

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **PACIFIC VIEW LEADERSHIP ELEM SCHOOL**

**2018-19**

37-68338-6039861  
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:** Martinez, Silvia

**Contact Person:** Martinez, Silvia

**Position:** Principal

**Telephone Number:** 619-430-1600

**Address:** 6196 Childs Ave, Pacific View Leadership Elem, San Diego, CA, 92139-3612,

**E-mail Address:** smartinez5@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: *Pacific View Leadership Elementary*  
SITE CONTACT PERSON: *Silvia Martinez, Principal*

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

PHONE: *619-430-1600* FAX: *619-430-1649* E-MAIL ADDRESS: *smartinez5@sandi.net*

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

Title 1 Schoolwide Programs (SWP)

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

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

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

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____         |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____         |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____         |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: _____         |
| <input checked="" type="checkbox"/> Other (list): <i>Staff meeting</i>                     | Date of presentation: <i>4/5/18</i> |

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: *4/6/18*

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.

*Silvia Martinez*  
Type/Print Name of School Principal

*Michelle Bickers*  
Type/Print Name of SSC Chairperson

*Lamont Jackson*  
Type/Print Name of Area Superintendent

<u><i>[Signature]</i></u> Signature of School Principal	<u><i>4/6/18</i></u> Date
<u><i>[Signature]</i></u> Signature of SSC Chairperson	<u><i>4/6/18</i></u> Date
<u><i>[Signature]</i></u> Signature of Area Superintendent	<u><i>4.24.18</i></u> 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**

Pacific View Leadership Elementary School is a quality neighborhood school for more than 50 years. We are located in an older community populated by families that are racially, ethnically and linguistically diverse. We are proud that second and third generation students attend Paradise Hills and that many faculty and staff members have worked here for many years. Teachers and parents work collaboratively to provide a high-quality education for students. We are committed to building and fostering a safe space for caring, compassionate, critical thinking community members. In turn, they will know how to build communities, collaborate, and communicate effectively to both set, and achieve, their goals.

As quality neighborhood school located in the Morse Cluster. Our school is ethnically diverse with 71.6% being Latino/Hispanic, 7.7% Filipino and 6% African American, 2.7% White and 9.7% Multi Races. We are a Title 1 school.

Our target groups are our Hispanic/Latino, Socioeconomic Disadvantage, and English Language Learners. Through looking at the hard data many of our English Language Learners are counted as Hispanic/Latino and Socioeconomic Disadvantaged sub-groups. We are using targeted funds to support our school wide goals of increasing literacy, math and English language proficiency as well as the social-emotional wellbeing of our learning community.

**SCHOOL VISION AND REALITY**

**Pacific View Leadership Elementary is an inspiring place where everyone takes responsibility for creating contributing members of society**

**by:**

- **Setting high expectations of teaching and learning in a nurturing environment**
- **Promoting collaboration among staff, students, community, and families**
- **Encouraging open communication**
- **Recognizing and respecting individuality**
- and
- **Celebrating student achievement.**

Working towards ensuring:

Guarantee and viable curriculum

Clarity of purpose in daily lesson planning

Infusing Student Engagement in lesson planning

Professional Learning Communities focused on Continuous Cycle of Improvement

Data driven Common Core Standards Based Lessons

**CORE AND SUPPLEMENTAL SUPPORTS**

**TEACHER ALLOCATIONS:**

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

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

**NURSE:**

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

Enrollment/Days Per Week

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

**COUNSELOR**

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

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

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

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

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

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

**SPSA ALIGNMENT TO THE LEA PLAN**

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

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

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 SBAC growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Divina Apan	Parent
Connie Gonzalez	Other School Personnel
Kiawna Lazaruz	Parent
Laura Garduno	Classroom Teacher
Heather Nave	Parent
Silvia Martinez	Principal
Mabel Wilde	Education Specialist
Raquel Alvarez	Parent
Naomi Letuli	Parent
Michelle Bickers-Hackley	Classroom Teacher

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 45% (approx. 18 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 40% (approx. 12 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 20% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 40% (approx. 13 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 33% (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):**

Teachers will use frequent monitoring through formative and summative assessments such as DRA, end of unit test, anecdotal notes to progress monitor student achievement towards grade level standards.

