

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SESSIONS ELEMENTARY** SCHOOL

2018-19

37-68338-6040141

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: Carlin, Adam

Contact Person: Carlin, Adam

Position: Principal

Telephone Number: 858-273-3111

Address: 2150 Beryl St, Sessions Elementary, San Diego, CA, 92109-3617,

E-mail Address: acarlin@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: *Sessions Elementary*

SITE CONTACT PERSON: *Adam Carlin*

PHONE: *356 2733111*

FAX:

E-MAIL ADDRESS: *acarlin@sand. 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: *1/23*
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: *10/16*
- Site Governance Team (SGT) Date of presentation: *10/16*
- 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: *4/16*

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.

Adam Carlin
Type/Print Name of School Principal

[Signature]
Signature of School Principal

5-21-18
Date

Hannah Crocco
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

5-21-18
Date

Kimie Loanteped
Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

6-4-18
Date

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

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

At Kate Sessions Elementary School our school community created a school-wide vision that exemplifies the Internationally minded student. We believe we are an exemplary school that develops well rounded global citizens who take an active role in their education through inquiry and reflection. Sessions students learn and embrace the International Baccalaureate philosophy through their experiences with Learner Profiles and Attitudes. Our students are motivated to take thoughtful and appropriate action to make the world a better and more peaceful place.

The mission of Kate Sessions Elementary School is to develop students to have enthusiasm for learning in a supportive environment. Together we work to build confidence by fostering curiosity and critical thinking skills that will empower each child to explore and better the world. Our students' respect for and knowledge of diverse cultures will enable them to be responsible, active world citizens.

Both the Mission and the Vision of Kate Sessions Elementary School reflect the overarching goals of the San Diego Unified Mission Statement which states: 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.

Sessions is a neighborhood elementary school located in the community of Pacific Beach. In addition to our neighborhood students, the school serves nearly 45% military families living within the community, and about 10% of our students are eligible to attend Sessions via School Choice Enrollment Options. According to the 2017 Common Core State Standards, 73% of our students in grades 3-5 exceeded or met the standards in English Language Arts while 80% of our students exceeded or met the standards in math.

One of our challenges at Kate Sessions Elementary School is continually adapting to the needs of our frequently evolving student population. In addition, our challenge includes supporting the local community that embraces our International Baccalaureate (IB) studies program and desires their children to be comfortable speaking the Spanish language and have access to a rich fine arts program including music and art taught by experts. Another challenge our school faces, is ensuring that our teachers are provided sufficient professional development opportunities required by the International Baccalaureate program.

This SPSA addresses the above mentioned concerns by funding:

- Visiting teachers to support release time for math and ELA professional development training and PLC release time.
- International Baccalaureate professional development for teachers new to the site and for other teachers as needed
- Instructional supplies

SCHOOL VISION AND REALITY**Vision**

At Kate Sessions Elementary school, we believe that teachers make a difference in the lives of students. Therefore, at Kate Sessions we value teaching and learning. Sessions is a school where teachers use best research-based practices and continually strive to become more knowledgeable about teaching and learning. We are a school where adults learn how to perfect the craft of teaching, share their ideas openly, collaborate with others at the site and within the cluster, and beyond. We are a school where teachers hold the students at the center, and every student is valued and considered capable. We are a school where every student, no matter their home language or demographics is considered an important citizen of the learning

community. As an exemplary IB school that develops well rounded global citizens, our students take an active role in their education through inquiry and reflection. Our students embrace the International Baccalaureate philosophy through the Learner Profile and Attitudes. They are motivated to take thoughtful and appropriate action to make the world a better and more peaceful place. Our students are risk takers, but also responsible, caring, human beings who can compete in the global community with expertise and wisdom. Our goal is for students at Kate Sessions to leave this elementary school equipped to move seamlessly into middle school. We want them to believe in themselves and have the confidence to share their thinking in order to make this world a better place.

