

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SANDBURG ELEMENTARY** SCHOOL

2018-19

37-68338-6089049
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: Martin, Geoffrey

Contact Person: Martin, Geoffrey

Position: Principal

Telephone Number: 858-566-0510

Address: 11230 Avenida Del Gato, Sandburg Elementary, San Diego, CA, 92126-1235,

E-mail Address: gmartin@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- 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: Sandburg
SITE CONTACT PERSON: Geof Martin
PHONE: 858-566-0510 FAX: 858-693-3896 E-MAIL ADDRESS: gmartin@sandi.net

**DUE: April 6, 2018 (Traditional)
May 2, 2018 (Year Round)**

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:

- English Learner Advisory Committee (ELAC) Date of presentation: _____
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 2/6/18
- 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: 2/6/18

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>Geof Martin</u> Type/Print Name of School Principal	<u>Geof Martin</u> Signature of School Principal	<u>4/6/18</u> Date
<u>Bob Turner</u> Type/Print Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>4/6/18</u> Date
<u>Laura Jackson</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>4.11.18</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. Parent Involvement Policy
 - C. Home/School Compact
 - D. MPP Budget Allocations Summary Grid
 - E. 2018-19 SPSA Assessment and Evaluation

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

- Together, the Sandburg teaching and learning community will continue to excel in providing the highest quality education for all children. We will believe in students as independent thinkers and problem solvers. We will acknowledge and celebrate their unique talents by providing equal opportunities for acquiring knowledge and additional opportunities for those that need more. We will empower students to own their own learning and expect the same of ourselves, as professionals.
- Our SPSA focuses our working using data to drive goals and our budget decisions to support a high quality equitable education for all students.

SCHOOL VISION AND REALITY

Vision

- Our vision at Sandburg is to develop and nurture a community that values a growth mindset, with all stake holders working toward providing and ensuring the very best opportunities for all students. Our vision is to work collaboratively and reflectively around our practice to improve outcomes for all of our students.
- Sandburg strives to provide a world class environment for learning. One that provides an academic, social and physical environment worthy of our children. One that is alive with collaborative conversations. One that maximizes the potential that is within the variability of all learners. One that nurtures and develops children that take an active stance in their own learning and the learning of others. Sandburg strives to develop and nurture a community that values a growth mindset, with all stake holders working toward providing and ensuring the very best learning opportunities for all students. Sandburg's vision is for all parents to be involved and to have strong sense of community focused on providing the best possible learning opportunities for all of our students.
- Professional learning teams engaged in a process of studying student outcomes as a result of their planning and execution of standards based lessons with pedagogical implementation of best practice strategies. Professional learning teams developing the academic behaviors with students that lead to high levels of meaning making through discussion. Teachers leading students as they engage in a purposeful process which causes them to struggle to make meaning around grade level Standards.

Reality

- The Sandburg community is engaged in reflective practice around student learning. This includes world class environment, building on collaborative conversation, looking at student potential as we nurture a growth mindset in all learners (including adults). Sandburg is building capacity using lesson study and common assessments to reflect on our planning, teaching and student learning. This is a continuous process, we are see good results and have much more work to do.
- There is a culture of high expectation for academic rigor and success. ILT and PLCs are working together to study teaching practice and student learning. There is a strong sense that this process drives improvement of teaching and learning. There is a strong sense that we ae not "there" and the work is about reflecting and getting better.
- We are dedicated to identify students that struggle, getting to know these students well, providing instruction that allows us to conduct formative assessments and then develop strategies to meet their needs.

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.

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs). We are engaged in focused coaching cycles last year with 4th grade this year with 1st grade and next year with 2nd grade.

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. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

At Sandburg we engage stakeholders in the development of budget and analysis of data to support the budget decisions. Grade levels develop, administer, and score common assessments for math and ELA. We are working toward common formative assessments at all grade levels as a way to better understand our student needs. We also have our 3rd through 5th grade SBAC data.

Grade level collaborative groups look at curriculum, standards, assessment, and instruction. Grade level representatives work with the ILT, information and decisions flow both ways in regard to these components and the need to have budgets to support student learning. Grade level

representatives participate and share information with parent groups. There are opportunities for parents at large to gather and have input at our PTO, Foundation, PAWS Parent nights, and Principal's coffees. Formal discussions, data analysis, and decisions are made at SSC.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 85% (approx. 76- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85% (approx. 98- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 100% (approx. 1- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85 % (approx. 10 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 85 % (approx. 8- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85 % (approx. 9- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 85 % (approx.9- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85 % (approx. 14- 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 85 % (approx. 7- 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 85 % (approx. 9- 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):

Monthly common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common assessment

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

Teachers will meet by grade level/department to analyze DRA and SRI achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 85% (approx. 76- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 85% (approx. 98- 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: African American students
 By June 2019, 100% (approx. 1- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 85 % (approx. 10 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 85 % (approx. 8- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 85 % (approx. 9- 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 85 % (approx.9- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 85 % (approx. 14- 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 85 % (approx. 7- 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 85 % (approx. 9- 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):
 Monthly common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common assessment

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze end of unit assessments 3 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.

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 common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common assessment

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 in to four learning cycles, each cycle building student capacity around this goal.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

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

By June 2019, at least 85% (approx. 76 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 95% (approx. 110 5th graders) will meet or exceed level 44 in DRA.

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 common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common assessment

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

Teachers will meet by grade level/department to analyze end of unit assessments DRA/Common Assessment data 3 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, 100% (approx. 550 families) will receive information regarding academic and citizenship progress of their children.

Targeted Population:

Identified focus students in ELA and Math SMART goals (to include all subgroups) and EL parents for EL specific Academic Nights.

All activities are all inclusive and attended by our diverse population at the school. EL specific parent classes and support will be offered through family reading mornings and Kindergarten Chats. Community involvement from our mentors from MCAS promote self-esteem and confidence in identified students across our subgroups.

What data did you use to form these goals?

Parent survey in google docs, sign in sheets, School Messenger data,

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

Teachers and counselors will meet 3 per year to analyze student progress using site developed criteria. Families are contacted based on academic progress and attendance concerns.

Administration will identify specific audience and track attendance.

BUDGET: Resources Aligned to Area Goals**Core Program:*****Universal Access to Strong Core Instructional Program (Tier 1)***

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Interim Assessments, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- All English learners will be assessed using ELPAC.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

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

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- EL assistant will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- Support by Support staff to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

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

Sandburg continues to work in grade level collaborative groups to refine instruction. We are using Eureka Math at each grade level. The decision to use Eureka Math speaks to a coherent curriculum, lesson that are connected with learning progressions, and the opportunity to add our pedagogical practices as we refine the lessons to improve student talk, agency, and learning.

Grade levels are developing and refining common assessments. As the grade levels meet to analyze the data from assessments, they are making connections to classroom instructional practice and the impact on student learning. Teachers are using collaborative time to plan lessons, including process strategies to increase meaningful conversations. We believe engaging students in meaningful conversations builds an academic mindset and agency.

We believe this process helps us understand the impact of our instruction on student learning. We believe this inquiry process will help us maximize impactful instruction. We believe this process helps us identify students that are struggling and think about their needs. This is a process that helps focus on closing the gap.

We believe this process is cyclical and informs our professional development, our adult mindset, agency, and learning about students to be impactful.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

We are constantly asking the following questions. How do we know students are learning? What is our evidence? How can we adjust instruction for when they did not learn? As we consider these questions we find the need to look at data. Some of the data we look at includes exit slips, monitoring conversations, and other formative assessments. Each grade level collaborates to design common assessments. The grade levels then meet to score these assessments. The conversations around these assessments drives planning for instruction. In addition to these we monitor progress with mid and end of module assessments and progress on writing tasks. As a school PLC we consider ideal states for collaborative conversations and have worked to develop an understanding of a continuum for students that are developing, emerging and accomplishing in this area. We have taken this student rubric and are applying it to our teaching practice.

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

Sandburg continues to work in grade level collaborative groups to refine instruction. We are using Eureka Math at each grade level. The decision to use Eureka Math speaks to a coherent curriculum, lesson that are connected with learning progressions, and the opportunity to add our pedagogical practices as we refine the lessons to improve student talk, agency, and learning.

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

Sandburg continues to work in grade level collaborative groups to refine instruction. We are using Eureka Math at each grade level. The decision to use Eureka Math speaks to a coherent curriculum, lesson that are connected with learning progressions, and the opportunity to add our pedagogical practices as we refine the lessons to improve student talk, agency, and learning.

Grade levels are developing and refining common assessments. As the grade levels meet to analyze the data from assessments, they are making connections to classroom instructional practice and the impact on student learning. Teachers are using collaborative time to plan lessons, including process strategies to increase meaningful conversations. We believe engaging students in meaningful conversations builds an academic mindset and agency.

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We believe this process is cyclical and informs our professional development, our adult mindset, agency, and learning about students to be impactful.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
 We are focused on improving outcomes for our English Learners. We place students in classes purposefully. We look at tier 1 instruction as a foundational piece of support, understanding that this, the student’s classroom, is the setting where they spend the majority of their learning time. We believe that our focus on collaborative conversations will help with development of language...we are looking at data and progress of ELs to support our belief. In addition to SELD instruction we are providing intensive, focused, small group direct instruction to students at their point of need. We continue to monitor and have focus students so that we are purposeful in their learning progression.

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Our counselor and attendance clerk work to track attendance and identify students that have attendance patterns that we know lead to school success and promotion/graduation. Our teachers work with the principal and other staff to develop relationships with students and families. We know that these supportive relationships are the foundation for being at school. We work to identify the academic, social and emotion struggles for each identifies student as a way to provide support.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
 Our counselor and attendance clerk work to track attendance and identify students that have attendance patterns. Teachers will communicate concerns for students that struggle with academics as well as students that have social/emotional needs.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 We believe that an Elementary school is the heart of the community. We know that the relationships we build here at this time in a child’s life will influence their success and views of school. We know that there is a direct correlation between parent involvement and student success. Sandburg has an active SSC, SGT, PTO and Foundation. These groups work to increase opportunity for parent s to participate. Some of the opportunities include: Monday Morning Assemblies, coffee with the principal, Parent-Teacher conferences, weekly Sunday Notes through school messenger, back to school night and spring open house, Math Science Night, our back to school BBQ.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
 We collect data on parent volunteers, parent teacher conferences, family participation at events, attendance for special meetings and data from applications (school messenger and PawsConnect).

