

Single Plan for Student Achievement

Part II: The Single Plan for Student Achievement Template



A Resource for the School Site Council

Part II: The Single Plan for Student Achievement Template

School: Pacific Union School

District: Pacific Union

County-District School (CDS) Code: 12 62976 0000000

Principal: Karla K Darnall

Date of this revision: May 5, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on May 12, 2016.



Form A: Planned Improvements in Student Performance

The School Site Council 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 academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School/LEA GOAL ONE: All students will have access to a state curriculum and instruction taught by highly qualified staff to prepare them to be college and career ready.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>1. CALPADS data to identify percentage of highly qualified staff</p> <p>2. Sufficient Instructional Materials</p> <p>3. State Standards Implementation</p>	<p>100% Of Pacific Union’s teaching staff is highly qualified and appropriately placed.</p> <p>100% of Pacific Union students have access to state adopted curriculum. Staff is in the process of adopting CCSS-aligned curriculum in math and language arts.</p> <p>100% of EL students have access to a CCSS-aligned EL curriculum.</p> <p>See the attached SARC for more detail.</p>	<p>Ongoing targeted student assessment via state adopted curriculum, CAASPP, formal and informal classroom assessments, computer-based reading and math assessments, and anecdotal evidence.</p> <p>LCAP Indicators as outlined in the LCAP: CALPPADS data, Healthy Kids survey, School survey.</p>

Action	Person(s) Responsible	Task/Date
Staff Collaboration and Professional Learning Opportunities	Karla Darnall Grade Level Teachers All Teachers	June 2016: Schedule collaboration days and opportunities throughout the upcoming school year. August – June 2016-17: Meet for twice-monthly grade level collaboration groups on designated Mondays. 2016-17 School Year: Choose professional development opportunities based on personal areas of growth, CCSS implementation, or technology in education.
Academic Support	Special Services Staff Karla Darnall/Alyse Eckenrode	2016-17 School Year: Meet regularly with all teachers to develop support plans for students and to identify students in need of additional support. Provide services in EL education, speech therapy, reading, counseling, and resource. August 2016: Hire and train paraprofessionals for each classroom and the special services staff.

School/LEA GOAL TWO: All students will have access to safe and well-maintained facilities and welcoming learning environments supported by positive behavior intervention.

<p>What data did you use to form this goal?</p> <ol style="list-style-type: none"> 1. Facilities Inspection Tool 2. Parent Survey 3. Attendance Data 4. SWIS Behavior Tracking Data 5. Informal Student Interviews 	<p>What were the findings from the analysis of this data?</p> <p>Our FIT report shows that Pacific Union is in exemplary status.</p> <p>Please see attached Summary of Results of the Pacific Union Parent Survey for a detailed analysis of learning environments and parent involvement.</p> <p>Pacific Union’s suspension rate was 3.9 for the prior school year, compared with the state’s rate of 6.1.</p> <p>Based on our behavior tracking data, we see that physical contact is an area of need for the school’s student population. See attached SWIS data.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>Metric</p> <ol style="list-style-type: none"> 1. FIT report 2. Parent survey data 3. Student suspension and expulsion rates 4. School attendance rates 5. Chronic absenteeism rates 6. Middle school dropout rates 7. School office referral data
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Action	Person(s) Responsible	Task/Date
School Facilities Maintenance	Rich Moxon	August 2016: Use FIT to prioritize a maintenance schedule for the school facility in the upcoming year. 2016-17 School Year: Oversee all maintenance work.
Parent Participation and Input	Alyse Eckenrode	December 2016: Revise and distribute Spanish and English copies of the Parent Survey. Analyze data. Monthly: Host site council and DELAC meetings to gain parent input and perspective
Counseling and behavior supports	Alyse Eckenrode and Krista Sanders Krista Sanders and Tonja Speed Alyse Eckenrode	August 2016: Analyze SWIS behavior data to determine specific interventions and students to focus on in the school year. Fall 2016: Attend in depth PBIS trainings and begin further implementation on campus. Refresh all teachers on the Second Step curriculum. 2016-17 School Year: Continue teaching mindfulness and running small group and individual counseling. 2016-17 School Year: Work with teachers to recognize students in all areas (academic, athletic, social, artistic...) at monthly awards assemblies.

