

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT OCEAN BEACH ELEMENTARY SCHOOL

2014-16

37-68338-6040034

CDS Code

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

Principal: Drapeau, Marco

Contact Person: Drapeau, Marco

Position: Principal

Telephone Number:

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

E-mail Address: mdrapeau@sandi.net

The following items are included:

- Recommendations and Assurances
- 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: Ocean Beach Elementary School

SITE CONTACT PERSON: Marco Drapeau

PHONE: 619-223-1631

FAX: 619-224-0141

E-MAIL ADDRESS: mdrapeau@sandi.net

DUE March 13, 2015

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

- Quality Education Investment Act (QEIA) Title 1 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:


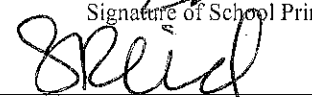
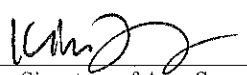
1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring 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 PRESENTATION TO SSC:

- | | |
|--------------------------------------------------------------------------------------------|-------------------------------------|
| <input checked="" 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: <u>3/3/15</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/3/15

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.

<p><u>Marco Drapeau</u> Type/Print Name of School Principal</p>	<p><u></u> Signature of School Principal</p>	<p><u>3-12-15</u> Date</p>
<p><u>Suzy Reid</u> Type/Print Name of SSC Chairperson</p>	<p><u></u> Signature of SSC Chairperson</p>	<p><u>3-12-15</u> Date</p>
<p><u>Kimberly Louchard</u> Type/Print Name of Area Superintendent</p>	<p><u></u> Signature of Area Superintendent</p>	<p><u>4-7-15</u> Date</p>

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

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**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

My vision for OB Elementary is a school which teachers are equipped with the knowledge and tools to create exceptional teaching environments. This includes having the physical environment of the school maintained at a high degree of cleanliness with local art adorning some walls. Overdue repairs to the playground are remedied. Our school garden program establishes clear protocols with a lead liaison to oversee and coordinate it. Classrooms environments promote self-directed learning. I as leader spend time every day in classrooms observing learning. Every room has 121 technology and teachers are trained on how to use it. Teachers are deeply committed to reviewing and reassessing their practice and use data to inform their instruction. Data is effectively and efficiently reported to leadership in easily retrievable formats. Grade level teams are cohesive and truly collaborative. All classrooms having updated technology and teachers are well versed in its use. School utilizes web based platforms such as My Big Campus to share updates, school news, and other PLC work. Leadership creates conditions, procedures, and policies with input from stakeholders which allow a high degree of learning with minimal bureaucratic interference. Our school website is dynamic and up to date. An increased element of on campus safety and security with a more effective visitor check in system. A school wide behavior support protocol is established and monitored for effectiveness. Safety protocols are clearly established with respect to evacuation, earthquake, lockdowns, and other potential high risk events. OBE is a very art-centric community and the school needs to reflect that spirit. More OB-centric art needs to be on display.

The school was recently painted and looks much better. Some light repair work was done to termite damaged wood at various locations throughout the school. A new butterfly garden was created in place of an unsightly planter box. The front office had some locally created art installed. The front office also had the old furniture replaced. New chairs were placed in the teacher's lounge and the old worn out ones were tossed. Some grade level teams are quite unified and have a clear sense of urgency about their work. Student instruction drives their planning time and they know how to get buy in. Others are still learning how to work together and how to plan together. Some teachers are holding on to some of their personal favorite lessons which may not be aligned to the new standards. There sometimes is a lack of cohesion among some teams despite what they set out to do. There is a little frustration from some of the more dynamic teachers when this occurs. There is talk of creating common formative assessments for each grade level but not all are making headway. Some teams have a few members adhering to what they plan at PLCs while the rest of the team gives it a cursory attempt. Reporting out of data is disjointed and lacks consistency. Some school traditions, for better or worse, are strongly held to here. There are gaps in monitoring visitors on site; the entrance gate is away from the office. Most staff has embraced the use of technology but not all use it to the degree possible. There is technology in rooms where teachers haven't been trained on its use. A fourth grade room lacks technology and I have received

contradictory or conflicting messages regarding the installation of a new i21 suite. The school has been slow to utilize My Big Campus or other resources but that may be due to a lack of training. My digital teacher leader is strong but pressed for time. Our school website has improved but is not optimal as far as being a resource for information.

