

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **PACIFIC BEACH ELEMENTARY** SCHOOL

2020-21

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:

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The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement is a collaboratively developed document, which lists the strategies and measures of success, which will ensure that all PBE students are in the sphere of success.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Pacific Beach Elementary School's SPSA was revised after looking at data and gathering input from the staff, parents, SSC, and ELAC. They met on the following dates to analyze plan effectiveness; identify effective practices; and provide feedback on budget priorities:

SSC Meeting January 14, 2020-SPSA Plan Evaluation

ELAC Meeting January 16, 2020- SPSA Plan Evaluation

PBE Staff Meeting February 3, 2020- Budget Input

ELAC Meeting February 4, 2020- Budget Input

SSC Meeting February 4, 2020- Budget Input and Approval

PBE ILT September 24, 2020-SPSA Plan Input

ELAC Meeting September 30, 2020- SPSA Plan Input

SSC Meeting October 1, 2020- SPSA Plan Input and Approval

RESOURCE INEQUITIES**Professional Learning and Teacher Collaboration:**

In the cycle of professional learning, educators are always in need of clear-targeted professional development, planning time, peer observations, and data analysis. The on-going research in education is always evolving and highly effective instructional strategies are also developing. At PB Elementary, teachers and all staff understand the need to be up-to-speed on current evidence-based practices. At PB Elementary, professional development typically happens once a month on Wednesdays for 2.5 hours.

There is a need to allocate time and strengthen PLC practice at PB Elementary. PLC time is critical to plan for and implement the professional development that has occurred year to year. This plan allocates, for teachers to receive a half-day once a month to analyze data, plan for instruction, and implement the newly learned professional development.

As some of the professional development overlaps into teacher PLC time, what remains the same is the need for more professional development and Professional Learning Community time. Staff, parents and other stakeholder groups understand the need for more time for professional development PLC time as demonstrated in previous year's approval of the SPSA specifically in the area of visiting teachers.

Instructional Materials:

Effective instructional pedagogy and high-quality instruction drive student achievement. With these critical items is the need for appropriate materials for students to utilize in learning. There is a need for additional computer adaptive tools that support all PB Elementary students. During the 2020-2021 school year, PB Elementary has various programs running concurrently in an effort to create a Guaranteed and Viable Curriculum.

Currently, we have curriculum for Mathematics (Envision) which serves to target Tier 1 instruction. For Tier 2 and 3 intervention/support, we also utilize online curriculum programs such as Acvieve 3000, Lexia, ST Math, and RazKids. Lexia and STMath provide students with additional instruction and support at their specific learning level. These are all strongly evidence-based programs. We are utilizing supplemental materials in ELD (Benchmark ELD) which serve to target English Learners.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Michelle Warner	Classroom Teacher
Ashley DeGoede	Classroom Teacher
Jennifer Luce	Classroom Teacher
Elizabeth Agia	Parent
Kristen Everett	Parent
Katy Hamilton	Parent
Cynthia Stiles	Parent
Amanda Marzion	Parent
Jennifer Grondek	Principal
Doug LaRue	Other

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall rate of chronic absenteeism at PBE declined by .5 % from 7.6% to 7.1%.

The rate of chronic absenteeism for students with disabilities declined by 7.5% from 13.2% to 5.9%

The rate of chronic absenteeism for students learning English declined by .9% from 11.8% to 10.9%

The rate of chronic absenteeism for Hispanic students declined by .8% from 10.3% to 9.4%

The rate of chronic absenteeism for white students increased by .2% from 6.4% to 6.6%

The rate of chronic absenteeism for socioeconomically disadvantaged increased by 1.3% from 12.5% to 13.8%.

PBE established a Site Attendance Committee, which reviewed data and developed communication strategies for students, staff, and families. Research about the importance of as well as strategies to support regular attendance was presented to students during our Monday Morning Assemblies; presented to staff during professional learning opportunities; and shared with families during Principal Chats. Additionally, email and the school marquee were used to promote the importance of regular attendance. We provided training and focused our efforts on analyzing student attendance data.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

COVID-19 halted our attendance data collection when school closed March 13th, 2020. Any further data collection was based on a change of criteria deeming a student late or absent potentially affecting the final data.

