

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT EMERSON/BANDINI ELEMENTARY SCHOOL

2018-19

37-68338-6039507

CDS Code

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

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

Principal: Romo, Juan

Contact Person: Romo, Juan

Position: Principal

Telephone Number: 619-344-6200

Address: 3510 Newton Ave, Emerson/Bandini Elementary, San Diego, CA, 92113-3118,

E-mail Address: jromo@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Emerson - Bordini Elementary
SITE CONTACT PERSON: Juan Romo, Principal

DUE: May 15, 2018 (Year Round)

PHONE: (6) 344-6200 FAX: (6) 344-6249 E-MAIL ADDRESS: jromo@sandi.net

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

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>May 9, 2018</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>May 4, 2018</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: May 1, 2018

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Juan Romo</u> Type/Print Name of School Principal	<u>Juan M Romo</u> Signature of School Principal	<u>5-23-18</u> Date
<u>Marene Stransky</u> Type/Print Name of SSC Chairperson	<u>Marene Stransky</u> Signature of SSC Chairperson	<u>5-23-18</u> Date
<u>M. H. ...</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>5-23-18</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Data Reports
 - B. Title I Parent Involvement Policy
 - C. Home/School Compact
 - D. Title I/MPP Budget Allocations Summary Grid
 - E. 2018-19 SPSA Assessment and Evaluation

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Our mission at Emerson-Bandini is to develop healthy, happy students who are also prepared for higher education and the career of their choice. We are located in Logan Heights and have been serving our community for over 100 years. The enrollment is around 500 students with an additional 90 PK students in 4 full day classrooms. 95% of our families qualify for Title I and we are 5th in the district wide Title I ranking. Our population is predominantly Hispanic with 75% of our TK-grade 5 students classified as ELL. Our ELL students are one of our target groups that we need to support in our SPSA to close the achievement gap. 16% of our overall population of students qualify for supports and services through an IEP. We have identified this group of students as our second target group. We have barriers of poverty and language acquisition that we are aligning budget resources to overcome in our SPSA.

SCHOOL VISION AND REALITY

Our vision at Emerson-Bandini is to create a rigorous learning environment which inspires, engages, and empowers all children to be 21st century leaders. A school where every student has access to innovative and purposeful learning experiences every day for success in each grade level. Where every faculty and staff member works interdependently to analyze formative and summative assessments to inform, enhance, celebrate and motivate student learning and improve their personal instruction skills. At Emerson-Bandini we are striving for a school culture in which students are the focus. Parents feel valued, respected, and are equal partners in their child's schooling. Where all stake holders have high expectations and make decisions to take pathways that are the most supportive to student achievement. Students are ambassadors of peace and conflict resolution. Teachers are innovators who embrace taking risks and go outside the box to new and effective pedagogy. Students are so engaged in learning that they hate to be out of class for a single second. Common Core State Standards provide the purpose for every lesson and students are doing work at levels that exceed their potential. A 90/90/90 school where students reclassify as RFEP within or before the district timelines. Students can articulate their thinking at Depth of Knowledge levels 3 & 4 and demonstrate their knowledge/learning through technology in ways that they never could have with paper/pencil, preparing for 21st Century advanced education and careers.

Classroom observations by the administration during the 2017-2018 school year determined that Tier I instruction has shifted to provide balanced literacy in grades TK through 3rd. School wide there was a focus on reading and writing that align with Common Core Standards. Levels of cognitive engagement have increased and teachers are strengthening their understanding of their role as facilitators of students' learning. There is more evidence of meaningful integration of technology through Google and other district and site purchased software.

There are teams of teachers that set goals to measure student achievement for each grade level and classroom. There is work happening with teachers co-constructing formative/summative assessments. Rubrics are being created and conversations are happening about what is meeting, approaching, and not meeting standards in grade level teams.

Using 2017 SBAC results, 23% of students in grades 3-6 met or exceeded standards in ELA. For mathematics, on the 2017 SBAC, 28% of students in grades 3-6 met or exceeded standards. We knew that the number of students meeting standards needs to improve in both areas.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Advisory groups were consulted during the SPSA development process as documented below. Certificated staff was given the SPSA Assessment and Evaluation Survey to submit for consideration. Classified and Certificated Staff were also given the opportunity to submit a Google form/survey to share individual information on their top three budget priorities that impact student achievement. All data from surveys was shared with the staff and advisory groups prior to making decisions about the SPSA and budget.

At Emerson-Bandini we guaranteed the input from advisory groups on the following timeline:

- Jan. 24 ELAC meeting - completed and submitted ELAC Advice and Input Form to principal to share with SSC
- Jan. 25 Staff Informational Meeting and SBB input at 4:00 @ Emerson Library
- Feb. 2 Family Friday – parent input on budget priorities, submit priority rankings to SSC
- Jan. 29 SGT - information and budget recommendations to SSC
- Jan. 30 SSC – budget considerations and building the budget @ 4:00 in Emerson Library
- Feb. 20 SSC- final budget review, SBB approval
- May 1 SSC - final SPSA Review and Approval

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Juan Romo	Principal
2. Marnie Stransky	Chairperson/Teacher
3. Griselda Dominguez	Vice-Chairperson/Teacher/DAC Representative
4. Suzann Bagheri	Teacher
5. Maria Romano	Other Certificated
6. Maria del Carmen Farias	Parent
7. Maria R. Lopez	Parent
8. Ana Laura Carachure	Parent
9. Joanna Lopez	Parent
10. Kendra Velazquez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By July 2019, 25% (approx. 70 students in 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By July 2019, 30% (approx. 62 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 10% (approx. 38 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 12% (approx. 35 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 20% (approx. 55 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 30% (approx. 58 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 25% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 17% (approx. 6 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

- Common Formative Assessments
- End of Unit Assessments
- Benchmark Advance Assessment
- Inspect Benchmark Assessments in Illuminate
- CAASPP

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level to analyze DRA achievement common formative reading and writing assessments 6 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 40% (approx. 70 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 62 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 35% (approx. 38 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 20% (approx. 35 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 30% (approx. 55 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 25% (approx. 58 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 12% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 16% (approx. 6 5th graders) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

CAASPP
 Inspect Benchmarks in Illuminate
 End of Math Concept Assessments
 Common Formative Assessments
 ST Math Reports

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level to analyze end of unit assessments 6 times per year. Analysis will inform subsequent instruction.

