



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **PACIFIC BEACH ELEMENTARY** SCHOOL

2018-19

37-68338-6040042
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: Goulart, Denise

Contact Person: Goulart, Denise

Position: Principal

Telephone Number: 858-488-8316

Address: 1234 Tourmaline St, Pacific Beach Elementary, San Diego, CA, 92109-1856,

E-mail Address: dgoulart@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: Pacific Beach Elementary
 SITE CONTACT PERSON: Denise Goulart
 PHONE: 858 488 8316 FAX: 858 488 4807

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

E-MAIL ADDRESS: dgoulart@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: 6/8/18
- 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: 3/12/18
- Other (list): Principal's Chat Date of presentation: 3/12/18

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: 3/12/18

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.

Denise Goulart
Type/Print Name of School Principal

Denise Goulart
Signature of School Principal

5/18/18
Date

Kristen Everett
Type/Print Name of SSC Chairperson

Kristen Everett
Signature of SSC Chairperson

5/18/18
Date

Kimie Hochfeld
Type/Print Name of Area Superintendent

Kimie Hochfeld
Signature of Area Superintendent

5-18-18
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 nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices, as well as the way in which academic progress is measured. SDUSD has been proactively implementing CCSS as well as administering the Smarter Balanced Assessment (SBAC)-- the standardized testing developed to measure academic progress associated with CCSS. As a site, we have purchased MAP (NWEA Measure of Academic Progress), as an internal measure to ensure that we are meeting student's at their skill level.

The contents of this SPSA include the 2018-19 SSC approved categorical budget. The work toward approving the 2018-19 categorical budget was completed in the winter of 2018 in preparation for the 2018-19 school year.

School Mission:

We believe that students are naturally curious, and learning in all other disciplines is enhanced when viewed through a scientific lens. Our students and staff will take risks and seek opportunities to be inquisitive problem solvers, empathetic leaders, and positive change agents.

SCHOOL VISION AND REALITY

By unlocking the genius that lives within each of our students, all children will realize their worth and potential.

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 that by having high expectations for all students, it will 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 staff meetings and professional development days.

Analysis of student data is through the lens of SDUSD's learning cycle. "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 school year is broken in to four learning cycles, each cycle building student capacity around this goal.

Routine analysis of student data monitors student progress toward these goals, which results in responsive instruction. Findings and progress are shared with parents and community via School Site Council (SSC).

For the next 3 years, we will be focusing on implementing Project Lead the Way and Math Studio. Both these programs align with CCSS and Next Generation Science Standards. Our goal is to become a lighthouse school in terms of math and science instruction.

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 allocations to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development and extended and intensive learning opportunities, 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 expected growth targets, as determined by MAP scores. 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

School stakeholders were involved in the making of the SPSA through our last 3 SSC and SGT meetings. Furthermore, several Principal Coffees as well as PTO forums were used to gain more insight from our community as to how to create a better plan for our students.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Denise Goulart	Principal
Michelle Warner	Classroom Teacher
Ashley DeGoede	Classroom Teacher
Jennifer Luce	Classroom Teacher
Susan Weinshanker	Other
Bridget Santos	Parent
Kristen Everett	Parent
Katy Hamilton	Parent
Camby Kalstas	Parent
Amanda Marzion	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 81% (approx. 60 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 81% (approx. 64 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African-American students

By June 2019, 50% (approx. 2, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 2, 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 70% (approx. 8, 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 9 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 80% (approx. 19 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 18 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 60% (approx. 5 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 7 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):

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. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 88% (approx. 48, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 78% (approx. 74, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 50% (approx. 2, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 2, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 70% (approx. 8, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 9, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 70% (approx. 19, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 18, 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 70% (approx. 5, 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 70% (approx. 7, 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):

NWEA MAP Testing

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 10 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):
 NWEA MAP Scores

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?
 Professional development time is provided within the structure of Professional Development Communities, such as Instructional Leadership Teams. Analysis of student data is through the lens of SDUSD's learning cycle focus. "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 school year is broken in to four learning cycles, each cycle building student capacity around this goal.
 School Stakeholders 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 School Site Council (SSC).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 80 % (approx. 60, 3rd graders) will meet or exceed a RIT score of 140, as measured by NWEA MAP ELA results.

