THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT PACIFIC BEACH ELEMENTARY SCHOOL

2014-16

37-68338-6040042
CDS Code

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

Principal: Turner, Sherry
Contact Person: Turner, Sherry
Position: Principal
Telephone Number: 858/488-8316;
Address: 1234 Tourmaline St, Pacific Beach Elementary, San Diego, CA, 92109-1856,
E-mail Address: sturner2@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 Unified
SCHOOL DISTRICT

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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: Pacific Beach Elementary

| DUE March 13, 2015 |

SITE CONTACT PERSON: Sherry Turner

PHONE: 858 488 8316   **FAX:** 858 488 7852   **E-MAIL ADDRESS:** sturner2@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 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:

    ☒ (ELAC)   English Learner Advisory Committee
    Date of presentation: 2/1215

    ☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

    ☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

    ☒ Site Governance Team (SGT)   Date of presentation: 3/9/15

    ☐ 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: 3/9/15

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.

Sherry Turner		3-13-15
Type/Print Name of School Principal	Signature of School Principal	Date
Michelle Warner	Michelle Warner	3/13/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Kimie Lountchua	Kim	4-7-15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department

Updated 02.12.15mdj

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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
Pacific Beach Elementary is known as a school with a diverse population, high expectations, high student achievement and a great deal of support from community and parents. We are working on narrowing the gap between the achievement of our English Learners and all students through a program of daily English language instruction, Response to Intervention, and 3 intervention teachers working with small groups in need of additional review and instruction.

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:   1:24
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

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

HEALTH TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
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 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).

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
1. Sherry Turner	Principal
2. Michelle Warner	Teacher
3. Utahna Atwell	Teacher
4. Jennifer Luce	Teacher
5. Malou Rogers	Other
6. Bonnie Franklin	Parent - CP
7. Michelle Scherrer	Parent-DAC
8. Brian Catanzaro	Parent
9. April Burcham	Parent-DAC Alt
10. Gonzalo Ramirez	Parent

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/14/2016, 81 % of Pacific Beach Elementary Grades 2-5 will improve performance from current level to proficient or advanced in Site Developed or PLC Common Assessment(s) , increasing from 76 % to 81 % , a gain of 5.00 %

Closing the Gap SMART Goal:
* By 06/14/2016, 60 % of Pacific Beach Elementary English Learner, Students will perform at Proficient or Advanced level in Site Developed or PLC Common Assessment(s) , increasing from 53 % to 60 % , a gain of 7.00 %

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, 88 % of Pacific Beach Elementary Students, Grades 2-5 will perform at Proficient or Advanced level in Site Developed or PLC Common Assessment(s) , increasing from 83 % to 88 % , a gain of 5.00 %

Closing the Gap SMART Goal:
* By 06/14/2016, 78 % of Pacific Beach Elementary English Learner, Students, Grades 2-5 will perform at Proficient or Advanced level in Site Developed or PLC Common Assessment(s) , increasing from 71 % to 78 % , a gain of 7.00 %

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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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 3: English Learner

English Learner SMART Goal: * By 06/14/2016, 60 % of Pacific Beach Elementary English Learners Enrolled in School 3 years or More will improve performance from their current overall proficiency level   to proficient in California English Language Development Test , increasing from 53 % to 60 % , a gain of 7.00 % **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: **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 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/14/2016, 73 % of Pacific Beach Elementary Grade 03, Students will perform at level 38 level in DRA , increasing from 68 % to 73 % , a gain of 5.00 %

Closing the Gap SMART Goal:
* By 06/14/2016, 48 % of Pacific Beach Elementary English Learner, Grade 03, Students will perform at Level 38 level in DRA , increasing from 38 % to 48 % , a gain of 10.00 %

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:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
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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 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 06/14/2016, 75 % of Pacific Beach Elementary Parents/Guardians will improve performance from their current level of attendance at school functions   to a minimum of two school events during the year in an effort to increase student   Attendance , increasing from 70 % to 75 % , a gain of 5.00 %

Targeted Population:

Our PTO continues to be an active fund-raising and supportive component of our school community. Some of our key ELAC parents are now at the middle school and we will need to recruit more primary parents to become involved.
What data did you use to form these goals?:

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

Progress and Growth Monitoring:

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

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
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?