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

Teachers will meet by grade level to analyze Reading Running Records during PLCs twice a month. DRA will be collected 3 times per year. Instructional Reading Levels will be collected at the end of each month. Analysis will inform subsequent instruction.



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

By June 2019, 43% (approx. 17 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 8 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: English Learners students

By June 2019, 30% (approx. 5 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 42% (approx. 7 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 15% (approx. 3 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):**

Teachers will use end of unit assessments to progress monitor student achievement towards grade level standards.

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

Teachers will meet by grade level 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?  
 Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal.  
 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).

Empty text area for additional information or comments.

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

By June 2019, at least 75% (approx. 30 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 75% (approx. 23 5<sup>th</sup> graders) will meet or exceed level 44 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):**

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

Teachers will meet by grade level to analyze end of unit assessments DRA 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. \_150\_\_ families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least \_50\_\_% (approx. \_75\_\_ families) will attend \_\_1\_ training on \_\_\_high leverage instructional strategies in Literacy and Math Trainings to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Pacific View Leadership Elementary's targeted population is parents of English Language Learners. By July, 100% of parents of English language learners will participate in at least two school events to support their child's learning including such activities as parent conferences, Family Literacy, Math or Science nights, Family Friday events, ELAC, SSC or SGT meetings, parent trainings, Title I Parent Meetings as documented by sign in sheets and parent surveys.

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

Parent Involvement as measured by sign in sheets from school year's events

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

Teachers will meet 2 times per year to analyze student progress using site developed criteria. Families are contacted 2 times a year based on progress. Administration will identify specific audience and track attendance.

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

- All teachers will use the units of study in English Language Arts, ELA Framework and California Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD 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 Inquiry assessments, Running Records, Conferencing Notes, Benchmarks, 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 ELDPI 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.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- 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 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 and math 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.
- 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 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
- CASSAS- Core Academy: Supporting Student Achievement Success

***Intensive Intervention (Tier 3)***

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- 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):**

- Contract Young Audiences to release teachers for Professional Learning Community
- Teachers analyze student data
- Follow Continuous Cycle of Improvement
- Provide students with dance, art and theater enrichment

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Interprogram Svcs/Field Trip		\$2,400.00	\$2,400.00	0171-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	instructional field trips linked to standards
Supplies		\$4,567.00	\$4,567.00	0171-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	classroom and intervention supplies
Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0171-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Paper supplies for classroom and school interventions

**How will you monitor these strategies/activities?**

- Administration Participation in PLC
- Classroom Observations
- Analyze student data
- Agendas
- Notes
- Lesson Plan templates submitted

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

- Students will visit classroom on a weekly basis
- Read alouds will be conducted
- Book research support for students
- Computer research will be taught and reviewed
- Supplemental instructional supplies to support instruction

## Pacific View Leadership Elem 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?**

- Library observations by Administration
- Assuring sufficient materials
- Increased DRA, SBAC ELA levels

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

By contracting with Arts for Learning San Diego, teachers will be released to meet in Professional Learning Communities. Teachers will review ELA/Math and ELD student assessments, plan lessons and reflect on their teaching.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$24,919.00	\$29,999.99	0171-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	PLC time for teachers, planning, data analysis, cross classroom visits

**How will you monitor these strategies/activities?**

I will monitor by attending PLCs and reviewing data along with teachers. Classroom visits, feedback and debriefs will happen in order to assure teaching and learning is happening in the classroom.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

- Counseling support for social-emotional well being
- Support instruction in classroom
- Counselor provides lessons and small group to assist social well being
- Facilitates SST and 504 meetings to build parent school communication

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor	0.2000	\$15,886.20	\$25,149.43	0171-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05	Counseling services, emotional and educational goals with students and families

**How will you monitor these strategies/activities?**

- DRA/CELDT Scores
- Interim Assessments
- Incident Behavior Reports
- Attendance

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**  
 - Family Fridays (5 yr.), ELAC (4 yr), Open House, Title 1 Parent Meeting, Math/ELA Learning Nights  
 - Day care for Events  
 - Translation for parents  
 - Supplies to support successful meetings