By June 2019, at least 70% (approx. 74, 5th graders) will meet or exceed a RIT score of 220, as measured by NWEA MAP ELA results.

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):

NWEA MAP test

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

Teachers and support staff (such as a RSP teacher) will meet by grade level/department to analyze end of unit assessments DRA/MAP 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, 100% (approx. 380 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 88% (approx. 380 families) will attend Back to school night and Open House to increase the milestones necessary for a meaningful education.

Targeted Population:

Our PTO continues to be an active fund-raising and supportive component of our school community. Some of our key ELAC parents are now at the middle school and we will need to recruit more primary parents to become involved.

What data did you use to form these goals?

We reviewed weekly attendance sheets and called parents re attendance concerns. Excessive absences result in contacts from our Health Technician, nurse, or counselor for assistance in improving attendance. Some families are referred to SARB.

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

Teachers and administration will meet 8 times per year to analyze student progress using site developed criteria. Families are provided learning contracts if students are in need of greater interventions.

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)***

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive needed minutes of ELD instruction, daily 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 Inquiry assessments, Benchmarks, teacher created assessments, and CAASPP scores 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 to support student understanding.
- ELST will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC.
- 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, 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 to build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks 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 (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
- 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.
- ELST will consult with teachers to provide supports for targeted English Learners.
- 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 (Power Team) 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

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- PAL will provide monthly check in with families of at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- 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.

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

Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

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

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

Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

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):

Site professional development for the 2016-17 year will focus on multiple representation in mathematics, English Language Arts, and Social Studies.

Pacific Beach Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<p>How will you monitor these strategies/activities? *Attendance at cluster and site professional development *Grade level team meetings *Continue monitoring of student progress by administration, ILT and teachers</p>							

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

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

<p>How will you monitor these strategies/activities? *Phone calls home *SARB letters *Counselor interventions such as individual and group meetings *Team Consult meeting with teachers, parents, support staff...etc.</p>							
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5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 School will have multiple opportunities for parents to participate in principal chat meetings. 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 new science curriculum.

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

<p>How will you monitor these strategies/activities? *Sign in sheets from principal/parent meetings *Communication through School Messenger, E-Blast, flyers and the school website *SSC meetings *Open door policy to meet with parents and community members about individual concerns</p>							
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Local Control Funding Formula Goals and Budge
<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:: Through Planning Learning Communities (PLC's), our educators work together to find best ways to reach individual student goals. We monitor MAP scores, SBAC scores, and grade-level common assessments to determine action steps. We make a point to learn each other's' professional strengths, so that we can engage in flexible grouping. Students take interim assessments 2-3 times a year, to ensure that each student is making at least 1-year's worth of growth. Support Staff in Special Education, our health tech, and our library assistant all help our students to achieve by either monitoring or facilitating learning opportunities.</p> <p>Identified Need:: Students need additional supports to meet their ELA goals. We have me for teachers to create lessons that better meet the needs of their learners. Our Library Assistant helps to bridge learning with digital and tangible resources that are leveled for each learner. Students that need medical assistance during the school day are provided services by our part-time Health Tech. The school secretary and clerk monitors attendance to ensure students are present for needed instruction daily.</p> <p>Target Group:: All students in grades TK-5</p> <p>Monitoring:: The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.</p> <p>Personnel Responsible:: The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.</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:: Health tech to support students with medical issues that would prevent students from meeting academic goals. Our Health Tech also monitors attendance. Library assistant provides support for students in the library to support ELA.</p> <p>Identified Need:: Students need additional supports to meet their ELA goals and the Library Assistant is one of these supports. Students need medical assistance during the school day and our Health Tech provides that service. She also monitors attendance to ensure students are present for needed instruction daily.</p> <p>Target Group:: All students in grades K-5</p>

Monitoring::
The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.

