

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **BIRD ROCK ELEMENTARY SCHOOL**

**2014-16**

37-68338-6039242

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Viavada, Sally

**Contact Person:** Viavada, Sally

**Position:** Principal

**Telephone Number:**

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

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

**The following items are included:**

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
- Schools Home/School Compact

**Board Approval: June 23, 2015**



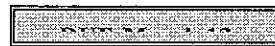
**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Bird Rock



SITE CONTACT PERSON: Sally Viavada

PHONE: 858-488-0537 FAX:

E-MAIL ADDRESS: ssteadman@sandi.net

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

- Quality Education Investment Act (QEIA)    
  Title I Schoolwide Programs (SWP)    
  Program Improvement (PI)
- Y1    Y2    Y3    Y4    Y5    Y5+

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:

- The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
- 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.
- 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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC)     Date of presentation: \_\_\_\_\_
- Community Advisory Committee for Special Education Programs (CAC)     Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE)     Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT)     Date of presentation: \_\_\_\_\_
- Other (list): \_\_\_\_\_     Date of presentation: \_\_\_\_\_

- 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.
- 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.
- The site plan or revisions to the site plan were adopted by the SSC on: 3/12/15

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.

Sally Viavada

Type/Print Name of School Principal

[Signature]

Signature of School Principal

3/13/15

Date

Janet Brooks

Type/Print Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

3-13-15

Date

Type/Print Name of Area Superintendent

Signature of Area Superintendent

Date

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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**INTRODUCTION**

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. 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 proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

School Vision:

Bird Rock Elementary School (BRE) is a place where imagination is alive. Kids are encouraged to express themselves and lasting friendships are made.

At BRE we strive to develop resilient students who are critical and innovative thinkers. Our students learn to persevere through problem solving and communicate their thoughts effectively.

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

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

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

Reality:

Bird Rock Elementary is a high performing school with community and parent support and involvement. i21 technology is installed in every classroom and all students have access to one to one devices. Classroom teachers meet in Professional Learning communities weekly to collaborate, analyze student work and increase their understanding of the Common Core. Teachers are currently receiving training in Positive Psychology and integrating their understanding of character strengths into the classroom.

**CORE AND SUPPLEMENTAL SUPPORTS**

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

**TEACHER ALLOCATIONS:**

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

Grades K-3: 1:22

Grades K-3 with CSR: 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

**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. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

### **PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

#### **SPSA ALIGNMENT TO THE LEA PLAN**

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

#### **PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

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

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

Member Name	Role
Sally Viavada	Principal
Peggy Ray	Teacher
Barbara McDonald	Teacher
Melissa King	Teacher
Janet Brooks	Other
Jennifer Wahl	Parent
David Fogel	Parent
Laura Thompson	Parent
Lindsay Smith	Parent
Patricia Thompson	Parent

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/21/2016, 85 % of Bird Rock Elementary Students, Grades K-5 will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

**Closing the Gap SMART Goal:**

\* By 06/21/2016, 65 % of Bird Rock Elementary Students with Disability will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

\* By 06/21/2016, 75 % of Bird Rock Elementary English Learner will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

End of unit assessments

**Progress and Growth Monitoring:**

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. The cycles are:

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**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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



**Area 2: Mathematics**

**Mathematics SMART Goal:**

\* By 06/21/2016, 85 % of Bird Rock Elementary Students, Grades K-5 will meet or exceed meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

**Closing the Gap SMART Goal:**

\* By 06/21/2016, 65 % of Bird Rock Elementary Students with Disability will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

\* By 06/21/2016, 75 % of Bird Rock Elementary English Learner will meet or exceed grade level standards in Site Developed or PLC Common Assessment(s)

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

end of unit assessments

**Progress and Growth Monitoring:**

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. The cycles are:

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

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/21/2016, 90 % of Bird Rock Elementary English Learners Enrolled in School 3 years or More, Students will be reclassified in California English Language Development Test

**Closing the Gap SMART Goal:**

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA  
 Teacher recommendation

**Progress and Growth Monitoring:**

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. The cycles are:

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

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

\* By 06/21/2016, 95 % of Bird Rock Elementary Grade 03, Students will meet or exceed meet or exceed level 38 in DRA

**Closing the Gap SMART Goal:**

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

DRA

**Progress and Growth Monitoring:**

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. The cycles are:

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

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

\* By 06/21/2016, 90 % of Bird Rock Elementary Parents/Guardians will meet or exceed participate in at least two events in Parent and Community Engagement

**Targeted Population:**

All students will benefit by increased parent involvement including our target population (parents new to the school and kindergarten parents).

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

Parent Sign in Sheets

**Progress and Growth Monitoring:**

Strategically monitoring specific events to increase all parent involvement (including new parents).

**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 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, 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 and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT 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 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.

**Local Control Funding Formula Goals**

**Goal 1: Intervention Supports**

**Intervention Support Goal:** Push in teachers are provided to increase the number of students meeting grade level standards as measured by DRA levels and site developed assessments.

**Identified Need:** There are students in all grade levels who are not meeting grade level standards. These students would benefit from push in teacher support.