Area 3: English Learner

English Learner SMART Goal:
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):

Teacher check lists in daily ELD
Writing Samples

Progress and Growth Monitoring: How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken into four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle 1(August-November) - How do we develop an academic, social and physical environment worthy of our children?

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

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

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with the School Site Council (SSC).

Area 4: Graduation/Promotion Rate**Graduation Rate SMART Goal:**

By June 2019, at least 40% (approx. 28 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 30% (approx. 18 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet by grade level to analyze end of unit assessments DRA 6 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 80% (approx. 400 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 20% (approx. 100 families) will attend 1 training on Reclassification requirements and support to increase the milestones necessary for meaningful graduation.

Targeted Population:

We have found that parent involvement in the classroom decreases after 4th grade with a rapid decline by the time students enter grade 5. This decline is also evident at school functions.

What data did you use to form these goals?

Research shows that there is a direct correlation of student achievement to parent involvement, especially with students at risk of not meeting grade level standards. Our goals were based on research.

Sign in sheets from events: Family Friday/Parent Coffee, Back to School Night, Parent/Teacher Conferences

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers will meet 6 times per year to analyze student progress using site developed criteria. Families are contacted based on progress.

Administration will identify specific audience and track attendance.

Area 6: Additional Site Identified Area (Optional)**Additional Site Identified SMART Goal:**

By June 2019 schoolwide student attendance will be at 95%.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

Monthly attendance reports

Progress and Growth Monitoring:

Weekly attendance reports.

Public celebration of classes and individual students with highest attendance at Awards Assemblies.

Monthly counselor and guidance assistance meetings with PowerSchool reports.

Perfect Attendance Assemblies every trimester.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the Benchmark Advance Literacy curriculum, ELA Framework and Common Core State Standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported in all content areas.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of unit assessments and rubrics, District Interim, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics to provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers to support student understanding.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district interim and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction, including grade level observations and lesson studies

Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers might provide a double dose of daily guided reading for targeted students.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts (Reading Plus, Steps to Advance, RAZ Kids, Reading Eggs)
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

- SST/RtI team will convene weekly to develop RtI plans for students At Risk.
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Counselor and support mentors will provide monthly check in with at risk students
- Speech and Language Pathologist will provide supplemental support to English Learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

One of our main actions to meet our goals in ELA, Math, and ELD is providing funding for teams of teachers to come together in PLCs and monitor student’s assessments and plan for instruction. We also have funded additional nursing time and health tech hours to address the health concerns of our students that can be a barrier to their academic learning. Additional counseling and guidance time was purchased to help develop effective and positive social environment and instruct our staff and students on effective classroom discipline structures. Both nursing and counselor are a part of the RtI team, which are vital to developing individual plans for our students who are at risk with behavior, academics, and attendance.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Library Asst -	0.2000	\$4,989.20	\$9,931.85	0091-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01	Library Assistant provides literacy support, textbooks, and supplemental materials for core content. This position is in addition to the library staffing the district provides.
Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0091-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Copy paper for duplication of assessments and Tier 1 curriculum to support student learning. Copies of guided reading texts from Reading A-Z for students to read at home
Interprogram Svcs/Field Trip		\$3,000.00	\$3,000.00	0091-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Student field trips for academic enrichment
Software License		\$18,000.00	\$18,000.00	0091-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Web based programs as a supplemental intervention for students to access grade level curriculum and to increase language acquisition skills. Web based programs as a supplemental intervention for students to access grade level curriculum and to increase language acquisition skills.
Supplies		\$25,764.00	\$25,764.00	0091-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Supplemental instructional supplies for journals, manipulatives, chart paper, markers, etc...

How will you monitor these strategies/activities?

Individual classroom teachers will monitor with exit slips daily and weekly using common formative grade level assessments. Teams of teachers will also monitor monthly in their PLCs around formative assessment, end of unit/topic assessments, summative district assessments and other site based data (Writing Rubrics, Reading Plus, Benchmark Advance, etc...). The ILT will monitor schoolwide goals with CAASP results, district interim assessments, and DRA II data.

Emerson/Bandini Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

We utilize the supplies to make booklets from A-Z readers for individual student reading levels.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom Teacher Hrly		\$5,000.00	\$6,019.50	0091-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01	Extended tutoring for students not at grade level.

How will you monitor these strategies/activities?

Individual classroom teachers will monitor with exit slips daily and weekly using common formative grade level assessments. Teams of teachers will also monitor monthly in their PLCs around formative assessment, end of unit/topic assessments, summative district assessments and other site based data (Writing Rubrics, Achive3000, etc...). The ILT will monitor schoolwide goals with CAASP results, CELDT results, district interim, and DRA 2 data. In addition, the Sp Ed team will gather data for individual students receiving services and meet monthly to discuss instructional plans. RtI plans developed by the counselor with the RtI team.

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):

One of our main actions to meet our goals in ELA, Math, and ELD is providing funding for teams of teachers to come together in PLCs and monitor student's assessments and plan for instruction.

We budgeted for the Ed Specialist to be a part of the PLC monitoring and planning. They have also participated in grade level Lesson Studies and we have budgeted for this to continue next year. We see an equity issue in the amount of content PD and training, which is in the expenditures above for Math, ELA, and ELD

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$25,000.00	\$30,097.50	0091-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Visiting teacher release time for PLC's and other PD training

How will you monitor these strategies/activities?

Individual classroom teachers will monitor with exit slips daily and weekly using common formative grade level assessments. Teams of teachers will also monitor monthly in their PLCs around formative assessment, end of unit/topic assessments, summative district assessments and other site based data (Writing Rubrics, Achive3000, etc...). The ILT will monitor schoolwide goals with CAASP results, CELDT results, district interim, and DRA 2 data. Special Ed team will also gather data and meet monthly to monitor and adjust educational supports for students/instruction. Agenda and minutes of PLC/ILT meetings will be used to monitor these goals. In addition, staff surveys will be conducted three times a year to provide input.