School/LEA GOAL THREE: All students will have access to a broad course of study and educational supports to increase academic success in English Language Arts, math, science, and literacy.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
1. Performance on standardized tests 2. Score on state derived index such as API 3. Student access and enrollment in all required areas of study (SARC) 4. Extra curricular activity participation rates	See attached job description for academic support staff, as well as summary of survey results for efficacy. See attached SARC report for student enrollment data. See attached summary of student participation in extracurricular activities.	1. Monitor student achievement on CAASPP 2. 100% student access to all areas of study 4. Increased number of students participating in various academic and extracurricular opportunities such as athletics, arts, theater, science fair, history day, spelling and geography bees

Action	Person(s) Responsible	Task/Date
Maintain academic supports	Alyse Eckenrode and Karla Darnall Special Services Team Alyse Eckenrode and HUS volunteers	August 2016: Hire and train classroom and 1 on 1 paraprofessionals. 2016-17 School Year: Ensure that the Special Services team is fully staffed and able to support students. 2016-17 School Year: Provide teachers with tools for formative assessments to gather data on all students. 2016-17 School Year: Maintain free during and after school homework support for Spanish-speaking students.

Maintain extra curricular activities	<p>Karla Darnall, Alyse Eckenrode, and committee heads</p> <p>Susan Moxon, Alyse Eckenrode</p>	<p>2016-17 School Year: Provide opportunities for after school sports and fine arts for all students; oversee extracurricular opportunities such as athletics, arts, theater, science fair, history day, spelling bee and geography bee.</p> <p>2016-17 School Year: Approve field trip requests; maintain school busses in good working order.</p>
School Support and Community Involvement	<p>Jim Hatchimonji</p> <p>5th Grade Teachers</p> <p>Classroom Teachers</p> <p>Sophia Pelafigue</p> <p>Steve Martin</p> <p>Alyse Eckenrode</p> <p>Jesse Re</p>	<p>2016-17 School Year: Provide quality music education to all students, TK-8th grade.</p> <p>April 2017: Plan and lead the Wolf Creek campout for 5th grade students.</p> <p>2016-17 School Year: Continue partnerships with cross age buddy classes.</p> <p>Spring 2017: Lead the Arts Committee in planning the May Arts Month celebrations.</p> <p>2016-17 School Year Work with PTO to encourage parent participation in school events.</p> <p>2016-17 School Year: Serve as liaison between Humboldt State University's mentoring programs and Pacific Union.</p> <p>Work with Decade of Difference to coordinate the PU LIVE program for middle school students.</p>

School/LEA GOAL FOUR: The educational outcomes of English Learners, low income, and foster youth will mirror the outcomes of the general student population.

<p>What data did you use to form this goal?</p> <p>EL reclassification data API information EL Access to English instruction and CCSS-based curriculum</p>	<p>What were the findings from the analysis of this data?</p> <p>This year Pacific Union had 68 EL students. Seven are being reclassified this year, with the potential of three additional reclassifications at the beginning of the next school year.</p> <p>See attached summary of CAASPP test results for EL, low income, and foster youth scores in comparison with the rest of the student population.</p>	<p>How will the school evaluate the progress of this goal?</p> <ol style="list-style-type: none"> 1. Share of ELs that become English proficient 2. EL reclassification rate 3. API growth and subgroup performance 4. EL access to ELD and CCSS.
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Action/Date	Person(s) Responsible	Task/Date
EL student support	<p>Tami Davies-Hughes</p> <p>Alyse Eckenrode, Karla Darnall, and Tami Davies-Hughes</p>	<p>June 2016: Review CCSS aligned EL curriculum. After using the curriculum for one year, evaluate its effectiveness and make recommendations for next year.</p> <p>August 2016: Increase aide time for the EL program.</p>
Library improvement	Nicole Mattas	<p>2016-17 School Year: Maintain and improve the library's selection of high interest books for students of all reading levels and languages.</p> <p>Maintain an open library for research and workspace.</p>

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$0	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$0	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$0	<input type="checkbox"/>

Revised September 2015

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$0	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$0	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$0	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$0	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$0	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$61566	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$100	<input type="checkbox"/>

<input checked="" type="checkbox"/> For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$12321		<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$27775	<input checked="" type="checkbox"/>	
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$0	Title III funds may not be consolidated as part of a SWP ¹	
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$ 32069	<input type="checkbox"/>	
<input type="checkbox"/> For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$0	<input type="checkbox"/>	
<input type="checkbox"/> Other federal funds (list and describe)	\$0	<input type="checkbox"/>	
<input type="checkbox"/> Other federal funds (list and describe)	\$0	<input type="checkbox"/>	
<input type="checkbox"/> Other federal funds (list and describe)	\$0	<input type="checkbox"/>	
Total amount of federal categorical funds allocated to this school		\$133831	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Karla K Darnall	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alyse Eckenrode	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cherie Paul	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stefanie Watson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nicole Matas	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Kencke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Holly Williamson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Lisa Morehouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	2	2	1	3	N/A

² EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on 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. This SPSA was adopted by the SSC at a public meeting on: _____

Attested:

Karla K. Darnall

Typed name of School Principal

Signature of School Principal

Date

Alyse Eckenrode

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Summary of Results

132 unique individuals answered the survey in English and Spanish, representing at least 193 students. The survey asked each family to fill out one survey, regardless of how many children attend Pacific Union.

