



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **SHERMAN ELEMENTARY** SCHOOL

2018-19

37-68338-6040158
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: Enriquez, Nicole

Contact Person: Enriquez, Nicole

Position: Principal

Telephone Number: 619-615-7000

Address: 301 22nd St, Sherman Elementary, San Diego, CA, 92102-2918,

E-mail Address: nenriquez@sandi.net

The following items are included:

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

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

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

SCHOOL NAME: **Sherman Elementary**

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

SITE CONTACT PERSON: **Nicole Enriquez**

PHONE: **(619) 615-7000**

FAX: **(619) 615-7090**

E-MAIL ADDRESS: **nenriquez@sandi.net**

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

Title 1 Schoolwide Programs (SWP)

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

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


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

- | | |
|--|--|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>March 9, 2018</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <u>March 7, 2018</u> |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/4/18

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.

Nicole Enriquez
Type/Print Name of School Principal


Signature of School Principal

April 6, 2018
Date

Marisol Higareda
Type/Print Name of SSC Chairperson


Signature of SSC Chairperson

April 6, 2018
Date

Mitzi Merino
Type/Print Name of Area Superintendent


Signature of Area Superintendent

5-23-18
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**

Mission: "To assure high academic achievement and to prepare students for success in our Global Society."

School Description: Located in the historic Sherman Heights neighborhood and just east of downtown San Diego, the new Sherman Elementary School has been rebuilt for the fourth time since 1870. The neighborhood is full of beautiful historic homes and landmarks, many of which are being restored to their original condition. Like its surroundings, the student population at Sherman is diverse and showcases a rich cultural heritage.

SCHOOL VISION AND REALITY

The vision for Sherman Academy is to establish an instructional program that focuses on 21st century skills, in which students are prepared for life in a global society by receiving a strong foundation in English and Spanish Language Arts (via 50/50 Dual Language Immersion Program), Mathematics, Science, History/Social Science, Cultural Understanding, Technological and Media Literacy, and Visual and Performing Arts. The overall goal of the 21st Century Skills Program is to assure high academic achievement and to prepare students for the future by teaching them core values and higher-order thinking skills, which they can apply in the "real world".

Historically, Sherman had been identified by the State Board of Education as one of the 1,000 lowest performing schools in California. When the school reopened in 2008, the 50/50 dual language immersion model was implemented with incoming first-graders, kindergartners, and pre-kindergartners. Since the reopening, the school has raised performance by 193 points on the California Academic Performance Index (API), which led Sherman from the lowest performing elementary school in all the San Diego Unified School District (SDUSD) to an accomplished high performing school in 2013 (8 above SDUSD API & 16 above California API). The following are a sample of Sherman Academy's successes over the past 6 years:

First neighborhood school to successfully implement pre-kindergarten through 5th grade dual language program in SDUSD

One of three school's to be named as a having a "Promising Practice" to close the achievement gap by National Clearinghouse for English Language Acquisition, United States Department of Education (2012)

"Homeless Students Find Welcoming Community In Sherman Heights" – KPBS (2012)

California Business for Education Excellence "Honor Roll" Recipient (2012-13)

San Diego County Office of Education "Achievement Gap Task Force" Presenter (2013)

"California Title I Academic Award" Recipient (2013-14, 2015-16)

"California Gold Ribbon School Award" Recipient (2015-16)

The current academic foci for this year are on written & oral expression, number sense and collaborative planning around the Common Core State Standards. The Instructional Leadership Team is working to determine specific needs across grade levels, which will determine how resource teachers will directly support students and classroom teachers in meeting Common Core State Standards.

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. The cycles are:

Cycle 1 (Vision: Environment & Culture) - "Sherman Way", K-5 Room Environment Walkthrough & Articulation

Cycle 2 (Collaborative Conversations: Gradual Release to Independence) - Integrated Language Development, Writing Collaborative Planning, Academic Language through Language Development Common Core State Standards

Cycle 3 (Scaffolds & Differentiated Instruction) - Student Monitoring (CAASPP, District Interim Assessments, Site Assessments), K-5 Articulation, Integrated Language Development through Writing, Analysis of Narrative & Informational Text through Integrated & Designated Language Development Instruction, Teaching & Learning Cycle of Academic Writing through Text Types

Cycle 4 (Student Voice & Agency) - Academic Language through Language Development Common Core State Standards, Teaching & Learning Cycle of Academic Writing through Text Type

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).

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 annual 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

Over the last months, the Instructional Leadership Team (ILT is comprised of grade level and auxiliary support staff representatives) met to identify gaps in student achievement using Illuminate (overall English Language Arts/Math CAASPP, cluster performance and district interim assessment results), were trained on SMART goals, reviewed exemplary SPSA's from successful schools within our district (with similar demographics), and drafted SMART goals for English Language Arts (ELA) and Mathematics.

The ILT further developed and refined the ELA and Mathematics SMART goals based on input and feedback through a Parent needs assessment, Staff, School Site Council (SSC) and the English Learner Advisory Committee (ELAC) meetings. Upon establishing the goals, the ILT developed a school budget that aligned resources to narrow the gaps in student achievement and would ensure meeting the ELA and Mathematics SMART goals. On March 7, 2018, the principal presented the proposed 2017-18 SPSA to SSC. The plan was approved unanimously at the April 3rd meeting.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Nicole Enriquez	Principal
Marissa Valentan	Classroom Teacher
Teresa de Jesus	Classroom Teacher
Jennifer Hofman	Classroom Teacher & Secretary
Rosa Camargo	Other
Deborah Waddell	Parent & Vice Chair
Marisol Higareda	Parent, Chair & DAC Representative
Silvia Ramirez	Parent
Christina Abuelo	Parent
Minerva Espejo	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT**Area 1: English/Language Arts****English/Language Arts SMART Goal:**

By June 2019, 184/302 students of Sherman Elementary, Grades 3-5 will perform at or exceed standards (from 49% to 61%) level in English Language Arts on SBAC, increasing from 150 students to 184 students, a gain of 34.00 students.