Intervention Support Goal:
Health tech to support students with medical issues that would prevent students from meeting academic goals. Our Health Tech also monitors attendance. Library assistant provides support for students in the library to support ELA.
Identified Need:
Students need additional supports to meet their ELA goals and the Library Assistant is one of these supports.
Students need medical assistance during the school day and our Health Tech provides that service. She also monitors attendance to ensure students are present for needed instruction daily.
Target Group:
All students in grades K-5
Monitoring::
The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.
Personnel Responsible:
The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.

Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:
Health tech to support students with medical issues that would prevent students from meeting academic goals. Our Health Tech also monitors attendance. Library assistant provides support for students in the library to support ELA.
Identified Need:
Students need additional supports to meet their ELA goals and the Library Assistant is one of these supports.
Students need medical assistance during the school day and our Health Tech provides that service. She also monitors attendance to ensure students are present for needed instruction daily.
Target Group:
All students in grades K-5
Monitoring:
The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.
Personnel Responsible:
The Principal and counselor monitor the Health Tech and the Principal monitors the Library Assistant and their costs/ budgets.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?
Professional Development Goal:
Health tech to support students with medical issues that would prevent students from meeting academic goals. Our Health Tech also monitors attendance and assist staff in understanding how health issues effect achievement.
Identified Need:
Students missing school
Target Group:
Student with high absentee rate
Monitoring:
Student attendance monitored by teaching staff
Personnel Responsible:
The Principal and counselor monitor the Health Tech

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician	0.1000	$3,344.50	0227-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Health tech to support students with medical issues that would prevent students from meeting academic goals
Position Library Asst	0.2997	$7,525.77	0227-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, 03, LCFF 1, LCFF 2	Library asst provides support for students in the library to support ELA
Supplies	-	$5,560.00	0227-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Supplies to support the students and the staff to meet the educational and instructional goals for all students

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 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)

Pacific Beach Elementary
NON-TITLE I PARENT INVOLVEMENT POLICY

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

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

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Non-Title I Program
To involve parents in the Non-Title I program at **PBE** the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. The meeting occurs annually in our Library.

- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. Parents meet after school on campus.

- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, ***review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy

-
- The school provides parents of Non-Title I students with timely information about Non-Title I programs.

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

- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Our SSC and GSC meetings are held monthly and are public.

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

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

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

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

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

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

We discuss the compact annually at SSC and GSC meetings.

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

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Back to School Night, parent conferences and our annual Open House provide multiple opportunities to discuss standards.

- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Back to School Night, parent conferences and our annual Open House provide opportunities to train parents to work with their children.

-
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Staff meetings and PLC's are held regularly and discuss the value of parent contributions.

- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. Our PTO and ELAC meet to regularly discuss how to support our students.

-
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. All communications go home in English and Spanish.

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

Accessibility
- *PBE* provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. All communications go home in English and Spanish.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

Pacific Beach Elementary Home/School Compact

Pacific Beach 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 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 school year 2015-16

School Responsibilities

The Pacific Beach Elementary School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**

Teacher use standards based materials and texts. Our curriculum and assessments are aligned with state and district grade level standards. We use State approved curriculum and a balanced literacy approach in literacy for all grade levels. Our literacy block is 3 hours daily. Our Education Specialist and Speech and Language Teachers support and instruct students with Individualized Educational Plans. (IEP's)

We have a ratio of 24 students to 1 teacher for grades K-3 and an English Language Support Teacher to work with small groups of English learners. Students have access to updated technology and our school and classroom libraries. We have a Library Assistant to assist with the organization of our collection.

All identified GATE students are either placed in Seminar classes in grades 3-5 or in clusters in the regular educational setting.

Teachers receive professional development monthly and meet together in grade levels at least monthly.

Summer school is offered to students with IEP's requiring extended school year. In addition there is a homework assistance component for those children in our Prime Time program.