Emerson/Bandini Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 The guidance assistant will work with teachers, parents, and students to provide information and support for attendance in Grades TK-2 grade. Research says that there is a direct connection between a student's daily attendance and their achievement in the early years of school. She will also work with student who need behavior support to problem solve and develop positive behavior strategies to minimize the amount of time students are out of class and missing instruction due to behavior.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.3000	\$23,829.30	\$37,724.13	0091-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	School counselor to provide academic guidance to ensure student are meeting promotion requirements and to provide social/emotional supports to students
School Nurse -	0.4000	\$31,654.00	\$47,229.20	0091-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	04, 05	Supplemental nurse time to supports students health needs so that they are ready to learn. She is also a vital part of RtI plans and IEP teams.

How will you monitor these strategies/activities?
 Monthly attendance meetings around daily attendance rates. DRA and Lexile levels for third grade students. Meetings with Logan Heights Clinic counseling. And also RtI plans developed by the counselor with the RtI team. PowerSchool reports for referrals and suspensions.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 There will be multiple opportunities for parents to be on campus and involved in their children's education. We will have Back to School Night, 2 rounds of Parent/Teacher Conferences, 3 different academic nights (Winter Program, Family Science Night) along with monthly Family Friday and Coffee with the Principal. In addition, we will be providing CCSS experiences for our parents around reading, writing, math, and Listening/Speaking. In addition the PTO has events to bring parents on campus. Our Fall Festival, Father/Daughter Dance, Mother/Son Breakfast, Movie Under the Stars and various fund raisers give opportunities for positive memories to be made at school and also areas where the parents can volunteer.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Tech Professional OTBS Hrly		\$1,000.00	\$1,284.10	0091-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation for parent events and meetings
In-service supplies		\$500.00	\$500.00	0091-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	In-service supplies
Postage Expense		\$500.00	\$500.00	0091-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Postage for parent communications
Supplies		\$565.00	\$565.00	0091-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies such as paper, markers and other items to facilitate parent engagement work.

How will you monitor these strategies/activities?
 Sign in sheets
 Photographs and video evidence
 Parent Title I survey.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Provide extended day tutoring by classroom teachers across grades K-5 in a Tier 2 support. Literacy support for K-2 grades to increase the number of students meeting grade level standards as evidence by DRA and site developed assessments. Math and/or literacy support for 3-5 grades to increase the number of students meeting grade level standards as evidenced by DRA levels, End of Math Concept assessments, and other site developed assessments.</p> <p>Identified Need:: There are students at all grade levels who are not meeting grade level standards. These students would benefit from an extended school tutoring program for additional small group instruction and practice opportunities to gain mastery.</p> <p>Target Group:: Students not meeting grade level standards. Students at risk of being LTEL, or are already labeled LTEL.</p> <p>Monitoring:: DRA scores, Achieve3000 reports/Lexile levels, and results of site-developed assessments, district interim assessments.</p> <p>Personnel Responsible:: Principal, Vice Principal, ILT, Classroom Teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Hiring retired teachers to administer the ELPAC supports classroom teachers/instruction in the first thirty days of school. It will allow classroom teachers to remain in the classroom establishing positive, scholarly social environments. Especially in grades TK-1. We also have Reading A-Z for primary and Achieve3000 for upper grades to help students practice reading in their zone of proximal development. The guidance assistants will work with teachers, parents, and students to provide information and support for attendance in Grades TK-6 grade. They will also work with students who need behavior support to problem solve and develop positive behavior strategies to minimize the amount of time students are out of class and missing instruction due to behavior.</p> <p>Identified Need:: Increase daily attendance to 97%. Reduce the number of referrals that have students out of class for extended amounts of time.</p> <p>Target Group:: TK-3, Grade 5</p>

Monitoring::

Monthly attendance meetings around daily attendance rates. And also RtI plans developed by the counselor with the RtI team. PowerSchool reports for referrals and suspensions. Home visits.

Personnel Responsible::

Principal, Vice Principal, ILT, Classroom Teachers, Counselor, Guidance Assistants, Health Tech, Nurse

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Guidance Assistants additional time. Guidance Assistants will work with staff on how to provide emotional and behavioral support to ensure students are in school and ready to learn. The goal is to decrease the amount of referrals and reduce the amount of time targeted students spend outside of class during instructional minutes. There will be trainings offered for attendance support plans and individual student support plans. Guidance Assistants will also support the professional development around relaunching the PBIS site plan.

Identified Need::

Students are missing standards based instruction due to interpersonal conflict and individual behavior choices that are not acceptable.

Target Group::

Students who have 5 or more referrals in a school year.

Monitoring::

referral forms, PowerSchool Reports, attendance letters (SARB)

Personnel Responsible::

Administration, Classroom Teachers, Counselor, Guidance Assistants, Ed Specialists, SET, SEA

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Health Technician -	0.1200	\$4,094.16	\$7,718.51	0091-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Health tech to supports students health needs and connect to outside community services.
Guidance Asst -	0.7500	\$21,358.50	\$45,042.33	0091-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Guidance Assistants will work with staff on how to provide emotional and behavioral support to ensure students are in school and ready to learn. They also support attendance.
Guidance Asst -	0.7500	\$21,358.50	\$45,042.33	0091-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Guidance Assistants will work with staff on how to provide emotional and behavioral support to ensure students are in school and ready to learn. They also support attendance.