With input from the site attendance committee, the determination was made to promote regular attendance rather than publicly celebrate students who

attend school regularly. Instead of providing prizes for regular attendance, students with outstanding attendance visited the Monday Morning Assembly and shared strategies that contributed to their regular attendance with their peers.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to minimize public celebrations of outstanding or perfect attendance and focus efforts of the Attendance Committee to analyze data regarding overall chronic absences as well as monitoring specific student groups. We will continue to promote the importance of regular school attendance to our students, staff and families. Research will continue to be shared about the benefit of regular attendance with stakeholders. Communication strategies with all stakeholders will be evaluated to ensure their continued effectiveness. The School Counselor will support intervention and access to community resources to reduce the rate of chronic absenteeism for socioeconomically disadvantaged students.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease chronic absenteeism	7.1%	6.6%	Chronic Absenteeism	Quarterly

***Identified Need**

While the overall rate of chronic absences at Pacific Beach Elementary has declined by .5% (7.6% to 7.1%), the rate of chronic absences for socioeconomically disadvantaged students has increased by 1.3% (12.5% to 13.8%).

***Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- Social-Emotional Learning and Restorative Justice Practices
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who

have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
 -Tier 3 - The District’s Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
 -Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Decrease chronic absenteeism	10.9	10.4	Attendance	Annual
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism	5.9	5	Attendance	Annual
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism	13.8	13.3	Attendance	Annual
June 2021	TK-5	Black or African American	Decrease chronic absenteeism	*Small group size	6.6%	Attendance	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit from this strategy including the following student groups: students with disabilities; students learning English; socioeconomically disadvantaged students; and black students.

***Strategy/Activity - Description**

The Attendance Committee will continue to meet to analyze data regarding overall chronic absences as well as monitoring specific student groups. We will continue to promote the importance of regular school attendance to our students, staff and families. Additionally, research about the benefit of regular attendance will be shared with stakeholders. Communication strategies with all stakeholders will be evaluated to ensure their continued effectiveness. The School Counselor will support intervention and access to community resources to reduce the rate of chronic absenteeism for socioeconomically disadvantaged students.

***Additional Supports for this Strategy/Activity**

With the support of the Friends of Pacific Beach Elementary (FOPBE), PBE has collaborated with a community agency to strengthen teachers knowledge and skills to facilitate social emotional support lessons for all PBE students.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

Overall, the percentage of students meeting/exceeding standard in English Language Arts on the Smarter Balanced Assessment grew with an additional 6.3% of students meeting/exceeding standard. (From 71.35% to 77.65%)

After a school principal was selected (October 2019) and prior to the school closure (March 2020), teachers worked in grade level and cross-level PLC's analyze student data and written work in the area of ELA. Teachers were trained using to look more closely at specific deficits in student work.

Teachers accessed online programs and tracked students' progress on a weekly basis. Instruction was modified to review areas of weakness.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was partially implemented last year and is being included in this year's plan so it can be continued with revisions.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will continue to work in grade level and cross level PLC's to analyze student data and written work in the area of ELA. As we implement the newly adopted District English Arts curriculum, professional development opportunities will be provided to strengthen teachers' knowledge of this resource as a tool to refine tier one and tier two instruction. Along with traditional methods, teachers utilize computer adaptive software to monitor and intervene for students.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students will increase the percentage of meeting or exceeding standards	77.7%	87.7%	CAASPP ELA	Annually
June 2021	3-5	Students will increase the percentage of meeting or exceeding grade level standards	68%	78%	FAST aReading	Annually

***Identified Need**

According to the CAASP assessment, 77.7% of students at Pacific Beach Elementary are meeting or exceeding standard. Hispanic students at Pacific Beach are meeting or exceeding standards at 58% and English Learners are meeting/exceeding standard at 15.4% . In addition, students with disabilities are meeting or exceeding standards at 27.3%.