Current Reality

- Teachers have time during the week to collaborate with others at their grade level
- Two PLCs consist of new teams while four PLCs are established
- The ILT has been consistent over the past four years
- PLCs are targeted grade level meetings
- PDs centered on IB and student supports
- Parents are very visible and active on campus and welcomed by teachers
- Parents teach small group lessons when teachers teach small group lessons
- Active PTO that successfully raises large sums of money for school to support music, art, fieldtrips, and much more
- Teachers spend hours beyond contract at school working on organizational parts of lessons
- Daily schedules are posted in classrooms
- Supply room was adequately stocked
- Campus is clean and orderly
- Most teachers have been at the site for many years
- Five new teachers to Kate Sessions this year
- Two secretaries in the office are helpful and welcoming
- Campus is secure
- Teachers refer to special education case managers to support students with IEPs

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 and targeted intervention. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

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

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

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

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Community and staff engagement is a critical piece of the budget development process. All stakeholders are consulted and involved in the budget process. Student data guides these discussions and decisions. Specifically, the staff discusses the needs of the school at staff meetings, PLCs, SGT, and ILT meetings. Parents are also included via the SSC monthly meetings and monthly parent coffee's with the principal.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Maria Leahy	Parent
Nancy Crescenzo	Parent
Myriah Fraiser	Parent
Lisa McDonald	Other School Representative
Adam Carlin	Principal
John Liss	Classroom Teacher
Allison Souza	Parent
Rachel Luis y Prado	Parent
Christene Gage	Classroom Teacher
Hannah Crocco	Classroom Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 100% (approx. 84 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 65 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: Students with Military Parents

By June 2019, 100% (approx. 39 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 27 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: GATE Identified

By June 2019, 100% (approx. 21 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 18 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 100% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 5 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 100% (approx. 19 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 14 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 100% (approx. 9 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 10 5th graders) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Common formative and summative teacher/ student assessments

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

Teachers will meet by grade level/department to analyze student progress and achievement weekly. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 100% (approx. 84 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 65 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:
 Subgroup: Students with Military Parents
 By June 2019, 100% (approx. 39 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 27 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: GATE Identified
 By June 2019, 100% (approx. 21 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 18 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: English Learners students
 By June 2019, 100% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 100% (approx. 19 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 14 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 100% (approx. 9 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 100% (approx. 10 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):
 weekly teacher/ student assessments

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze student progress and achievement weekly. 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):
 weekly teacher/ student assessments

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 achievement is evaluated regularly by grade level teams utilizing both formative and summative assessment data.
 Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in direct responsive instruction. Findings and progress are shared with students, 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 100% (approx. 84 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 65 5th graders) will meet or exceed level 44 in DRA.

Closing the Gap SMART Goal

Subgroup: Students with Military Parents

By June 2019, at least 100% (approx. 39 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 27 5th graders) will meet or exceed level 44 in DRA.

Subgroup: GATE Identified

By June 2019, at least 100% (approx. 21 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 18 5th graders) will meet or exceed level 44 in DRA.

Subgroup: English Learners students

By June 2019, at least 100% (approx. 8 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 5 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Hispanic/Latino students

By June 2019, at least 100% (approx. 19 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 14 5th graders) will meet or exceed level 44 in DRA.

Subgroup: Students with Disabilities

By June 2019, at least 100% (approx. 9 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 100% (approx. 10 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):

weekly teacher/ student assessments

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

Teachers and support staff will meet by grade level/department weekly to analyze student progress and achievement. Analysis will inform subsequent student groupings and small group targeted instruction.

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

By June 2019, 100% (approx. 524 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 100% (approx. 524 families) will attend will attend afterschool and evening events in Parent and Community Engagement.

Targeted Population:

We do have some students who are absent frequently. Letters are sent home explaining the loss of class time negatively affecting the academic achievement of their child. The principal also contacts the parents regarding the importance of being at school each day.

What data did you use to form these goals?

We monitor attendance on a monthly basis. Our data is reported at each SSC and site governance meeting. Both committees tried to problem solve some solutions. Unfortunately our parent community was not in support of the remedies we identified. We continue to send home the letters to our most habitual attendance problems. The recent letter from the district attorney was the one that brought the most response. We hope to continue this strategy into next year.

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

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

Administration will identify specific audience and track attendance.