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:: Teachers work in grade level teams to develop, plan and score common assessments. The common assessment data is analyzed for student learning and adjustments needed for instructional practice.</p> <p>Identified Need:: There are students at each grade level who are not meeting grade level standards. The process of month common assessment helps teachers focus on providing additional support and monitoring for those students.</p> <p>Target Group:: Students not meeting grade level standards.</p> <p>Monitoring:: Monthly grade level common assessments, DRA, Interim Assessments,</p> <p>Personnel Responsible:: 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:: To increase access to grade level standards and improve learning basic supplies are necessary</p> <p>Identified Need:: All students are in need of basic classroom supplies</p> <p>Target Group:: All students are in need of basic supplies for learning</p> <p>Monitoring:: Administrative approval of instructional requests will be based on academic rational provided</p> <p>Personnel Responsible:: Principal, Classroom teachers, ESA</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>

Professional Development Goal:
Professional development opportunities and collaboration among teachers to develop standards based common assessments and plan instruction.

Identified Need::
Teachers benefit from additional PD time to collaboratively develop, plan and score monthly common assessments. Teachers benefit from additional PD time to collaboratively plan instruction.

Target Group::
All Students

Monitoring::
Monitoring of progress is conducted through PLC, ILT and regularly scheduled collaborative days. Additional monitoring is conducted through administrative classroom observation and feedback process with teachers and PLCs

Personnel Responsible::

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
ESL Asst	0.6000	\$15,252.60	\$30,162.33	0219-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	ESL Assistant, to ensure progress for EL students, reclassification, gather data, support students with ELPAC assessments
Supplies		\$6,602.00	\$6,602.00	0219-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2	Basic instructional supplies to support student learning classroom routines and learning
Prof&Curriclm Dev Vist Tchr		\$12,460.00	\$15,000.60	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, LCFF 1, LCFF 2, LCFF 3	Professional Development for teachers to collaborate on common assessments and plan meaningful, targeted instruction

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. Parent Involvement Policy
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

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
Sandburg
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	369	63.7	339	73.7	323	68.1	4.4	-5.6	368	64.7	340	78.2	324	75.0	10.3	-3.2
Female	187	70.6	170	74.1	156	71.8	1.2	-2.3	187	64.7	171	77.2	157	70.1	5.4	-7.1
Male	182	56.6	169	73.4	167	64.7	8.1	-8.7	181	64.6	169	79.3	167	79.6	15.0	0.3
African American	7	-	6	-	5	-	-	-	7	-	6	-	5	-	-	-
Asian	13	53.8	13	76.9	12	58.3	4.5	-18.6	13	76.9	13	84.6	12	75.0	-1.9	-9.6
Filipino	48	66.7	48	72.9	41	73.2	6.5	0.3	48	56.3	49	87.8	42	78.6	22.3	-9.2
Hispanic	58	48.3	42	66.7	42	57.1	8.8	-9.6	58	53.4	42	71.4	42	64.3	10.9	-7.1
Indochinese	80	67.5	79	69.6	79	68.4	0.9	-1.2	80	67.5	79	69.6	79	78.5	11.0	8.9
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	4	-	3	-	1	-	-	-	4	-	3	-	1	-	-	-
White	93	74.2	82	81.7	74	68.9	-5.3	-12.8	92	68.5	82	82.9	74	74.3	5.8	-8.6
Multiracial	65	60.0	66	77.3	69	72.5	12.5	-4.8	65	73.8	66	81.8	69	75.4	1.6	-6.4
English Learner	89	46.1	62	43.5	29	20.7	-25.4	-22.8	89	47.2	63	55.6	30	36.7	-10.5	-18.9
English-Speaking	280	69.3	277	80.5	294	72.8	3.5	-7.7	279	70.3	277	83.4	294	78.9	8.6	-4.5
Reclassified†	36	91.7	54	85.2	76	73.7	-18.0	-11.5	36	88.9	54	85.2	76	76.3	-12.6	-8.9
Initially Eng. Speaking	244	66.0	223	79.4	218	72.5	6.5	-6.9	243	67.5	223	83.0	218	79.8	12.3	-3.2
Econ. Disadv.*	124	48.4	128	68.0	135	62.2	13.8	-5.8	124	44.4	128	69.5	136	67.6	23.2	-1.9
Non-Econ. Disadv.	245	71.4	211	77.3	188	72.3	0.9	-5.0	244	75.0	212	83.5	188	80.3	5.3	-3.2
Gifted	145	76.6	137	88.3	130	80.8	4.2	-7.5	145	82.1	137	91.2	131	90.8	8.7	-0.4
Not Gifted	224	55.4	202	63.9	193	59.6	4.2	-4.3	223	53.4	203	69.5	193	64.2	10.8	-5.3
With Disabilities	41	14.6	31	32.3	32	18.8	4.2	-13.5	40	22.5	31	32.3	32	34.4	11.9	2.1
WO Disabilities	328	69.8	308	77.9	291	73.5	3.7	-4.4	328	69.8	309	82.8	292	79.5	9.7	-3.3
Homeless	16	43.8	21	66.7	22	72.7	28.9	6.0	16	50.0	21	76.2	23	82.6	32.6	6.4
Foster	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Military	20	55.0	14	64.3	13	84.6	29.6	20.3	20	65.0	14	71.4	13	84.6	19.6	13.2

* 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
Sandburg
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	137	70.1	113	74.3	87	64.4	-5.7	-9.9	137	73.7	113	83.2	87	78.2	4.5	-5.0
Female	77	80.5	53	75.5	36	72.2	-8.3	-3.3	77	75.3	53	77.4	36	72.2	-3.1	-5.2
Male	60	56.7	60	73.3	51	58.8	2.1	-14.5	60	71.7	60	88.3	51	82.4	10.7	-5.9
African American	3	-	0	-	3	-	-	-	3	-	0	-	3	-	-	-
Asian	4	-	3	-	4	-	-	-	4	-	3	-	4	-	-	-
Filipino	14	78.6	18	61.1	9	-	-	-	14	71.4	18	88.9	9	-	-	-
Hispanic	17	64.7	13	69.2	15	40.0	-24.7	-29.2	17	76.5	13	69.2	15	60.0	-16.5	-9.2
Indochinese	37	67.6	20	65.0	21	71.4	3.8	6.4	37	73.0	20	85.0	21	95.2	22.2	10.2
Native American	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Pacific Islander	1	-	2	-	0	-	-	-	1	-	2	-	0	-	-	-
White	36	75.0	29	89.7	14	50.0	-25.0	-39.7	36	72.2	29	82.8	14	78.6	6.4	-4.2
Multiracial	24	70.8	28	75.0	21	71.4	0.6	-3.6	24	83.3	28	85.7	21	66.7	-16.6	-19.0
English Learner	40	62.5	31	51.6	15	13.3	-49.2	-38.3	40	70.0	31	80.6	15	40.0	-30.0	-40.6
English-Speaking	97	73.2	82	82.9	72	75.0	1.8	-7.9	97	75.3	82	84.1	72	86.1	10.8	2.0
Reclassified†	4	-	0	-	14	92.9	-	-	4	-	0	-	14	100.0	-	-
Initially Eng. Speaking	93	72.0	82	82.9	58	70.7	-1.3	-12.2	93	74.2	82	84.1	58	82.8	8.6	-1.3
Econ. Disadv.*	47	59.6	45	71.1	35	57.1	-2.5	-14.0	47	61.7	45	80.0	35	68.6	6.9	-11.4
Non-Econ. Disadv.	90	75.6	68	76.5	52	69.2	-6.4	-7.3	90	80.0	68	85.3	52	84.6	4.6	-0.7
Gifted	46	78.3	39	87.2	36	77.8	-0.5	-9.4	46	84.8	39	92.3	36	94.4	9.6	2.1
Not Gifted	91	65.9	74	67.6	51	54.9	-11.0	-12.7	91	68.1	74	78.4	51	66.7	-1.4	-11.7
With Disabilities	11	9.1	11	45.5	9	-	-	-	11	18.2	11	27.3	9	-	-	-
WO Disabilities	126	75.4	102	77.5	78	70.5	-4.9	-7.0	126	78.6	102	89.2	78	84.6	6.0	-4.6
Homeless	5	-	9	-	5	-	-	-	5	-	9	-	5	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	10	70.0	5	-	5	-	-	-	10	90.0	5	-	5	-	-	-