By June 2019, 56% (approx. 60 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 57% (approx. 55 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 71% (approx. 75 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:**Subgroup: Socioeconomically Disadvantaged students:**

By June 2019, 149/286 students, Grades 3-5 will perform at or exceed standards (from 47% to 52%) level in English Language Arts on SBAC, increasing from 134 students to 149 students, a gain of 15.00 students.

By June 2019, 46% (approx. 43 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 49% (approx. 47 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 62% (approx. 60 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students:

By June 2019, 167/279 students, Grades 3-5 will perform at or exceed standards (from 51% to 60%) level in English Language Arts on SBAC, increasing from 142 students to 167 students, a gain of 25.00 students.

By June 2019, 49% (approx. 46 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 58% (approx. 54 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 72% (approx. 66 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students:

By June 2019, 99/190 students, Grades 3-5 will perform at or exceed standards (from 37% to 52%) level in English Language Arts on SBAC, increasing from 70 students to 99 students, a gain of 29.00 students.

By June 2019, 49% (approx. 33 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 53% (approx. 36 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 53% (approx. 27 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities:

By June 2019, 8/27 students, Grades 3-5 will perform at or exceed standards (from 22% to 34%) level in English Language Arts on SBAC, increasing from 6 students to 9 students, a gain of 3.00 students.

By June 2019, 34% (approx. 3 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 34% (approx. 3 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 34% (approx. 3 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):

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA 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. The cycles are:

Cycle 1 (Vision: Environment & Culture) - "Sherman Way", K-5 Room Environment Walkthrough & Articulation

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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 monthly School Site Councils (SSCs) and advisory groups on a trimester basis, including data from TK-2nd grade in the areas of ELA, SLA, and Math.

Area 2: Mathematics**Mathematics SMART Goal:**

By June 2019, 145/315 students of Sherman Elementary Grades 3-5 will perform at or exceed standards (from 40% to 46%) level in English Language Arts on SBAC, increasing from 127 students to 145 students, a gain of 18.00 students.

By June 2019, 50% (approx. 50 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 44% (approx. 48 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 45% (approx. 47 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:**Subgroup: Socioeconomically Disadvantaged students:**

By June 2019, 131/286 students, Grades 3-5 will perform at or exceed standards (from 38% to 45%) level in English Language Arts on SBAC, increasing from 112 students to 131 students, a gain of 19.00 students.

By June 2019, 50% (approx. 47 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 42% (approx. 41 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 43% (approx. 42 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students:

By June 2019, 134/285 students, Grades 3-5 will perform at or exceed standards (from 41% to 47%) level in English Language Arts on SBAC, increasing from 117 students to 134 students, a gain of 17.00 students.

By June 2019, 51% (approx. 49 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 44% (approx. 42 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 48% (approx. 44 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students:

By June 2019, 103/190 students, Grades 3-5 will perform at or exceed standards (from 33% to 40%) level in English Language Arts on SBAC, increasing from 88 students to 103 students, a gain of 15.00 students.

By June 2019, 49% (approx. 34 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 37% (approx. 26 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 32% (approx. 16 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities:

By June 2019, 7/27 students, Grades 3-5 will perform at or exceed standards (from 15% to 24%) level in English Language Arts on SBAC, increasing from 4 students to 7 students, a gain of 3.00 students.

By June 2019, 24% (approx. 2 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 24% (approx. 3 4th graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 24% (approx. 2 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):

Progress and Growth Monitoring: How and when will you monitor progress towards your Math 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. The cycles are:

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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 monthly School Site Councils (SSCs) and advisory groups on a trimester basis, including data from TK-2nd grade in the areas of ELA, SLA, and Math.

Area 3: English Learner

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

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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. The cycles are:

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Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:

By June 2019, 400/645 students of Sherman Elementary, Grades K-5, will meet or exceed the district's Grade Level Reading Expectations (from 58% to 62%), increasing from 378 students to 400 students, a gain of 22.00 students

By June 2019, at least 76% (approx. 15 TK students) will meet or exceed level 2 in DRA.

By June 2019, at least 59% (approx. 74 K students) will meet or exceed level 4 in DRA.

By June 2019, at least 61% (approx. 61 1st graders) will meet or exceed level 16 in DRA.

By June 2019, at least 50% (approx. 50 2nd graders) will meet or exceed level 28 in DRA.

By June 2019, at least 58% (approx. 55 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 64% (approx. 76 4th graders) will meet or exceed level 44 in DRA.

By June 2019, at least 83% (approx. 87 5th graders) will meet or exceed level 50 in DRA.

Closing the Gap SMART Goal (Optional for Elementary schools):

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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

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. The cycles are:

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

By June 2019, 100% (approx. 670 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, 80% of Sherman Elementary Parents/Guardians will participate in at least school 2 academic and 2 social events to increase the milestones necessary for meaningful graduation as measured by attendance.

Targeted Population:

Parents of students in grades 4 & 5 are least represented at school events.

What data did you use to form these goals?

Parent-Teacher Conferences, Curriculum Nights, Family Science Night, Family Fridays, ELAC or SSC meetings, and parent workshops as documented by sign in sheets and parent surveys.

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

Administration will identify specific audience and track attendance of parent conferences and parent engagement opportunities.

Area 6: Additional Site Identified Area (Optional)

Additional Site Identified SMART Goal:

By June 2019, 403 students of Sherman Elementary Grades K-5 will perform at grade level on the district's Grade Level Reading Expectations and Spanish Reading Assessment (from 32% to 61% in EDL , increasing from 212 students to 403 students , a gain of 191.00 students

By June 2019, at least 67% (approx. 17 TK students) will meet or exceed level 2 in EDL.

By June 2019, at least 69% (approx. 86 K students) will meet or exceed level 4 in EDL.

By June 2019, at least 37% (approx. 37 1st graders) will meet or exceed level 16 in EDL.

By June 2019, at least 33% (approx. 33 2nd graders) will meet or exceed level 28 in EDL.

By June 2019, at least 55% (approx. 55 3rd graders) will meet or exceed level 38 in EDL.

By June 2019, at least 42% (approx. 76 4th graders) will meet or exceed level 44 in EDL.

By June 2019, at least 48% (approx. 87 5th graders) will meet or exceed level 50 in EDL.