***Online Learning Implications**

- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

Pacific Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase the percentage of meeting or exceeding standards	27.3%	35.3%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of meeting or exceeding standards	15.4%	25%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of meeting or exceeding standards	TBD	TBD	FAST aReading	Annually
June 2021	3-5	English Learner	Increase the percentage of meeting or exceeding standards	TBD	TBD	FAST aReading	Annually
June 2021	3-5	Black or African American	Increase the percentage of meeting or exceeding standards	TBD	TBD	FAST aReading	Annually

Professional Learning Communities-PLCs

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Grade Level Collaboration/PLC

Teachers work in grade level and cross-level PLC's to analyze student data and written work in the area of ELA. As we implement the newly adopted District English Arts curriculum, professional development opportunities will be provided to strengthen teachers' knowledge of this resource as a tool to refine tier one and tier two instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0227-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 4- Supporting English Learners Ref Id : N02271X	Release time for teachers for PLC to analyze data as well as to develop curriculum

Software

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Computer Adaptive Software

Along with traditional methods, teachers will utilize computer adaptive software to monitor and intervene for students.

***Additional Supports for this Strategy/Activity**

Instructional Supplies

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Instructional Materials

Instructional materials include basic classroom supplies such a pencils, paper and other items which facilitate instruction and student growth. As well as professional resources to support continued professional growth for educators.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

Overall, the percentage of students meeting/exceeding standard in Math on the Smarter Balanced Assessment grew with an additional 2.12% of students meeting/exceeding standard. (From 61.96% to 64.08%).

After a school principal was selected (October 2019) and prior to the school closure (March 2020), teachers worked in grade level and cross-level PLC's analyze student data and written work in the area of Math. Teachers were trained to look more closely at specific deficits in student work.

Teachers accessed online programs and tracked students' progress on a weekly basis. Instruction was modified to review areas of weakness.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was partially implemented last year and is being included in this year's plan so it can be continued with revisions.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will continue to work in grade level and cross-level PLC's to analyze student data and written work in the area of Math. Professional Learning will focus on aligning common language across grade levels to connect the Common Core Mathematical Practices with the Math Studio Language. We

will focus on developing our skills to enhance student communication about mathematical thinking.							
*Goal 3 - Mathematics							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	Increase percentage of students meeting or exceeding standard	64.1%	75%	CAASPP Math	Annually	
June 2021	3-5	Students will increase the percentage of meeting or exceeding grade level standards	53%	63%	FAST aMath	Annually	
*Identified Need							
According to the CAASPP assessment, students at Pacific Beach Elementary are meeting and/or exceeding standards at a 64.1%. Hispanic students are meeting or exceeding standards at a 46.9% rate and English learners are meeting and/or exceeding standards at 15.4%. In addition, students with disabilities are meeting and/or exceeding standards at a 45.5%.							
*Online Learning Implications							
<p>-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.</p> <p>- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.</p> <p>-Structures and digital tools to support student collaboration</p> <p>-Flexibility for teachers to provide both whole group, small group and individual instruction</p> <p>-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery</p> <p>-Professional development for educators</p>							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and/or exceeding	15.4%	25%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of students meeting and/or exceeding	45.5%	55%	CAASPP Math	Annually

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June 2021	3-5	English Learner	Increase the percentage of meeting or exceeding standards	*need to establish baseline	75%	FAST aMath	Annually
June 2021	3-5	Students with Disabilities	Increase the percentage of meeting or exceeding standards	*need to establish baseline	75%	FAST aMath	Annually
June 2021	3-5	Black or African American	Increase the percentage of meeting or exceeding standards	*need to establish baseline	75%	FAST aMath	Annually

Professional Learning Communities-PLCs

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

Grade Level Collaboration

Teachers will continue to work in grade level and cross-level PLC's to analyze student data and written work in the area of Math. Professional Learning will focus on aligning common language across grade levels to connect the Common Core Mathematical Practices with the Math Studio Language. We will focus on developing our skills to enhance student communication about mathematical thinking.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0227-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 4- Supporting English Learners Ref Id : N02271X	Release Time for Teacher PLC to analyze student data as well as develop curriculum

Math Professional Development

*Students to be served by this Strategy/Activity

Select students in grades 2-5.

*Strategy/Activity - Description

Math Communication Skills/Strategies Analysis

Select PBE teachers of students in grades 2-5 will pilot the District Essential Mathematics Indicators (DEMI) assessment. This tool assesses students' ability to solve problems in context and communicate their reasoning in writing. This assessment is an opportunity for teachers to strengthen their skills and cross grade alignment as we enhance students' knowledge and ability to solve problems and communicate their thinking.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities, which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

70.8 % of PBE student learning English are "making progress towards English language proficiency" as per the California Schools Dashboard. The state of California identifies 65% or higher as "very high".