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.
- All teachers use the Lucy Calkins Writing program which is designed around the Writer's Workshop model.
- 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, site/grade level generated benchmarks, and teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand writing assignments as well as the end of unit writing assessments in the Lucy Calkins Writing program using rubrics to 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 CELDT / ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, 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 site-based 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 and math 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 re-teach concepts.
- Teachers 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

<p>Intensive Intervention (Tier 3)</p> <ul style="list-style-type: none"> - Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers - Counselor and support mentors will provide monthly check in with at risk students - 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. 							
<p>1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):</p> <p>The school is working on bell to bell instruction. All staff members will provide opportunities for student growth during instructional hours. Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum. Understanding that our school focus is on the International Baccalaureate (IB) learner, our funds will be used to train teacher on specific IB practices in order to ensure that the IB philosophy is integrated in all lessons taught at Sessions.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<p>How will you monitor these strategies/activities?</p> <ul style="list-style-type: none"> * Bell to bell instruction * Regular classroom observations and feedback * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC 							
<p>2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):</p> <p>Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
<p>How will you monitor these strategies/activities?</p> <ul style="list-style-type: none"> * Bell to bell instruction * Regular classroom observations and feedback * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC 							
<p>3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):</p> <p>Cross-curricular articulation will take place weekly. All departments will meet weekly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students. Site professional development for the 2016-17 year will focus on multiple representation in mathematics, English Language Arts, and Social Studies.</p>							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
 *Attendance at cluster and site professional development
 *Grade level team meetings/PLC
 *Continue monitoring of student progress by administration, ILT and teachers

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):
 Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

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

How will you monitor these strategies/activities?
 *Phone calls home
 *SARB letters
 *Counselor interventions such as individual and group meetings
 *Student Study Team meeting with teachers, parents, support staff...etc.

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):
 School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the new science curriculum.

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

How will you monitor these strategies/activities?
 *Sign in sheets from principal/parent meetings
 *Communication through School Messenger, E-Blast, flyers and the school website
 *Foundation meetings
 *SSC meetings
 *ELAC meetings
 *Open door policy to meet with parents and community members about individual concerns

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:: Visiting teacher to provide release time to staff for PLC and PD to develop strategic plan to ensure that the math contain is accessible. Purchase Reading and Math software to provide additional Tier 2 support to promote student achievement.</p> <p>Identified Need:: Targeted students struggling in accessing the common core ELA and math curriculum as identified by teachers.</p> <p>Target Group:: Targeted students struggling in accessing the common core ELA and math curriculum as identified by teachers.</p> <p>Monitoring:: Purchased software will allow teachers to run frequent progress reports and differentiate curriculum for each and every student.</p> <p>Personnel Responsible:: Classroom teachers will run weekly/ monthly progress reports on all students and are to monitor the process of their students. Principal to supervise program by collecting and Monitoring student data</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:: Visiting teacher to provide release time to staff for PLC and PD to develop strategic plan to ensure that the math contain is accessible. Purchase Reading and Math software to provide additional Tier 2 support to promote student achievement.</p> <p>Identified Need:: Targeted students struggling in accessing the common core ELA and math curriculum as identified by teachers.</p> <p>Target Group:: Targeted students struggling in accessing the common core ELA and math curriculum as identified by teachers.</p> <p>Monitoring:: Purchased software will allow teachers to run frequent progress reports and differentiate curriculum for each and every student.</p> <p>Personnel Responsible:: Classroom teachers will run weekly/ monthly progress reports on all students and are to monitor the process of their students. Principal to supervise program by collecting and Monitoring student data</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?

Professional Development Goal:

Visiting teacher to provide release time to staff for PLC and PD to develop strategic plan to ensure that the math contain is accessible.
Purchase Reading and Math software to provide additional Tier 2 support to promote student achievement.

Identified Need::

Targeted students struggling in accessing the common core ELA and math curriculum as identified by teachers.

Target Group::

Targeted students struggling in accessing the common core ELA and math curriculum as identified by teachers.

Monitoring::

Purchased software will allow teachers to run frequent progress reports and differentiate curriculum for each and every student.