* 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
Sandburg
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	114	56.1	124	75.0	114	64.0	7.9	-11.0	114	58.8	124	80.6	115	67.0	8.2	-13.6
Female	55	56.4	67	74.6	55	60.0	3.6	-14.6	55	52.7	67	82.1	56	60.7	8.0	-21.4
Male	59	55.9	57	75.4	59	67.8	11.9	-7.6	59	64.4	57	78.9	59	72.9	8.5	-6.0
African American	3	-	2	-	0	-	-	-	3	-	2	-	0	-	-	-
Asian	6	-	4	-	4	-	-	-	6	-	4	-	4	-	-	-
Filipino	17	76.5	13	76.9	18	61.1	-15.4	-15.8	17	58.8	13	100.0	19	68.4	9.6	-31.6
Hispanic	22	31.8	11	81.8	16	62.5	30.7	-19.3	22	45.5	11	100.0	16	50.0	4.5	-50.0
Indochinese	22	59.1	38	71.1	19	63.2	4.1	-7.9	22	50.0	38	65.8	19	68.4	18.4	2.6
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	-	-	1	-	0	-	1	-	-	-
White	24	66.7	35	71.4	28	71.4	4.7	0.0	24	62.5	35	77.1	28	75.0	12.5	-2.1
Multiracial	19	57.9	21	85.7	28	64.3	6.4	-21.4	19	73.7	21	90.5	28	71.4	-2.3	-19.1
English Learner	35	37.1	20	55.0	11	36.4	-0.7	-18.6	35	37.1	20	45.0	12	41.7	4.6	-3.3
English-Speaking	79	64.6	104	78.8	103	67.0	2.4	-11.8	79	68.4	104	87.5	103	69.9	1.5	-17.6
Reclassified†	9	-	23	87.0	22	59.1	-	-27.9	9	-	23	95.7	22	54.5	-	-41.2
Initially Eng. Speaking	70	60.0	81	76.5	81	69.1	9.1	-7.4	70	65.7	81	85.2	81	74.1	8.4	-11.1
Econ. Disadv.*	42	40.5	46	71.7	52	61.5	21.0	-10.2	42	35.7	46	73.9	53	60.4	24.7	-13.5
Non-Econ. Disadv.	72	65.3	78	76.9	62	66.1	0.8	-10.8	72	72.2	78	84.6	62	72.6	0.4	-12.0
Gifted	44	70.5	44	88.6	41	78.0	7.5	-10.6	44	84.1	44	88.6	42	85.7	1.6	-2.9
Not Gifted	70	47.1	80	67.5	73	56.2	9.1	-11.3	70	42.9	80	76.3	73	56.2	13.3	-20.1
With Disabilities	15	13.3	9	-	15	26.7	13.4	-	15	33.3	9	-	15	33.3	0.0	-
WO Disabilities	99	62.6	115	78.3	99	69.7	7.1	-8.6	99	62.6	115	83.5	100	72.0	9.4	-11.5
Homeless	3	-	6	-	11	72.7	-	-	3	-	6	-	12	75.0	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	3	-	6	-	4	-	-	-	3	-	6	-	4	-	-	-

* 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
Sandburg
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	118	63.6	102	71.6	122	74.6	11.0	3.0	117	59.8	103	69.9	122	80.3	20.5	10.4
Female	55	70.9	50	72.0	65	81.5	10.6	9.5	55	61.8	51	70.6	65	76.9	15.1	6.3
Male	63	57.1	52	71.2	57	66.7	9.6	-4.5	62	58.1	52	69.2	57	84.2	26.1	15.0
African American	1	-	4	-	2	-	-	-	1	-	4	-	2	-	-	-
Asian	3	-	6	-	4	-	-	-	3	-	6	-	4	-	-	-
Filipino	17	47.1	17	82.4	14	85.7	38.6	3.3	17	41.2	18	77.8	14	92.9	51.7	15.1
Hispanic	19	52.6	18	55.6	11	72.7	20.1	17.1	19	42.1	18	55.6	11	90.9	48.8	35.3
Indochinese	21	76.2	21	71.4	39	69.2	-7.0	-2.2	21	76.2	21	61.9	39	74.4	-1.8	12.5
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
White	33	78.8	18	88.9	32	75.0	-3.8	-13.9	32	68.8	18	94.4	32	71.9	3.1	-22.5
Multiracial	22	50.0	17	70.6	20	85.0	35.0	14.4	22	63.6	17	64.7	20	90.0	26.4	25.3
English Learner	14	21.4	11	0.0	3	-	-	-	14	7.1	12	8.3	3	-	-	-
English-Speaking	104	69.2	91	80.2	119	76.5	7.3	-3.7	103	67.0	91	78.0	119	82.4	15.4	4.4
Reclassified†	23	87.0	31	83.9	40	75.0	-12.0	-8.9	23	87.0	31	77.4	40	80.0	-7.0	2.6
Initially Eng. Speaking	81	64.2	60	78.3	79	77.2	13.0	-1.1	80	61.3	60	78.3	79	83.5	22.2	5.2
Econ. Disadv.*	35	42.9	37	59.5	48	66.7	23.8	7.2	35	31.4	37	51.4	48	75.0	43.6	23.6
Non-Econ. Disadv.	83	72.3	65	78.5	74	79.7	7.4	1.2	82	72.0	66	80.3	74	83.8	11.8	3.5
Gifted	55	80.0	54	88.9	53	84.9	4.9	-4.0	55	78.2	54	92.6	53	92.5	14.3	-0.1
Not Gifted	63	49.2	48	52.1	69	66.7	17.5	14.6	62	43.5	49	44.9	69	71.0	27.5	26.1
With Disabilities	15	20.0	11	18.2	8	-	-	-	14	14.3	11	27.3	8	-	-	-
WO Disabilities	103	69.9	91	78.0	114	78.9	9.0	0.9	103	66.0	92	75.0	114	82.5	16.5	7.5
Homeless	8	-	6	-	6	-	-	-	8	-	6	-	6	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	7	-	3	-	4	-	-	-	7	-	3	-	4	-	-	-

* 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.

APPENDIX B

PARENT INVOLVEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Sandburg Elementary
NON-TITLE I PARENT INVOLVEMENT POLICY

Sandburg has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. Sandburg Elementary School will provide a flexible number of activities and meetings to allow for parent involvement. These events will be scheduled throughout the year by the school to meet the diverse needs of the Sandburg population. Topics covered during events may (depending on identified needs) include:

It has distributed the policy to parents of Non-Title I students.

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

Involvement of Parents in the Non-Title I Program

To involve parents in the Non-Title I program at Sandburg the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program. PTO Meetings, Coffee with the Principal, Foundation meetings, SSC meetings, these are all opportunities for community input.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. PTO Meetings, Coffee with the Principal, Foundation meetings, SSC meetings, these are all opportunities for community input.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. Input and adjustments to the policy occur at SSC meetings as we are discussing our SPSA.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. Home School compact is distributed at the beginning of each year. Sunday Notes through school messenger are sent each week.
- The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. This is done at back to school nights in each classroom.
- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

School-Parent Compact

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

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

The policy was developed with input from stakeholder and utilizing district policies and procedures. The policy is revisited annually for revision.

Building Capacity for Involvement

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

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Information is presented in the School-Parent Compact, at back to school night and at teacher-parent conferences.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Information is presented in the School-Parent Compact, at back to school night and at teacher-parent conferences. We hold a PAWS Parent Nights and conduct coffees with the principal.
- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Parents in PTO and Foundation raise concerns and areas to be addressed. This information comes back to our SSC, our ILT teams and whole staff.
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. Information is distributed in email and on a weekly school messenger sent each Sunday.
- The school provides support for parental involvement activities requested by Non-Title I parents. Sandburg has many opportunities for parents to participate. We have Volunteer in the classrooms and on campus. Our volunteer coordinator keeps track of paper work and

service time. There are many other opportunities for involvement, community events, PTO, Foundation, Dad's club...etc.

Accessibility

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

- Critical documents are translated for parents.
- Translation services are provided upon request

APPENDIX C

HOME/SCHOOL COMPACT

Sandburg Elementary School

11230 Avenida del Gato, San Diego CA 92126-1235
Phone: 858-566-0510 Fax: 858-693-3896
Website - <https://www.sandiegounified.org/schools/sandburg>

PARENT'S GUIDE 2018 - 2019

General School Information Handbook and Discipline Code Home/School Compact

Schedules Academics Programs Policies Volunteering



Geof Martin, Principal
Email: gmartin@sandi.net

MISSION

Together, the Sandburg teaching and learning community will continue to excel in providing the highest quality education for all children. We will believe in them as independent thinkers and problem solvers. We will acknowledge and celebrate their unique talents by providing equal opportunities for acquiring knowledge. We will empower them to own their own learning and expect the same of ourselves, as professionals. We will continue to watch, guide, listen, and celebrate from the heart expecting all students to soar to their potential.

VISION

We envision Sandburg as a school where....

- everyone is treated with respect.
- students are nurtured in a warm, positive atmosphere.
- all children have equal access to a quality education.
- students receive a balanced education which focuses on their physical, emotional, social and academic needs.
- all students are given opportunities to experience success.
- self-esteem is fostered in all students.
- the changing needs of students are met in a sensitive manner.
- high expectations are held for all students.
- all parents are an active part of the educational team.
- students are motivated and excited about learning.
- civic pride and loyalty are developed.

MOTTO

Our school motto is: Positive Attitudes Will Succeed (P.A.W.S. Club). All students begin each school year as members of our P.A.W.S. Club. Citizenship dictates membership.

PHILOSOPHY

The Sandburg staff firmly believes all children can learn and show academic gains every year of instruction. All children benefit from a quality integrated learning experience. The amount of instructional time spent by students on their work and the extent of parent involvement can make a difference in achievement. School experiences and education do make a difference in the future lives of children. A high level of instructional quality can be maintained even in an environment of decreasing resources. Regular student attendance is vital if optimum achievement is to occur.

DISTRICT ZERO TOLERANCE POLICY

The Board of Education has approved a Zero Tolerance Policy which will result in students being expelled who possess weapons, engage in repeated fights or acts of violence, or are found in repeated possession of drugs, alcohol, or tobacco. The Zero Tolerance Policy is designed to ensure a safe appropriate environment for all students. Additional information from the school district will follow.

P.A.W.S. CLUB

Positive Attitudes Will Succeed

P.A.W.S. CLUB – LIFESKILLS

CARING - To feel and show concern for others

COMMON SENSE - To use good judgment

COOPERATION - To work together toward a common goal or purpose

COURAGE - To act according to one's belief despite fear of adverse consequences

CURIOSITY - A desire to investigate and seek understanding of one's world

EFFORT - To do your best

FLEXIBILITY - To be willing to alter plans when necessary

FRIENDSHIP - To make and keep a friend through mutual trust and caring

INITIATIVE - To do something, of one's own free will, because it needs to be done

INTEGRITY - To act according to a sense of what's right and wrong

ORGANIZATION - To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

PATIENCE - To wait calmly for someone or something

PERSEVERANCE - To keep at it

PRIDE - Satisfaction from doing one's personal best

PROBLEM SOLVING - To create solutions to difficult situations and everyday problems

RESOURCEFULNESS - To respond to challenges and opportunities in innovative and creative ways

RESPONSIBILITY - To respond when appropriate; to be accountable to one's actions

SENSE OF HUMOR - To laugh and be playful without harming others

P.A.W.S. CLUB – LIFELONG GUIDELINES

TRUSTWORTHINESS - To act in a manner that makes one worthy of trust and confidence

TRUTHFULNESS - To act with personal responsibility and mental accountability

ACTIVE LISTENING - To listen attentively and with intention to understand

NO PUT-DOWNS - To never use words, action, and/or body language that degrade, humiliate, or dishonor others

PERSONAL BEST - To do one's best given the circumstances and available resources.