Emerson/Bandini Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Non Clsrn Tchr Hrly		\$1,792.00	\$2,157.39	0091-09800-00-1957- 3160-4760-01000- 0000	LCFF Intervention Support	03	ELPAC Testing to ensure lesson provide appropriate English Language development.
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ACHIEVEMENT

APPENDICES

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

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

ACHIEVEMENT

APPENDIX A**DATA REPORTS**

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	289	19.4	271	32.8	286	23.8	4.4	-9.0	294	16.7	273	24.9	277	27.8	11.1	2.9
Female	135	24.4	124	38.7	134	29.1	4.7	-9.6	136	19.9	124	29.8	134	26.9	7.0	-2.9
Male	154	14.9	147	27.9	152	19.1	4.2	-8.8	158	13.9	149	20.8	143	28.7	14.8	7.9
African American	13	15.4	10	30.0	14	7.1	-8.3	-22.9	13	23.1	10	20.0	13	23.1	0.0	3.1
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	1	-	3	-	3	-	-	-	1	-	3	-	3	-	-	-
Hispanic	271	18.8	252	31.7	252	22.6	3.8	-9.1	276	15.9	254	23.2	244	26.2	10.3	3.0
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	2	-	4	-	-	-	1	-	2	-	4	-	-	-
Multiracial	1	-	2	-	11	36.4	-	-	1	-	2	-	11	36.4	-	-
English Learner	160	5.0	147	9.5	159	5.7	0.7	-3.8	164	8.5	151	12.6	151	15.2	6.7	2.6
English-Speaking	129	37.2	124	60.5	127	46.5	9.3	-14.0	130	26.9	122	40.2	126	42.9	16.0	2.7
Reclassified†	82	46.3	79	68.4	79	49.4	3.1	-19.0	82	29.3	78	39.7	79	38.0	8.7	-1.7
Initially Eng. Speaking	47	21.3	45	46.7	48	41.7	20.4	-5.0	48	22.9	44	40.9	47	51.1	28.2	10.2
Econ. Disadv.*	289	19.4	264	31.8	280	23.6	4.2	-8.2	294	16.7	266	25.2	271	27.3	10.6	2.1
Non-Econ. Disadv.	0	-	7	-	6	-	-	-	0	-	7	-	6	-	-	-
Gifted	65	40.0	57	56.1	52	46.2	6.2	-9.9	65	38.5	57	49.1	51	51.0	12.5	1.9
Not Gifted	224	13.4	214	26.6	234	18.8	5.4	-7.8	229	10.5	216	18.5	226	22.6	12.1	4.1
With Disabilities	28	0.0	32	12.5	0	-	-	-	28	3.6	0	-	43	4.7	1.1	-
WO Disabilities	261	21.5	239	35.6	242	28.1	6.6	-7.5	266	18.0	241	28.2	234	32.1	14.1	3.9
Homeless	50	8.0	39	17.9	37	32.4	24.4	14.5	51	5.9	39	12.8	34	23.5	17.6	10.7
Foster	5	-	6	-	2	-	-	-	5	-	6	-	1	-	-	-
Military	4	-	8	-	3	-	-	-	4	-	8	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	73	17.8	76	28.9	74	17.6	-0.2	-11.3	76	23.7	77	31.2	74	41.9	18.2	10.7
Female	32	25.0	43	39.5	33	9.1	-15.9	-30.4	32	31.3	43	37.2	34	29.4	-1.9	-7.8
Male	41	12.2	33	15.2	41	24.4	12.2	9.2	44	18.2	34	23.5	40	52.5	34.3	29.0
African American	3	-	1	-	3	-	-	-	3	-	1	-	3	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
Hispanic	68	16.2	69	26.1	68	16.2	0.0	-9.9	71	21.1	70	25.7	69	42.0	20.9	16.3
Indochinese	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
Multiracial	0	-	2	-	1	-	-	-	0	-	2	-	0	-	-	-
English Learner	51	5.9	57	15.8	56	3.6	-2.3	-12.2	54	14.8	58	17.2	55	30.9	16.1	13.7
English-Speaking	22	45.5	19	68.4	18	61.1	15.6	-7.3	22	45.5	19	73.7	19	73.7	28.2	0.0
Reclassified†	8	-	5	-	7	-	-	-	8	-	5	-	8	-	-	-
Initially Eng. Speaking	14	28.6	14	57.1	11	36.4	7.8	-20.7	14	35.7	14	64.3	11	54.5	18.8	-9.8
Econ. Disadv.*	73	17.8	75	28.0	74	17.6	-0.2	-10.4	76	23.7	76	30.3	74	41.9	18.2	11.6
Non-Econ. Disadv.	0	-	1	-	6	-	-	-	0	-	1	-	6	-	-	-
Gifted	19	26.3	13	46.2	11	36.4	10.1	-9.8	19	52.6	13	46.2	11	72.7	20.1	26.5
Not Gifted	54	14.8	63	25.4	63	14.3	-0.5	-11.1	57	14.0	64	28.1	63	36.5	22.5	8.4
With Disabilities	6	-	10	10.0	0	-	-	-	6	-	0	-	9	-	-	-
WO Disabilities	67	19.4	66	31.8	64	20.3	0.9	-11.5	70	25.7	67	35.8	65	46.2	20.5	10.4
Homeless	13	23.1	11	9.1	8	-	-	-	13	7.7	11	9.1	8	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	3	-	5	-	0	-	-	-	3	-	5	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	78	21.8	68	33.8	78	30.8	9.0	-3.0	79	24.1	70	38.6	72	33.3	9.2	-5.3
Female	44	29.5	30	36.7	43	41.9	12.4	5.2	45	28.9	31	35.5	42	33.3	4.4	-2.2
Male	34	11.8	38	31.6	35	17.1	5.3	-14.5	34	17.6	39	41.0	30	33.3	15.7	-7.7
African American	6	-	3	-	3	-	-	-	6	-	3	-	3	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Hispanic	71	21.1	63	31.7	67	26.9	5.8	-4.8	72	23.6	65	38.5	61	26.2	2.6	-12.3
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Multiracial	0	-	0	-	4	-	-	-	0	-	0	-	4	-	-	-
English Learner	44	6.8	38	10.5	47	8.5	1.7	-2.0	44	9.1	41	17.1	42	14.3	5.2	-2.8
English-Speaking	34	41.2	30	63.3	31	64.5	23.3	1.2	35	42.9	29	69.0	30	60.0	17.1	-9.0
Reclassified†	20	55.0	17	70.6	17	64.7	9.7	-5.9	20	55.0	17	76.5	16	56.3	1.3	-20.2
Initially Eng. Speaking	14	21.4	13	53.8	14	64.3	42.9	10.5	15	26.7	12	58.3	14	64.3	37.6	6.0
Econ. Disadv.*	78	21.8	67	34.3	75	29.3	7.5	-5.0	79	24.1	69	39.1	69	30.4	6.3	-8.7
Non-Econ. Disadv.	0	-	7	-	3	-	-	-	0	-	7	-	3	-	-	-
Gifted	17	52.9	19	52.6	10	30.0	-22.9	-22.6	17	58.8	19	78.9	9	-	-	-
Not Gifted	61	13.1	49	26.5	68	30.9	17.8	4.4	62	14.5	51	23.5	63	31.7	17.2	8.2
With Disabilities	11	0.0	7	-	0	-	-	-	11	9.1	0	-	10	10.0	0.9	-
WO Disabilities	67	25.4	61	34.4	68	35.3	9.9	0.9	68	26.5	63	42.9	62	37.1	10.6	-5.8
Homeless	11	0.0	10	20.0	10	20.0	20.0	0.0	12	16.7	10	30.0	8	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	0	-	3	-	3	-	-	-	0	-	3	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	76	19.7	67	29.9	71	22.5	2.8	-7.4	77	9.1	66	13.6	70	18.6	9.5	5.0
Female	30	23.3	31	35.5	30	23.3	0.0	-12.2	30	6.7	30	23.3	31	19.4	12.7	-3.9
Male	46	17.4	36	25.0	41	22.0	4.6	-3.0	47	10.6	36	5.6	39	17.9	7.3	12.3
African American	3	-	5	-	3	-	-	-	3	-	5	-	2	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	72	20.8	62	29.0	62	22.6	1.8	-6.4	73	9.6	61	13.1	61	18.0	8.4	4.9
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Multiracial	0	-	0	-	3	-	-	-	0	-	0	-	4	-	-	-
English Learner	39	5.1	29	0.0	29	6.9	1.8	6.9	40	5.0	29	0.0	29	0.0	-5.0	0.0
English-Speaking	37	35.1	38	52.6	42	33.3	-1.8	-19.3	37	13.5	37	24.3	41	31.7	18.2	7.4
Reclassified†	23	52.2	30	60.0	28	35.7	-16.5	-24.3	23	21.7	29	24.1	28	28.6	6.9	4.5
Initially Eng. Speaking	14	7.1	8	-	14	28.6	21.5	-	14	0.0	8	-	13	38.5	38.5	-
Econ. Disadv.*	76	19.7	66	30.3	69	23.2	3.5	-7.1	77	9.1	65	13.8	68	19.1	10.0	5.3
Non-Econ. Disadv.	0	-	7	-	6	-	-	-	0	-	7	-	6	-	-	-
Gifted	14	42.9	13	69.2	19	52.6	9.7	-16.6	14	14.3	13	38.5	19	47.4	33.1	8.9
Not Gifted	62	14.5	54	20.4	52	11.5	-3.0	-8.9	63	7.9	53	7.5	51	7.8	-0.1	0.3
With Disabilities	7	-	11	9.1	0	-	-	-	7	-	0	-	43	4.7	-	-
WO Disabilities	69	21.7	56	33.9	60	26.7	5.0	-7.2	70	10.0	55	16.4	59	22.0	12.0	5.6
Homeless	19	5.3	8	-	11	27.3	22.0	-	19	0.0	39	12.8	10	30.0	30.0	17.2
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
Grade 6