Closing the Gap SMART Goal:

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

Spanish Literacy Interim Assessments both district and site developed. EDL2 (Evaluation del desarrollo de la lectura)

Progress and Growth Monitoring:

You monitor progress towards your Graduation/Promotion 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. The cycles are:

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Cycle 4 (Student Voice & Agency) - Academic Language through Language Development Common Core State Standards, Teaching & Learning Cycle of Academic Writing through Text Type

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 monthly School Site Councils (SSCs) and advisory groups on a trimester basis, including data from TK-2nd grade in the areas of ELA, SLA, and Math.

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/Spanish Language Arts, ELA/SLA Common Core State Standards in designing and differentiating instruction.
- Every English/Spanish Learner will receive 30 minutes of daily Integrated & Designated English/Spanish Language Development instruction based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will implement SDUSD Mathematics Units (Envision Math) and Common Core State Standards in designing and differentiating instruction.
- The staff will provide a minimum of 60 minutes of mathematics instruction daily, with time dedicated to routines on a daily basis (with an emphasis on “number sense”)
- Teachers will team teach and collaboratively plan on a weekly basis, to develop expertise in core areas of instruction and deliver a consistent grade level and vertically aligned instructional program.
- Teachers will incorporate the use of collaborative learning groups based upon student needs and content instruction.
- Teachers will provide daily balanced literacy instruction including guided reading/differentiated small group instruction.
- Staff will use multiple measures of assessment (i.e. End of Unit, Interim Assessments, Site and Teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI to provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will incorporate the use of short-term formative assessments to monitor student learning, plan instruction and re-teach students who have not learned.
- Teachers will use graphic organizers (Thinking Maps) to support student understanding.
- All English learners will be assessed using ELPAC and the Express Placement Assessment from the SELD curriculum.
- All Spanish learners will be assessed using LAS Links in Spanish
- GATE students will participate in differentiated instruction, project based learning and field trips to enrich learning.
- Auxiliary staff (i.e. Resource Teachers, Special Education Resource Staff, Librarian Assistant, etc.) will provide model lessons/strategies in ELA/SLA.
- Counselor, Nurse, Health Technician and Healthy Start Coordinator will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, Nurse, Health Technician, Healthy Start Coordinator, 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.

Strategic Support (Tier 2)

- Extended learning time will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted small group instruction will be used to address specific needs in mathematics.
- Auxiliary Staff will provide supplemental small group instruction for targeted students in need.
- Auxiliary Staff will work with targeted students to improve language development.

Sherman Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

- Auxiliary Staff will consult with teachers to provide supports for targeted English/Spanish Learners.
- Intensive, focused direct instruction will be provided to targeted students at their point of need, across content areas by classroom teacher.
- Teachers or support staff will provide additional small group sessions of appropriate literacy interventions for targeted students.
- Incorporate the support of Auxiliary staff to provide extra teaching and clarifying of concepts during whole group and small group instruction.

Intensive Intervention (Tier 3)

- Special Education Staff will provide supplemental small group instruction to targeted students.
- Special Education Staff will push in/pull out to classrooms, observe and collaborate with classroom teacher to assist with differentiating instruction based upon student need.
- Special Education Staff and Resource Teachers will collaborate to provide supplemental support to English/Spanish learners with language needs as appropriate.

Support for Staff: Professional Development Plan

- Monthly meetings of the Instructional Leadership Team will occur to plan the collaborative planning meetings for teachers and the professional development sessions.
- Teachers will meet monthly to collaboratively plan units of study based on Common Core State Standards
- Teachers will meet every week to collaboratively plan lessons and analyze assessment results and student work to determine progress towards the goals (facilitated by grade level partner teachers).
- Monthly on-site professional development sessions will focus on the teaching of the 21st Century Instructional Program through a focus on Writing & Oral Expression and Number Sense.
- Grade level and resource teachers will attend professional development focused on Writing & Oral Expression and Mathematics related to Number Sense.
- All staff will provide professional collegueship/guidance to teachers in the area of improving the teaching.

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

Teachers will participate in grade-level collaborative planning opportunities (Professional Learning Communities) throughout the school year. These opportunities will include developing short and long-term curriculum plans, including common summative and formative assessments. These activities will support effective instruction in all curricular areas, including language development.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	1.0000	\$88,938.00	\$125,592.44	0259-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Literacy Resource Teacher provides Tier I support through facilitating PLCs, professional development, and coordination of designated ELD.

How will you monitor these strategies/activities?

Agendas, meeting notes, daily/weekly lessons plans, curricular scope & sequence.

Sherman Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

Retired Classroom Teachers will provide Response to Intervention services to at-risk students in the primary grades, through a double-dose of guided reading, small group writing and math support.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrm Teacher Hrly		\$38,839.00	\$46,758.28	0259-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Small guided reading groups for students who are below grade level.
Classroom Teacher Hrly		\$1,477.30	\$1,778.52	0259-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 03, 04	Tutoring for students who are on the cusp of reclassifying as RFEP.

How will you monitor these strategies/activities?

DRA/EDL, formative and summative site-developed assessments

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

Teachers will participate in professional development and grade-level collaborative planning opportunities (Professional Learning Communities) throughout the school year. These opportunities will include professional development in the areas of written/oral expression & number sense, developing short and long-term curriculum plans, including common summative and formative assessments. These activities will support effective instruction in all curricular areas, including language development.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Prof&Curriclm Dev Vist Tchr		\$28,383.00	\$34,170.29	0259-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teachers to provide release for PLC collaboration.

How will you monitor these strategies/activities?

Agendas, sign-in sheets, meeting notes, daily/weekly lessons plans, curricular scope & sequence

4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

Teachers will participate in professional development and grade-level collaborative planning opportunities (Professional Learning Communities) throughout the school year. These opportunities will include professional development in the areas of written/oral expression & number sense, developing short and long-term curriculum plans, including common summative and formative assessments. These activities will support effective instruction in all curricular areas, including language development.

Retired Classroom Teachers will provide Response to Intervention services to at-risk students in the primary grades, through a double-dose of guided reading, small group writing and math support.

How will you monitor these strategies/activities?