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inservice supplies		\$500.00	\$500.00	0171-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	light refreshments, parent events and meetings,
Other Support Prsnl PARAS Hrly		\$300.00	\$385.23	0171-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Child care for parent events and meetings
Supplies		\$368.00	\$368.00	0171-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	supplies for parent events and meetings
Postage Expense		\$200.00	\$200.00	0171-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	parent communication

**How will you monitor these strategies/activities?**  
 - Sign-In sheets  
 - Agendas  
 - Parent Feedback  
 - Participation Rates



<b>Local Control Funding Formula Goals and Budget</b>
<p><b>Goal 1: Intervention Supports</b> 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><b>Intervention Support Goal::</b> Provide targeted small group Tier 2 instruction during literacy block, focusing on word study, fluency and comprehension in literacy and fluency in math in grades TK - 5th grade. Educational Specialists provide small group instruction with students who need Tier 3 support. After school tutoring to support struggling students. ILT to analyze data and collaboratively plan PD and PLC agendas</p> <p><b>Identified Need::</b> Students who are receiving this targeted intervention are below grade level in literacy and/or math.</p> <p><b>Target Group::</b> Students Tk-5 who are considered below grade level by our district DRA and report card grades.</p> <p><b>Monitoring::</b></p> <ul style="list-style-type: none"> <li>- Math, Literacy Interims</li> <li>- DRA</li> <li>- Running Records</li> <li>- Show What you know</li> <li>- Teacher Conferring Notes</li> <li>- Anecdotal Notes</li> <li>- and other assessments</li> </ul> <p><b>Personnel Responsible::</b> Teacher and administrator</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Supplemental instructional materials and online supports will be provides to enhance pupil achievement.</p> <p><b>Identified Need::</b> Classrooms need additional materials that are Common Core aligned.</p> <p><b>Target Group::</b> Tk-5 classrooms.</p> <p><b>Monitoring::</b></p>

- Math, Literacy Interims
- DRA
- Running Records
- Show What you know
- Teacher Conferring Notes
- Anecdotal Notes
- and other assessments

**Personnel Responsible::**

Teachers and Administrator

**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:**

Professional Development within the PLC collaborative model will provide time to analyze student work, design lessons around Common Core in Literacy and Math, strengthen their knowledge and reflect on their practice. Teachers will collaboratively plan core subject lesson studies with focus on the districts cycle expectations.

**Identified Need::**

To strengthen teacher's knowledge in designing Common Core lessons across all content areas and have the ability to respond to student need in a timely fashion.

**Target Group::**

All students and teachers in Tk-5.

**Monitoring::**

- Bimonthly PLC Agenda's/Reflections
- Lesson Plan Templates
- On-going Classroom Observation and Feedback from Classroom
- Monitoring meetings with Administration

**Personnel Responsible::**

Administrator and Teachers

<b>LCFF Intervention Supports</b>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>Area Goal(s)</b>	<b>Rationale</b>
Health Technician - Santana, Melina	0.4000	\$13,647.20	\$24,585.26	0171-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 2	Monitor students well being
Prof&Curriclm Dev Vist Tchr		\$9,600.00	\$11,557.44	0171-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 3	PLC release time, Data analysis, lesson planning
Supplies		\$8,532.00	\$8,532.00	0171-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	classroom and intervention materials
Classroom PARAS Hrly		\$2,000.00	\$2,568.20	0171-09800-00-2151-1000-4760-01000-0000	LCFF Intervention Support	03, LCFF 1	ELPAC testing

