	-10.0	10.0	16	25.0	16	18.8	12	33.3	8.3	14.5
English-Speaking	160	69.4	144	65.3	142	71.8	2.4	6.5	160	63.8	144	59.0	142	71.8	8.0	12.8
Reclassified†	7	-	5	-	3	-	-	-	7	-	5	-	3	-	-	-
Initially Eng. Speaking	153	69.3	139	64.0	139	71.9	2.6	7.9	153	64.1	139	57.6	139	71.9	7.8	14.3
Econ. Disadv.*	102	58.8	105	54.3	85	55.3	-3.5	1.0	103	48.5	106	50.9	86	57.0	8.5	6.1
Non-Econ. Disadv.	73	78.1	54	74.1	67	86.6	8.5	12.5	73	76.7	54	63.0	68	83.8	7.1	20.8
Gifted	59	86.4	39	89.7	37	86.5	0.1	-3.2	59	79.7	39	87.2	36	91.7	12.0	4.5
Not Gifted	116	56.9	120	51.7	115	63.5	6.6	11.8	117	50.4	121	44.6	118	61.9	11.5	17.3
With Disabilities	15	20.0	15	20.0	21	47.6	27.6	27.6	15	26.7	15	6.7	21	57.1	30.4	50.4
WO Disabilities	160	71.3	144	65.3	131	72.5	1.2	7.2	161	63.4	145	60.0	133	70.7	7.3	10.7
Homeless	10	40.0	9	-	0	-	-	-	10	30.0	10	20.0	3	-	-	-
Foster	1	-	1	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	10	70.0	7	-	10	60.0	-10.0	-	10	50.0	7	-	10	70.0	20.0	-

* 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.



**2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Ocean Beach
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	81	55.6	79	50.6	80	62.5	6.9	11.9	82	51.2	80	45.0	82	65.9	14.7	20.9
Female	40	65.0	40	50.0	38	68.4	3.4	18.4	40	52.5	41	41.5	38	63.2	10.7	21.7
Male	41	46.3	39	51.3	42	57.1	10.8	5.8	42	50.0	39	48.7	44	68.2	18.2	19.5
African American	4	-	4	-	4	-	-	-	5	-	4	-	5	-	-	-
Asian	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Filipino	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Hispanic	26	53.8	24	50.0	21	52.4	-1.4	2.4	26	50.0	25	32.0	22	54.5	4.5	22.5
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	42	61.9	44	52.3	50	68.0	6.1	15.7	42	57.1	44	52.3	50	72.0	14.9	19.7
Multiracial	4	-	7	-	5	-	-	-	4	-	7	-	5	-	-	-
English Learner	6	-	7	-	4	-	-	-	7	-	8	-	6	-	-	-
English-Speaking	75	58.7	72	55.6	76	64.5	5.8	8.9	75	54.7	72	48.6	76	71.1	16.4	22.5
Reclassified†	4	-	0	-	2	-	-	-	4	-	0	-	2	-	-	-
Initially Eng. Speaking	71	57.7	72	55.6	74	63.5	5.8	7.9	71	53.5	72	48.6	74	70.3	16.8	21.7
Econ. Disadv.*	46	47.8	57	42.1	41	41.5	-6.3	-0.6	47	40.4	58	39.7	42	47.6	7.2	7.9
Non-Econ. Disadv.	35	65.7	22	72.7	39	84.6	18.9	11.9	35	65.7	22	59.1	40	85.0	19.3	25.9
Gifted	21	76.2	19	89.5	17	82.4	6.2	-7.1	21	71.4	19	89.5	16	93.8	22.4	4.3
Not Gifted	60	48.3	60	38.3	63	57.1	8.8	18.8	61	44.3	61	31.1	66	59.1	14.8	28.0
With Disabilities	7	-	7	-	15	33.3	-	-	7	-	15	6.7	15	66.7	-	60.0
WO Disabilities	74	59.5	72	52.8	65	69.2	9.7	16.4	75	56.0	73	49.3	67	65.7	9.7	16.4
Homeless	7	-	9	-	0	-	-	-	7	-	10	20.0	3	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	5	-	0	-	5	-	-	-	5	-	2	-	5	-	-	-