Personnel Responsible::

Classroom teachers will run weekly/ monthly progress reports on all students and are to monitor the process of their students. Principal to supervise program by collecting and Monitoring student data

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$13,482.00	\$13,482.00	0255-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom and intervention supplies
Software License		\$9,000.00	\$9,000.00	0255-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Intervention software such as Lexia
Short Term Leave Visiting Tchr		\$700.00	\$842.73	0255-09800-00-1162-1000-1110-01000-0000	LCFF Intervention Support	03, LCFF 1	ELPAC testing
Prof&Curriclm Dev Vist Tchr		\$10,450.00	\$12,580.77	0255-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc	01, 02, 03, 04, 05, LCFF 1, LCFF 2, LCFF 3	Visiting teachers to provide release time for PLC collaboration.

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
Sessions
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	188	73.9	181	74.6	208	73.6	-0.3	-1.0	188	68.6	181	73.5	205	80.5	11.9	7.0
Female	88	80.7	81	81.5	93	83.9	3.2	2.4	88	65.9	80	72.5	91	82.4	16.5	9.9
Male	100	68.0	100	69.0	115	65.2	-2.8	-3.8	100	71.0	101	74.3	114	78.9	7.9	4.6
African American	4	-	3	-	4	-	-	-	4	-	4	-	4	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	37	59.5	40	65.0	46	69.6	10.1	4.6	37	64.9	40	70.0	44	70.5	5.6	0.5
Indochinese	3	-	2	-	1	-	-	-	3	-	2	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	124	80.6	118	76.3	127	74.0	-6.6	-2.3	124	72.6	117	76.9	126	84.1	11.5	7.2
Multiracial	19	68.4	17	94.1	30	76.7	8.3	-17.4	19	63.2	17	64.7	30	83.3	20.1	18.6
English Learner	14	50.0	9	-	16	18.8	-31.2	-	14	28.6	8	-	15	46.7	18.1	-
English-Speaking	174	75.9	172	76.7	192	78.1	2.2	1.4	174	71.8	173	74.6	190	83.2	11.4	8.6
Reclassified†	3	-	6	-	5	-	-	-	3	-	6	-	5	-	-	-
Initially Eng. Speaking	171	76.6	166	76.5	187	78.1	1.5	1.6	171	71.9	167	75.4	185	83.2	11.3	7.8
Econ. Disadv.*	56	66.1	48	66.7	60	71.7	5.6	5.0	56	58.9	46	67.4	59	69.5	10.6	2.1
Non-Econ. Disadv.	132	77.3	133	77.4	148	74.3	-3.0	-3.1	132	72.7	135	75.6	146	84.9	12.2	9.3
Gifted	68	94.1	64	93.8	71	93.0	-1.1	-0.8	68	89.7	64	90.6	70	94.3	4.6	3.7
Not Gifted	120	62.5	117	64.1	137	63.5	1.0	-0.6	120	56.7	117	64.1	135	73.3	16.6	9.2
With Disabilities	15	26.7	22	27.3	22	22.7	-4.0	-4.6	15	33.3	22	18.2	21	57.1	23.8	38.9
WO Disabilities	173	78.0	159	81.1	186	79.6	1.6	-1.5	173	71.7	159	81.1	184	83.2	11.5	2.1
Homeless	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	69	76.8	73	72.6	80	73.8	-3.0	1.2	69	73.9	73	75.3	77	87.0	13.1	11.7