Personnel Responsible::
The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.

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:
Health tech to support students with medical issues that would prevent students from meeting academic goals. Our Health Tech also monitors attendance and assist staff in understanding how health issues effect achievement.

Identified Need::
Students missing school

Target Group::
Student with high absentee rate

Monitoring::
Student attendance monitored by teaching staff

Personnel Responsible::
The Principal and counselor monitor the Health Tech

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$17,703.20	\$17,703.20	0227-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide students and staff with necessary educational and instructional materials to provide support to struggling students.
Prof&Curriclm Dev Vist Tchr		\$2,000.00	\$2,407.80	0227-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide teachers and staff with PD opportunities to increase student achievement, especially for at risk students--EL, SpEd, and low-performing students.

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. Parent Involvement Policy
- C. Home/School Compact
- D. 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
Pacific Beach Elementary
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	195	68.2	202	71.8	205	65.9	-2.3	-5.9	199	57.8	202	56.4	206	60.2	2.4	3.8
Female	98	65.3	108	69.4	107	71.0	5.7	1.6	100	52.0	108	49.1	106	53.8	1.8	4.7
Male	97	71.1	94	74.5	98	60.2	-10.9	-14.3	99	63.6	94	64.9	100	67.0	3.4	2.1
African American	3	-	4	-	4	-	-	-	3	-	4	-	4	-	-	-
Asian	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Filipino	2	-	4	-	2	-	-	-	2	-	4	-	2	-	-	-
Hispanic	64	48.4	63	55.6	57	45.6	-2.8	-10.0	65	32.3	63	28.6	57	35.1	2.8	6.5
Indochinese	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Native American	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Pacific Islander	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-
White	113	80.5	109	83.5	121	76.9	-3.6	-6.6	116	70.7	109	73.4	122	72.1	1.4	-1.3
Multiracial	7	-	16	68.8	14	71.4	-	2.6	7	-	16	68.8	14	71.4	-	2.6
English Learner	39	23.1	38	36.8	20	15.0	-8.1	-21.8	40	10.0	38	13.2	21	9.5	-0.5	-3.7
English-Speaking	156	79.5	164	79.9	185	71.4	-8.1	-8.5	159	69.8	164	66.5	185	65.9	-3.9	-0.6
Reclassified†	12	91.7	11	100.0	21	61.9	-29.8	-38.1	12	66.7	11	63.6	21	42.9	-23.8	-20.7
Initially Eng. Speaking	144	78.5	153	78.4	164	72.6	-5.9	-5.8	147	70.1	153	66.7	164	68.9	-1.2	2.2
Econ. Disadv.*	78	48.7	84	52.4	78	47.4	-1.3	-5.0	81	34.6	84	35.7	80	32.5	-2.1	-3.2
Non-Econ. Disadv.	117	81.2	118	85.6	127	77.2	-4.0	-8.4	118	73.7	118	71.2	126	77.8	4.1	6.6
Gifted	89	91.0	86	89.5	71	87.3	-3.7	-2.2	89	82.0	86	79.1	71	77.5	-4.5	-1.6
Not Gifted	106	49.1	116	58.6	134	54.5	5.4	-4.1	110	38.2	116	39.7	135	51.1	12.9	11.4
With Disabilities	16	37.5	22	36.4	24	25.0	-12.5	-11.4	17	23.5	22	22.7	25	16.0	-7.5	-6.7
WO Disabilities	179	70.9	180	76.1	181	71.3	0.4	-4.8	182	61.0	180	60.6	181	66.3	5.3	5.7
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	11	81.8	7	-	6	-	-	-	11	72.7	7	-	6	-	-	-