* 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
Ocean Beach
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	94	76.6	80	71.3	72	76.4	-0.2	5.1	94	68.1	80	65.0	72	72.2	4.1	7.2
Female	37	78.4	39	71.8	32	81.3	2.9	9.5	37	64.9	39	61.5	32	59.4	-5.5	-2.1
Male	57	75.4	41	70.7	40	72.5	-2.9	1.8	57	70.2	41	68.3	40	82.5	12.3	14.2
African American	4	-	3	-	3	-	-	-	4	-	3	-	3	-	-	-
Asian	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	34	70.6	26	57.7	22	63.6	-7.0	5.9	34	47.1	26	50.0	22	68.2	21.1	18.2
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	46	82.6	41	82.9	40	85.0	2.4	2.1	46	84.8	41	73.2	40	72.5	-12.3	-0.7
Multiracial	9	-	5	-	7	-	-	-	9	-	5	-	7	-	-	-
English Learner	9	-	8	-	6	-	-	-	9	-	8	-	6	-	-	-
English-Speaking	85	78.8	72	75.0	66	80.3	1.5	5.3	85	71.8	72	69.4	66	72.7	0.9	3.3
Reclassified†	3	-	5	-	0	-	-	-	3	-	5	-	0	-	-	-
Initially Eng. Speaking	82	79.3	67	73.1	65	81.5	2.2	8.4	82	73.2	67	67.2	65	73.8	0.6	6.6
Econ. Disadv.*	56	67.9	48	68.8	44	68.2	0.3	-0.6	56	55.4	48	64.6	44	65.9	10.5	1.3
Non-Econ. Disadv.	38	89.5	32	75.0	28	89.3	-0.2	14.3	38	86.8	32	65.6	28	82.1	-4.7	16.5
Gifted	38	92.1	20	90.0	20	90.0	-2.1	0.0	38	84.2	20	85.0	20	90.0	5.8	5.0
Not Gifted	56	66.1	60	65.0	52	71.2	5.1	6.2	56	57.1	60	58.3	52	65.4	8.3	7.1
With Disabilities	8	-	8	-	6	-	-	-	8	-	8	-	6	-	-	-
WO Disabilities	86	81.4	72	77.8	66	75.8	-5.6	-2.0	86	69.8	72	70.8	66	75.8	6.0	5.0
Homeless	3	-	4	-	0	-	-	-	3	-	4	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	5	-	5	-	5	-	-	-	5	-	5	-	5	-	-	-

* 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.

ACHIEVEMENT

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY



Ocean Beach Elementary
San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Ocean Beach Elementary

TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Ocean Beach Elementary has developed a written Title I parental involvement policy with input from Title I parents. Through input from family representatives on the SSC and SGT, OB Elementary has created its policy. It has distributed the policy to parents of Title I students. It is distributed at the annual Back to School Night in September. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Ocean Beach Elementary, the following practices have been established:

The school convenes an annual meeting to inform parents about Title I requirements and about the right of parents to be involved in the Title I program. This meeting is held every September during our Back to School Night and also at a daytime date/time. Presentation is given by principal in the auditorium.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Meetings are announced via eblasts, automated call outs, and posted on our website.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Meetings for families are regularly announced via School Messenger, eblasts, and posted to website. The school practices an open door policy for families to communicate with principal and add input.

The school provides parents of Title I students with timely information about Title I programs. Updates are posted to website and posted on wall as agendas.

The school provides parents of 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.

This is explained at the September Title I meeting. During the year assemblies may be held to further explain the academic levels and measurements. Teachers also provide this information at the annual parent conferences. If requested by parents of 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. SSC meeting agenda are posted at the school in a public place and parents are reminded of meetings where their input is encouraged via School Messenger, eblasts, and the school website.

School-Parent Compact

Ocean Beach Elementary distributes to parents of Title I students a school-parent compact. 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 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

The Home school compact was created by SSC with input from the ELAC committee.

Building Capacity for Involvement

Ocean Beach Elementary engages 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 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 at the Title 1 parent meeting in the fall.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

This is done at parent conferences. School also publicizes meetings/workshops provided by the district dealing with strategies and methods to support students.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

This is done through professional development after seeking input on what topics of interests parents are seeking.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

The school regularly promotes district sponsored workshops via the Peach Jar electronic flier distribution system, the weekly principal's message, and any meetings which may interest parents. The school receives information from DAC meetings to distribute to families.

The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

All materials which may be of interest to families are posted at the school and available for families in the main office. The school also sends information out via School Messenger, eblasts, and the school website.

Accessibility

Ocean Beach Elementary provides opportunities for the participation of all 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.

Ocean Beach Elementary sends documents for translation to district office as per district policy. OB has a very diverse population and regularly seeks input from stakeholders to make more informed decisions about how to best serve students.