Agendas, sign-in sheets, meeting notes, daily/weekly lessons plans, curricular scope & sequence

DRA/EDL, formative and summative site-developed assessments

Sherman Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Parent involvement activities will occur throughout the year, including Family Fridays, school awards assemblies, curriculum nights, open house, PTA, SSC, SGT & ELAC meetings. Communication for these events will include fliers and automated phone messages. During these meetings, childcare will be offered and light refreshments will be served.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Admission/Entry Tickets		\$500.00	\$500.00	0259-30103-00-5859-2495-0000-01000-0000	Title I Parent Involvement	05	Registration for conferences and workshops.
In-service supplies		\$2,741.00	\$2,741.00	0259-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies for parent engagement activities and refreshments.
Other NonClstrm PARAS Hrly		\$431.00	\$553.45	0259-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	Childcare for parent involvement activities.

How will you monitor these strategies/activities?

Sign-in sheets, feedback forms & ELAC needs survey.

Local Control Funding Formula Goals and Budget
<p>Goal 1: Intervention Supports Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p>Intervention Support Goal:: Push-in/Pull-out support is provided to increase the number of students meeting grade level standards as evidence by DRA, ELPAC and site developed assessments.</p> <p>Identified Need:: There are students at all grade levels who are not meeting grade level standards and they would benefit from push-in/pull-out support.</p> <p>Target Group:: Students not meeting grade level standards.</p> <p>Monitoring:: DRA, CELDT and site-developed assessment results</p> <p>Personnel Responsible:: Principal, ILT, Classroom Teachers, Push-in/Pull-out Staff</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:: Bi-literacy learning opportunities for all students to increase achievement in all core curricular areas through 50/50 dual immersion program.</p> <p>Identified Need:: There are students at all grade levels who are not meeting grade level standards and they would benefit from bi-literacy instruction to transfer academic knowledge from their native language to the target language.</p> <p>Target Group:: English and Spanish Language Learners</p> <p>Monitoring:: CAASPP, DRA, EDL, ELPAC, district and site-developed assessment results</p> <p>Personnel Responsible:: Principal, ILT, Spanish Language Coordinator, Resource and Classroom Teachers</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:

Further develop the instructional and pedagogical knowledge of staff in the areas of written and oral expression.

Identified Need::

There are students at all grade levels who are not meeting grade level standards and they would benefit for additional support in the areas writing and speaking (English and Spanish).

Target Group::

English and Spanish Language Learners

Monitoring::

CAASPP, DRA, EDL, ELPAC, district and site-developed assessment results

Personnel Responsible::

Principal, ILT, Spanish Language Coordinator and Resource Teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Classroom NonUnion Hrly		\$61,200.00	\$78,586.92	0259-09800-00-2183-1000-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Spanish Language Coordinator provides Tier I support through facilitating PLCs, professional development, and coordination of the Spanish Language Arts program.
Retired Clsrn Teacher Hrly		\$41,080.00	\$49,456.21	0259-09800-00-1189-1000-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04	Small guided reading and math groups for students who are below grade level.

APPENDICES

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

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

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
Sherman
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	298	41.9	304	56.3	307	48.9	7.0	-7.4	303	24.4	312	38.1	314	40.4	16.0	2.3
Female	155	45.8	149	62.4	141	57.4	11.6	-5.0	159	22.6	154	35.7	144	37.5	14.9	1.8
Male	143	37.8	155	50.3	166	41.6	3.8	-8.7	144	26.4	158	40.5	170	42.9	16.5	2.4
African American	11	45.5	12	58.3	8	-	-	-	11	18.2	12	25.0	9	-	-	-
Asian	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	275	41.1	268	55.6	279	50.9	9.8	-4.7	280	23.9	275	39.3	284	41.5	17.6	2.2
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	4	-	11	72.7	9	-	-	-	4	-	12	33.3	9	-	-	-
Multiracial	7	-	11	54.5	9	-	-	-	7	-	11	27.3	10	10.0	-	-17.3
English Learner	159	25.2	143	35.7	113	14.2	-11.0	-21.5	161	16.1	150	26.0	119	19.3	3.2	-6.7
English-Speaking	139	61.2	161	74.5	194	69.1	7.9	-5.4	142	33.8	162	49.4	195	53.3	19.5	3.9
Reclassified†	86	65.1	59	94.9	114	78.1	13.0	-16.8	86	31.4	59	69.5	114	57.9	26.5	-11.6
Initially Eng. Speaking	53	54.7	102	62.7	80	56.3	1.6	-6.4	56	37.5	103	37.9	81	46.9	9.4	9.0
Econ. Disadv.*	298	41.9	276	54.3	282	47.2	5.3	-7.1	303	24.4	280	35.7	287	38.7	14.3	3.0
Non-Econ. Disadv.	0	-	28	75.0	25	68.0	-	-7.0	0	-	32	59.4	27	59.3	-	-0.1
Gifted	84	57.1	68	76.5	57	66.7	9.6	-9.8	85	41.2	68	64.7	57	68.4	27.2	3.7
Not Gifted	214	36.0	236	50.4	250	44.8	8.8	-5.6	218	17.9	244	30.7	257	34.2	16.3	3.5
With Disabilities	13	0.0	23	21.7	21	14.3	14.3	-7.4	13	0.0	22	13.6	21	9.5	9.5	-4.1
WO Disabilities	285	43.9	281	59.1	286	51.4	7.5	-7.7	290	25.5	290	40.0	293	42.7	17.2	2.7
Homeless	31	38.7	30	56.7	37	27.0	-11.7	-29.7	34	14.7	33	33.3	38	28.9	14.2	-4.4
Foster	2	-	0	-	3	-	-	-	2	-	0	-	0	-	-	-
Military	3	-	3	-	6	-	-	-	3	-	3	-	6	-	-	-