CORE AND SUPPLEMENTAL SUPPORTS

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

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The SSC has chosen to allocate our Title 1 funds to a .10 increase in counseling and maintain the level of service with guidance assistant to support student's social and emotional needs as well as small group interventions for students.

In addition the SSC has chosen to fund an additional day of health technician to provide health and wellbeing services to our students so they can fully access our instructional curriculum.

To support our English Learner population we are funding hourly para push in /oull out support.

Since PLCs are a priority on our campus we are also funding release time for teachers to meet as team PLCs and PDs.

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

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

HEALTHTECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
375-1511	2

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 1 (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
Teresa Acoba	Teacher
Lauren Vacchi	Teacher
Lana Webb	Parent
Kara Sussman	Parent
Suzy Reid	Parent
Rebecca Martinez	Parent
Debbie Morawski-McDonald	Parent
Marco Drapeau	Principal
Leanne Tanner	Teacher
Becky McCarty	Other

SINGLE PLAN FOR STUDENT ACHIEVEMENT**Single Plan For Student Achievement**

Area 1: English/Language Arts

English/Language Arts SMART Goal:
 * By 06/14/2016, 75 % of Ocean Beach Elementary Students, Grades 2-4 will perform at Common Core grade level standards level on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
 * By 06/14/2016, 65 % of Ocean Beach Elementary English Learner, Students, Grades 2-4 will perform at Common Core grade level standards level on site-developed/identified common formative assessments
 * By 06/14/2016, 65 % of Ocean Beach Elementary Hispanic or Latino will perform at Common Core grade level standards level on site-developed/identified common formative assessments

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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:

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).

Area 2: Mathematics

Mathematics SMART Goal:
 * By 06/14/2016, 70 % of Ocean Beach Elementary Students, Grades 2-4 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics

Closing the Gap SMART Goal:
 * By 06/14/2016, 65 % of Ocean Beach Elementary English Learner, Students, Grades 2-4 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics
 * By 06/14/2016, 70 % of Ocean Beach Elementary Hispanic or Latino, Students, Grades 2-4 will perform at common core grade level standards identified by site developed formative assessments level in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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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Area 3: English Learner

English Learner SMART Goal:
 * By 06/14/2016, 70 % of Ocean Beach Elementary English Learners Enrolled in School 3 years or More will perform at one level of proficiency higher as measured level 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):

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 06/14/2016, 80 % of Ocean Beach Elementary Grade 03, Students will perform at level 38 level in DRA

Closing the Gap SMART Goal:
 * By 06/14/2016, 70 % of Ocean Beach Elementary English Learner, Grade 03 will perform at level 38 level in DRA

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 Assessment

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 06/14/2016, 85 % of Ocean Beach Elementary Parents/Guardians will improve performance from their current level of attendance at school functions to a minimum of three events during the year in an effort to increase participation in Parent and Community Engagement

Targeted Population:

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

What data did you use to form these goals?

Research supports parent attendance and engagement at school conferences, activities, training, and governance structures is correlated to increased student achievement.

Progress and Growth Monitoring:

Collect sign in sheets from all parent involvement activities including Back to School Night, Coffee with Principal, Parent/ Teacher Conference, SSC meetings, ELAC Cluster and evening events.

The staff collates the sign in sheets, teachers contact individual parents of their students that do not attend events regularly to personally invite them to other events.

Staff provides parents with numerous opportunities to involve them both with their students and with other parents to benefit the school community.

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.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst - EMHI	0.3750	\$10,753.50	0225-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	Support the social and emotional needs of students and to provide small counseling groups to targeted students at risk
Position Health Technician	0.2000	\$6,689.00	0225-30100-00-2236-3140-0000-01000-0000	Title I Basic Program	01, 02, 03, 04, 05, LCFF 1, LCFF 2	Support the health and emotional needs of students and to provide parent assistance to families with students with needs. Also provide staff with information to keep students healthy and able to learn.
Supplies	-	\$3.17	0225-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2	To provide supplies for student interventions to support student achievement of the educational program
Prof&Curriclm Dev Vist Tchr	-	\$2,940.00	0225-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide release time for staff to work on PD and PLC to enhance the educational program
Conference Local	-	\$750.00	0225-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	To provide funds for local conferences for parent involvement activities that support student achievement of the educational program
Postage Expense	-	\$150.00	0225-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	04, 05, LCFF 1, LCFF 2	To provide additional communication from school to homes to support student achievement of the educational program
Inservice supplies	-	\$483.00	0225-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	To provide inservice supplies for parent involvement programs to support student achievement of the educational program
License And Fees	-	\$50.00	0225-30103-00-5842-2495-0000-01000-0000	Title I Parent Involvement	05, LCFF 1	To provide fees for parent involvement activities that support student achievement of the educational program
Supplies	-	\$50.00	0225-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	01, 02, 03, 04, 05, LCFF 1, LCFF 2	To provide supplies for parent involvement programs to support student achievement of the educational program