ACHIEVEMENT

APPENDIX C

HOME/SCHOOL COMPACT



Ocean Beach Elementary Home School Compact

The staff, parents, and students who participate in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership that will help our children achieve Common Core Standards:

As the Ocean Beach Staff We Will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables our students to meet academic standards through ongoing assessment and analysis of student learning, through utilization of state adopted text books, and by providing curriculum and instruction based upon grade level standards. Our staff will engage in ongoing professional development to increase our knowledge of curriculum and instructional strategies to increase student achievement.
2. Establish a safe, supportive, and effective learning environment through the implementation of our Positive Behavior Support Plan which reflects our monthly character education themes and playground rules.
3. Schedule parent-teacher conferences for all students in the fall and in the spring for Identified focus students needing additional academic and/or behavior interventions.
4. Share information about student progress through formal and informal parent teacher conferences, tri-annual Standards Based Report Cards, individual progress reports (as necessary), student study team meetings (SST) for students having difficulty meeting academic and behavior goals, Individual Educational Program (IEP) special education meetings, 504 Plans, and California Assessment of Student Performance and Progress (CAASPP) assessment results provided annually by the California Department of Education (CDE) for 3rd and 4th grade students.
5. Communicate with parents through notes, weekly principal's message, email, school website, and Twitter social media account. Parents may contact the school office at 619-223-1631 or via email to request a conference.
6. Encourage all parents to participate in classroom and school-wide activities and to volunteer at our school. Please contact Donna Lamb for volunteer requirements. Please contact your child's teacher or our office staff in advance if you would like to observe in your child's classroom or tour our school.

As Parents We Will:

1. Support excellent daily attendance and ensure my child arrives at school and is in line on time at 7:45 a.m. every day.
2. Promote excellent citizenship.
3. Ensure that homework is completed.
4. Visit and/or volunteer in our child's classroom.
5. Participate in conferences, classroom, and school-wide activities.
6. Be informed about our child's education through conferences and reading information provided by the district, school, and teachers via school newsletter, weekly principal's message, and school website.
7. Communicate our ideas and concerns for the school by notifying the principal or through participating in parent advisory groups: Parent Teacher Organization (PTA), School Site Council (SSC), School Governance Team (SGT), or English Learner Advisory Committee (ELAC), Gifted and Talented Education Parent (GATE) meetings.
8. Serving to the extent possible on district advisory groups: District Advisory Council for Compensatory Education (DAC), District English Learner Advisory Committee (ELAC), GATE Parent Advisories, Point Loma Cluster Council, and school PTA initiatives known as "EACH":
Expressive Kids, Academic Achievers, Community Builders, and Healthy Choices.

As a Student at Ocean Beach I Will:

1. Attend school each day on time in line at 7:45 a.m.
2. Demonstrate excellent citizenship.
3. Participate in classroom discussions and activities.
4. Complete homework and turn it in when it is due.
5. Ask for help when I need it.
6. Give my parents or the adult responsible for me all notices and information sent by my teacher or the school.

ACHIEVEMENT

APPENDIX D

TITLE I/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
Ocean Beach Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 7,000.00
		2231	Other Support Prsnl PARAS	Library Asst	0.1750	\$ 4,365.55
		2404	Guidance/Attendance Asst	Guidance Asst - EMHI	0.0500	\$ 1,417.45
		3000	Employee Benefits			\$ 4,257.05
		4301	Supplies			\$ 8,637.00
		5733	Interprogram Svcs/Paper			\$ 5,000.00
		5841	Software License			\$ 3,000.00
	09800 Total				0.2250	\$ 33,677.05
	30100	2236	Health Prsnl PARAS	Health Technician	0.2000	\$ 6,823.60
		2404	Guidance/Attendance Asst	Guidance Asst - EMHI	0.3250	\$ 9,213.43
		3000	Employee Benefits			\$ 15,720.01
		4301	Supplies			\$ 695.00
	30100 Total				0.5250	\$ 32,452.04
	30103	4304	Inservice supplies			\$ 1,395.00
	30103 Total					\$ 1,395.00

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Ocean Beach Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	OBE teachers maximize their instructional time for the benefit of the students. Teachers assess and plan during prep days and PLCs to ensure all available resources are put into use in an effective and efficient manner.
CLOSING THE ACHIEVEMENT GAP	OBE teachers regularly analyze student work to look for patterns and trends in the learning. Teachers utilize their PLC and prep days to closely analyze student work with a specific lens on focus students, including their EL and SPED learners. Differentiated instruction is planned and executed in the classroom.
PROFESSIONAL DEVELOPMENT	Teachers participate in monthly PDs at the site level, with a number of PDs a year at the cluster level to ensure calibration. Teachers also take advantage of district offerings through ERO. Occasional cross-school meetings with other PL Cluster grade level colleagues occur throughout the year.
GRADUATION/PROMOTION	Teachers will continue to monitor reading levels with a focus on EL and SPED students.
PARENT ENGAGEMENT	Parents strongly support the school via volunteer hours, planning and attending school events, and participating in school committees such SSC and SGT. OBE has strengthened its' presence on social media this past year via Twitter.