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	62	17.7	60	40.0	63	23.8	6.1	-16.2	62	8.1	60	13.3	61	14.8	6.7	1.5
Female	29	17.2	20	45.0	28	39.3	22.1	-5.7	29	6.9	20	15.0	27	22.2	15.3	7.2
Male	33	18.2	40	37.5	35	11.4	-6.8	-26.1	33	9.1	40	12.5	34	8.8	-0.3	-3.7
African American	1	-	1	-	5	-	-	-	1	-	1	-	5	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	60	16.7	58	41.4	55	25.5	8.8	-15.9	60	8.3	58	13.8	53	15.1	6.8	1.3
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Multiracial	1	-	0	-	3	-	-	-	1	-	0	-	3	-	-	-
English Learner	26	0.0	23	4.3	27	3.7	3.7	-0.6	26	0.0	23	8.7	25	0.0	0.0	-8.7
English-Speaking	36	30.6	37	62.2	36	38.9	8.3	-23.3	36	13.9	37	16.2	36	25.0	11.1	8.8
Reclassified†	31	29.0	27	70.4	27	40.7	11.7	-29.7	31	9.7	27	22.2	27	18.5	8.8	-3.7
Initially Eng. Speaking	5	-	10	40.0	9	-	-	-	5	-	0	-	9	-	-	-
Econ. Disadv.*	62	17.7	56	35.7	62	24.2	6.5	-11.5	62	8.1	56	14.3	60	15.0	6.9	0.7
Non-Econ. Disadv.	0	-	4	-	6	-	-	-	0	-	7	-	6	-	-	-
Gifted	15	40.0	12	58.3	12	58.3	18.3	0.0	15	20.0	12	16.7	12	41.7	21.7	25.0
Not Gifted	47	10.6	48	35.4	51	15.7	5.1	-19.7	47	4.3	48	12.5	49	8.2	3.9	-4.3
With Disabilities	4	-	32	12.5	0	-	-	-	4	-	0	-	43	4.7	-	-
WO Disabilities	58	19.0	56	42.9	50	30.0	11.0	-12.9	58	8.6	56	14.3	48	18.8	10.2	4.5
Homeless	7	-	10	20.0	8	-	-	-	7	-	10	10.0	8	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

ACHIEVEMENT

APPENDIX B**TITLE I PARENT INVOLVEMENT POLICY**

TITLE I PARENT INVOLVEMENT POLICY 2017-18

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

Emerson Bandini Elementary has developed a written Title I Parent Involvement policy with input from Title I parents. Parents were given the opportunity to discuss the plan during the October Family Friday held at Emerson Elementary. The Title I Parent Involvement Policy will be distributed during Family Friday in December 2017.

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

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
- The school offers a flexible number of meetings for Title I parents in the morning or evening.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.
- The school provides parents of Title I students with timely information about Title I programs.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Home School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

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

- Assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- Parent teacher conferences are held to provide parent information on how students are progressing academically.
- The school coordinates and integrates the Title I parental involvement program with other programs and activities to encourage and support parents to fully participate in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand to improve communication between the school and home.
- Discussions on current student assessment data and student progress.