* 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
Sessions
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	68	66.2	63	71.4	81	77.8	11.6	6.4	68	60.3	63	77.8	80	91.3	31.0	13.5
Female	29	75.9	28	82.1	40	87.5	11.6	5.4	29	58.6	28	82.1	40	90.0	31.4	7.9
Male	39	59.0	35	62.9	41	68.3	9.3	5.4	39	61.5	35	74.3	40	92.5	31.0	18.2
African American	1	-	1	-	2	-	-	-	1	-	1	-	2	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Hispanic	16	56.3	13	61.5	19	78.9	22.6	17.4	16	56.3	13	69.2	19	78.9	22.6	9.7
Indochinese	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	42	69.0	42	69.0	49	75.5	6.5	6.5	42	64.3	42	81.0	48	95.8	31.5	14.8
Multiracial	8	-	6	-	11	81.8	-	-	8	-	6	-	11	100.0	-	-
English Learner	9	-	5	-	7	-	-	-	9	-	5	-	7	-	-	-
English-Speaking	59	66.1	58	75.9	74	81.1	15.0	5.2	59	64.4	58	79.3	73	93.2	28.8	13.9
Reclassified†	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Initially Eng. Speaking	59	66.1	58	75.9	74	81.1	15.0	5.2	59	64.4	58	79.3	73	93.2	28.8	13.9
Econ. Disadv.*	21	57.1	13	53.8	25	76.0	18.9	22.2	21	47.6	13	61.5	25	80.0	32.4	18.5
Non-Econ. Disadv.	47	70.2	50	76.0	56	78.6	8.4	2.6	47	66.0	50	82.0	55	96.4	30.4	14.4
Gifted	22	95.5	23	91.3	25	92.0	-3.5	0.7	22	95.5	23	87.0	25	96.0	0.5	9.0
Not Gifted	46	52.2	40	60.0	56	71.4	19.2	11.4	46	43.5	40	72.5	55	89.1	45.6	16.6
With Disabilities	6	-	5	-	8	-	-	-	6	-	5	-	8	-	-	-
WO Disabilities	62	72.6	58	74.1	73	83.6	11.0	9.5	62	66.1	58	81.0	72	93.1	27.0	12.1
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	20	70.0	29	69.0	32	71.9	1.9	2.9	20	75.0	29	82.8	31	93.5	18.5	10.7

* 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
Sessions
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	63	76.2	60	76.7	66	77.3	1.1	0.6	63	73.0	60	75.0	65	86.2	13.2	11.2
Female	32	81.3	25	84.0	29	86.2	4.9	2.2	32	71.9	25	76.0	28	89.3	17.4	13.3
Male	31	71.0	35	71.4	37	70.3	-0.7	-1.1	31	74.2	35	74.3	37	83.8	9.6	9.5
African American	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	10	60.0	14	64.3	14	64.3	4.3	0.0	10	70.0	14	78.6	13	69.2	-0.8	-9.4
Indochinese	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	44	81.8	36	80.6	41	80.5	-1.3	-0.1	44	75.0	36	80.6	41	92.7	17.7	12.1
Multiracial	6	-	8	-	10	80.0	-	-	6	-	8	-	10	80.0	-	-
English Learner	2	-	3	-	5	-	-	-	2	-	3	-	4	-	-	-
English-Speaking	61	77.0	57	77.2	61	83.6	6.6	6.4	61	73.8	57	77.2	61	88.5	14.7	11.3
Reclassified†	1	-	4	-	1	-	-	-	1	-	4	-	1	-	-	-
Initially Eng. Speaking	60	76.7	53	75.5	60	83.3	6.6	7.8	60	73.3	53	79.2	60	88.3	15.0	9.1
Econ. Disadv.*	16	75.0	17	70.6	17	76.5	1.5	5.9	16	68.8	17	70.6	17	64.7	-4.1	-5.9
Non-Econ. Disadv.	47	76.6	43	79.1	49	77.6	1.0	-1.5	47	74.5	43	76.7	48	93.8	19.3	17.1
Gifted	24	91.7	17	94.1	23	95.7	4.0	1.6	24	83.3	17	94.1	23	91.3	8.0	-2.8
Not Gifted	39	66.7	43	69.8	43	67.4	0.7	-2.4	39	66.7	43	67.4	42	83.3	16.6	15.9
With Disabilities	6	-	6	-	8	-	-	-	6	-	6	-	7	-	-	-
WO Disabilities	57	80.7	54	83.3	58	82.8	2.1	-0.5	57	77.2	54	81.5	58	86.2	9.0	4.7
Homeless	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	30	83.3	18	72.2	33	78.8	-4.5	6.6	30	80.0	18	72.2	32	90.6	10.6	18.4