MUTUAL RESPECT - To honor and show regard or consideration to both parties

CONTACT INFORMATION

Sandburg Elementary School

11230 Avenida Del Gato

San Diego, CA 92126-1235

Telephone: 858.566.0510

Fax: 858.693.3896

Website: www.sandi.net/sandburg

Parents are encouraged to call whenever they have questions. In order to serve the community effectively, we appreciate appointments made 24 hours in advance, if at all possible.

DAILY SCHEDULE

Grades K-5

Mon, Tue, Thu & Fri 7:45 a.m. – 2:05 p.m.

Wednesday 7:45 a.m. – 12:00 p.m.

Office Hours

Monday to Friday 7:00 a.m. – 3:00 p.m.

Back Gate Hours

Morning – Monday to Friday

Open 6:00 a.m.

Closed 8:15 a.m.

Afternoon – Monday, Tuesday, Thursday, Friday

Open 2:05 p.m.

Closed 2:30 p.m.

Afternoon – Wednesday

Open 12:00 a.m.

Closed 12:45 p.m.

Traffic Circle

Only parents using the traffic circle for drop off should pull into the parking lot...No parking in RED Zones.

Mornings Only – Monday to Friday

7:15 a.m. – 7:50 a.m.

Parking Lot Chain Times

Afternoon – Monday, Tuesday, Thursday, Friday

Chain up 1:45 p.m.

Chain down 2:15 p.m.

Afternoon – Wednesday

Chain up 11:45 a.m.

Chain down 12:15 p.m.

MORNING ARRIVAL

7:15 a.m. Entry for Breakfast

7:20 a.m. Entry for Running Club (Mon - Fri)

All students arriving before 7:35 a.m. will be expected to participate in Walking/Running Club. Students arriving after 7:35 a.m. must stay in the flag pole area. This is the area we supervise beginning at 7:30 a.m.

Please do not send children to school prior to the times above due to lack of security and adult supervision. There are no

games or activities scheduled. Upon arrival to the school grounds, pupils are to go directly to their classrooms. Children are better prepared for class when the excitement and tension of pre-school play are eliminated. Your cooperation in scheduling your child's arrival at school at the proper time is greatly appreciated.

EVENING DISMISSAL

All parents wait off campus until the dismissal bell at 2:05 p.m. on regular school days (Mon, Tue, Thur, & Fri) and 12:00 p.m. on minimum school days (Wednesdays).

WHO MAY ATTEND SANDBURG?

Enrollment at Sandburg Elementary School is open to resident students. Non-resident students may enroll on the basis of the Choice Program as space permits.

REGISTRATION

Students new to Sandburg in Grades K-5 are registered in the main office upon arrival. Class assignments will be made on a seat available basis. Kindergarten students must be age 5 before September 2nd to be eligible for enrollment. The following documents are necessary for registration: birth certificate, immunization records, and proof of residence. Students age 5 between September 2 – December 2 are eligible to enroll in TK.

KEY STAFF MEMBERS

Principal	Geof Martin
School Secretary	Walter Shaw
School Clerk	Amalia Acuna
Attendance Clerk	Sabrina Navarro
District Counselor	?
School Nurse	Chic Carter
Health Technician	Debbie Raynor
Cafeteria Manager	Dee Kangas
Building Supervisor II	Clyde Smith

ATTENDANCE

Students are required to be in regular attendance at school. All children are to be in their classrooms at 7:45 a.m. A student is considered tardy if he/she arrives after the bell rings. If a child is habitually tardy, he/she will make up the same after school. A student is considered truant if he/she is tardy more than 30 minutes. Parent contacts are made for those students with excessive unexcused absences and tardies.

When a child is absent because of illness or for any other reason, parents/guardians are asked to inform the school by written message or telephone (858.566.0510) the cause of the child's absence or send a note to the teacher the first day the child returns to school. In the case of illness, the nature of the illness

must be stated. State law requires that we know the type of illness. **If you know in advance that your child/children will be out of school for 5 consecutive days on personal business, please contact the school and make arrangements for an Independent Study Contract.** This enables students to keep up with their classmates and prevents them from falling behind in their work while they are out. It also provides uninterrupted funding for the site and school district.

HEALTH OFFICE

Presently, our school nurse is assigned to Sandburg 2 days a week. Our Health Assistant is on site 3 days a week. Emergency first aid is rendered when necessary. However, the school does not have facilities to care for sick children, particularly those in the beginning stages of a communicable disease. Parents should keep ill children at home. Children who become ill suddenly at school or who are injured at school will receive every care, service, and consideration. Parents will be notified immediately. It is the parents' responsibility to have accurate phone numbers on file at all times in the school's office and to respond to school calls.



CAFETERIA

Sandburg does have a breakfast program that begins on the first day of school. Breakfast is served at 7:15 a.m. daily and ends at 7:40 a.m. **The price of a school breakfast is \$1.00.** A hot lunch will be served daily in the cafeteria. **The price of a school lunch is \$2.25 for the 2017-2018 school year. Milk is \$50¢.** Lunch will be served during school hours Monday to Friday. Students may bring money to school office on Mondays between 7:30 a.m. and 7:45 a.m. to update their lunch accounts. **They should have their money in an envelope with their name, room number, and birthdate on it.** Each student is assigned a PIN number and punches that number into a computer keypad as he/she goes through the lunch line. **Parents are encouraged to prepay their children's accounts using PayPal by visiting the Food Services website at <http://www.sandi.net>.**



New certification applications for free and reduced lunch are sent home at the beginning of each school year. We request that forms are completed for each student. All questions concerning food services should be directed to the Cafeteria Manager at 566-0510 ext. 1173.

The school has no lunch fund. Parents are urged to provide lunch for their children, especially during the first week of school. **We also encourage parents to place emergency money in their child's account to be used whenever he/she forgets to bring a lunch.**

PERSONAL TELEPHONE MESSAGES

If personal messages are necessary, please call 858.566.0510 and dial the teacher's extension directly and leave a voicemail message. There are no monitors available to deliver messages to teachers or students, and office personnel cannot leave to deliver any message other than one of a truly critical nature.

Appointments with the administrator need to be made via school office manager. Office hours are 7:00 a.m. to 3:00 p.m.

SITE AND CLASS VISITATIONS

MANDATORY: All visitors must sign in at the office to obtain a pass. Parents are welcome to visit their children's classrooms while they are in session. Sandburg urges all parents to take advantage of this opportunity to become more familiar with the teaching methods and materials used. District procedures require that all visitors report to the main office before visiting a classroom at times other than during Open House or pre-arranged conferences. **The teachers' contract requires 24-hour notice prior to visits, so please make appointments directly with the teachers.**

NOTICE
ALL VISITORS
MUST GET
PASS AT OFFICE

PARENT-TEACHER CONFERENCES

Five modified days will be scheduled this year for Parent-Teacher Conferences. Additional conferences may be scheduled at parents' and teachers' discretion.

For the 2018-2019 school year, the conference dates are November 5-9 and March 14 & 15.

**"Parent-Teacher Conference days
are MINIMUM DAYS.**

School end at 12:00 pm for all Grades TK to 5"

PARENT-TEACHER COMMUNICATION PROFESSIONAL PROTOCOL

If a parent/guardian has a concern regarding a teacher's teaching and learning environment then they will be directed to communicate with the teacher directly. If the issue doesn't reach mutual solution, then a meeting with the Principal, teacher and parent will be arranged.

DETENTION OF PUPILS

Occasionally it is necessary for a teacher to keep a pupil after school to make up assignments or meet other obligations. Teachers are authorized to keep pupils after school for 60

minutes. If a pupil is to be detained for longer than 30 minutes, the teacher will notify the parent 24 hours prior to the detention. (District Policies & Procedures 6270)

SUPERVISION ON CAMPUS

The grounds are supervised before school and during recess and lunch. A staff is on duty at 7:35 a.m. **Children should not arrive at school before 7:35 a.m.** Children will not be permitted to remain on campus after the dismissal bell at 2:05 p.m. Teachers cannot supervise after school, as they need this time to prepare for their classes.

RELEASE OF CHILDREN

If you wish to have your child dismissed early, it will be necessary to obtain office permission. Children cannot be released by telephone message. This precaution is for your child's protection. Individuals picking up a child must have proper identification and have his/her name listed on the school's data card.

Children are expected to remain on the school grounds during school hours and at noon. **Pupils are not to go home to an empty house for lunch and they are not to arrange for a friend to accompany them.** When you wish to have your child excused from school during the school day, please come to the office and obtain a release. Parents picking up students should first come to the school office. For your protection, **children are only released to the parents, guardian, or other authorized persons whose names are listed on the registration card.** Identification is necessary and in the case of a person acting for a parent, **there must be a signed written request from parents.**

HOMEWORK

The Board of Education has adopted a homework policy for the School District which states: "All students at every grade level will have homework assignments each night. The assignments will range from a few minutes for primary grades to at least two hours for high school students." Teachers will explain the homework policy to their students the first week of school.

Parent support will be essential for carrying out the homework plan.

BACKPACK DAY

Each Wednesday will be backpack day. PTO Newsletters, Principal's Messages, Calendars, etc. are sent home on Wednesdays. This gives parents, teachers, and children a consistent plan for taking home and reviewing materials.

LOST ARTICLES

Lost articles can usually be returned if they are marked with the owner's full name. Sack lunches, lunch boxes, and removable garments are most often lost. Therefore, they should be labeled with first and last names. Please urge children to report any loss to the office immediately. Parents may help by checking to see that belongings return home at the end of the school day. Every year we are forced to give away numerous unclaimed articles to charity.