Accessibility

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

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

POLÍTICA DE PARTICIPACIÓN DE PADRES DE TITULO I 2017-18

En el otoño, se celebrará una reunión para compartir con los padres la descripción del programa Título I y sus requisitos.

Emerson Bandini ha redactado una política para la participación de padres Title I con aportación de padres de Title I. Una encuesta para padres de familia es enviada a casa en Mayo de cada año escolar y analizado por el Concilio del Sitio Escolar. Otra estructura que permite la opinión del padre de familia es la reunión de café para padres que se tiene el día después de la junta del Concilio del Sitio Escolar. Los resultados de la encuesta son compartidos y la opinión de los padres de familia es recibida para revisiones necesarias. La póliza final es revisada por el Concilio en Junio para que esté lista para entregarse a los padres en el otoño del siguiente año escolar.

Emerson Bandini ha distribuido la política a los padres de alumnos en Title I

La política describe la manera en que se implementan los siguientes requisitos de participación de padres Title I

Participación de los padres en el programa Title I:

Con el fin de incorporar a los padres del programa Title I [*Nombre de la escuela*], las siguientes prácticas han sido establecidas:

- La escuela convoca a una reunión anual para informar a los padres de alumnos en Title I sobre los requisitos del mismo y sobre el derecho de los padres de participar en el programa Title I.
[Brevemente describa o anote cómo sucede esto en su escuela]
- La escuela ofrece un número flexible de reuniones para los padres de Title I tales como reuniones en la mañana o en la tarde. *[Brevemente describa cómo sucede esto en su escuela]*
- La escuela incorpora a los padres de estudiantes en Title I de manera organizada, continua y puntual en la planificación, *revisión y mejoramiento de los programas Title I del plantel y la política de participación de padres de familia.
[Brevemente describa o anote cómo sucede esto en su escuela]
- La escuela ofrece a los padres de alumnos en Title I información puntual sobre programas Title I.
[Brevemente describa o anote cómo sucede esto en su escuela]
- La escuela ofrece a los padres de alumnos en Title I una explicación del plan de estudios utilizado en la escuela, las evaluaciones utilizadas para calcular el progreso de los estudiantes y las expectativas de niveles de competencia.
[Brevemente describa o anote cómo sucede esto en su escuela]

- Si los padres de alumnos en Title I lo solicitan, la escuela brindará oportunidades para juntas regulares para así permitirle a los padres la participación en decisiones relacionadas con la educación de sus hijos. *[Brevemente describa o anote cómo sucede esto en su escuela]*

**Tal vez sería útil incluir el estudio de la política de participación de los padres en la revisión anual del Plan Único para el Aprovechamiento Estudiantil (SPSA).*

*** Las normas y política debe ser actualizada periódicamente para atender las cambiantes necesidades de los padres y del plantel. Si la escuela tiene un proceso en pie para incorporar a los padres en la planificación y diseño de los programas escolares, la escuela pueda tal vez utilizar este proceso si se incluye una adecuada representación de los padres de alumnos en Title I. [20 USC 6318 Artículo 1118(c) (3)]*

Contrato Escuela-Hogar

[Nombre de escuela] distribuye a los padres de alumnos en Title I un contrato Escuela-Hogar. El contrato, que ha sido desarrollado conjuntamente con los padres de familia, describe cómo los padres, el personal escolar en su totalidad y los alumnos compartirán la responsabilidad de un mejor rendimiento académico de los estudiantes. Describe métodos específicos de colaboración entre la escuela y las familias para ayudar a los niños a cumplir con las altas normas académicas estatales. Aborda los siguientes temas legalmente requeridos, al igual que otros temas sugeridos por los padres de alumnos en Title I.

- La responsabilidad de la escuela es proporcionar un plan de estudios y enseñanza de alta calidad
- Las formas en que los padres serán responsables de asistir en el aprendizaje de sus hijos
- La importancia de la comunicación continua entre padres y maestros por medio de las conferencias escolares como mínimo, informes frecuentes sobre el progreso de los estudiantes, acceso al personal escolar, oportunidades para los padres de ser voluntarios y participar en la clase de su hijo y oportunidades de observar las actividades de la clase.

[Brevemente describa cómo la escuela ha establecido la política con la aportación de padres de Title I y cómo la escuela distribuye la política a los padres de Title I. Adjunte una copia del contrato a esta política].

Aumentar la capacidad de participación

[Nombre de la escuela] involucra a los padres de Title I en valiosas interacciones en la escuela. Respaldar la colaboración entre personal escolar, los padres de familia y la comunidad para mejorar el rendimiento académico de los estudiantes. Con el fin de cumplir con estos objetivos, la escuela ha establecido las siguientes prácticas:

- La escuela ofrece a los padres de Title I la asistencia para comprender las normas académicas estatales, las evaluaciones y cómo supervisar y mejorar el aprovechamiento de los niños. *[Brevemente describa o anote cómo sucede esto en su escuela]*

- La escuela ofrece a los padres de Title I los materiales y capacitación para ayudarles a trabajar con sus hijos para mejorar el aprovechamiento de los niños.
[Brevemente describa o anote cómo sucede esto en su escuela]
- Con la asistencia de los padres de Title I, la escuela educa a los integrantes del personal escolar sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios equitativos.
[Brevemente describa o anote cómo sucede esto en su escuela]
- La escuela coordina e integra el programa de participación de padres de Title I con otros programas, realiza otras actividades tales como el centro de padres, con el fin de fomentar y ayudar a los padres a participar más en la educación de sus hijos.
[Brevemente describa o anote cómo sucede esto en su escuela]
- La escuela distribuye información relacionada con la escuela y programas para padres, reuniones y otras actividades para los padres de Title I en un formato y lenguaje que los padres comprenden.
[Brevemente describa o anote cómo sucede esto en su escuela]
- La escuela ofrece asistencia en las actividades de participación de padres solicitadas por los padres de Title I. *[Brevemente describa o anote cómo sucede esto en su escuela]*

Accesibilidad

[Nombre de escuela] ofrece oportunidades de participación para todos los padres de Title I, incluyendo padres con dominio limitado del inglés, padres con discapacidades y padres de alumnos migrantes. La información y reportes escolares se ofrecen en un formato y lenguaje que los padres comprenden. **[Brevemente describa o anote cómo sucede esto en su escuela].**

ESTA PLANTILLA NO ES UN DOCUMENTO OFICIAL
SE PUBLICA ÚNICAMENTE COM

ACHIEVEMENT

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District

Emerson/Bandini Elementary School
3510 Newton Ave., San Diego, CA 92113

(619) 344-6200

Fax: (619) 344-6249

www.sandiegounified.org/schools/emersonbandini

HOME/SCHOOL COMPACT 2017-18

Emerson-Bandini Elementary and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

The Home School-Parent Compact is in effect during the 2017-18 school year.