100% of eligible students were reclassified as proficient in English.

15.4% of students learning English met/exceeded standard on the Caaspp ELA assessment.

73.7% of students reclassified as fluent/proficient in English met/exceeded standard on the Caaspp ELA assessment.

15.4% of students learning English met/exceeded standard on the Caaspp Math assessment.

50.0% of students reclassified as fluent/proficient in English met/exceeded standard on the Caaspp Math assessment.

The following Professional Learning Opportunities were provided during the 2019-20 School Year

1.ELD Standards, Proficiency Level Descriptors, Introduced Advancing Language Learning (ALL)

2.PD Release Provided on 12/9 and 12/12

Looked at ELPAC Assessment Practice Assessments

Unpacked ALL via Clever

1.PD Release Provided 2/10 and 2/11

Deeper Dive into ALL
Plan with Grade Level Team

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was partially implemented last year and is being included in this year's plan so it can be continued with revisions.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue our professional learning focus on designated English language development while also beginning to strategize around supports for integrated English language development. Professional learning will be embedded within site focus areas of building a school community; strengthening professional learning communities; enhancing student communication about mathematical thinking; and implementing the newly adopted District English Arts curriculum.

***Integrated English Language Development**

- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.
- Teachers will attend professional learning for Integrated ELD aligned to the district-adopted curriculum, Benchmark Learning.

***Designated English Language Development**

- Teachers will use data and plan to adjust lessons from Benchmark Education aligned to the State Standards as well as ELD standards.
- Designated ELD will be on the daily schedule.
- During grade level collaborations, the agenda will include discussion about and planning for designated ELD.
- English Learners will be closely monitored for growth on assessments.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase the percentage of students meeting and/or exceeding standards	15.4%	25%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the percentage of	15.4%	25%	CAASPP Math	Annually

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			students meeting and/or exceeding standards				
June 2021	TK-5	English Learner	Increase the percentage of students making progress towards English language proficiency	70.8%	73.8%	Summative ELPAC	Annually

***Identified Need**

70.8 % of PBE student learning English are "making progress towards English language proficiency" as per the California Schools Dashboard. The state of California identifies 65% or higher as "very high".

100% of eligible students were reclassified as proficient in English.

15.4% of students learning English met/exceeded standard on the Caaspp ELA assessment.

73.7% of students reclassified as fluent/proficient in English met/exceeded standard on the Caaspp ELA assessment.

15.4% of students learning English met/exceeded standard on the Caaspp Math assessment.

50.0% of students reclassified as fluent/proficient in English met/exceeded standard on the Caaspp Math assessment.

***Online Learning Implications**

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Online professional development modules with iELD (integrated English Language)
- Formative assessment data will be collected, analyzed and feedback given to students.
- Professional development will also be offered to teachers across the district serving this English Learner group
- The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.
- This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

Pacific Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Students who qualify to reclassify will reclassify	100%	100%	Summative ELPAC	Annually
June 2021	TK-5	English Learner	Increase the percentage of students making progress towards English language proficiency	70.8%	73%	Summative ELPAC	Annually

Professional Learning Communities-PLCs

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Grade Level Collaboration

Teachers work in grade level and cross level PLC's to analyze student data and written work for all students including English Learners. Teachers will design learning opportunities the goal of integrating strategies to support students learning English.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02271X	Prof&Curriclm Dev Vist Tchr		\$7,602.00	\$9,296.49	0227-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Release Time for Teacher PLC for data analysis as well as to develop curriculum

ELPAC Assessment

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

ELPAC Assessment

A visiting teacher will support the administration of the Initial and Summative ELPAC Assessment.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N022771	Short Term Leave Visiting Tchr		\$3,200.00	\$3,913.28	0227-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	English Learners		ELPAC assessments

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. This is due to the inability to assess in the third trimester because of school closure as of March 13th, 2020.

27.3% of students with disabilities met/exceeded standard on the CAASPP ELA assessment.

45.5% of students with disabilities met/exceeded standard on the CAASPP Math assessment.

100% of students with disabilities met their IEP goals.