* 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
Sessions
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	57	80.7	58	75.9	61	63.9	-16.8	-12.0	57	73.7	58	67.2	60	60.0	-13.7	-7.2
Female	27	85.2	28	78.6	24	75.0	-10.2	-3.6	27	66.7	27	59.3	23	60.9	-5.8	1.6
Male	30	76.7	30	73.3	37	56.8	-19.9	-16.5	30	80.0	31	74.2	37	59.5	-20.5	-14.7
African American	1	-	1	-	1	-	-	-	1	-	2	-	1	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	11	63.6	13	69.2	13	61.5	-2.1	-7.7	11	72.7	13	61.5	12	58.3	-14.4	-3.2
Indochinese	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	38	92.1	40	80.0	37	64.9	-27.2	-15.1	38	78.9	39	69.2	37	59.5	-19.4	-9.7
Multiracial	5	-	3	-	9	-	-	-	5	-	3	-	9	-	-	-
English Learner	3	-	1	-	4	-	-	-	3	-	0	-	4	-	-	-
English-Speaking	54	85.2	57	77.2	57	68.4	-16.8	-8.8	54	77.8	58	67.2	56	64.3	-13.5	-2.9
Reclassified†	2	-	2	-	4	-	-	-	2	-	2	-	4	-	-	-
Initially Eng. Speaking	52	88.5	55	78.2	53	67.9	-20.6	-10.3	52	78.8	56	67.9	52	63.5	-15.3	-4.4
Econ. Disadv.*	19	68.4	18	72.2	18	61.1	-7.3	-11.1	19	63.2	16	68.8	17	58.8	-4.4	-10.0
Non-Econ. Disadv.	38	86.8	40	77.5	43	65.1	-21.7	-12.4	38	78.9	42	66.7	43	60.5	-18.4	-6.2
Gifted	22	95.5	24	95.8	23	91.3	-4.2	-4.5	22	90.9	24	91.7	22	95.5	4.6	3.8
Not Gifted	35	71.4	34	61.8	38	47.4	-24.0	-14.4	35	62.9	34	50.0	38	39.5	-23.4	-10.5
With Disabilities	3	-	11	27.3	22	22.7	-	-4.6	3	-	11	9.1	21	57.1	-	48.0
WO Disabilities	54	81.5	47	87.2	55	70.9	-10.6	-16.3	54	72.2	47	80.9	54	66.7	-5.5	-14.2
Homeless	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	19	73.7	26	76.9	15	66.7	-7.0	-10.2	19	63.2	26	69.2	14	64.3	1.1	-4.9

* 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**

Parent Involvement Policy

We recognize the importance of the home-school communications. The Kate Sessions Elementary School staff truly values the support of its parents and community volunteers. We welcome parent volunteers in our classrooms as well as on our school wide committees. Listed below are the ways a parent or guardian may support our school:

Classroom volunteers: We ask that volunteers follow the guidelines listed below.

- If you plan to visit a classroom, please make arrangements at least 24 hours in advance.
- The visit is for adults only, unless you have made special arrangements with me. I regret that we cannot accommodate children who are not enrolled with us.
- After signing in at the office and getting your visitor's badge, proceed to the classroom you wish to visit. When you enter the room, look for a place to sit that is at the back or on the edge of the classroom unless directed to a particular place by the teacher.
- The teacher will greet you, but will proceed with "business as usual" and will not stop the normal flow of work to talk to you. A visit of 20-30 minutes is appropriate, unless you have made prior arrangements with the teacher for more time.
- If you are visiting your child's classroom, please allow your child to operate as he she normally would if you were not present. The teacher may request that you leave if your presence results in a change in your child's classroom performance that is not positive.
- If you are here during our morning or lunch recess, you are invited to join the children and adults on supervision on the playground. We are proud of our students' behavior and would like you to see what a safe and harmonious environment we have. Teachers use morning recess to check their mailboxes, use the restroom, return parent phone calls, and lunch recess is their very brief time to eat. As a result, the teachers are not free to conference with you at these times.
- Please be sure to exit through the office and sign out on the visitor log. If you wish to leave a message, provide written feedback, or schedule a conference, our office staff will assist you in doing so.

Parent-Teacher Organization (PTO):

We have a very active PTO. This organization differs from a PTA in that no dues are collected each year. PTO groups are not under the California Parent-Teacher Association however, they do make an effort to follow the guidelines set out for support organizations. At Sessions Elementary every family and staff member is automatically a member of the organization. Through fundraising, the Sessions PTO offers art, Spanish and a library to enhance our academic program. In addition, they allocate funds to all classroom teachers for materials, field trips and other activities they feel are needed to augment the educational setting for our students. The PTO sponsors fundraising activities so that the students and their families have access to a well-rounded educational program. Each spring the PTO sponsors an auction to raise money for school wide activities. Kate Sessions Elementary School is very lucky to have the benefits of an extraordinarily supportive parent and family community.