SCHOOL RESPONSIBILITIES

Emerson-Bandini Elementary will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet the Common Core State Standards (CCSS) as follows:**
 - Teams of teachers will meet in grade levels together to collaboratively plan CCSS lessons and implement district critical concepts, math concepts, and writing curriculum.
 - Teachers will participate in professional development to align best teaching practices and curriculum with Common Core State Standards.
2. **Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.** Parent conferences will be held during the following dates for the 2017-18 school year:
November 13, 14, 16, 17
March 19, 20, 22, 24
3. **Provide parents with frequent reports on their child's progress.** Teachers are always available to discuss student individual progress. In addition, progress reports are provided for all students in Grades TK-5 three times a year.
4. **Provide parents reasonable access to staff.** Staff is available on a daily basis to assist and meet with parents. Scheduled meetings or conferences require one to two days prior notice. Other availability depends on the timing of the request and availability of staff. Meeting with the Principal and/or Vice Principal may require advance scheduling. The meetings will be before school or at the very end of the school day. However, phone calls will be returned within 6-12 hours, based on availability.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:** Parent classroom volunteers are highly encouraged. There is an application process that needs to be completed prior to starting regular volunteer work. Monthly parent Family Fridays & Principal Coffee meetings are



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scheduled to inform parents and give them the opportunity to observe/participate in their child's class. In addition, there are PTO sponsored events, Parent Academic Nights, and award assemblies scheduled throughout the year.

PARENT RESPONSIBILITIES

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

- Monitoring attendance. Getting students to school on time.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council, Governance Team, District Advisory Council for Compensatory Education, English Learner Advisory Committee, or other school advisory groups.
- Attend all meetings regarding my child.
- Provide and monitor my child's uniform so they arrive at school clean and in uniform.

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- Actively participate in classroom learning.
- Do my homework every day and ask for help when I need it.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Work on the Emerson-Bandini belief to be respectful, responsible and a role model.
- Wear my uniform every day.



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CONTRATO HOGAR/ESCUELA 2017-18

La Escuela Primaria Emerson-Bandini y los padres de los estudiantes que participan en actividades, servicios y programas financiados por Título I, Parte A de la Ley de Educación Primaria, Intermedia y Preparatoria (ESEA) (niños participantes), acuerdan que este contrato explica cómo los padres, todo el personal escolar, y los estudiantes compartirán la responsabilidad para mejorar el rendimiento estudiantil y los medios que usarán la escuela y los padres para fincar y desarrollar una sociedad que ayude a los niños a lograr los altos estándares de California.

El contrato entre la escuela y el hogar está en vigencia durante el año escolar 2017-18.

RESPONSABILIDADES DE LA ESCUELA

La Primaria Emerson-Bandini:

- 1. Proporcionará un currículo y una educación de alta calidad en un ambiente de aprendizaje solidario y eficaz que permita a los niños participantes alcanzar los Estándares Estatales del Tronco Común de la siguiente manera:**
 - o Equipos de maestros se reunirán juntos por niveles de grado para planear las lecciones del CCSS colaborativamente e implementar conceptos críticos, conceptos de matemáticas, y el nuevo currículo de escritura.
 - o Los maestros participarán en desarrollo profesional para alinear las mejores prácticas de enseñanza y el currículo con los Estándares Estatales de Tronco Común.
- 2. Organizará conferencias entre padres y maestros (al menos anualmente en escuelas primarias) en las que este contrato será discutido en lo que se refiere al rendimiento individual del estudiante.** Las conferencias entre padres y maestros se llevarán a cabo durante las siguientes fechas para el año escolar 2017-18:
13, 14, 16, 17 de Noviembre, 2017
19, 20, 22, 24 de Marzo, 2018
- 3. Proporcionará a los padres informes frecuentes sobre el progreso de sus hijos.** Los maestros siempre están disponibles para hablar con los padres acerca del progreso de sus hijos. También, **se proporcionan** calificaciones para todos los estudiantes en los grados de TK-5to tres veces cada año escolar.
- 4. Ofrecerá a los padres acceso razonable al personal.** El personal está disponible todos los días para ayudar y reunirse con los padres. Las citas programadas o entrevistas deben solicitarse con uno o dos días de anticipación. La disponibilidad depende del momento en que se hace la solicitud y de la disponibilidad del personal. Las citas con el director y/o subdirectora, deben ser solicitadas por adelantado. Estas juntas serán antes de la escuela o al fin del día. Sin embargo, las llamadas telefónicas se regresarán en 6-12 horas dependiendo en la disponibilidad del personal.