* 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
Pacific Beach Elementary
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	75	68.0	64	60.9	72	65.3	-2.7	4.4	78	60.3	64	51.6	72	65.3	5.0	13.7
Female	37	64.9	35	62.9	35	71.4	6.5	8.5	39	51.3	35	48.6	34	64.7	13.4	16.1
Male	38	71.1	29	58.6	37	59.5	-11.6	0.9	39	69.2	29	55.2	38	65.8	-3.4	10.6
African American	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Asian	0	-	1	-	1	-	-	-	0	-	1	-	0	-	-	-
Filipino	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Hispanic	23	56.5	20	40.0	19	42.1	-14.4	2.1	24	41.7	20	20.0	19	42.1	0.4	22.1
Indochinese	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
White	45	77.8	29	69.0	48	79.2	1.4	10.2	47	70.2	29	65.5	49	77.6	7.4	12.1
Multiracial	3	-	9	-	2	-	-	-	3	-	9	-	2	-	-	-
English Learner	13	38.5	17	47.1	9	-	-	-	14	21.4	17	17.6	9	-	-	-
English-Speaking	62	74.2	47	66.0	63	71.4	-2.8	5.4	64	68.8	47	63.8	63	73.0	4.2	9.2
Reclassified†	0	-	0	-	5	-	-	-	0	-	0	-	5	-	-	-
Initially Eng. Speaking	62	74.2	47	66.0	58	70.7	-3.5	4.7	64	68.8	47	63.8	58	72.4	3.6	8.6
Econ. Disadv.*	31	58.1	29	37.9	25	48.0	-10.1	10.1	33	48.5	29	27.6	26	34.6	-13.9	7.0
Non-Econ. Disadv.	44	75.0	35	80.0	47	74.5	-0.5	-5.5	45	68.9	35	71.4	46	82.6	13.7	11.2
Gifted	30	86.7	22	81.8	19	89.5	2.8	7.7	30	83.3	22	77.3	19	84.2	0.9	6.9
Not Gifted	45	55.6	42	50.0	53	56.6	1.0	6.6	48	45.8	42	38.1	53	58.5	12.7	20.4
With Disabilities	7	-	22	36.4	7	-	-	-	8	-	22	22.7	8	-	-	-
WO Disabilities	68	69.1	57	68.4	65	69.2	0.1	0.8	70	62.9	57	57.9	64	70.3	7.4	12.4
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	7	-	2	-	2	-	-	-	7	-	2	-	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
Pacific Beach Elementary
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	58	67.2	74	70.3	62	61.3	-5.9	-9.0	58	60.3	74	55.4	62	61.3	1.0	5.9
Female	31	67.7	39	66.7	36	66.7	-1.0	0.0	31	58.1	39	41.0	36	52.8	-5.3	11.8
Male	27	66.7	35	74.3	26	53.8	-12.9	-20.5	27	63.0	35	71.4	26	73.1	10.1	1.7
African American	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Hispanic	22	50.0	20	50.0	20	45.0	-5.0	-5.0	22	36.4	20	25.0	20	30.0	-6.4	5.0
Indochinese	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	32	81.3	45	84.4	30	70.0	-11.3	-14.4	32	75.0	45	71.1	30	73.3	-1.7	2.2
Multiracial	2	-	4	-	8	-	-	-	2	-	4	-	8	-	-	-
English Learner	12	8.3	10	20.0	7	-	-	-	12	8.3	10	10.0	7	-	-	-