Multiple Choice Questions

The survey asked respondents a series of multiple choice questions regarding school climate, their knowledge of programs Pacific Union offers, and what types of home-school communication works best.

The following questions about school climate were asked on a scale of Almost Always, Sometimes, Rarely, and Never.

- Over 95% of English speaking respondents and 66% of Spanish speaking respondents reported that they always or sometimes feel welcomed at school.
- Over 95% of English and Spanish speaking respondents reported that they felt that the school encourages volunteers, but over half of the Spanish speaking families were unsure as to how to volunteer, or unable to volunteer due to work schedules.
- Ninety six to 98% of respondents felt that Pacific Union's teachers and staff are available for communication, and that the staff is providing the students with a sound academic as well as social environment. These figures were similar for Spanish speaking respondents, but only 60% reported feeling comfortable contacting teachers or staff members.

The following questions about families' awareness of several programs offered by Pacific Union were asked on a scale of Not Aware, Very Aware, and Somewhat Aware.

- Eighty five percent of English speaking respondents and 100 percent of Spanish speaking respondents reported being somewhat to very aware of fine arts programs.
- Ninety percent of English speaking respondents and 60 percent of Spanish speaking respondents reported that they were very or somewhat aware of sports and extra/co-curricular activities available to students.
- Roughly 80% of English speaking and Spanish speaking respondents reported that they were very or somewhat aware of the technology available to students.
- Roughly 80% of English speaking respondents of both languages were aware of the counseling services offered.
- Roughly half of all Spanish-speaking respondents reported knowing nothing to a little about special education services such as special education, speech, and reading intervention. In contrast, 70% of English speaking respondents were Very or Somewhat aware of these services.
- Over 90% of respondents in both languages reported being very aware of the library, daycare and lunch/breakfast programs.

Respondents were asked to indicate how they preferred to get information about upcoming events at school. Of the options provided, over 50% of respondents chose the following five as the most effective way to communicate:

- Website
- Flyer
- Teacher Note
- Class Dojo
- Robo Call

Respondents were then asked to choose the four most effective ways to communicate with them. they would prefer to get information about upcoming events at school. Of the options provided, over 50% of respondents chose the following as the most ideal ways to communicate.

- Website
- Flyer
- Teacher Note
- Robo Call
- Text
- Class Dojo
- Facebook and the PTO were mentioned by over 40% of respondents, and several times in the comments portion of this question.

Open Ended Questions

The survey included three open ended questions designed to let respondents elaborate on any of their multiple choice answers, address anything they felt was not addressed in the survey, and give both positive and constructive feedback about all aspects of Pacific Union.

For this summary, any answers given in Spanish will be translated into English and written in *italics*.

Positive Feedback

When asked an open ended question about what they liked about Pacific Union, respondents' answers fell into the following broad categories. Each category will contain a brief summary of responses and quotes to illustrate the theme.

Community

Respondents felt that Pacific Union has a strong sense of community. Over 60 reported that they appreciate the sense of family, the small town/school feel, the opportunities for cross grade buddies, and the approachability of teachers and staff. Respondents perceived the TK-8 environment as a positive aspect of the school community. Respondents reported that the family activities organized by the PTO have been good opportunities to build community and get to know other families.

- My child loves it there and leaves happy every day.
- Overall, our experience at Pacific Union school has been excellent. My daughters are both either straight A students or just below and they have gained an appreciation for learning by the enthusiasm they have experienced through their teachers. We help with their studies at home, as well, and have always been given any support or materials we've needed from their teachers. (My eldest daughter

graduated from PU.) My thanks to all of the teachers and staff at Pacific Union for caring and doing a wonderful job.