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- 5. Ofrecerá a los padres oportunidades para el voluntariado y para participar en la clase de sus hijos y observar las actividades de la clase de la siguiente manera:** Se anima a los padres a prestar servicio voluntario dentro del aula. Hay un proceso de solicitud que debe completarse antes de comenzar el trabajo voluntario regular. La junta mensual de los Viernes Familiares y Café con el Director se programan para informar a los padres y darles la oportunidad de observar/participar en la clase de sus hijos. Además, hay eventos patrocinados por la PTO, Noches Académicas Para Padres, y asambleas de reconocimiento programadas a lo largo del año

RESPONSABILIDADES DE LOS PADRES

Como padres, apoyaremos el aprendizaje de nuestro hijo/a de la siguiente manera:

- Supervisando su asistencia. Haciendo que lleguen a la escuela a tiempo
- Asegurando que la tarea sea terminada.
- Supervisando cuánto tiempo mi hijo/a pasa viendo televisión.
- Participando, cuando sea apropiado, en decisiones relacionadas a la educación de mi hijo/a.
- Promoviendo el uso positivo del tiempo extracurricular de mi hijo/a.
- Manteniéndome informado/a sobre la educación de mi hijo/a y comunicándome con la escuela al leer inmediatamente todo aviso de la escuela o del distrito escolar que se le entregue a mi hijo/a o que llegue por correo, y contestando cuando se apropiado.
- Sirviendo, hasta donde sea posible, en grupos consultivos como: el Comité Consultivo del Plantel, el Comité Gubernativo, el Comité Consultivo del Distrito para la Educación Compensatoria, el Comité Consultivo para Alumnos que Aprenden Inglés u otros grupos consultivos escolares.
- Asistiendo a todas las reuniones relacionadas con mi hijo/a.
- Proporcionar y supervisar el uso del uniforme de mi hijo/a para que llegue a la escuela con el uniforme limpio.

RESPONSABILIDADES DE LOS ALUMNOS

Como alumnos, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y lograr los criterios elevados de California.

- Participar activamente en el aprendizaje dentro del aula.
- Hacer mi tarea diario y pedir ayuda cuando la necesite.
- Leer por lo menos 30 minutos diarios fuera del tiempo de clases.
- Darle a mis padres o al adulto responsable por mi bienestar todos los avisos e información que reciba de la escuela todos los días.
- Trabajar en la creencia de Emerson-Bandini, la cual indica ser respetuoso, responsable y un buen ejemplo.
- Usar el uniforme diariamente.

ACHIEVEMENT

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount	
Emerson/Bandini Elementary	09800	1957	Non Clsrm Tchr Hrly			\$ 4,997.00	
		2236	Health Prsnl PARAS	Health Technician	0.0600	\$ 2,047.08	
		2404	Guidance/Attendance Asst	Guidance Asst	1.5000	\$ 42,717.00	
		3000	Employee Benefits			\$ 50,198.72	
	09800 Total					1.5600	\$ 99,959.80
	30100	1157	Classroom Teacher Hrly				\$ 5,000.00
		1192	Prof&Curriclm Dev Vist Tchr				\$ 25,000.00
		1210	Counselor	School Counselor	0.3000	\$ 23,829.30	
		1240	Nurse	School Nurse	0.4000	\$ 31,654.00	
		2231	Other Support Prsnl PARAS	Library Asst	0.2000	\$ 4,989.20	
		3000	Employee Benefits			\$ 40,529.68	
		4301	Supplies			\$ 25,764.00	
		5733	Interprogram Svcs/Paper			\$ 3,000.00	
		5735	Interprogram Svcs/Field Trip			\$ 3,000.00	
		5841	Software License			\$ 18,000.00	
	30100 Total					0.9000	\$ 180,766.18
	30103	2455	Tech Professional OTBS Hrly				\$ 1,000.00
3000		Employee Benefits				\$ 284.10	
4301		Supplies				\$ 565.00	
4304		Inservice supplies				\$ 500.00	
5920		Postage Expense				\$ 500.00	
30103 Total						\$ 2,849.10	

ACHIEVEMENT

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Emerson/Bandini Elementary 2018-2019

TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	We are still working on maximizing instructional time. We are doing better at pacing lessons and following a balanced literacy schedule because this has been a topic of importance at several of our PLCs and PD. We have purchased Benchmark Advance Literacy curriculum. Teachers feel that this will help in lesson pacing, assessment and increase student achievement in reading and writing because teachers will have a common curriculum that has been missing for many years. Math is more aligned to the standards and has a pacing guide. Students with disabilities have access to the least restrictive environment, this is an area that we continue to refine and improve. Sometimes the pacing doesn't match the students' needs for mastery. We feel the categorical funding of PLC work has impacted the instruction shifts we have made so far along with the software purchases.
CLOSING THE ACHIEVEMENT GAP	Improvement is still needed in adapting and modifying curriculum to support our ELL students. We believe that the purchase of the Benchmark Advance Literacy curriculum will enhance our instruction as it has a strong ELD component. Systematic ELD is happening, but we have concerns that it isn't aligned to the needs of a majority of our students, especially in supporting reading and writing. We continue to study and implement collaborative conversation strategies across the curriculum. Our ELL and Special Education Students are our targeted subgroup that needs improvement.
PROFESSIONAL DEVELOPMENT	Staff have participated in whole staff and grade level PD at the site. Staff have also attended various district PD around early literacy and balanced literacy. Student data and classroom walk throughs inform professional development need for staff. We need more time to measure and evaluate the impact of the PD and will look at DRA and SBAC results to see how effective it has been. The principal reports to the area

	superintendent the implementation of PD and monitoring the impact in classrooms through instructional visits and area monitoring meetings.
GRADUATION/PROMOTION	Our goal for graduation and promotion is linked to our Grade 3 DRA levels. We currently are striving to have 50% of our students reading a level 38 on DRA 2 for 2018-19, based on current grade 2 and grade 3 DRA II levels. Students have access to extended day tutoring. We will communicate with the staff to develop a plan through SGT and ILT to provide a Fall tutoring cycle and identify teachers willing to do a second round of tutoring in the Spring with students and grade levels who aren't their own. We will need to begin to acknowledge the importance of and plan strategies to support and challenge our students to meet promotion and graduation goals.
PARENT ENGAGEMENT	We have continued with Family Fridays, parent teacher conferences, and family events. We also have a mobile health clinic twice a month, and a partnership with Logan Heights Clinic for medical and counseling services. We set aside funding for translation services to allow more time for information and communication at SGT, SSC, and Family Fridays. Parents think this is a good investment and has increased the number of parents coming to events. Parents also value the additional nursing time to consult about health concerns and also connect to community services (glasses, counseling, free uniforms). We also have various PTO events for parents to be involved and also attend with their children (Fall Festival, Movie Nights, parent/child dances).