School Site Council (SSC):

This committee oversees our academic program and assists with developing the yearly budget allocations for our school. Each year our student achievement data is reviewed and evaluated for next steps. The committee develops yearly goals and then builds the budget to support the academic programs. Parents, teachers and administration work together to ensure that we are using our budget based upon our goals and objectives through strategies that we have determined to be effective for our students. The meetings are held the third/fourth Monday of the month.

Governance Team:

The Site Governance Team 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. All meetings are open and parents/guardians are welcome to attend. Meetings are held the third/fourth Monday of the month.

APPENDIX C

HOME/SCHOOL COMPACT



San Diego Unified School District

Office of Accountability

Monitoring and Accountability Reporting Department

KATE SESSIONS ELEMENTARY SCHOOL

HOME/SCHOOL COMPACT

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

This Home/School Compact is in effect during school year 2018-2019.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

SCHOOL RESPONSIBILITIES

The Kate Sessions Elementary School will:

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

We are an authorized International Baccalaureate World School. Our curriculum embeds the California State Content Standards into the instructional program. We pride ourselves on offering a high quality Trans-disciplinary curriculum where discreet skills are infused into the IB projects. Staff incorporates reading and writing into their IB unit requirements so that students see the natural use of these skills in the context of the real world experience.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

We typically develop a learning contract in the first reporting period for students who are achieving at a rate that may put them in a position of being at risk. Teachers identify areas that need extra support and ways that the school will support the student. In addition, we ask that parents support the school by making sure that the homework is completed and that all school projects are being turned in on time.

3. Provide parents with frequent reports on their child's progress.

We hold parent conferences each year in the fall at the end of the first grading period. In the spring we meet with parents of students who hold learning contracts and those students who are at risk of not passing into the next grade.

In addition, parents are regularly notified via the classroom teacher when specific academic needs are identified such as a recent test score, homework assignments are missed or a project has not be completed.

4. Provide parents reasonable access to staff.

Parents are welcome to meet with our classroom teachers. We ask that they make an appointment by calling or emailing the school. Teachers will contact parents to make an appointment.

We do not allow phone calls to be sent to the classroom. However, each teacher has a voice mailbox. Teachers typically return phone calls within a 24 hour period.

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

Sessions welcome parent volunteers to assist in many facets of the educational process. Many parents work inside the classrooms, while some parents choose to work behind the scenes on the many school related activities.

- All volunteers are expected to sign in through the school's front office.
- All volunteers must complete a Volunteer Application each year.
- All volunteers must have a current TB test indicating their clearance to work with children.
- Volunteers are required to sign a Code of Conduct regarding behavior expectations while on campus.

Parent-Teacher Organization (PTO) otherwise known as FOKS:

A. Friends of Kate Sessions (FOKS) is a non-profit organization under the name of Kate Session with the purpose of serving students and staff of Kate Sessions. In addition, the organization's purpose is to strengthen, enhance and encourage the educational and social environment of Kate Sessions Elementary. Its goals are to complement the school curriculum with additional opportunities for parents, teachers and students to learn, socialize, communicate and grow.

FOKS is an organization where all school interests (parents, administration, teachers, community and students) can communicate openly and work together with one common goal in mind: **TO PROVIDE OUR CHILDREN WITH THE BEST EDUCATIONAL EXPERIENCE POSSIBLE.**

This organization differs from a PTA in that no dues are collected each year. PTO groups are not under the California Parent-Teacher Association however, they do make an effort to follow the guidelines set out for support organizations. At Sessions Elementary every family and staff member is automatically a member of the organization. Through fundraising, FOKS offers art, music, Spanish, and teacher-librarian to enhance our academic program. In addition, they allocate funds to all classroom teachers for materials, field trips and other activities they feel are needed to augment the educational setting for our students. FOKS sponsors fundraising activities so that the students and their families have access to a well-rounded educational program.