- Community based school that encourages personal and interpersonal responsibility, academic aptitude.
- I love that I feel as welcome as I know my kids do. My kids' teachers have become my personal friends, and I enjoy seeing them and their children outside of school too.
- The staff makes it very easy for parents to feel confident in the care of the kids.
- An all around positive learning and social environment for my son.
- I love the dedication to my children's success in school shown by all the staff. All the teachers, office staff, counsellors, librarians, daycare staff and the janitorial staff too. They are helping my boys have a family away from home.
- My children are treated as separate individuals not just kids in the family. The staff has always treat my children and myself very well. I would want any other school for my kids.
- like how involved the PTO is in promoting fun activities for our school and in fundraising for needed resources.
- My child is an interdistrict transfer from Eureka & we feel very lucky to have become part of the PU family. My child looks forward to school each day and is thriving in the PU environment. When we did have a concern last year with a student hitting my child, Mrs. Vogt was very responsive and Carla Darnell was willing to meet with my husband & I immediately. I felt she listened and handled the situation professionally and appropriately. Thank you! We are a proud PU family!
- I like that fact that my child will be able to go there from TK through 8th grade. (From both in Spanish and English responses.)

Staff

Over half of the respondents were very appreciative of the dedication, skill, and positive attitudes of the teachers and the staff. The most frequently used words used to describe teachers and staff were excellent, caring, encouraging, positive, wonderful, dedicated, fantastic, quality, amazing, incredible, great, and top notch. Respondents noted that there is a positive academic mindset at school. All children are challenged academically and receive the support they need.

- My kid is thrilled to be at Pacific Union and I'm glad too!
- I'd like Mr. Stackhouse and Mr. Lane to stay at the school so that Jacob can have them for a teacher during his time at Pacific Union. Retire after he graduates, please. [My son] is who he is due to your influence. Thank you.
- The unity between all the staff makes for a positive environment for my child!
- Our child joined PU in 3rd grade and felt welcome from the beginning. He was impressed that the VP knew his name on the second day of school! Since that time, he has been blessed with wonderful and caring teachers who have delivered excellent instruction.
- I appreciate teachers who are firm, yet kind; and that push the students to reach their academic abilities.
- Teachers and staff that are deeply committed to the development and well-being of their students and school.

- [I appreciate] how well the teachers collaborate and work above and beyond their primary classroom jobs.
- I like the way the staff has stepped up to the plate and developed and implemented an IEP for my son. The teaching staff is aware of his challenges and make accommodations where they are able. I have found the staff very friendly and helpful. Thank you.
- Friendly environment, which promotes learning for all kids.
- *It is a very tight community at Pacific Union and the atmosphere is always positive, encouraging our students to get along with one another.*
- *The way you teach children is one of the best. Teachers and all staff who work at school are very excellent. Well done!*

Programs

Fewer respondents spoke about specific programs, but feedback on the following aspects of these programs was positive.

Daycare

Respondents reported that the before and after school care options were helpful, and that the quality of day care provided is excellent.

- Debbie's Daycare is fabulous.
- We love Debbie's Daycare!

Co-Curricular Activities

Respondents gave positive feedback to the music, art, mindfulness, Munch-a-Lunch, awards ceremonies and reward days, gardening, counseling, and technology.

- I love how the students intermingle through such "programs" as Study Buddies and TAs. I love how encouraging the teachers are of students to excel as students and people. It also love that we have a garden and kids are encouraged to participate in growing the food and flowers.
- We love the music program and what it has brought into his life.
- I like that PU can show my child the arts that make school better.
- Keep the mindfulness flowing. My 3rd grader asks for it each night at bedtime.

Areas for Growth

When asked an open-ended question about what they would like to change or improve about Pacific Union, respondents' answers fell into the following broad categories. Each category will contain a brief summary of responses and quotes to illustrate the theme. Comments that focused on a specific child or staff member will not be discussed in this section.

Supervision and Discipline

Respondents reported that they sense a lack of supervision on the playground. They report that their children most often get bullied during lunch and recess, and would like to see the supervision increased. Respondents expressed frustration that they often hear foul language on campus, and that they feel that some students are allowed to get

away with more than others. They would like to see more transparent/apparent consequences given to students who break the rules.

- Better supervision outside on the play yards teachers and monitors.
- I would like to see more "manners" in public spaces enforced at the school.
- I would like to see more behavioral interventions directed at lowering rates of bullying, teaching appropriate social interactions, etc.
- Why are some students allowed to get away with breaking school rules multiple times w/o being expelled?
- *I would like to see bullying addressed with students.*

Grounds

Five respondents expressed a desire to replace the rubber tire chips on the playground with something cleaner. Three expressed dissatisfaction with the condition of the grounds.