After a school principal was selected (October 2019) and prior to the school closure (March 2020), teachers worked in grade level and cross-level PLC's analyze student data and written work. Teachers were trained to look more closely at specific deficits in student work. Teachers accessed online programs and tracked students' progress on a weekly basis. Instruction was modified to review areas of weakness.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was partially implemented last year and is being included in this year's plan so it can be continued with revisions

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will continue to work in grade level and cross-level PLC's to analyze student data and written work. We will continue to grow our knowledge of and seek to implement additional opportunities for co-teaching for general and special education team members.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and/or exceeding standards on the CAASP ELA assessment	27.3%	37%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and/or exceeding standards on the CAASP Math assessment	45.5%	55%	Other (Describe in Objective)	Annually

***Identified Need**

27.3 % of students with disabilities are meeting/exceeding standard in ELA. 45.5% of students with disabilities are meeting/exceeding standard in Math.

***Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and para educators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Students will meet IEP goals in Math	100%	100%	Progress Reports on IEP Goals	Annual
June 2021	TK-5	Students with Disabilities	Students will meet IEP goals in Reading	100%	100%	Progress Reports on IEP Goals	Annual
June 2021	TK-5	Students with Disabilities	Students will meet IEP goals in Related Service	100%	100%	Progress Reports on IEP Goals	Annual

Professional Learning Communities-PLCs

***Students to be served by this Strategy/Activity**

Students with Disabilities

***Strategy/Activity - Description**

Grade Level Collaboration

Teachers work in grade level and cross-level PLC's to analyze student data and written work for all students including students with disabilities. Teachers will design learning opportunities the goal of integrating strategies to support students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0227-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 4- Supporting English Learners Ref Id : N02271X	Release Time for Education Specialists to join General Education Teachers for PLC data analysis as well as to develop curriculum modifications

Professional Development

***Students to be served by this Strategy/Activity**

Students with Disabilities

***Strategy/Activity - Description**

Professional Learning- Co-Teaching

We will continue to grow our knowledge of and seek to implement additional opportunities for co-teaching for general and special education team members.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Maximize Student Engagement	*Small group size	0%	Suspensions (Classroom and School)	Annually

*Goal 6 Supporting Black Youth - Additional Goals

- ✓ 1. Beginning in the Fall of 2020, the PB Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
- ✓ 2. In 2020-21 school year, PB Elementary will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. PB Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
- ✓ 4. PB Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
- ✓ 5. In the 2020-21 school year, PB Elementary will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at PB Elementary is to maintain or increase the percentage of diverse educators from current year to the follow school year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

In the 2019-20 school year, PB Elementary School had a 0% suspension rate for black youth.

*Online Learning Implications
-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. -Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
Anti-Defamation League
*Students to be served by this Strategy/Activity
All students- including black youth
*Strategy/Activity - Description
<u>No Place for Hate-site identification</u>
PB Elementary will collaborate with the Anti-Defamation League to establish a committee who will lead work to address bias and promote diversity and inclusion through discussion, active learning and reflection.
Library Texts
*Students to be served by this Strategy/Activity
All students including black youth
*Strategy/Activity - Description
<u>Additional Texts for Classroom/School Libraries with Diverse Characters and Settings</u>
Identify and purchase texts with diverse characters and settings to be included in libraries and used during read alouds.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets. The Cal-Schls (CSPS) was not administered.

Pacific Beach Elementary's parents are very involved partners in educating their children. Parents regularly attend events and serve as leaders in a variety of capacities including the following:

Friends of PB Elementary (FOPBE)

School Site Council

Site Governance Team

English Language Acquisition Committee

Principal Chats

Parent Think Tanks

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences when implementing this goal.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Pacific Beach Elementary will continue to solicit input from and work in partnership with our families.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of families who strongly agree that the school actively seeks the input of parents before making important decisions	31%	41%	CAL - SCHLS (CSPS)
*Identified Need					
According to the parent survey (CSPS), 61% of the parents/families feel welcome to participate at the school and 54 % strongly feel the school allows and welcomes parents' contribution to the school. Only 31% of parents strongly agree that the school actively seeks the input of parents before making important decisions.					
*Online Learning Implications					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will be offered a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>-</p> <p>District is also supplying families with training on SEL, Wellness, Health and Safety.</p> <ul style="list-style-type: none"> -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. <p>Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Increase parent participating in the SSC/SGT	no baseline data currently exists	85%	Meeting Attendance

Stakeholder Engagement***Families to be served by this Strategy/Activity**

All families will benefit from additional outreach and all families will feel included in decision-making process.