B. School Site Council (SSC):

This committee oversees our academic program and assists with developing the yearly budget allocations for our school. Each year our CST data is reviewed and evaluated for next steps. The committee develops yearly goals and then builds the budget to support the academic programs. Parents, teachers and administration work together to ensure that we are using our budget based upon our goals and objectives through strategies that we have determined to be effective for our students.

C. Governance Team (SGT):

The Site Governance Team 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. All meetings are open and parents/guardians are welcome to attend.

Parent Responsibilities:

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

- Monitoring attendance and ensuring that your child(ren) arrives on time.

- Making sure that homework is completed; including home reading.
- Monitoring the quality of television my child watches.
- Volunteering in my child's classroom and or school events.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate in a timely manner.
- By checking my child(ren)'s backpack daily
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups.

Student Responsibilities:

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

- Doing my homework every day and ask for help when I need it.
- Reading at least 30 minutes every day outside of school time.
- Giving to my parents or guardian who is responsible for my welfare all notices and information received by me from my school every day.

Classroom Volunteers:

Sessions welcome parent volunteers to assist in many facets of the educational process. Many parents work inside the classrooms, while some parents choose to work behind the scenes on the many school related activities.

- All volunteers are expected to sign in through the school's front office.
- All volunteers must complete a Volunteer Application each year.
- All volunteers must have a current TB test indicating their clearance to work with children.
- Volunteers are required to sign a Code of Conduct regarding behavior expectations while on campus.

Classroom Visiting Procedures:

- If you plan to visit a classroom, please make arrangements at least 24 hours in advance.
- The visit is for adults only, unless you have made special arrangements with the principal. We regret that we cannot accommodate children who are not enrolled with us.
- If you wish to observe, make arrangements with the teacher in advance.
- All visitors are required to sign-in at the front office.
- Proceed to the classroom you wish to visit. Please enter without disrupting instruction.
- When you enter the room, look for a place to sit that is at the back or on the edge of the classroom unless directed to a particular place by the teacher.
- If you are visiting your child's classroom, please allow your child to operate as he she normally would if you were not present. The teacher may request that you leave if your presence results in a change in your child's classroom performance that is not positive.
- Teachers use morning the before school time to check their mailboxes, use the restroom, return parent phone calls, and lunch recess is their very brief time to eat. As a result, the teachers are not free to conference with you at these times.
- Please be sure to exit through the office and return your visitor's badge. If you wish to leave a message, provide written feedback, or schedule a conference, our office staff will assist you in doing so.

APPENDIX D

MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Sum of Projected (Budget) Dollar Amount
Sessions Elementary	09800	1162	Short Term Leave Visiting Tchr	\$ 700.00
		3000	Employee Benefits	\$ 142.73
		4301	Supplies	\$ 13,482.00
		5841	Software License	\$ 9,000.00
	09800 Total			\$ 23,324.73

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Kate Sessions Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Sessions Elementary School maximizes instructional time daily by ensuring that all staff follow clearly defined schedules. All teachers work closely with their grade level teams weekly in PLCs to develop and plan curriculum and assessments.
CLOSING THE ACHIEVEMENT GAP	The survey and other data state that Sessions is closing the achievement gap in critical areas by designing and implementing programs to support all learners. ST Math, Everyone's a Reader, Lexia Core 5, MFLC, Military Kids Club, Lunch Bunch groups and Raz Kids are utilized for academic, social, behavioral, and emotional supports.
PROFESSIONAL DEVELOPMENT	ILT will continue to meet monthly to plan/refine PD opportunities. Teachers will continue to meet weekly in PLCs to strengthen Tier 1 and Tier 2 instruction. IB training will be provided to teachers every five years.
GRADUATION/PROMOTION	The graduation and promotion rate is monitored in the 3 rd and 5 th grades. As a staff we analyze reading and math scores and attach clearly defined goals and progress is monitored consistently in order to differentiate curriculum and supports appropriately.
PARENT ENGAGEMENT	Sessions PTO and parent community are very active and engaged in supporting our school. We have been engaged in strengthening and broadening our relationships through the weekly bulletin, principal's coffees, School Messenger, Peach Jar and school wide community events. Parents and community members are involved in the decision making processes at Sessions through the School Site Council, Site Governance Team, PTO and other parent outreach programs.