## 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](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pacific View Leadership**  
**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	178	37.1	166	42.2	144	31.9	-5.2	-10.3	178	26.4	165	27.9	144	33.3	6.9	5.4
Female	85	43.5	80	52.5	69	40.6	-2.9	-11.9	85	29.4	80	23.8	69	34.8	5.4	11.0
Male	93	31.2	86	32.6	75	24.0	-7.2	-8.6	93	23.7	85	31.8	75	32.0	8.3	0.2
African American	10	0.0	10	20.0	10	20.0	20.0	0.0	10	10.0	10	30.0	10	30.0	20.0	0.0
Asian	1	-	2	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	17	58.8	11	54.5	13	38.5	-20.3	-16.0	17	47.1	11	36.4	13	38.5	-8.6	2.1
Hispanic	129	38.0	117	40.2	101	28.7	-9.3	-11.5	129	24.0	117	23.9	101	30.7	6.7	6.8
Indochinese	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	4	-	0	-	0	-	-	-	4	-	0	-	0	-	-	-
White	6	-	6	-	4	-	-	-	6	-	6	-	4	-	-	-
Multiracial	8	-	17	41.2	12	50.0	-	8.8	8	-	17	35.3	12	41.7	-	6.4
English Learner	50	14.0	43	18.6	32	3.1	-10.9	-15.5	50	16.0	43	16.3	32	9.4	-6.6	-6.9
English-Speaking	128	46.1	123	50.4	112	40.2	-5.9	-10.2	128	30.5	122	32.0	112	40.2	9.7	8.2
Reclassified†	31	67.7	21	81.0	23	65.2	-2.5	-15.8	31	41.9	21	38.1	23	65.2	23.3	27.1
Initially Eng. Speaking	97	39.2	102	44.1	89	33.7	-5.5	-10.4	97	26.8	101	30.7	89	33.7	6.9	3.0
Econ. Disadv.*	178	37.1	145	37.2	119	31.9	-5.2	-5.3	178	26.4	144	26.4	119	31.9	5.5	5.5
Non-Econ. Disadv.	0	-	21	76.2	25	32.0	-	-44.2	0	-	21	38.1	25	40.0	-	1.9
Gifted	38	60.5	37	70.3	28	64.3	3.8	-6.0	38	44.7	37	59.5	28	64.3	19.6	4.8
Not Gifted	140	30.7	129	34.1	116	24.1	-6.6	-10.0	140	21.4	128	18.8	116	25.9	4.5	7.1
With Disabilities	31	9.7	31	3.2	0	-	-	-	31	0.0	0	-	0	-	-	-
WO Disabilities	147	42.9	135	51.1	118	39.0	-3.9	-12.1	147	32.0	135	34.1	118	40.7	8.7	6.6
Homeless	40	25.0	43	37.2	35	22.9	-2.1	-14.3	40	32.5	43	23.3	35	22.9	-9.6	-0.4
Foster	2	-	0	-	2	-	-	-	2	-	0	-	2	-	-	-
Military	8	-	8	-	6	-	-	-	8	-	8	-	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 View Leadership**  
**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	54	31.5	60	43.3	38	42.1	10.6	-1.2	54	42.6	60	43.3	38	47.4	4.8	4.1
Female	27	37.0	24	58.3	19	57.9	20.9	-0.4	27	44.4	24	45.8	19	57.9	13.5	12.1
Male	27	25.9	36	33.3	19	26.3	0.4	-7.0	27	40.7	36	41.7	19	36.8	-3.9	-4.9
African American	7	-	3	-	2	-	-	-	7	-	3	-	2	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	5	-	3	-	4	-	-	-	5	-	3	-	4	-	-	-
Hispanic	34	32.4	45	40.0	27	40.7	8.3	0.7	34	41.2	45	40.0	27	44.4	3.2	4.4
Indochinese	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Native American	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	2	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Multiracial	4	-	6	-	3	-	-	-	4	-	6	-	3	-	-	-
English Learner	16	18.8	19	31.6	11	9.1	-9.7	-22.5	16	31.3	19	36.8	11	18.2	-13.1	-18.6
English-Speaking	38	36.8	41	48.8	27	55.6	18.8	6.8	38	47.4	41	46.3	27	59.3	11.9	13.0
Reclassified†	4	-	2	-	3	-	-	-	4	-	2	-	3	-	-	-
Initially Eng. Speaking	34	32.4	39	46.2	24	50.0	17.6	3.8	34	44.1	39	43.6	24	54.2	10.1	10.6
Econ. Disadv.*	54	31.5	52	38.5	32	37.5	6.0	-1.0	54	42.6	52	38.5	32	43.8	1.2	5.3
Non-Econ. Disadv.	0	-	8	-	6	-	-	-	0	-	8	-	6	-	-	-
Gifted	13	76.9	16	68.8	5	-	-	-	13	84.6	16	75.0	5	-	-	-
Not Gifted	41	17.1	44	34.1	33	36.4	19.3	2.3	41	29.3	44	31.8	33	42.4	13.1	10.6
With Disabilities	5	-	31	3.2	0	-	-	-	5	-	0	-	0	-	-	-
WO Disabilities	49	34.7	48	54.2	33	48.5	13.8	-5.7	49	46.9	48	54.2	33	54.5	7.6	0.3
Homeless	15	26.7	18	33.3	8	-	-	-	15	40.0	18	27.8	8	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	2	-	5	-	1	-	-	-	2	-	5	-	1	-	-	-