English-Speaking	46	82.6	64	78.1	55	67.3	-15.3	-10.8	46	73.9	64	62.5	55	67.3	-6.6	4.8
Reclassified†	7	-	0	-	9	-	-	-	7	-	0	-	9	-	-	-
Initially Eng. Speaking	39	82.1	64	78.1	46	67.4	-14.7	-10.7	39	74.4	64	62.5	46	73.9	-0.5	11.4
Econ. Disadv.*	20	40.0	30	50.0	25	36.0	-4.0	-14.0	20	40.0	30	43.3	25	28.0	-12.0	-15.3
Non-Econ. Disadv.	38	81.6	44	84.1	37	78.4	-3.2	-5.7	38	71.1	44	63.6	37	83.8	12.7	20.2
Gifted	29	89.7	31	83.9	22	81.8	-7.9	-2.1	29	82.8	31	71.0	22	77.3	-5.5	6.3
Not Gifted	29	44.8	43	60.5	40	50.0	5.2	-10.5	29	37.9	43	44.2	40	52.5	14.6	8.3
With Disabilities	6	-	9	-	9	-	-	-	6	-	9	-	9	-	-	-
WO Disabilities	52	71.2	65	73.8	53	69.8	-1.4	-4.0	52	65.4	65	58.5	53	69.8	4.4	11.3
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	4	-	0	-	-	-	1	-	4	-	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
Pacific Beach Elementary
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	62	69.4	64	84.4	71	70.4	1.0	-14.0	63	52.4	64	62.5	72	54.2	1.8	-8.3
Female	30	63.3	34	79.4	36	75.0	11.7	-4.4	30	46.7	34	58.8	36	44.4	-2.3	-14.4
Male	32	75.0	30	90.0	35	65.7	-9.3	-24.3	33	57.6	30	66.7	36	63.9	6.3	-2.8
African American	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Asian	2	-	0	-	1	-	-	-	2	-	0	-	2	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	19	36.8	23	73.9	18	50.0	13.2	-23.9	19	15.8	23	39.1	18	33.3	17.5	-5.8
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	36	83.3	35	94.3	43	79.1	-4.2	-15.2	37	67.6	35	82.9	43	65.1	-2.5	-17.8
Multiracial	2	-	3	-	4	-	-	-	2	-	3	-	4	-	-	-
English Learner	14	21.4	11	36.4	4	-	-	-	14	0.0	11	9.1	5	-	-	-
English-Speaking	48	83.3	53	94.3	67	74.6	-8.7	-19.7	49	67.3	53	73.6	67	58.2	-9.1	-15.4
Reclassified†	5	-	11	100.0	7	-	-	-	5	-	11	63.6	7	-	-	-
Initially Eng. Speaking	43	81.4	42	92.9	60	78.3	-3.1	-14.6	44	68.2	42	76.2	60	61.7	-6.5	-14.5
Econ. Disadv.*	27	44.4	25	72.0	28	57.1	12.7	-14.9	28	14.3	25	36.0	29	34.5	20.2	-1.5
Non-Econ. Disadv.	35	88.6	39	92.3	43	79.1	-9.5	-13.2	35	82.9	39	79.5	43	67.4	-15.5	-12.1
Gifted	30	96.7	33	100.0	30	90.0	-6.7	-10.0	30	80.0	33	87.9	30	73.3	-6.7	-14.6
Not Gifted	32	43.8	31	67.7	41	56.1	12.3	-11.6	33	27.3	31	35.5	42	40.5	13.2	5.0
With Disabilities	3	-	6	-	8	-	-	-	3	-	6	-	8	-	-	-
WO Disabilities	59	72.9	58	86.2	63	74.6	1.7	-11.6	60	55.0	58	65.5	64	59.4	4.4	-6.1
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	1	-	4	-	-	-	3	-	1	-	4	-	-	-