- The rubber chips are really terrible. I understand that they are a bit safer if a child falls, but they leave a rubber smell on my child, and she comes home with black smears all over her from the chips.
- Better care of the school grounds. There are always untrimmed bushes and garbage.

Lunches and Food

Respondents would like to see changes in the school's lunch menu and day care snacks, as well as the foods offered at class parties. They would like to move towards healthier lunch and breakfast options with less sugar and processed foods. Three respondents reported that their children do not have enough time to eat when they have hot lunch.

- I would like to see improvements in the school meals- more focus on whole foods, and stop offering juice.
- Love onsite food prep but continue to move toward healthy and appealing options.
- Too often my kids come home complaining that they didn't have enough time to eat all of their lunch.

Campus Security

Respondents expressed a concern that the campus is too open. They would like to see it be more enclosed and difficult for the public to enter.

- [I would like to see] the addition of a fence between K/1 hall and 1/2 building
- Most important of all we would like to see a safe and more secure campus. During the day the campus is accessible to the public. People are seen coming onto campus with dogs and are not even approached....We should have a locked and closed campus during the day and adults should be checked through the office....may mean relocating office and fencing?

Communication

Respondents expressed a desire to have more home-school communication in regards to ways they can be involved on campus, upcoming events, sports, and extracurricular activities. Five specifically requested more tech-based communication.

- More info on ways to help in garden, library, classrooms.
- I would like the website to be more frequently updated. I have searched for information at different times and haven't been able to find it.
- Sports! More communication/notification on when they start/end
- *Please have more information available in Spanish.*
- *We would like at least 3 weeks' notice for field trips in order to take time off work and attend them.*

Staffing

Respondents said that they are happy with the counseling services and instructional aides, but would like to see their numbers increase in order for students to receive all the support they need.

- I'd like to see the school be able to have more counselors so they could be able to help each child and not be stretched due to not enough staff. I'd like to see the teachers rewarded for their amazing commitment to our students.
- If possible another counselor on hand for the kids. I've noticed that some kids need to see Krista more often than others.
- They need to provide more one on one aides or teachers to help children with learning disabilities so the children don't get left behind and lost in the system and forgotten.

Programs

Respondents expressed the desire for more elective programs such as foreign languages and fine arts. They would also like more music taught in the early grades, and more hands-on field trips throughout. Three respondents noted that they would like to see an increased focus on gardening and recycling.

- Art specialist to help foster creativity.
- I would also like to see more music, fine art, and PE in grades 1-3.
- More music for younger kids besides just singing
- Challenging electives for the junior high to expand their knowledge and experience such as art, languages, and hands on skills for the trades.
- More field trips and hands on experiences for the students, especially those in the junior high level so that they may start to get an understanding of their interests.

Academics

Respondents would like to see increased support for students who struggle with academic subjects and decreased class sizes,

- From my observations, the kindergarten class size is just too large for kids to get much one on one attention. The teachers do a fantastic job of handling the large classes, but the size is not ideal.
- I strongly believe PU has too many students in their classes intermediate and upper grade classrooms, especially my daughter's fourth grade class. Thirty students is about four kids greater than is truly teachable.
- Increased student support services targeted at reading and math (tutors, structured school-wide computer-based learning resources, or mentoring reading/math with

paired older students) are needed, especially for bilingual, Native American, and homeless students.

- *We would like more bilingual help with homework, and more bilingual teachers for our children who want to learn two languages.*

This budget shows money from the Categorical Program budgets. Goals from the SPSA draw on funding from other sources not listed here. These sources can be found in Pacific Union's LCAP.

	TITLE I	REAP	TEACHER QUALITY
INCOME:			
2015-16 Projected Apportionment	61,566	32,069	27,775
Carryover		0	0
Total Income:	61,566	32,069	27,775

EXPENSE:			
<i>Staff:</i>			
Aides	42,161		
CSR Teacher		31,790	38,856
Project Director	9,700		
EL Teacher	27,963		
<i>Supplies:</i>			
Choice Transportation (req set-aside)	3,080		
Parent Outreach (req set-aside)	100		
Homeless (req set-aside)	400		
<i>Services:</i>			
Staff Development (req set-aside)	14,787		
SES/Schools of Choice (req set-aside)	9,241		
<i>Transfers:</i>			
Transfer to Trillium Charter School	2,880	3,708	
Total Expenses	110,312	35,498	38,856

	encroachment	encroachment	encroachment
ENDING BALANCE:	-48,746	-3,429	-11,081

Referrals by Problem Behavior
 All, Aug 1, 2016 - May 10, 2016