BICYCLES

Bicycles may be ridden to school if students are in **Grades 4 & 5**. No third grade students are permitted to ride their bikes to school, regardless of age. Bicycles are to be licensed and must be securely locked in the bicycle racks. Students must wear helmets to ride their bikes to school. The school assumes no responsibility for bicycle security.

STUDENT BIRTHDAY CELEBRATION

Due to the numerous allergies to food our students are faced with, there will be no individual student birthday parties allowed during school hours. Please do not send cupcakes, cakes, treats or balloons to school – your child can enjoy all these specialties at home. Each teacher will acknowledge student birthdays in their own special way throughout the school day.

BENEFITS FOR STUDENTS

- A sound instructional program focusing on critical thinking skills in all areas of the curriculum.
- Development of positive attitudes toward all people and an understanding of the contributions made by various racial and ethnic groups.
- Increased enthusiasm for learning and higher motivation for academic achievement via a uniquely diverse curriculum and high expectations.
- Homework assignments that are meaningful reinforce learning and provide practice opportunities.
- Warm and positive, yet firm and consistent discipline code.
- Opportunities to display creative works that will enhance the development of self-esteem and school pride.
- A friendly, caring, and exciting environment.

Academic Instruction Program

SCHOOL PHILOSOPHY

The Sandburg staff firmly believes all children can learn and show academic gains every year of instruction. All children benefit from a quality integrated learning experience. The amount of instructional time spent by students on their work and the extent of parent involvement can make a difference in achievement. School experiences and education do make a difference in the future lives of children. A high level of instructional quality can be maintained even in an environment of decreasing resources. Regular student attendance is vital if optimum achievement is to occur.

ACADEMIC PROGRAM

CALIFORNIA STANDARDS BASED INSTRUCTION

Reading - Sandburg School implements San Diego Unified's literacy framework and Units of Inquiry which includes Read Aloud, Shared and Guided Reading, Independent Reading and Writing. These district frameworks provide a balanced literacy "integrated approach" to reading. Literature and enrichment strands are available to the teachers and students. **All students are expected to be reading at grade level or above by the time they exit third grade.**

Oral/Written Language - Sandburg utilizes an integrated approach to oral and written language. A strong emphasis on Writing as a Process and expressive and receptive communication skills are also included in the language program. Students are expected to share their thinking and problem-solving steps throughout the academic day. The ability to explain and think is the key to understanding and mastery. Each classroom uses a skills-based language, grammar, and vocabulary program called Mountain Language.

Mathematics -

Sandburg will use Eureka - Engage NY Curriculum modules in mathematics. These are marked by in-depth focus on fewer topics. They integrate the CCSS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.



Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The [Standards for Mathematical Practice](#) describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to

the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content.

All students are expected to memorize their multiplication facts 0-12 by the time they exit third grade.

Science - Sandburg uses the FOSS Science Programs in Grades K-5. Science kits and enrichment materials supplement the basic program, and promote a hands-on approach to science.

Social Studies - Sandburg utilizes the District's History Social Science State adoption textbooks. This program contains supplementary materials to foster the development of location skills, writing skills, and cooperative learning.

Music Program - The Sandburg staff developed a music program for K-5 students that use the McMillan Music Series. The program includes a scope and sequence of music skills, use of instruments, and presentations of music assemblies. The district's instrumental music teachers offer music instruction for students in Grades 4 and 5.



Physical Education - Sandburg has a structured P.E. instructional program. The program includes a K-5 scope and sequence of physical education skills, and provides both large and small group instruction for children at all grade levels. Volunteers work with students in all grade levels of physical education. They particularly address developing skills required for the Physical Fitness Program.

Art - The Sandburg Art program provides the opportunity and encouragement for students to develop artistic knowledge and skills, and art appreciation while continuing a strong basic skills instructional program. Students are exposed to a formal art program, which includes the learning of many different art mediums, and art history and appreciation.

Gifted And Talented Education (GATE) - GATE Cluster classes are offered to students in Grades 3 to 5. Differentiated instruction which includes enrichment in Language, Math, and Science is the focus in Grades 3 and 4, while Grade 5 focuses on Language, Arts, and Social Studies. Students also engage in special activities and events provided by district and site GATE funds. Private testing for identifying students in the GATE Program is no longer accepted. Testing dates at Sandburg will be announced in future parent newsletters.

LIBRARY

Sandburg's Library Center is the home of over 5,000 books and non-print materials. The book collection includes easy picture books, fiction, non-fiction, reference, and a professional library for faculty and staff. A large assortment of non-print materials including filmstrips, cassette/books sets, and entertainment and instructional videos are all available for student and teacher use. Students may check out books, with parent permission, on a two-week time period.

Discipline Policy

STATEMENT OF POLICY

The Board of Education of San Diego Unified School District:

1. Believes the purpose of all students attending school is to participate actively in educational programs in order to acquire an education consistent with their personal goals and the goals of society.
2. Defines discipline as a behavior which permits students and staff to perform effectively in a school setting.
3. Expects high standards of discipline and high moral conduct on the part of students and staff.
4. Assigns to district staff (teachers, principals, administrators, counselors, and other district personnel), the responsibility of assuring this policy and its rules are carried out consistently, fairly, and promptly, with due regard for the rights of individuals.
5. Intends to enforce this policy within existing city, state, and federal laws.
6. Supports school administration and staff in carrying out this policy.

ROLE RESPONSIBILITIES

Students are responsible for:

1. Knowing the standards.
2. Following the standards to the best of their ability.

Parents are responsible for:

1. Discussing the rules with their children.
2. Supporting the person in charge enforcing the rules.
3. Providing a place for the child to eat lunch away from school on minimum days if the child does not purchase a cafeteria lunch.
4. Provide for their child's personal nourishment, adequate rest, and prompt, regular attendance in school.
5. Ensure that their child leaves home so as to arrive at school on time.
6. Avoid scheduling vacations, excursions, and routine medical and dental treatment that will interfere with their child's instructional program.
7. Notify the school when your child is absent.

Classroom Teachers are responsible for:

1. Discussing the rules with their students.
2. Taking action to maintain the standards.
3. Setting an example as positive role models.
4. Notifying parents of special recognition and concerns.
5. Setting up parent conferences.

Teachers are the class authority and are responsible for all students. Teachers may discipline students with any of the following interventions:

- timeout
- remove classroom privileges
- after school detention, if less than 30 minutes, no call is required to the home but is a courtesy
- if more than 30 minutes, call home; may need to book detention for following day to give parents time to organize childcare (CA Code of Regulation 353 Title V)
- send a note home to parent
- call parents and request assistance with behavior modification
- set up a parent conference
- refer to Administration (referral required)
- with principal approval, suspend student from class for the day of the suspension and the day following. (parent conference) (Education Code 48910)

RIGHTS OF STUDENTS

Students have the right to:

1. Be respected as individual human beings.
2. Be taught in a knowledgeable, interesting manner.
3. Express their opinions and have them heard and respected, as long as the opinions are expressed in a responsible and timely way.
4. Have a positive learning environment including:
 - a. A reasonable quiet and comfortable place to work.
 - b. Relevant curriculum materials.
 - c. A reasonable amount of individual attention and instruction.
 - d. Explanations and reasons for grading assignments, behavior requirements and consequences, and other actions affecting student's learning and growth.
 - e. A clean, attractive and functional school site.
5. Be instructed according to their ability and achievement level and be evaluated according to their ability and achievement.
6. Receive fair and consistent treatment in class and be provided an explanation leading to a clear understanding of the rules and consequences.
7. Attend school without having person or property threatened or harassed.



RIGHTS OF TEACHERS



Teachers have the right to:

1. Be respected by students as individual human beings.
2. Work at school without threat to themselves or their personal property.
3. Teach to the best of their ability without students/parents harassment or disruption.
4. Communicate with students in a responsible, honest, and non-threatening manner.
5. Expect students to be aware of and adhere to classroom standards.
6. Expect students to accept responsibility for attending and learning.

DRESS CODE

Students are to wear clothing that is appropriate for all school activities.

Footwear should be sturdy and comfortable with closed toes, shoe laces tied securely, and suitable for active kicking and running games (e.g., tennis shoes). Flip flops, open-toed sandals, slick leather or plastic soles or heels, platform soles, high heels, and roller shoes (Heelys) are not appropriate.

Gang affiliated or identifying articles of clothing are not permitted. Gang affiliated hats or caps are not allowed as they have proven to be disruptive to the educational setting as well as to the maintenance of a safe and orderly environment.

Hats and caps which are not gang affiliated may be worn properly outdoors with the bills facing forward, providing shade from the sun. Hats are not to be worn inside classrooms, buildings, office or auditorium.

No visible tattoos are allowed.

Overall straps must be worn on the shoulders and not left dangling. **No "sagging" or "baggy" trousers or shorts are allowed. They must not be several sizes too large. They should fit with hems sewn properly and not cut, stapled or pinned. Chains are not allowed.**

Oversized boys tank tops can only be worn with a T-shirt underneath. Shorts should reach to the students' fingertips when arms are held straight at the sides. T-shirt messages or pictures that show violence or alcohol, or have meanings likely to invite unfavorable comments should not be worn.

Articles of clothing that invite unfavorable attention, particularly on maturing students, such as midriff tops, brief shorts, tube tops, etc., are not to be worn to school. Long dresses, strapless dresses, mini-skirts, and spaghetti-strap tops are not appropriate. Girls may wear shorts under their regular clothing for physical education activities.

The act of exposing underwear or bare skin can result in a referral to the office. Repeat offenders will be sent home for the day or changed into something more appropriate. Phone calls are made to parents requesting appropriate attire to be substituted.

Please assist us in following the dress code. Thank you.



Expected Behavior

P.A.W.S. Club (Positive Attitudes Will Succeed)

BEHAVIOR BEFORE AND AFTER SCHOOL

Children are accountable to school authorities for their behavior on the way to and from school.