* 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
Sherman
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	113	33.6	111	51.4	98	40.8	7.2	-10.6	115	29.6	114	41.2	100	44.0	14.4	2.8
Female	59	42.4	47	57.4	49	46.9	4.5	-10.5	61	32.8	50	36.0	50	36.0	3.2	0.0
Male	54	24.1	64	46.9	49	34.7	10.6	-12.2	54	25.9	64	45.3	50	52.0	26.1	6.7
African American	4	-	5	-	2	-	-	-	4	-	5	-	2	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	103	32.0	92	50.0	94	41.5	9.5	-8.5	105	29.5	94	43.6	96	44.8	15.3	1.2
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	1	-	5	-	0	-	-	-	1	-	6	-	0	-	-	-
Multiracial	4	-	8	-	1	-	-	-	4	-	8	-	1	-	-	-
English Learner	82	24.4	71	42.3	50	16.0	-8.4	-26.3	83	22.9	73	35.6	52	23.1	0.2	-12.5
English-Speaking	31	58.1	40	67.5	48	66.7	8.6	-0.8	32	46.9	41	51.2	48	66.7	19.8	15.5
Reclassified†	12	83.3	5	-	22	77.3	-6.0	-	12	58.3	5	-	22	90.9	32.6	-
Initially Eng. Speaking	19	42.1	35	62.9	26	57.7	15.6	-5.2	20	40.0	36	44.4	26	46.2	6.2	1.8
Econ. Disadv.*	113	33.6	98	49.0	91	40.7	7.1	-8.3	115	29.6	99	37.4	92	44.6	15.0	7.2
Non-Econ. Disadv.	0	-	13	69.2	7	-	-	-	0	-	15	66.7	8	-	-	-
Gifted	26	46.2	17	70.6	19	73.7	27.5	3.1	27	48.1	17	64.7	19	78.9	30.8	14.2
Not Gifted	87	29.9	94	47.9	79	32.9	3.0	-15.0	88	23.9	97	37.1	81	35.8	11.9	-1.3
With Disabilities	3	-	12	33.3	21	14.3	-	-19.0	3	-	11	27.3	21	9.5	-	-17.8
WO Disabilities	110	34.5	99	53.5	94	42.6	8.1	-10.9	112	30.4	103	42.7	96	45.8	15.4	3.1
Homeless	8	-	14	57.1	13	30.8	-	-26.3	10	20.0	16	43.8	13	38.5	18.5	-5.3
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sherman
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	93	48.4	108	51.9	107	46.7	-1.7	-5.2	96	22.9	108	38.9	110	38.2	15.3	-0.7
Female	47	46.8	56	62.5	41	46.3	-0.5	-16.2	49	14.3	56	46.4	42	31.0	16.7	-15.4
Male	46	50.0	52	40.4	66	47.0	-3.0	6.6	47	31.9	52	30.8	68	42.6	10.7	11.8
African American	1	-	6	-	1	-	-	-	1	-	6	-	1	-	-	-
Asian	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	88	48.9	98	53.1	93	49.5	0.6	-3.6	91	22.0	98	40.8	96	37.5	15.5	-3.3
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	3	-	2	-	7	-	-	-	3	-	2	-	7	-	-	-
Multiracial	1	-	1	-	6	-	-	-	1	-	1	-	6	-	-	-
English Learner	50	30.0	57	29.8	40	10.0	-20.0	-19.8	51	11.8	57	19.3	43	16.3	4.5	-3.0
English-Speaking	43	69.8	51	76.5	67	68.7	-1.1	-7.8	45	35.6	51	60.8	67	52.2	16.6	-8.6
Reclassified†	26	80.8	31	93.5	33	81.8	1.0	-11.7	26	38.5	31	74.2	33	54.5	16.0	-19.7
Initially Eng. Speaking	17	52.9	20	50.0	34	55.9	3.0	5.9	19	31.6	20	40.0	34	50.0	18.4	10.0
Econ. Disadv.*	93	48.4	100	50.0	95	43.2	-5.2	-6.8	96	22.9	100	38.0	97	35.1	12.2	-2.9
Non-Econ. Disadv.	0	-	8	-	12	75.0	-	-	0	-	8	-	13	61.5	-	-
Gifted	26	73.1	23	69.6	16	62.5	-10.6	-7.1	26	46.2	23	65.2	16	75.0	28.8	9.8
Not Gifted	67	38.8	85	47.1	91	44.0	5.2	-3.1	70	14.3	85	31.8	94	31.9	17.6	0.1
With Disabilities	6	-	5	-	10	20.0	-	-	6	-	22	13.6	10	20.0	-	6.4
WO Disabilities	87	51.7	103	53.4	97	49.5	-2.2	-3.9	90	24.4	103	40.8	100	40.0	15.6	-0.8
Homeless	14	50.0	7	-	15	20.0	-30.0	-	15	13.3	7	-	15	26.7	13.4	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-

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

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



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Sherman
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	92	45.7	85	68.2	102	58.8	13.1	-9.4	92	19.6	90	33.3	104	39.4	19.8	6.1
Female	49	49.0	46	67.4	51	76.5	27.5	9.1	49	18.4	48	22.9	52	44.2	25.8	21.3
Male	43	41.9	39	69.2	51	41.2	-0.7	-28.0	43	20.9	42	45.2	52	34.6	13.7	-10.6
African American	6	-	1	-	5	-	-	-	6	-	1	-	6	-	-	-
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	84	44.0	78	65.4	92	62.0	18.0	-3.4	84	19.0	83	32.5	92	42.4	23.4	9.9
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	0	-	4	-	2	-	-	-	0	-	4	-	2	-	-	-
Multiracial	2	-	2	-	2	-	-	-	2	-	2	-	3	-	-	-
English Learner	27	18.5	15	26.7	23	17.4	-1.1	-9.3	27	3.7	20	10.0	24	16.7	13.0	6.7
English-Speaking	65	56.9	70	77.1	79	70.9	14.0	-6.2	65	26.2	70	40.0	80	46.3	20.1	6.3
Reclassified†	48	52.1	23	95.7	59	76.3	24.2	-19.4	48	20.8	23	56.5	59	47.5	26.7	-9.0
Initially Eng. Speaking	17	70.6	47	68.1	20	55.0	-15.6	-13.1	17	41.2	47	31.9	21	42.9	1.7	11.0
Econ. Disadv.*	92	45.7	78	66.7	96	57.3	11.6	-9.4	92	19.6	81	30.9	98	36.7	17.1	5.8
Non-Econ. Disadv.	0	-	7	-	6	-	-	-	0	-	9	-	6	-	-	-
Gifted	32	53.1	28	85.7	22	63.6	10.5	-22.1	32	31.3	28	64.3	22	54.5	23.2	-9.8
Not Gifted	60	41.7	57	59.6	80	57.5	15.8	-2.1	60	13.3	62	19.4	82	35.4	22.1	16.0
With Disabilities	4	-	23	21.7	7	-	-	-	4	-	22	13.6	21	9.5	-	-4.1
WO Disabilities	88	47.7	79	73.4	95	62.1	14.4	-11.3	88	20.5	84	35.7	97	42.3	21.8	6.6
Homeless	9	-	9	-	9	-	-	-	9	-	10	30.0	10	20.0	-	-10.0
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	1	-	0	-	4	-	-	-	1	-	0	-	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