Local Control Funding Formula Goals
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal: Counselor to provide social and emotional support to students, scheduling of students and RtI support/ training. Also provide counseling to targeted students. To provide release time for staff to work on PD and PLC to enhance the educational program Provide targeted push in/ pull out instruction for struggling EL students, homeless students and students with IEPs</p> <p>Identified Need: To provide social and emotional support to students, scheduling of students and RtI support/ training. Also provide counseling to targeted students as well as struggling EL students, homeless students and students with IEPs</p> <p>Target Group: Students struggling with social or emotional issues as well as struggling EL students, homeless students and students with IEPs</p> <p>Monitoring: Monthly meetings with students, counselor and teachers; also monthly staff meetings, ILT and SSC</p> <p>Personnel Responsible: Principal and counselor</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal: Counselor to provide social and emotional support to students, scheduling of students and RtI support/ training. Also provide counseling to targeted students. To provide release time for staff to work on PD and PLC to enhance the educational program Provide targeted push in/ pull out instruction for struggling EL students, homeless students and students with IEPs</p> <p>Identified Need: To provide social and emotional support to students, scheduling of students and RtI support/ training. Also provide counseling to targeted students as well as struggling EL students, homeless students and students with IEPs</p> <p>Target Group: Students struggling with social or emotional issues as well as struggling EL students, homeless students and students with IEPs</p> <p>Monitoring: Monthly meetings with students, counselor and teachers; also monthly staff meetings, ILT and SSC</p>

<p>Personnel Responsible: Principal and counselor</p>
<p>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?</p>
<p>Professional Development Goal Counselor to provide social and emotional support to students, scheduling of students and RtI support/ training. Also provide counseling to targeted students. To provide release time for staff to work on PD and PLC to enhance the educational program</p>
<p>Identified Need: To provide social and emotional support to students, scheduling of students and RtI support/ training. Also provide counseling to targeted students.</p>
<p>Target Group:: Students struggling with social or emotional issues.</p>
<p>Monitoring: Monthly meetings with students, counselor and teachers; also monthly staff meetings, ILT and SSC</p>
<p>Personnel Responsible: Principal and counselor</p>

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position School Counselor	0.1000	\$7,549.40	0225-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Counselor to provide social and emotional support to students, scheduling of students and RtI support/ training. Also provide counseling to targeted students.
Prof&Curriclm Dev Vist Tchr	-	\$8,975.00	0225-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	To provide release time for staff to work on PD and PLC to enhance the educational program
Classroom PARAS Hrly	-	\$4,000.00	0225-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide targeted push in/ pull out instruction for struggling EL students, homeless students and students with IEPs
Classroom Teacher Hrly	-	\$756.00	0225-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide targeted push in/ pull out instruction for struggling EL students, homeless students and students with IEPs

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. Title I Parent Involvement Policy
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

ACHIEVEMENT**APPENDIX A****TITLE I PARENT INVOLVEMENT POLICY**

(Provided by the School Site)



Ocean Beach Elementary
San Diego Unified School District

Ocean Beach Elementary

TITLE I PARENT INVOLVEMENT POLICY

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

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

Involvement of Parents in the Title I Program

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

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

This meeting is held every September during our Back to School Night. Presentation is given by principal and other staff members in the auditorium

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

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

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

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

This is explained at the September Title 1 meeting. During the year assemblies may be held to further explain the academic levels and measurements. Teachers also provide this information at the annual parent conferences. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. SSC meeting agenda are posted at the school in a public place and parents are reminded of meetings where their input is encouraged via School

Messenger, eblasts, and the school website.