1. **Safest Direct Route.** Children are to go to and from school by the safest, most direct route. Do not accept rides or gifts from strangers. Report any problems to the school office.
2. **Street Crossing.** Children are to cross busy streets using the school crosswalk and at street corners.
3. **Arrive at School.** Children are to arrive at school between 7:35 a.m. and 7:45 a.m. Student supervision begins at 7:35 a.m.; therefore, students should arrive after this time. Students eating breakfast at school may arrive at 7:15 a.m. Upon arrival to the school grounds, pupils are to go directly to their classrooms.
4. **Leaving School Grounds during the school day.** If your child is to be dismissed early, it will be necessary to obtain office permission. Students may not leave school without permission. Parents must complete "Permit to Leave School Grounds" form in order for students to leave campus during the day. **Children cannot be released by telephone message. This precaution is for your child's protection. Individuals picking up a child must have proper identification and have name listed on the school's data card.** Identification is necessary and in the case of a person acting for a parent, there must be a written request from parents.
5. **Tardies.** Students arriving after 7:45 a.m. must report to the school office for a tardy slip to be admitted to class.
6. **Bicycles.** At the request of the San Diego Police Department, only children in Grades 4 and 5 may ride their bicycles to school. No exceptions will be made.
 - a. When entering or leaving school grounds, bike **riders must walk their bikes.** Students riding bikes on

- school grounds, near school buildings and on the sidewalk in front of the school is not permitted.
- Parent permission is required and bikes must have a valid license.
 - Park and lock their bikes in the bicycle racks (No bikes may be locked together).
 - Walk their bikes to and from the gate nearest the bike racks.
 - Helmets must be worn by all students riding bicycles at all times.
 - Know that the school or school district is not responsible for careless riding or students will be asked to leave their bikes at home.
 - Although Sandburg has designated an area for students to park bicycles, the San Diego Unified School District is not responsible and assumes no liability for theft, damage, or loss of use, to any bicycle, equipment, or article left on site. The student assumes all such risk. Students are urged to secure their bicycles in an appropriate manner by using a quality lock and chain or other device. Students must report missing bikes to the police at once.
 - Riding bikes to school is a privilege, which may be revoked if rules are broken
7. **After School.** Children are to leave immediately after school, unless they are taking part in a supervised school activity and have parent permission.

BEHAVIOR IN THE CLASSROOM

- Practice **Lifeskills and Lifelong Guidelines** daily.
- Respect the teacher.
- Do your work.
- Keep your hands and feet to yourself.
- Use proper language.
- Wait your turn to talk.
- Respect the rights and property of others.
- Give personal best to all activities.
- Help to keep learning environment clean, organized and safe.

BEHAVIOR ON THE PLAYGROUND

- Practice **Lifeskills and Lifelong Guidelines** daily.
- Walk to and from the playground.
- Play in your designated area. Only approved games are to be played.
- Keep your hands and feet to yourself.
- Use equipment safely. (Jungle gym for climbing only)
- Stay on the playground until the bell rings, unless you have a pass.
- Students will refrain from throwing rocks and other objects not intended for throwing.
- Students are encouraged to bring healthy snacks to school.
 - ✓ No gum or carbonated drinks allowed

- ✓ No electronic games, walkmans, earphones allowed at school
- Only school furnished playground equipment may be used at school, and:
 - ✓ Each student is responsible for returning equipment to the ball carts
 - ✓ Equipment taken from the classroom should be clearly marked and returned at the end of recess
 - ✓ The blue playground equipment is for Grades 1-3
 - ✓ The red playground equipment is for Grades 4th and 5th
 - ✓ Practicing your **Lifeskills and Lifelong Guidelines** are expected while playing on this equipment
 - At the end of recess, students FREEZE, wait for the "okay" signal, walk to line-up areas and wait for their teacher.

An adult is on duty at all times to assist students with conflicts.

BEHAVIOR DURING LUNCHTIME

- Practice **Lifeskills and Lifelong Guidelines** daily.
- Talk quietly to others while waiting in line, in the Cafeteria, and the lunch arbor.
- Eat your own food.
- Dispose of waste in the proper places. Help others at your table to keep your area clean.
- Stay seated until you are excused. When ready to leave, raise your hand and wait to be excused.

BEHAVIOR IN THE RESTROOMS

- Practice **Lifeskills and Lifelong Guidelines** daily.
- Use the restroom properly, and then leave. There should be no loitering in the restrooms.
- There is no playing in or near the restroom facilities.
- Toilet tissues and paper towels should not be misused. Towels and water should be used with cleanliness and conservation in mind.
- Towels and waste paper should be placed in appropriate containers along with other trash.
- Respect the privacy of others.

BUS BEHAVIOR

Bus Rules - All students using a school bus for a field trip or daily transportation to and from school must follow rules established by city ordinance, state education code and district policy.

- Students must remain seated.
- Excessive noise is not acceptable.
- Eating is not allowed.
- Arms, hands and head are to be kept inside the bus.
- Nothing is to be thrown out of the bus.
- Driver's directions must be followed.
- Practice **Lifeskills and Lifelong Guidelines** daily.

If a rule is broken: Driver will write referrals for inappropriate behavior. A copy of each referral will be mailed to the parent. The principal or teacher will counsel with students involved with each referral.

ITEMS NOT ALLOWED ON CAMPUS

The following items may not be brought to school: gum, soda, candy, skateboards, skates, rollerblades, roller shoes, any type of trading cards, portable radios, electronic toys and games. Other than the health and safety items, the last five items could be lost or damaged and the school cannot assume responsibility for property loss.



ENFORCING STANDARDS OF BEHAVIOR POSITIVE REINFORCEMENT

Most children really want to behave in school. For these children it is often enough for them to know and understand the rules. Another important ingredient is PRAISE for students when they do a good job. Students should get more attention for following the rules than breaking them.

UNACCEPTABLE BEHAVIOR

Name calling, pushing, threatening, fighting, harassing, teasing, and defiance will not be permitted. Throwing any dangerous object is against school rules. Students are to keep off the fences around the school grounds. Students are not to "cut" or save places in line. Balls should not be kicked on the blacktop area unless students are in an organized game. Students are to show respect for administrators, teachers, adults, supervisors, employees and other support staff. Students are to do as they are directed by adults at school.

It is the responsibility of the school to maintain a safe environment for children. All offenses will require immediate action by the teacher and/or site administrator.

- Defiance of authority/deliberate classroom disruption
- Assault (verbal or physical threat)
- Fighting
- Drugs
- Weapons
- Truancy
- Theft
- Gang Activity
- Vandalism
- Smoking
- Graffiti
- Profane Language
- Verbal Abuse
- Gang-Related Writing



Consequences for Unacceptable Dress and/or Behavior For the few students who do not follow the rules, we have certain procedures. When children do not behave according to the standards expected, they must accept the consequences of their actions. The normal course of action for a typical offense is outlined below. In more serious cases, some steps may be omitted. The normal procedure of consequences for unacceptable behavior is as follows:

1. Adult gives verbal warning to student, remind of standards
2. Counsel with student on an individual basis
3. Loss of school privileges
4. Contact with parent by telephone or note
5. Isolation from other students
6. Detention after school for up to one hour (parents will be notified if detention is to exceed thirty minutes)
7. Parent-teacher conference
8. Referral for counseling services
9. Referral to principal
10. Suspension from class
11. Suspension from school
12. Recommendation for expulsion (Board of Education approval required)
13. Any student who is dressed inappropriately will be sent to the counselors office and remain there until parent is contacted.

In summary, the purpose of this discipline plan is to provide a positive learning environment for all students; to remove from the classroom those disruptive students who are interfering with the teaching-learning process; and to encourage open and positive communications between teachers and parents.

Vandalism - Anyone who maliciously damages or defaces school property or that of another person is required by law to pay for damages. This includes defacing school property with permanent marker or felt pen or spray paint. Immediate suspension and possible police contact may be required. (P.C. 594)

Profanity/Pornography - The use of offensive words or profanity is unacceptable. Obscene actions, possession of pornographic materials, or habitual profanity can lead to suspension.

Fighting - Fighting is strictly forbidden. Students who fight will be referred to the counselor or principal for disciplinary action and may result in suspension.

Extortion or Threats - Any student involved in obtaining money or other possessions of value through the use of intimidation or violence will be suspended. An investigation by School Police Services may be required. (Extortion: Penal Code 518; Threats: penal Code 519)

Touching and Harassment - Inappropriate touching of another's body is forbidden and will be dealt with as a serious matter requiring an investigation for disciplinary intervention. The

rule is, "Keep your hands off others at all times." Harassment involves consistent bothering others, whether racial, sexual or otherwise.

Drugs/Alcohol - Possession or use of narcotics, dangerous drugs or alcohol is a violation of the law. Students involved with or possessing narcotics or alcohol will be suspended and referred to School Police Services and/or San Diego Police Department. (Education Code 48904)

Weapons - Weapons are never to be brought to campus for any reason. Any student who has an object considered to be a weapon will be referred to the principal for immediate suspension and investigation by School Police Services Department and/or San Diego Police Department for expulsion. (Penal Code 626.10) (Education Code 48910)

Theft - Any student involved in the theft or attempted theft of school or personal property will be suspended. This includes receiving stolen property. A school Police Services contact may be required. Students are encouraged not to bring large amounts of money to school.

Defacing Property - Any person who writes, sprays, scratches, or otherwise affixes graffiti on real or personal property not his or her own, is guilty of an infraction and punishable by a fine. The court may impose community service. (Penal Code 640.6)

Library Media Center



The goal of the Library Media Center is to be an enjoyable place to visit, and to encourage all students to become excited about exploring the wonderful world of books.

In the Library Media Center, a number of varied activities are offered throughout the year. Our Sandburg foundation has created a warm and friendly reading environment for all students and staff to enjoy. Their plans are to provide a variety of literacy-based activities such as storytelling, book talks, instructional videos, special exhibits, and displays.

MEDIA AND AUDIO VISUAL

Classrooms have access to VCR and DVD players, televisions, and CD players/recorders. Many teachers set up listening centers in their rooms, or choose to show an instructional video that relates to a particular subject or lesson. CDs, tapes and videos are available for checkout in the Library Media Center.