**Target Group:** Students not meeting grade level standards.

**Monitoring:** Through DRA scores and results of site developed assessments.

**Personnel Responsible:** Administration/ILT/Classroom Teachers

**Goal 2: Classroom Supports**

**Classroom Support Goal:** To increase access to grade level standards and improve learning basic supplies are necessary.

**Identified Need:** All students are in need of basic classroom supplies.

**Target Group:** All students are in need of basic supplies for learning.

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

**Personnel Responsible:** Administration

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	\$1,500.00	0029-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Classroom supplies are essential for core instruction for all students.
Prof&Curriclm Dev Vist Tchr	-	\$3,571.00	0029-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	CELDT testing, push in teachers for intervention and support.

## 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum



**APPENDIX A**

**TITLE I PARENT INVOLVEMENT POLICY  
OR  
PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**  
*(Provided by the School Site)*



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

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***Bird Rock Elementary***

**NON-TITLE I PARENT INVOLVEMENT POLICY**

***Bird Rock Elementary*** has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. ***This policy was developed with input from the SSC, and parent input from Principal Chats***

It has been distributed the policy to parents of Non-Title I students via the school website.

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 **BRE**, 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. ***This occurs during our Back to School Night presentation.***
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. ***Foundation meetings are held monthly and Principal Chat's are held quarterly. Our Back to School presentation is in the evening.***
- 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. ***\*\* Parents are involved through SSC, Foundation, and Governance meetings.***
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. ***This occurs through e-blasts, and at SSC, Governance, and Foundation meetings.***
- 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. ***This occurs at Back to School Night and throughout the year at SSC, Governance, and Foundation meetings as well as Principal Chat's.***
- 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. ***This includes Principal Chat's, SSC and Governance meetings***
- ***\*\*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**

*Bird Rock Elementary* 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

*This policy is developed with the SSC and is posted on the school website. An e-blast goes out referring all parents to the Compact.*

### **Building Capacity for Involvement**

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

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***This is communicated through e-blasts, Principal chat's, classroom teacher communications, school groups (SSC, Governance, Foundation).***
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. **This happens at Back to School Night, through e-blasts, teacher communications, and parent workshops.**
- 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. **This is done through Principal Back Welcome letter to all families, Foundation meetings, e-blast and teacher communications.**
- 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. ***Parents at BRE are highly encourages to be involved through a variety of activities; awards ceremonies, classroom showcases, publishing parties, playground partners, science fair, parent workshops and much more.***
- 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.

***BRE distributes information through e-blasts, the website, Tuesday envelopes and signage around school.***

- The school provides support for parental involvement activities requested by Non-Title I parents. ***The school works closely with the Foundation to coordinate, approve, and provide space and resources for Foundation programs and events. All parents are encouraged to propose ideas and get involved.***

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# HOME/SCHOOL COMPACT

*Bird Rock Elementary School and the parents of the students at Bird Rock 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.*

*The Home/School Compact is in effect during school year 2014-2015.*

## School Responsibilities

**Bird Rock Elementary School will:**

- 1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet Common Core Standards standards as follows:**
  - *Teach standards-based lessons.*
  - *Review district ELA benchmark data to determine instructional next steps.*
  - *Teach standards-based math lessons.*
  - *Review district Math Benchmark data to determine instructional next steps.*
  - *Grade level teachers meet monthly to discuss and implement interventions for FBB/BB students.*
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
  - *November 18,19,20,21 (2014)*
  - *March 11,12,13 (2015)*
- 3. Provide parents with frequent reports on their child's progress.**
  - *Parents will receive Standards-Based Report Cards after each trimester. Students performing below grade level, as determined by district and teacher assessments, will receive learning contracts that will be discussed with parents during conferences.*
- 4. Provide parents reasonable access to staff.**
  - *Teachers and the principal are committed to meet with parents when parents make a request for a meeting.*
  - *Meeting requests are available through your child's teacher and in the school office.*
- 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
  - *Parents are encouraged to volunteer and participate in their child's class by arranging the time with the child's teacher.*

## Parent Responsibilities

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Staying informed about my child's education and communication with the school by promptly reading all notices from the school or the school district either received by my child or by email and responding, as appropriate.*
- *Serving, to the extent possible, on advisory groups, such as the School Site Council, the Governance Team, 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.**

- *Do my homework every day and ask for help when I need it.*
- *Read at least 20 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

**APPENDIX C**

**2014-15 SPSA ADDENDUM**

**Bird Rock Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 6/15/15 85% of Bird Rock Elementary students will meet or exceed grade level standards in site developed common assessments
<b>Mathematics</b>	By 6/15/15 85% of Bird Rock Elementary students will meet or exceed grade level standards in site developed common assessments
<b>English Language Development</b>	By 6/15/15 90% of Bird Rock Elementary English Learners enrolled in school 3 or more years will be reclassified (based on CELDT and DRA scores)
<b>Graduation/Promotion Rate</b>	By 6/15/15 95% of Bird Rock Elementary 3rd grade students will meet or exceed level 38 in DRA
<b>Parent Involvement and Community Engagement</b>	By 6/15/15 90% of Bird Rock Elementary Parents/Guardians will participate in at least 2 school events
<b>Academic Program Description:</b>	<b>Please see the base program model below.</b>

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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