***Strategy/Activity - Description**

All families at Pacific Beach Elementary benefit from outreach and invitations to participate in decision-making opportunities. We will continue to provide options for parents to participate in decision-making opportunities.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NOTE Data from 18-19 baselines and 19-20 targets will continue into the 20-21 school year targets due to the inability to assess in the third trimester.

The overall rate of chronic absenteeism at PBE declined by .5 % from 7.6% to 7.1%.

The rate of chronic absenteeism for students with disabilities declined by 7.5% from 13.2% to 5.9%

The rate of chronic absenteeism for students learning English declined by .9% from 11.8% to 10.9%

The rate of chronic absenteeism for Hispanic students declined by .8% from 10.3% to 9.4%

The rate of chronic absenteeism for white students increased by .2% from 6.4% to 6.6%

The rate of chronic absenteeism for socioeconomically disadvantaged increased by 1.3% from 12.5% to 13.8%.

PBE established a Site Attendance Committee, which reviewed data and developed communication strategies for students, staff and families. Research about the importance of as well as strategies to support regular attendance were presented to students during our Monday Morning Assemblies; presented to staff during professional learning opportunities; and shared with families during Principal Chats. Additionally, email and the school marquee were used to promote the importance of regular attendance. We provided training and focused our efforts on analyzing student attendance data.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Pacific Beach Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

COVID-19 halted our attendance data collection when school closed March 13th, 2020. Any further data collection was based on a change of criteria deeming a student to be late or absent potentially affecting the final data.

With input from the site attendance committee, the determination was made to promote regular attendance rather than publicly celebrate students who attend school regularly. Instead of providing prizes for regular attendance, students with outstanding attendance visited the Monday Morning Assembly and shared strategies that contributed to their regular attendance with their peers.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2019/20 School Plan for Student Achievement focused on reducing the rate of chronically absent students at PBE as a strategy to ensure that all PBE students 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. We will maintain our focus on reducing the number of chronically absent students. Additionally, our teachers will continue to work in grade level and cross-level PLC's to analyze student data and written work in the area of ELA. As we implement the newly adopted District English Arts curriculum, professional development opportunities will be provided to strengthen teachers' knowledge of this resource as a tool to refine tier one and tier two instruction. Along with traditional methods, teachers utilize computer adaptive software to monitor and intervene for students.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	students will read at grade level	81%	87%	Grade 3 ELA Reading	Annually
June 2021	5	students will read at grade level	79%	85%	Grade 5 ELA Reading	Annually

*Identified Need

As measured by the Fast bridge Reading assessment, 81% of PBE third graders are reading at grade level and 79% of fifth graders are reading at grade level.

*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	students will read at grade level	no baseline established	75%	Grade 3 ELA Reading	Annually
June 2021	5	English Learner	students will read at grade level	no baseline established	75%	Grade 5 ELA Reading	Annually
June 2021	3	Students with Disabilities	students will read at grade level	no baseline established	75%	Grade 3 ELA Reading	Annually
June 2021	5	Students with Disabilities	students will read at grade level	no baseline established	75%	Grade 5 ELA Reading	Annually
June 2021	3	Black or African American	students will read at grade level	*Small group size	75%	Grade 3 ELA Reading	Annually
June 2021	5	Black or African American	students will read at grade level	*Small group size	75%	Grade 5 ELA Reading	Annually

Professional Learning Communities

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Grade Level Collaboration/PLC

Teachers work in grade level and cross-level PLC's to analyze student data and written work in the area of ELA. As we implement the newly adopted District English Arts curriculum, professional development opportunities will be provided to strengthen teachers' knowledge of this resource as a tool to refine tier one and tier two instruction.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0227-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income	Goal 4- Supporting English Learners Ref Id : N02271X	Release Time for Teachers to work in PLCs on data analysis as well as curriculum development

Software

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Computer Adaptive Software

Along with traditional methods, teachers will utilize computer adaptive software to monitor and intervene for students.

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Recognition of students in the classrooms and school-wide will support a culture of learning built around STEAM in classrooms. Communication by teachers will also ensure that parents will be part of the culture of STEAM.