THE MEDIA LAB

The Library Media Lab contains three iBook mobile computer labs to provide students and staff with media production tools. The library media staff offers laminating services to teachers as well. Teachers may sign up to use the mobile labs for special classroom or school-wide projects.

LIBRARY MEDIA CENTER RULES

1. **Checking out books.** Students must have a signed, parent permission slip on file in the library to check out books.
2. **Time limit for books.** Library books may be checked out for a two-week time period. Books may be renewed if they have not been reserved in advance.
3. **Overdue books.** When a student has an overdue book, he/she may not check out another book until the book is returned or replacement money is paid.
4. **Lost books.** If a book is not returned after 4 weeks, it will be considered lost, and the parent will be expected to pay for a library bound replacement.

Student Organizations

STUDENT COUNCIL

The Sandburg Student Council is a student organization that provides opportunities for 3rd, 4th and 5th graders to actively participate in student government. Officers are elected by the students. The following positions are held by student body members.

- **3rd Grade:** Assistant Fire Marshall; one representative, one alternate for each room
- **4th Grade:** Vice President and Fire Marshal; one representative, one alternate for each room.
- **4th Grade:** Vice President, one representative and one alternate for each classroom.
- **5th Grade:** President, Secretary, treasurer; one representative and one alternate from each classroom.

The Student Council conducts a variety of events and activities throughout the school year. With input from all Sandburg students and staff, the Student Council sets a yearly agenda of activities that promote school spirit, charitable work, and positive recognition. Fundraisers are conducted to earn monies to pay for student activities and to support classroom learning.



SCHOOL SAFETY PATROL

The Sandburg Safety Patrol provides our students safe crossing of Avenida Del Gato from 7:30 a.m. to 7:45 a.m. while they are coming to school and from 1:50 p.m. to 2:05 p.m. as they go home from school. The selected students show an honest effort in school, and are positive role models for other students. They are selected on the basis of academic performance, citizenship, and maturity. They demonstrate the willingness to take responsibilities and give our children the safety they need.

The San Diego Police Department provides incentives for all patrol members by scheduling monthly outings which are either provided at no cost or greatly reduced prices. These outings include trips to Wild Rivers, Sea World, the movies, ice skating, sporting events, etc. During the summer recess, graduating members of the school patrol are treated to a four-day camp at Palomar Mountain Camp at no cost.

SCHOOL TRAFFIC CIRCLE

To ensure all students and parents are safe a new program was implemented called the Sandburg Traffic Circle. The Traffic Circle is headed by the Principal and a member of San Diego Police Department, and we have parent and student volunteers. Anyone interested in becoming a Traffic Circle parent volunteer may contact our Volunteer Coordinator. **The Traffic Circle will only take place before school starts in the morning:**

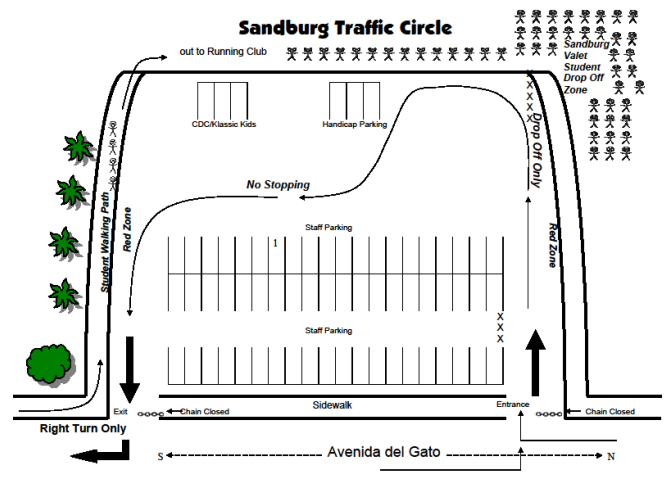
1. The parking lot will be open from 7:15a.m. to 7:45 a.m. for dropping children off only. No parking will be allowed except for staff.
2. Drivers will drive up to the drop off zone prepared to send their children off to school.
3. Cars will be met at the zone by a greeter who will help the children out of the car. Make sure your children have their backpacks ready to exit the car. We will be moving the traffic along. Stopping will be for a very short time.
4. Drivers will not be allowed to get out of their cars. This is a valet service to keep children safe and traffic moving.
5. There will be no parking in the red zone in the parking lot or on the street. SDPD is supporting our new program – tickets will be issued to violators.
6. The 3-minute loading and unloading zone in front of the school follows the same rules. Drivers are not allowed to park and leave their cars at any time. This is a violation and could result in a traffic ticket.
7. Students who enter the school from the park or along the sidewalk in front of the park will be directed to walk along the student path. There will not be any walking path on the sidewalk that crosses over the driveways to the parking lot.
8. We will have adults and students on the patrol that will help everyone follow the rules.
9. We all work together in following the rules and guidelines of the Traffic Circle Patrol.

Violators of the parking lot procedures will be given a written notice that serves as a gentle reminder. We appreciate everyone using their Lifeskills when speaking with one another. Together we can make our Traffic Circle successful.

Gentle Reminders:

- Students dropped off in the street should be **dropped off** between the loading zone signs at curbs that are before and after the crossing zone, NOT in front of driveways, red curbs or handicap zones (unless you are authorized to park in them).
- U-Turns are not allowed anywhere near or in the Safety Patrol/Crosswalk Zone
- Please watch for the **stop signs** and adhere to the crossing guards commands
- When exiting the parking lot, please make a right turn only

Traffic Circle Map



TIGER P.A.W.S. LEADERS

These teams of fourth and fifth graders are trained to help students solve problems on the playground using conflict resolution techniques and lifeskills. The P.A.W.S. (Positive Attitudes Will Succeed) leaders are assigned specific days to support positive behavior during morning recess. PAWS leaders work closely with the principal and teachers to ensure our playground is a safe place to for all students.

SCHOOL BAND



Instrumental music is offered as an elective academic subject to students in the fourth and fifth grades. Students are taught to play an instrument, to read music, and to understand basic music theory. Instruction is offered on flute, clarinet, saxophone, trumpet, trombone, or as the teacher's time permits, percussion. It is the responsibility of the families to acquire an instrument. Students receive one group lesson per week throughout the year. Beginning in November or December, the students also meet as a full band once a week and present concerts late in the spring semester, culminating the year with a **"World Famous Concert on the Green."**

Computer Education Program

PROGRAM GOALS

The Sandburg Computer Educational Program consists of goals and objectives which support the school district's computer educational plan. Computer education activities occur in individual classrooms utilizing one – one student devices.

Computer Literacy - All students will demonstrate an understanding of the operation, capabilities, and implications of computer technology. Students will have experience using the internet, databases, word processing programs, and computer illustrations.

Application of computer technology to all curriculum areas - All students will learn to apply computer technology and existing software to supplement instruction in such curriculum areas as language arts, mathematics, social studies, and science.

SCHOOL TECHNOLOGY

Vision - We envision Sandburg as a school where technology is used as a tool to prepare students to become outstanding members in a technology literate society. We believe in the utilization of technology to motivate and excite students about learning in a setting that connects the classroom to the real world. Furthermore, all children should have equal access to a quality education that includes technology-based tools to provide successful experiences that meet their physical, emotional, social

and academic needs. We envision teachers using technology to enrich the curriculum, educating all students to a high standard.

The Hardware - Each building at Sandburg is equipped with Mac and PC computers with internet access and printers. Sandburg has a computer lab located in the library. Third grade and fourth grade classrooms have student laptops, desktops and Promethium boards. All classrooms are equipped with document cameras and projectors.

Program Emphasis - Sandburg maintains a collection of commercial and public domain software that is available for teacher checkout. Teachers are able to select software that reinforce and supplement the basic instructional program. The classroom computers will be used to support the Computer Education program goals listed above through the following activities.

1. Use of word processing software to complete activities and assignments related to written language.
2. Use a variety of software programs to support basic skill instruction in reading, math, language arts, and curriculum areas.
3. Use of software to support instruction of critical thinking skills.



SOCIAL NETWORKING

Email, Text, Facebook, Instagram, Twitter, etc.

Age Limitations – 13 years old (Facebook, Instagram, Twitter)

This is the twenty-first century and your children are socially networked through these fabulous technology resources. However, elementary school aged children are not old enough to have a Facebook, Instagram and Twitter accounts. Each of these platforms have rules about the age of children that can have accounts. Children, thirteen is the minimum age before one is eligible for an account. Principal Martin is a huge fan of technology and in constant awe of what the Internet and online networking has to offer, however, it is up to the parent/guardians

to educate their children about the positives and negatives of networking.

Gentle Reminders: 1. Once a person has put something in writing using any of the above-mentioned avenues, it will permanently be on the internet even if it is something sent privately such as email. No online exchange of information is truly private. Any inappropriate messaging sent has the potential to come back someday and haunt the original sender. **Message appropriately, using Lifeskills, integrity and respect.** 2. Cyber-bullying is a parent/guardian responsibility that needs full attention. Personal communication with friends and families via the internet is not allowed during school time at Sandburg. Texts and images traded via the online world are public and can be retrieved if necessary. Teach your children to be smart and respectful while communicating with their friends and families. Put-downs and threats are considered cyber-bullying and can lead to severe consequences. **Schools cannot control what is being typed by your children after school hours. During school hours we can educate about the positives and negatives of networking but controlling access and what is actually written is a parent/guardian responsibility. Please watch and guide with understanding and heart. We encourage families to monitor students' Internet use, and to remind students that information posted on social networking sites is public. It can be a cause for concern and may have legal consequences.**

CELL PHONE and ELECTRONIC SIGNALING DEVICE POLICY

On December 9, 2003, the Board of Education approved Policy H-6980, which outlines the rules for student possession and use of cellular phones, pagers and other electronic signaling devices on school campuses, on school buses and at school-sponsored activities, while under the supervision and control of school district employees.

All students may use these devices on campus **before school begins and after school ends.**

These devices must be kept out of sight and turned off during the instructional program. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

Homework Policy

All students must memorize their multiplication facts 0-12 prior to exiting 3rd grade and are expected to be reading at grade level or above by the end of 3rd grade.