TITLE I PARENT INVOLVEMENT POLICY



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

SHERMAN ACADEMY
TITLE I PARENT INVOLVEMENT POLICY 2018-19

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

Sherman Academy has developed a written Title I parental involvement policy with input from Title I parents. In preparation for the upcoming school year, the policy is reviewed and updated during a public School Site Council meeting in the spring, where all stakeholders are invited.

The policy is distributed to parents of Title I students during the annual Title I parent meeting and posted on the school website.

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

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Sherman Academy, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The meeting is held in conjunction with the general School Site Council, Site Governance Team and English Language Advisory Committee to inform parents of the roles and responsibilities of each of the advisory groups and seek nominations for involvement in the shared-decision making process here at Sherman Academy.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy through the ongoing monitoring of the Single Plan for Student Achievement through School Site Council and the English Language Advisory Committee.
- The school provides parents of Title I students with timely information about Title I programs and 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 through:
 - New parent orientations
 - Parent Handbook
 - Back-to-school/Curriculum meetings
 - Monthly newsletters
 - School website
 - Advisory group meetings
 - Family Fridays
 - Parent-Teacher/Administrator Conferences
- The school offers a flexible schedule of meetings for Title I parents, in both English and Spanish. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children through the above mentioned advisory group meetings, curricular events and parent-teacher/administrator conferences.

School-Parent Compact

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

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

The school develops the policy through the school site council and convenes an annual meeting to involve the parents of Title I students. The policy is distributed during new parent orientation meetings and posted on the school's website.

Building Capacity for Involvement

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

- The school provides 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 through:
 - Back-to-school/Curriculum meetings
 - Monthly newsletters
 - Family Fridays
 - Advisory group meetings
 - Parent-Teacher/Administrator Conferences
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement through:
 - Back-to-school/Curriculum meetings
 - Family Fridays
 - Advisory group meetings
 - Parent-Teacher/Administrator Conferences
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners through:
 - Advisory group meetings
 - Staff meetings
- The school coordinates and integrates the Title I parental involvement program with other programs to encourage and support parents in more fully participating in the education of their children through:
 - Back-to-school/Curriculum meetings
 - Advisory group meetings
 - Family Fridays
 - Academic Family Nights

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand through:
 - Monthly newsletters
 - Automated phone messages
 - Event Reminders via flyers & electronic messages
 - School website

- The school provides support for parental involvement activities requested by Title I parents through:
 - Back-to-school/Curriculum meetings
 - Advisory group meetings
 - Family Fridays
 - Parent-Teacher/Administrator Conferences

Accessibility

Sherman Academy provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students through:

- Translation of meetings, information and school reports
- Americans with Disabilities Act compliant facilities
- Collaboration with Youth in Transition services



Distrito Escolar Unificado de San Diego
Planeación Financiera y Desarrollo
Departamento de Planificación Financiera, Supervisión y Rendición de Cuentas

ACADEMIA SHERMAN
POLÍTICA DE PARTICIPACIÓN DE PADRES DE TITLE I 2018-19

Durante el otoño, se realizará una junta anual para informar a los padres sobre el programa Title I y sus requisitos.

La Academia Sherman ha desarrollado una política escrita para la participación de los padres de Title I con recomendaciones de los padres de Title I. En las preparaciones para el próximo año escolar se revisa la política y se actualiza durante una junta pública en la primavera del Consejo Consultivo del Plantel, a la cual se invitan a todas las partes interesadas.

La política se difunde a los padres de alumnos de Title I durante la junta anual para padres de Title I y se publica en el sitio web escolar.

La política describe las maneras para realizar los siguientes requisitos de Title I para la participación de los padres [20 USC 6318 Sección 1118(a)-(f) inclusive].

La participación de los padres en el programa Title I

Para que los padres participen en el programa Title I en la Academia Sherman, se han establecido las siguientes prácticas:

- La escuela convoca una junta anual para informar a los padres de alumnos de Title I sobre los requisitos de Title I y sobre los derechos de los padres de participar en el programa de Title I. La junta se realiza en conjunto con el Consejo Consultivo del Plantel, el Equipo Gubernativo del Plantel y el Comité Consultivo para Aprendientes de Inglés para informar a los padres sobre las funciones y responsabilidades de cada grupo de asesoría y buscar nominaciones para la participación en el proceso de toma de decisiones compartidas aquí en la Academia Sherman.
- La escuela busca la participación de los padres de alumnos de Title I de manera organizada, continua y oportuna en la planificación, la revisión y las mejoras de los programas de Title I de la escuela y la política de participación de padres de Title I por medio de supervisión continua del Plan Único para el Aprovechamiento Estudiantil por medio del Consejo Consultivo del Plantel y el Comité Consultivo para Alumnos que Aprenden Inglés.
- La escuela les proporciona a los padres de alumnos de Title I información oportuna sobre los programas de Title I y una explicación del currículo que usa la escuela, las evaluaciones usadas para medir el progreso estudiantil y los niveles de dominio que se espera que los alumnos logren por medio de:
 - Orientación para padres nuevos
 - Manual para padres
 - Juntas de regreso a clases/curriculares
 - Noticieros mensuales
 - El sitio web de la escuela
 - Juntas de los grupos de asesoría
 - Viernes Familiares
 - Juntas de Padres-Maestros/Administradores
- La escuela ofrece una programación flexible de juntas para los padres de Title I, y todas las juntas se realizan en inglés y español. Si lo solicitan los padres de alumnos de Title I, la escuela proporciona oportunidades para juntas regulares que les permiten a los padres participar en las decisiones relacionadas a la educación de sus hijos por medio de las juntas de los grupos de asesoría anteriormente mencionados, los eventos curriculares y las juntas de padres-maestros/administradores.