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pacific View Leadership**  
**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	67	35.8	49	34.7	63	28.6	-7.2	-6.1	67	19.4	49	28.6	63	34.9	15.5	6.3
Female	34	44.1	24	37.5	25	40.0	-4.1	2.5	34	20.6	24	20.8	25	40.0	19.4	19.2
Male	33	27.3	25	32.0	38	21.1	-6.2	-10.9	33	18.2	25	36.0	38	31.6	13.4	-4.4
African American	2	-	6	-	3	-	-	-	2	-	6	-	3	-	-	-
Asian	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
Filipino	4	-	4	-	5	-	-	-	4	-	4	-	5	-	-	-
Hispanic	52	38.5	28	35.7	47	25.5	-13.0	-10.2	52	19.2	28	25.0	47	34.0	14.8	9.0
Indochinese	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	3	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-
Multiracial	3	-	7	-	5	-	-	-	3	-	7	-	5	-	-	-
English Learner	21	19.0	13	15.4	14	0.0	-19.0	-15.4	21	14.3	13	0.0	14	7.1	-7.2	7.1
English-Speaking	46	43.5	36	41.7	49	36.7	-6.8	-5.0	46	21.7	36	38.9	49	42.9	21.2	4.0
Reclassified†	11	72.7	5	-	10	70.0	-2.7	-	11	54.5	5	-	10	90.0	35.5	-
Initially Eng. Speaking	35	34.3	31	35.5	39	28.2	-6.1	-7.3	35	11.4	31	35.5	39	30.8	19.4	-4.7
Econ. Disadv.*	67	35.8	44	34.1	51	29.4	-6.4	-4.7	67	19.4	44	27.3	51	35.3	15.9	8.0
Non-Econ. Disadv.	0	-	5	-	12	25.0	-	-	0	-	5	-	12	33.3	-	-
Gifted	9	-	11	81.8	14	50.0	-	-31.8	9	-	11	72.7	14	64.3	-	-8.4
Not Gifted	58	34.5	38	21.1	49	22.4	-12.1	1.3	58	20.7	38	15.8	49	26.5	5.8	10.7
With Disabilities	14	7.1	31	3.2	0	-	-	-	14	0.0	0	-	0	-	-	-
WO Disabilities	53	43.4	42	40.5	49	36.7	-6.7	-3.8	53	24.5	42	33.3	49	44.9	20.4	11.6
Homeless	14	14.3	13	46.2	16	18.8	4.5	-27.4	14	21.4	13	38.5	16	25.0	3.6	-13.5
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	0	-	4	-	-	-	4	-	0	-	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.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Pacific View Leadership**  
**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	57	43.9	57	47.4	43	27.9	-16.0	-19.5	57	19.3	56	10.7	43	18.6	-0.7	7.9
Female	24	50.0	32	59.4	25	28.0	-22.0	-31.4	24	25.0	32	9.4	25	12.0	-13.0	2.6
Male	33	39.4	25	32.0	18	27.8	-11.6	-4.2	33	15.2	24	12.5	18	27.8	12.6	15.3
African American	1	-	1	-	5	-	-	-	1	-	1	-	5	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	8	-	4	-	4	-	-	-	8	-	4	-	4	-	-	-
Hispanic	43	41.9	44	43.2	27	22.2	-19.7	-21.0	43	16.3	44	6.8	27	11.1	-5.2	4.3
Indochinese	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
White	1	-	2	-	1	-	-	-	1	-	2	-	1	-	-	-
Multiracial	1	-	4	-	4	-	-	-	1	-	4	-	4	-	-	-
English Learner	13	0.0	11	0.0	7	-	-	-	13	0.0	11	0.0	7	-	-	-
English-Speaking	44	56.8	46	58.7	36	33.3	-23.5	-25.4	44	25.0	45	13.3	36	22.2	-2.8	8.9
Reclassified†	16	62.5	14	78.6	10	50.0	-12.5	-28.6	16	25.0	14	21.4	10	30.0	5.0	8.6
Initially Eng. Speaking	28	53.6	32	50.0	26	26.9	-26.7	-23.1	28	25.0	31	9.7	26	19.2	-5.8	9.5
Econ. Disadv.*	57	43.9	49	38.8	36	30.6	-13.3	-8.2	57	19.3	48	12.5	36	16.7	-2.6	4.2
Non-Econ. Disadv.	0	-	8	-	7	-	-	-	0	-	21	38.1	7	-	-	-
Gifted	16	56.3	10	60.0	9	-	-	-	16	31.3	10	20.0	9	-	-	-
Not Gifted	41	39.0	47	44.7	34	14.7	-24.3	-30.0	41	14.6	46	8.7	34	8.8	-5.8	0.1
With Disabilities	12	16.7	12	8.3	0	-	-	-	12	0.0	0	-	0	-	-	-
WO Disabilities	45	51.1	45	57.8	36	33.3	-17.8	-24.5	45	24.4	45	13.3	36	22.2	-2.2	8.9
Homeless	11	36.4	12	33.3	11	27.3	-9.1	-6.0	11	36.4	43	23.3	11	18.2	-18.2	-5.1
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	0	-	-	-	2	-	0	-	0	-	-	-