School-Parent Compact

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

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

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

Building Capacity for Involvement

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

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

This is done at the Title 1 parent meeting in the fall.

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

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

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

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

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

The school regularly promotes district sponsored workshops and meetings which may be interest with parents. The school receives information from DAC meetings to distribute to families.

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

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

The school provides support for parental involvement activities requested by Title I parents. This is coordinated by our guidance assistant through her established network of resources such as the San Diego Assistance League.

Accessibility

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

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

ACHIEVEMENT**APPENDIX B****HOME/SCHOOL COMPACT**

(Provided by the School Site)



Ocean Beach Elementary School Home School Compact

The Staff, parents, and students who participate in activities, services,¹ and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) share responsibility for improved academic achievement and the means by which the school and parents will build and develop a partnership that will help our children achieve National Common Core Content Standards:

As the Ocean Beach Staff We Will:

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

Ocean Beach Elementary School

Home School Compact

As Parents We Will:

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

As a Student at Ocean Beach I Will:

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

ACHIEVEMENT

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
(Provided by Financial Planning, Monitoring and Accountability Department)

San Diego Unified School District				
Site: 0225 Ocean Beach Elementary				
As of Date 04-23-2015				
Extended Summary				
	30100 Title I Basic Program		30103 Title I Parent	
Name	FTE	TOTAL	FTE	TOTAL
		35,242.00		1,483.00
		35,242.00		1,483.00
		-		-
6410 Health Technician	0.20	6,689.00	-	-
6426 Guidance Asst - EMHI	0.38	10,753.50	-	-
1192 Prof&Curriclm Dev Vist Tchr		2,940.00		-
Employee Benefits		14,856.33		-
4301 Supplies		3.17		50.00
4304 Inservice supplies		-		483.00
5209 Conference Local		-		750.00
5842 License And Fees		-		50.00
5920 Postage Expense		-		150.00

ACHIEVEMENT

APPENDIX D

2014-15 SPSA ADDENDUM

Ocean Beach

Area Goals for 2014-15 SY	
English Language Arts:	By 06/14/2015, 85 % of Ocean Beach Elementary Students, Grades 2-4 will meet or exceed Common Core grade level standards on site-developed/identified common formative assessments
Mathematics	By 06/14/2015, 86 % of Ocean Beach Elementary Students, Grades 2-4 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics
English Language Development	By 06/14/2015, 73 % of Ocean Beach Elementary English Learners Enrolled in School 3 years or More will meet or exceed one level of proficiency higher as measured in California English Language Development Test
Graduation/Promotion Rate	By 06/14/2015, 85 % of Ocean Beach Elementary Grade 03, Students will meet or exceed level 38 in DRA
Parent Involvement and Community Engagement	By 06/14/2015, 90 % of Ocean Beach Elementary Parents/Guardians will increase their current level of attendance at school functions to a minimum of three events during the year in an effort to increase participation in Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following four pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100		30103		Rationale
	FTE	TOTAL	FTE	TOTAL	
		\$36,133.00		\$1,249.00	
2040 Inschool Resource Tchr	0.14	\$11,237.94	-	-	To provide targeted additional support for struggling students.
6426 Guidance Asst - EMHI	0.38	\$10,595.63	-	-	To provide social and emotional support for students at risk.
Employee Benefits		\$14,197.81		-	To provide benefits for staffing
4301 Supplies		\$102.00		\$99.00	To provide instructional supplies for students to meet educational needs
4304 Inservice supplies		-		\$500.00	To provide in service supplies for parent involvement program
5842 License And Fees		-		\$500.00	To cover costs of parent involvement conferences
5920 Postage Expense		-		\$150.00	To enhance parent and family communication with site to benefit students

ACHIEVEMENT

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**



APPENDIX E

School Name: Ocean Beach

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$35,242.00
Enter Total Allocation: Resource 30106	\$0.00
Sum or Resources 30100 & 30106	\$35,242.00
10% allocation needed for PD	\$3,524.20

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	1192	To provide release time for staff to work on PD and PLC to enhance the educational program	\$2,940.00
<input checked="" type="checkbox"/> 30100 <input type="checkbox"/> 30106	2236	Support the health and emotional needs of students and to provide parent assistance to families with students with needs. Also provide staff with information to keep students healthy and able to learn.	\$6,689.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100 <input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$9,629.00
10 % allocation has been met			YES