Contrato de Escuela-Hogar

La Academia Sherman difunde a los padres de Title I un contrato de escuela-padres. El contrato, que ha sido desarrollado en conjunto con los padres, delinea cómo los padres, todo el personal de la escuela y los alumnos compartirán la responsabilidad de mejorar el aprovechamiento académico estudiantil. Describe maneras específicas en las cuales la escuela y las familias trabajarán juntos para ayudar a los niños a lograr los altos estándares académicos del estado. Abarca los siguientes asuntos legalmente requeridos, y también otros asuntos sugeridos por los padres de alumnos de Title I.

- La responsabilidad de la escuela de mantener un currículo y una educación de alta calidad
- Las maneras en que los padres serán responsables de apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre los padres y maestros por medio de, por lo menos, las juntas anuales entre padres y maestros; informes frecuentes sobre el progreso de los alumnos; acceso al personal; oportunidades para que los padres sirvan de voluntarios y participen en las clases de sus hijos; y oportunidades para observar las actividades del aula

La escuela desarrolla la política por medio del comité consultivo del plantel y convoca una junta anual para que participen los padres de los alumnos de Title I. La política se distribuye durante las juntas de orientación para padres nuevos y se publica en el sitio web de la escuela..

Desarrollo de la habilidad de participar

La Academia Sherman involucra a los padres de Title I en interacciones significantes con la escuela. Apoya la colaboración entre el personal, los padres y la comunidad para mejorar el aprovechamiento académico estudiantil. Para lograr estas metas, la escuela ha establecido las prácticas a continuación.

- La escuela le proporciona ayuda a los padres de Title I a comprender los estándares estatales académicos para las materias, las evaluaciones y cómo supervisar y mejorar el aprovechamiento de sus hijos por medio de:
 - Juntas de regreso a clases/curriculares
 - Noticieros mensuales
 - Viernes Familiares
 - Juntas de los grupos de asesoría
 - Juntas de Padres-Maestros/Administradores
- La escuela les proporciona a los padres de Title I materiales y capacitaciones para ayudarlos a trabajar con sus hijos y a mejorar el aprovechamiento de sus hijos por medio de:
 - Juntas de regreso a clases/curriculares
 - Viernes Familiares
 - Juntas de los grupos de asesoría
 - Juntas de Padres-Maestros/Administradores
- Con la ayuda de los padres de Title I, la escuela capacita a los miembros del personal sobre el valor de las contribuciones de los padres, y sobre cómo trabajar con los padres como socios iguales por medio de:
 - Juntas de los grupos de asesoría
 - Juntas del personal
- La escuela coordina e integra el programa de participación de padres de Title I con otros programas para animar y apoyar a los padres más plenamente al participar en la educación de sus hijos por medio de:
 - Juntas de regreso a clases/curriculares
 - Juntas de los grupos de asesoría
 - Viernes Familiares
 - Noches Académicas Familiares

- La escuela distribuye información relacionada con la escuela y los programas para padres, las juntas y otras actividades a los padres de Title I en un formato y lenguaje que los padres comprenden por medio de:
 - Noticieros mensuales
 - Mensajes telefónicos automáticos
 - Sitio web de la escuela

- La escuela proporciona apoyo para las actividades de participación padres solicitadas por los padres de Title I, por medio de:
 - Juntas de regreso a clases/curriculares
 - Juntas de los grupos de asesoría
 - Viernes Familiares
 - Juntas de Padres-Maestros/Administradores

Accesibilidad

La Academia Sherman proporciona oportunidades para la participación de todos los padres de Title I, incluyendo a los padres con dominio limitado del inglés, padres con discapacidades y padres de alumnos migratorios por medio de:

- Traducción de las juntas, la información y los informes escolares

- Instalaciones que cumplen con el Decreto de los Americanos con Discapacidades

- Colaboración con los servicios de Jóvenes en Transición

APPENDIX C

HOME/SCHOOL COMPACT



HOME/SCHOOL COMPACT

Sherman Academy and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (school-wide), 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 the 2018-19 school year.

School Responsibilities

Sherman Academy 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:**

“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.”

Sherman Academy has an expert and talented teaching staff. As part of the San Diego Unified School District, we have educational standards and objectives in all curriculum areas. The standards for each curriculum area at each grade level are provided by the state of California. Our students are consistently exposed to extensions of the curriculum and enrichment experiences on a daily basis.

Our mission is to assure high academic achievement and to prepare students for success in our Global Society. Our comprehensive instructional program focuses on 21st century skills, in which students are prepared for life in a global society by receiving a strong foundation in English and Spanish Language Arts (via 50/50 Dual Immersion Program), Mathematics, Science, History/Social Science, Cultural Understanding, Technological and Media Literacy, and Visual and Performing Arts. The overall goal of the 21st Century Skills Program is to assure high academic achievement and to prepare students for the future by teaching them core values and higher-order thinking skills, which they can apply in the “real world”.

- 2. Hold parent-teacher conferences to discuss each child's academic achievement.**

Teachers expect to meet with every parent to establish the communication between home and school to better meet the needs of each student. Parent-teacher conferences are held twice a year to discuss student progress and establish/review academic goals. The first conference, held in November, is for all parents. The second conference, held in March, is mandatory for parents whose child is not meeting grade level standards and optional for all others.

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

Teachers provide parents with report cards three times a year. The first report card is given out in November during parent/teacher conferences. The second report card is given out in March during parent/teacher conferences or sent home with the student, if no conference is scheduled. The last report card is sent home with students on the last day of school, unless the student has lost or damaged a text or library book. The report card will be mailed home upon payment of the damaged or lost book.