In order to build the capacity of teachers and to ensure sustainability, teachers need current research-based strategies from professional development. At PBE, teachers have and will continue to be released from the site to attend district professional developments. Furthermore, teachers will have time to analyze data to inform their next steps during site PLC. Teachers will have the option to observe each other during peer observations with the option of peer observations at other schools.

Assurance of implementation is demonstrated by daily schedules showing STEAM lessons each week. As implementation continues, coaching and feedback by the site administrator and other district support will continue.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

As part of the data, review and root cause analysis, the following leadership actions will be implemented to ensure progress towards our goals of achievement for all Pacific Beach Elementary students.

Integration of Priorities & Strategies:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school-wide agreed upon viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe making their practice public and welcome visitors and receiving feedback to strengthen their practice.
- Frequent classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- Work with teachers to identify instructional strategies that are working and highlight those practices.
- Utilize assessments as a tool for re-teaching, closing instructional gaps in learning and focusing tier 1 instructional strategies in class

Specific Leadership Actions:

- Implement and provide training around Marzano's research based PLC structure.
- Determine the specific needs/goals of each PLC group and work with each group to align their needs and goals with our school wide goals
- Lead the work around data analysis and how it drives our instruction
- Collect data from classroom observations and common assessments to be used to inform professional learning opportunities.

Identify teacher's practices, develop multiple, and differentiated professional learning opportunities grounded in current research and based on students' needs.

Model positive, professional, and productive relationships with staff, students, parents and community.

Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations regarding supporting students.

Value mutual respect, multiple cultural perspectives, and experiences.

Highlight culturally responsive teaching practices that are inclusive of all students.

Develop and maintain clear systems to organize and maximize resources and operations.

Establish clear lines of communication for staff and families, through Principal Weekly email messages, website updates, additional email blasts, Principal Chats, School Site Council, Site Governance Team and ELAC meetings, have meetings at varying times to increase participation.

Cultivate positive relationships with parents and community and provide resources to support parents.

Lead professional development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Formative Assessments, Attendance, Culturally Responsive Practices and Social Emotional learning (safe, supportive, and collaborative school culture).

Outcomes:

- Create a learning environment where teachers know students as learners and how their learning needs aligns with their instructional approaches.
- Teachers in each grade level will be implementing a Guaranteed Viable Curriculum where they are able to regularly meet and check in on progress.
- We will have a school wide progress monitoring system that looks for gaps and ways that we can address those needs.
- Teachers will engage in student work analysis that will lead to a change in practice.
- Utilizing student assessment results to make informed decisions around how we will utilize specific approaches and targeted groupings.

Online Learning Implications & Actions

- At PBE the school principal, the school counselor, and the elementary school assistant monitor attendance and student engagement regularly. In partnership with the PBE teachers, we reach out to our students and families to help families overcome barriers to regular attendance. In connection all of the above outlined people are working together to ensure that all of our students are actively engaged and learning.

- Staff attended a series of professional development learning opportunities the first week of school to learn about student engagement and the strategies to support students in an online learning environment. In addition, we have been utilizing the text – Distance Learning Playbook to drive our professional learning this year. The book includes strategies for engaging all students, ways in which to adjust learning to meet all students' needs online and strategies for building a positive classroom culture and system of support.

- The ability to ensure equitable access and opportunities for all students is our staff wide goal. Beyond the professional learning and training that our staff has attended, we are continuing to set daily, weekly, monthly monitoring benchmarks around what we are doing. We are ensuring this work by keeping the topic at the forefront of everything that we are doing this year. In addition, during grade level meeting time we are reviewing students who are at risk and utilizing our team approach to determine what resources are needed.

- Parent access is an important component to our programs. We use weekly School Messenger, school supply distributions, updates on school website, principal website, social media, Foundation social media and weekly newsletters, school marquee, personal phone calls, parents meetings, monthly principal chats and more to stay in communication with families. When applicable we are having our materials translated for access for all families.

-As the site leader- it is my goal to remain visible and present to stay connected to teachers, students, staff and families. Now more than ever all of the stakeholders need to know that I am present and available to lead, support and responsively to ensure consistency and safety during these uncertain times.

ACHIEVEMENT**APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

ACHIEVEMENT**APPENDIX A****BUDGET SUMMARY**

ACHIEVEMENT**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

ACHIEVEMENT

APPENDIX E**2020-21 SPSA ASSESSMENT AND EVALUATION**