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

2. **Hold parent-teacher conferences Dec. 1-5 and Mar. 17-19 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.**

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

4. **Provide parents reasonable access to staff.**

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

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

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

Parent Responsibilities

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

- Monitoring attendance
- Provide a healthy breakfast and an appropriate bedtime
- Making sure that homework is completed
- Support reading time
- Monitoring amount of television my child watches
- Volunteering in my child's classroom, when possible
- Participating, when appropriate, in decisions related 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 my mail and responding, as appropriate
- Serving, to the extent possible, on advisory groups, such as the SSC, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.
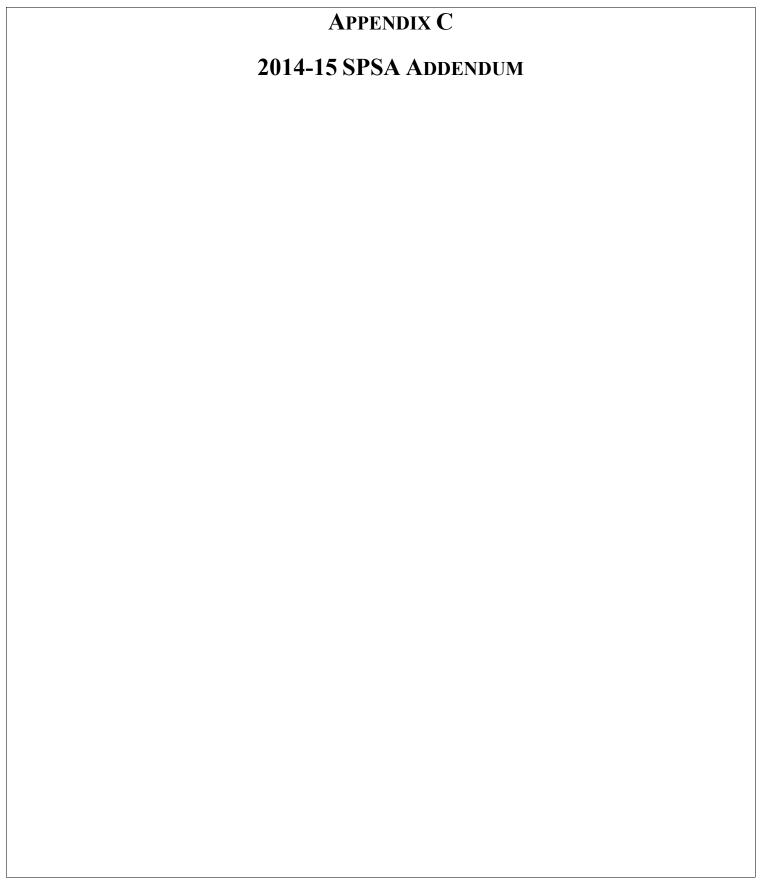
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<u>Student Responsibilities</u>

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 30 minutes every day outside of school time
- Give to my parents all notices and information received by me from my school every day.
- Come to school on time, well rested and ready to learn
- Actively participate in class activities and discussions
- Stay on task and engaged

APPENDIX C

2014-15 SPSA ADDENDUM

Pacific Beach Elementary

Area Goals for 2014-15 SY	
English Language Arts:	Teachers planned to meet or exceed Common Core standards through direct and small group instruction in reading, writing, speaking, and listening. Student collaboration and real world problem solving are utilized.
Mathematics	In order to meet or exceed Common Core standards, teachers planned problem solving activities for students stressing a multiple solution process using direct and small group instruction.
English Language Development	All English learners are expected to make 1 year's growth as measured by the CELDT. Students receive daily ELD instruction using the District curriculum.
Graduation/Promotion Rate	Attendance rates are monitored weekly by our Health Technician in collaboration with the Nurse and Counselor. Extreme cases of absenteeism are referred to SARB.
Parent Involvement and Community Engagement	Our ELAC was re-established and elections were held. Both our PTO and ELAC are visible and highly active to support teaching and learning, including volunteering in classes, gardens, noon duty, and fund raising.

Academic Program Description:	**Please see the base program model in the following four pages.**