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

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

ACHIEVEMENT

**APPENDIX B**

**TITLE I PARENT INVOLVEMENT POLICY**

**Pacific View Leadership Elementary**

**TITLE 1 PARENT INVOLVEMENT POLICY  
2018-2019**

- Title 1/Part A is part of the No Child Left Behind Act of 2002, which provides federal money to support economically, disadvantaged students. All Title I budget monies must be used for direct services that impact student achievement, and must be used to encourage partnerships with parents to improve student achievement.
- On Wednesday, September 19, 2018, an annual meeting was held as part of the Back to School Night at 6:00 p.m. to share with parents the Title 1 program and its requirements.
- Pacific View Leadership Elementary will host five Coffee with the Principal meetings to allow for parent involvement. These monthly meetings will be scheduled by the principal in languages appropriate for the parent groups. Topics covered during the meetings will include:
  - Improving communication between the school and home;
  - Discussing current student assessment data and student progress;
  - Providing information about school and district resources for student academic improvement;
  - Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in the Title I activities;
  - Conferencing with teachers;
  - Provide training programs to help parents support and work with their children at home and at school.
- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.
- Pacific View Leadership Elementary will host trainings for parents. These trainings will assist parents in supporting their students' academic achievement. Topics for these trainings include Math, Literacy, Understanding Common Core Standards and others.
- Pacific View Leadership will host a parent book study of the book titled "The 7 Habits of Highly Effective Families." Parents will learn about the seven habits of the Leader in Me Program.
- Pacific View Leadership Elementary will host Parent Institute classes provided by the district. The Parent Institute classes will be given in Spanish and in English.

- The school wide parent newsletter (including a calendar of school events) is mailed home once a quarter informing parents/community of all meetings of interest. The newsletter is translated into Spanish. The school newsletter is used to advertise parent meetings and training sessions offered at Pacific View Leadership Elementary, the District Advisory Council's Harold J. Ballard Parent Center, Parent University, and throughout the district.
- During parent meetings, opportunities will be provided for parental suggestions. These suggestions, along with other concerns and questions will be reviewed in a timely fashion and, if possible, addressed in the monthly newsletter and/or at the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled SSC meeting by the school administration.
- Parents are notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.
- Pacific View Leadership Elementary will host five Fabulous Fridays each month in which parents may participate in their child's classroom instruction.
- All important school information will be sent home on an as needed basis.
- School Messenger phone calls and emails will be sent home to inform parents of upcoming events, district events or any important information.