* 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**PARENT INVOLVEMENT POLICY**



Pacific Beach Elementary
NON-TITLE I PARENT INVOLVEMENT POLICY

Pacific Beach Elementary has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. The school developed the policy through discussion at SSC meetings.

It has distributed the policy to parents of Non-Title I students.
The policy is sent home with students.

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 **PBE** 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. The meeting occurs annually in our Library.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Parents meet after school on campus.
- 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
-
- The school provides parents of Non-Title I students with timely information about Non-Title I programs.
- 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.
- 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. Our SSC and GSC meetings are held monthly and are public.

****It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement***

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Non-Title I children. [20 USC 6318 Section 1118(c) (3)]***

School-Parent Compact

PBE distributes to parents of Non-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 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

We discuss the compact annually at SSC and GSC meetings.

Building Capacity for Involvement

PBE 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. Back to School Night, parent conferences and our annual Open House provide multiple opportunities to discuss standards.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Back to School Night, parent conferences and our annual Open House provide opportunities to train parents to work with their children.
-
- 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. Staff meetings and PLC's are held regularly and discuss the value of parent contributions.
- The school coordinates and integrates the Non-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. Our PTO and ELAC meet to regularly discuss how to support our students.
-
- 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. All communications go home in English and Spanish.

- The school provides support for parental involvement activities requested by Non-Title I parents. When parents request support we meet with them individually and in groups to assist as needed.

Accessibility

- **PBE** 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. All communications go home in English and Spanish.

ACHIEVEMENT**APPENDIX C****HOME/SCHOOL COMPACT**

Pacific Beach Elementary School HOME/ SCHOOL COMPACT

Parents, staff, and students of Pacific Beach Elementary School 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.

School Responsibilities

Pacific Beach Elementary School 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:

Through district support, the instructional focus of Pacific Beach Elementary School is to accelerate the academic achievement of all students by implementing a series of reforms aimed at ensuring that all students are provided effective teaching, high-quality instructional material, rich learning environments, and additional time and support to reach state academic standards, should they need it.

Teachers use standards based material and texts. Our curriculum and assessments are aligned with state and district grade level standards. We use State approved curriculum and a balanced literacy approach in literacy for all grade levels. Our literacy block is three hours daily. Our Education Specialist and Speech and Language Teacher support and instruct students with an Individualized Educational Plan (IEP).

We have a ratio of 24 students to one teacher for grades K-3 and support teachers to work with small groups of English learners. Students have access to updated technology and our school and classroom libraries. We have a Library Assistant to assist with the organization of our collection and to support ELA instruction.

All identified Gifted and Talented Education (GATE) students are assigned to either Seminar classes or GATE clusters in grades 3-5.

Teachers participate in monthly professional development meetings and meet together in grade level PLCs at least monthly. Our Instructional Leadership Team (ILT) plans and implements professional development in collaboration with the principal.

Summer school is offered to students with IEPs that require an extended school year. In addition, there is a homework assistance component for those children in our Prime Time program.

Our services to students and families include a .2 full time equivalent (FTE) counselor and an area nurse one day per week.

2. Hold parent-teacher conferences during November and March which this compact will be discussed as it relates to the individual child's achievement.

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

Progress will be shared with parents during reporting periods in December, March and June. In addition, parents may request a conference with teachers and/or the principal at any time during the year to discuss progress. Teachers send notes home, communicate via e-mail and call parents to advise them of student progress.

4. Provide parents reasonable access to staff.

Parents have staff e-mail and phone numbers and can request a phone or in person meeting at any time during the year.

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

Parents may visit classrooms to observe and volunteer with prior and reasonable notice to the teacher. A volunteer meeting is held every fall to outline the health and safety requirements for all school volunteers. There are numerous opportunities to volunteer outside of the classroom setting, as well. These opportunities are outlined in the Penguin Press, at Back to School Night and at PTO and SSC meetings.

Parent Responsibilities

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

- Monitoring attendance and student progress and participating, when appropriate, in decisions related to my child's education.
- Making sure that homework is completed and promoting positive use of my child's extracurricular time.
- Providing a home environment that supports learning which includes:
providing proper nutrition, an appropriate bedtime and monitoring the amount of television my child watches.
- Supporting reading time.
- Volunteering in my child's classroom, when possible.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and 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, the District Advisory Council, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities

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

- Doing my assigned homework every day and asking for help when needed.
- Reading at least 30 minutes every day outside of school time.
- Giving to my parents all notices and information received by me from my school every day.
- Coming to school on time, well rested and ready to learn.
- Actively participating in class activities and discussions and staying on task and engaged.