POSSIBLE HOMEWORK ACTIVITIES

Homework is designed to help students with a wide range of subjects and to develop many different skills. Homework assignments take many different forms.

- **CONTINUATION** - Working on assignments begun in class.
- **READING** - Using textbooks, library materials, supplementary readers, and reference works.
- **WRITING** - Creative writing projects, preparing reports, and other compositions.
- **EXPERIMENTATION** - Working to uncover further findings on an experiment in the classroom.
- **RESEARCH** - Working on long-term projects.
- **MEMORIZATION** - Committing to memory such material as poems, speeches, plays, words and their definitions, mathematical formulas, and theorems and math facts 0-12.
- **DRILL** - Practicing the fundamental skills of any subject.
- **OBSERVATION** - Purposeful seeking of ideas and information through such activities such as viewing videos, plays, and television programs.
- **INTERVIEWS** - Gathering information from authoritative sources through personal contacts.
- **EXHIBITS** - Collecting and preparing materials for others to view and examine.
- **MAKE-UP** - Completing essential or appropriate work missed due to absence.

SUPPLEMENTARY READING PROGRAM

On February 8, 1993, the Board of Education decided each student enrolled in San Diego Unified School District should read and report on a minimum of one book per month (25 books annually), with most of the reading being done outside of class. At Sandburg, teachers monitor student reading to ensure compliance with the district requirements.

**PARENTS ARE ASKED
TO ENCOURAGE STUDENTS
TO READ AT HOME.**

SUGGESTIONS FOR PARENTS

The eagerness and energy with which a student approaches his or her homework are often determined by the encouragement and support given by the parents.

Provide favorable conditions for study. Find a special study place with a minimum of distractions and interruptions. Include basic study materials, such as paper, pencil, a ruler, a dictionary, etc.

Make homework a regular family routine. A well-established study time will build good study habits.

Encourage responsibility. Students must accept responsibility for completing and returning homework daily.

Encourage quality work. Make students feel that the quality of the work is important, and that you appreciate their efforts to do careful, neat, conscientious work.

Praise success. Show your satisfaction if students are moving from dependence to independence. Praise them when they succeed; encourage them when problems develop. Constantly assure them that you are supporting them and taking pride in their accomplishments.

Support the efforts of the teacher. Assist the teacher by supporting the need to complete assignments. The assignment of homework is designed to help students.

Communicate with school officials. Confer with teachers or the district counselor for suggestions on students' progress and how to develop good study habits.

Encourage students to seek assistance. When assignments are not well understood, students should ask for clarification and additional assistance.

Review assignments and encourage pacing. When assignments are completed on time, better homework assignments and projects result.

Makeup work is the responsibility of the student. Remind students that they are responsible for asking their teacher for makeup work and completing it.

Praise the individual success of each child. A child's progress should never be compared to that of other family members or friends.

Parent and Community Resources

SCHOOL SITE COUNCIL (SSC)

The SSC is comprised of five to seven active parent leaders and five to seven staff members. The staff members serve as representatives of the administration, faculty and classified employees. Together, the team is responsible for the Single Plan for Student Achievement (SPSA) and corresponding plan which requires members to be knowledgeable of the school's instructional and support programs. The SSC plans school goals and objectives, reviews and approves program modifications, monitors progress and evaluates outcomes. The Council is charged with the legal responsibility to insure services that meet the needs of special student populations. The SSC is also responsible for the categorical funding. Meetings are held on the 4th Tuesday of the month at 7:15 a.m.

SITE GOVERNANCE TEAM (SGT)

The SGT discusses and plans for all aspects regarding teaching and learning. They design and implement effective strategies for the continuous improvement of all students' achievements through quality teaching and learning experiences at school. SGT is a site-based, decision-making group created through a local agreement between San Diego Unified School District (SDUSD) and the San Diego Education Association (SDEA). SGT is comprised of SDEA members, parent/community members, and others, which include California School Employees Association (CSEA) representatives. Meetings are held on the 4th Tuesday of the month at 7:15 a.m.

PARENT-TEACHER ORGANIZATION (PTO)

All parents are strongly urged to join and support the Sandburg Parent Organization. The PTO assists with school fundraisers, assemblies, gives teachers support, and other events. The PTO is a great way for parents and other community members to make positive contributions to Sandburg and to stay informed of all programs and events.

For more information about PTO, please contact:

Sandburg PTO

www.thesandburgPTO@gmail.com

National PTO

www.info@PTO.org



SANDBURG FOUNDATION

The Sandburg Foundation is a registered 501(C)(3), non-profit organization, created by a dedicated group of parent volunteers. The objective of the Foundation is to assist in funding present and future programs or projects designed to benefit all Sandburg students.

The Foundation offers flexibility in the allocation of funds to programs, services and equipment that cannot be supported by the PTA fundraising activities. The Foundation compliments our fabulous PTA.

Join our team today by becoming a member of the Sandburg Foundation. With your membership donation and/or commitment to volunteering, you will play a key role in our students' academic success. Working together, we will help all our children thrive in their middle school years and beyond.



DAD'S CLUB

The primary purpose of Sandburg Elementary School's Dad's Club is to provide an easy and fun way for parents to become more involved in their children's life at school. Although we focus primarily upon including dads, mothers are welcome also. If you have a child at Sandburg, please feel free to attend one of the regular Dad's Club meetings, or come to one of our special events.

The Dad's Club puts on several special events throughout the school year such as Donuts with Dad, Lunch with Dad, Math-Science Night and Movie Night.

In addition to our own special events the Dad's Club also lends a hand at other school functions.

To sign up for the Dad's Club, provide us with your contact information on the forms provided at all of our special events, or send your name, phone number, and email address to sandburg.dads@gmail.com.

COMMUNITY PARTNERSHIP

Sandburg is fortunate to have the MALS-11 Marine Unit from the United States Marine Corps Air Station, Miramar as their Partner in Education.

The MALS-11 Marines focus on individual student success by tutoring and mentoring to support student achievement and social adjustment. This meaningful and loyal service to Sandburg students is provided every Friday throughout the school year. MCAS Miramar MALS-11 was awarded "**Partner of the Year**" at the Partnership Recognition Event held at Sea World on May 5, 2010.

Our partners assist in special programs, field trips, and assemblies. Students enjoy making birthday and get well cards, posters, and projects for the Marines of MALS-11.

COMMUNITY SUPPORT

Parents and community members are often invited by teachers to speak to students in the classroom or at an assembly. These speakers are a valuable resource, as they bring the opportunity for students to listen to an in-depth presentation about a particular topic they have been studying. Community speakers bring a wide variety of knowledge and experiences to the school setting. Additional community support has been in the form of donations from parents in the community.

NOTES



APPENDIX D

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
Sandburg Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 12,460.00
		2101	Classroom PARAS	ESL Asst	0.6000	\$ 15,252.60
		3000	Employee Benefits			\$ 17,450.33
		4301	Supplies			\$ 6,602.00
	09800 Total				0.6000	\$ 51,764.93

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Sandburg Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Sandburg has a belief system around learning. As adult learners, how do we learn about our students and the impact of best practices? We have a belief system around “Mindset,” understanding that we will make mistakes and be engaged in this inquiry process as a way to learn about our practice and the impacts on student outcomes and their learning.</p> <p>ILT and Grade level teams work to define the instructional core such as curriculum to address CCSS, pacing, assessments, and pedagogical practices that engage students. There is an ongoing discussion and work on how to support our struggling students whether or not they are EL, SpEd, or somehow struggling due to other circumstances.</p> <p>The teachers work collaboratively to develop time lines for unit and student outcomes. This is with the realization that we need to look at student learning...not just covering material.</p> <p>Sandburg has been using common assessments at each grade level, we realize that this is summative and are moving toward formative assessments that can help us understand the student that struggles and what the next steps would be to support their learning.</p> <p>Our focus is on developing collaborative conversations, this allows us to think and work on instructional design and delivery to maximize engagement, culture, and student outcomes. We understand and are working on our gap between an ideal state and our current reality.</p>
CLOSING THE ACHIEVEMENT GAP	<p>We believe maximizing our instructional core and the four learning cycles will help us close the gap. We look at data as a way to identify gaps and students that need additional support. We think about planning better to meet the needs of each unique learner. We understand and are working on our gap between an ideal state and our current reality.</p>

	<p>English learners and students with disabilities continue to represent our students that struggle Sandburg has been using common assessments at each grade level, we realize that this is summative and are moving toward formative assessments that can help us understand the student that struggles and what the next steps would be to support their learning. English learners and students with disabilities continue to represent our students that struggle. We are examining Tier 1 instruction through this lens and work to provide coherent Tier 2 and 3 support.</p>
<p>PROFESSIONAL DEVELOPMENT</p>	<p>How do we provide time and structure for adults to study the work? We have built in structures that provide some non-negotiable time for teachers to engage in learning, we believe in an inquiry model. I facilitate the inquiry with our ILT and then The ILT member and I will lead the thinking with grade levels. Our teams have strengthened over the last few years as teams have developed, building common assessments and refining our understanding of CCSS and the rigor of instruction needed. We are engaged in focused coaching cycles last year with 4th grade this year with 1st grade and next year with 2nd grade.</p>
<p>GRADUATION/PROMOTION</p>	<p>We look at performance data (SBAC, interim assessments and common assessments attendance, and EL progress as a way to think about the current and future success of our students. There is an ongoing discussion and work on how to support our struggling students whether or not they are EL, SpEd, or somehow struggling due to other circumstances. We understand and are working on our gap between an ideal state and our current reality.</p>
<p>PARENT ENGAGEMENT</p>	<p>Sandburg believes in building community and engaging our parents. We multiple ways of building relationships. We have our Back to school BBQ, Back to school nights, parent conferences, awards ceremonies, and many PTO and foundation events. Teachers understand the importance of relationships as it relates to improving outcomes for students. As a community we work to build a school that is welcoming to all, supportive, and that provides opportunities for parent to contribute to the culture of the school community.</p>