ACHIEVEMENT

**APPENDIX C**

**HOME/SCHOOL COMPACT**

## ***Pacific View Leadership Elementary Home School Compact***

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

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

### **School responsibilities**

**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:**

- Ensure all lessons are based on California content standards for the specific grade level.
- Create an atmosphere of collaboration and support for all children.
- Deliver lessons that meet the unique needs of all learners.
- Provide instruction that supports all students meeting or exceeding grade level standards.

**2. Hold parent-teacher conferences at the end of the first and second reporting periods, during 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.**

- All students will receive a Standards-Based Report Card three times a year.
- Teachers will communicate with parents orally or in writing at least once a month about the progress of their child.

**4. Provide parents reasonable access to staff as follows:**

- Teachers are available before and after school for meetings requested by parents.
- The Principal and support staff is available throughout the day for meetings with parents.

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

- During five Fabulous Fridays, parents participate in their child's class.

- All parents have the opportunity to volunteer after completing a volunteer form and obtaining a TB clearance.
- Parents are invited to observe in classrooms at any time.

### **Parent Responsibilities**

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

- Ensuring that students attend school every day and arrive on time.
- Making sure that homework is complete and neat.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory council for compensatory Education, the English Learner Advisory Committee, or other school advisory groups.
- Supporting school rules and programs.

### **Student Responsibilities**

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

- Completing my homework every day and asking for help when I need it.
- Reading or listening to books every day outside of school time. (Third through fifth graders should read for thirty minutes every day.)
- Giving to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Arriving at school on time, ready and prepared to learn.
- Following all school rules and being the best Pacific View Leadership Leader that I can be.

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
Pacific View Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 9,600.00
		2151	Classroom PARAS Hrly			\$ 2,000.00
		2236	Health Prsnl PARAS	Health Technician	0.4000	\$ 13,647.20
		3000	Employee Benefits			\$ 13,463.70
		4301	Supplies			\$ 8,532.00
	<b>09800 Total</b>				<b>0.4000</b>	<b>\$ 47,242.90</b>
	30100	1192	Prof&Curriclm Dev Vist Tchr			\$ 24,919.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
		3000	Employee Benefits			\$ 14,344.22
		4301	Supplies			\$ 4,567.00
		5733	Interprogram Svcs/Paper			\$ 4,000.00
		5735	Interprogram Svcs/Field Trip			\$ 2,400.00
	<b>30100 Total</b>				<b>0.2000</b>	<b>\$ 66,116.42</b>
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 300.00
		3000	Employee Benefits			\$ 85.23
		4301	Supplies			\$ 368.00
		4304	Inservice supplies			\$ 500.00
		5920	Postage Expense			\$ 200.00
	<b>30103 Total</b>					<b>\$ 1,453.23</b>

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

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Pacific View Leadership Elementary  
*TYPE OR PRINT*

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	The majority of our surveys indicated that Pacific View Leadership Elementary is substantially and fully maximizing instructional time. There were however, a few that stated they were unclear. The plan is to do better job of articulating to parents what when & how our students should be learning. Articulating to parents what instructional time should look like.
CLOSING THE ACHIEVEMENT GAP	Majority of surveys indicated that they felt we are “partially” closing the gap. The school plans to provide more intervention supports up front for both Math & literacy. They felt we needed more supports for students who not only are falling behind in 1 <sup>st</sup> & 3 but in the upper grades. Teachers have taken on Critical Concepts in order to Guarantee a Vailable Curriculum.
PROFESSIONAL DEVELOPMENT	Results range from substantial to fully. It is evident that we value professional development at PVLE. In order to improve, we would like to differentiate more by area of need. Professional Development includes: PLC’s times a month, Trauma Induced Care, Critical Concepts and Readers/Writer’s Workshop.
GRADUATION/PROMOTION	Due to the rating in this area, which were either left blank or rated minimal to partital, it is evident that we have not done a good job articulating our plan. Moving forward we will articulate to staff and parents what it means to be a proficient readers by 3 <sup>rd</sup> grade and 5 <sup>th</sup> grade and the importance and impacts it has when students do not. Describe what our goals to ensure our student populations are on target.
PARENT ENGAGEMENT	This area continues to be rated the lowest (minimal/partial). Historically, getting our parents to participate has been a challenge at PVLE. We are committed to trying different approaches to reach out. We have: Family Literacy Night, Book Fair, Coffee with Principal and Family Fridays.