ACHIEVEMENT

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Pacific Beach Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr	\$ 2,000.00
		3000	Employee Benefits	\$ 407.80
		4301	Supplies	\$ 17,703.20
	09800 Total			\$ 20,111.00

APPENDIX E
SINGLE PLAN FOR STUDENT ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Pacific Beach Elementary

TYPE OR PRINT

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>PBES teachers uniformly use state/district-adopted core instructional programs in language arts and math on a daily basis. Pacing guides are also employed uniformly and all teachers use a variety of diagnostic, interim, and summative assessments. There is an emphasis on creating a positive learning climate that maximizes engagement and supports the teaching of higher order thinking skills, problem solving, and critical thinking. There are interventions in place for students who are over two years below grade level. However, they are not as systematic as they should be. Students with disabilities are consistently taught in the least restrictive environment. An area of need is the development and implementation of processes for regular analysis and discussion of data. Another area of need is establishing strategies/activities for maximizing instructional time. Math is the content area targeted for improvement.</p> <p>ELA: Many strategies designed to address targeted subgroups are in place, although the site does not have categorical budgets at this point. After School Intervention is a part of the Prime Time program. Support teachers are funded by the FOPBE. Software licenses (Lexia and Achieve 3000) are purchased with site funds and District supplied technology is used regularly. One day of counseling time is District funded. Minimum days are held in November and March for parent/teacher conferences. These interventions are successful in improving the achievement of most students. Students who do not respond to these interventions are referred to the Student Study Team and, in some case, for Special Education assessment.</p> <p>Math: See above. Additionally, teachers have received training in the implementation of Common Core Curriculum materials provided by the District.</p>

	<p>ELD: This is an area of need for PBES. English learners (as a group) remain the lowest achieving students in the school. The reclassification rate is not as high as it should be. There needs to be a more systematic method of providing ELD instruction at Pacific Beach Elementary School.</p>
<p>CLOSING THE ACHIEVEMENT GAP</p>	<p>In general, classroom teachers have measurable goals for improvement for their students. A support teacher was funded to work with primary students who are not meeting the goals. However, there is loose coupling between classroom goals and school-wide goals. There is a need for greater clarity with regard to strategies for closing the achievement gap at PBES.</p> <p>The subgroup targeted for needing improvement is English Learners and this subgroup continues to be the one that requires clearly articulated strategies to meet their academic needs. For the most part, English Learners receive support for their English language development in small groups that are pulled out from the classroom. Systematic English language instruction is not presently in place so that they can be supported to learn English and to access the curriculum. This is an area of need at PBES.</p> <p>Students with disabilities are fully supported and receive appropriate modifications and accommodations.</p>
<p>PROFESSIONAL DEVELOPMENT</p>	<p>During the 2017-18 school year, a clear plan for the delivery of PD was developed and implemented by school principal. This year, the staff adopted PBIS and Love and Logic to improve our school climate to affect student achievement. A cycle of Continuous Improvement that includes PD/PLC meetings underpins the work. Teachers examine student work and co-plan lessons in grade level PLCs. PBES is using educational grant funds to release all teachers for math PD led by a District resource teacher. Some teachers have visited another school with the ELA resource teacher to observe writing instruction. This year's work has been a solid beginning and progress towards deepening knowledge of curriculum and instruction will continue.</p>
<p>GRADUATION/PROMOTION</p>	<p>Common Core Standards are addressed in all classrooms. Students' progress in meeting standards is communicated during Parent Teacher Conferences. Students not meeting standards are referred to the Student Study Team. Learning Contracts are implemented where needed that include Intervention Strategies. A wide array of data informs curriculum and instruction and is derived from formative, summative and standardized assessments. There is a need at PBES to clearly articulate school-wide goals and to align them with students' learning needs.</p>

PARENT ENGAGEMENT	Families and community members are fully involved in school decisions. They serve on the SSC, the DAC and ELAC. Parent surveys are used to get input on important topics. The FOPBE (Friends of Pacific Beach Elementary) are regular participants in the daily decisions. All messages/information for parents (phone, e-mail, flyers, etc.) are translated into Spanish. The counselor and the nurse provide support to encourage healthy relationships. Community tutors support students' reading achievement.
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