4. Provide parents reasonable access to staff.

It is always our intent to keep parents informed (i.e. in-person, phone, email, newsletters, weekly reports, etc.) and resolve concerns at the lowest possible level. If a parent has a classroom concern, it is expected that he/she will try to resolve the concern by meeting with the classroom teacher at an agreed upon time before or after school. If the concern is not resolved, the principal may be contacted and a meeting between the parties involved will be arranged in an effort to resolve the issue. Finally, if the concern cannot be resolved with the principal, the parent may address their concern to the district.

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

Research shows that children do better in school when parents communicate often with teachers and become involved in the school. Due to our unique 21st Century Skills program it is the expectation that parents will participate a minimum of 20 hours each school year. At Sherman Academy there are many opportunities for parents to participate in the decision-making process, as well as volunteer to support the academic program, such as, participation in governance committees, special events, fundraising events, parent organizations, parent-teacher meetings and classrooms.

Parent Responsibilities

I, as a parent, will support my child's learning by:

- Committing to continued enrollment in Sherman's 21st Century Dual Language Program through 5th Grade and dual language pathway through Middle and High School
- Monitoring attendance and making sure my child arrives to school on time.
- Making sure that homework is completed and my child reads daily in English and Spanish (our school and local libraries are a great resource for accessing support).
- Making sure that my child is dressed in school uniform.
- 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.
- Participating, as appropriate, in decisions related to my child's education (i.e. parent-teacher meetings, communicating behavior or academic concerns, etc.).
- Volunteering in or for my child's classroom/school.

- Attend school events, such as Family Fridays, Curriculum/Family Nights, PTA events, parent workshops, etc.
- Attending my child's visual and performing arts performances.
- 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

I will be responsible for improving my academic success to meet or exceed grade level standards by:

- Following and demonstrating the Sherman Way.
- Coming to school on time and being ready to learn.
- Listening and participating during classtime and asking my teacher for help when I need it.
- Asking my family to read to me or with me for 30 minutes each day in English and Spanish.
- Welcoming help from my family on my homework.
- Completing my homework on time in a thorough and legible way.
- Giving my parents all school notices and information every day.
- Letting my teacher or parent know if I am having problems with my classwork or classmates.

Home/School Compact Signature Section

Return this section to your child's teacher or the main office upon enrollment.

I have read and understand the above stated Parent and Student responsibilities. I will do my part by trying to fulfill these duties to the best of my ability.

Parent Signature: _____ Date: _____

Print: _____

Parent Signature: _____ Date: _____

Print: _____

Student Signature: _____ Date: _____

Print: _____



CONTRATO HOGAR/ESCUELA

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

Este Contrato Hogar/Escuela está en vigor durante el año escolar 2018-19.

RESPONSABILIDADES DE LA ESCUELA

La Academia Sherman:

- 1. Proporcionará un currículo y una educación de alta calidad en un ambiente de aprendizaje solidario y eficaz que permita a los niños participantes alcanzar los estándares de rendimiento académico de California de la siguiente manera:**

“Todos los alumnos de San Diego se graduarán con destrezas, motivación, curiosidad y capacidad de adaptación para triunfar en su elección de universidad y ocupación con el fin de participar y dirigir la sociedad del mañana.”

La Academia Sherman tiene un personal docente experto y talentoso. Como parte del Distrito Escolar Unificado de San Diego, tenemos estándares y objetivos educativos en todas las áreas curriculares. Los estándares para cada área del currículo en cada nivel de grado los proporciona el estado de California. Nuestros alumnos están consistentemente expuestos a extensiones del currículo y a experiencia de enriquecimiento a diario.

Nuestra misión es asegurar el alto aprovechamiento académico y preparar a los alumnos para el éxito en nuestra sociedad global. Nuestro programa educativo integral se enfoca en las habilidades del siglo 21, en las cuales se preparan a los alumnos para la vida en una sociedad global al recibir fuertes fundaciones en las disciplinas lingüísticas de inglés y español (por medio del Programa de Inmersión Dual 50/50), las matemáticas, las ciencias, la historia/las ciencias sociales, el conocimiento cultural, el conocimiento tecnológico y de los medios y las artes visuales y escénicas. La meta general del Programa de Habilidades del Siglo 21 son asegurar el alto aprovechamiento académico y preparar a los alumnos para un futuro al enseñarles los valores básicos y las habilidades de pensamiento excepcional, que puedan aplicar en el “mundo real”.

- 2. Realizará juntas de padres-maestros para discutir el rendimiento académico de los alumnos.**

Los maestros esperan reunirse con todos los padres para establecer la comunicación entre la escuela y el hogar para mejor cumplir con las necesidades de cada alumno. Las juntas de padres-maestros se realizan dos veces al año para discutir el progreso estudiantil y establecer/revisar las metas académicas. La primera junta, realizada en noviembre, es para todos los padres. La segunda junta, realizada en marzo, es obligatoria para aquellos padres cuyos hijos no están satisfaciendo los estándares de nivel de grado y optativa para los demás.

3. Proporcionaré a los padres informes formales sobre el progreso de sus hijos.

Los maestros les proporcionan a los padres boletas de calificaciones tres veces al año. La primera se reparte en noviembre durante las juntas de padres y maestros. La segunda se reparte en marzo durante las juntas de padres y maestros o se envía a la casa con los alumnos, si no se ha programado una junta. La última boleta de calificaciones se envía a la casa con los alumnos el último día de clases, al menos que el alumno haya perdido o dañado un libro de texto o de la biblioteca. La boleta de calificaciones se enviará a la casa al haber pagado por el libro dañado o perdido.

4. Proporcionaré a los padres acceso razonable al personal.

Siempre es nuestra intención mantener a los padres informados (ej. en persona, por teléfono, correo-e, noticieros, informes semanales, etc.) y resolver los problemas en el nivel más bajo posible. Si uno de los padres tiene alguna preocupación sobre el salón, se espera que intente resolverlo reuniéndose con el maestro en una hora acordada antes o después de la escuela. Si el problema no se resuelve, se pueden comunicar con el director y se programará una junta entre las partes involucradas en un esfuerzo de resolver el problema. Finalmente, si el problema no se puede resolver con el director, los padres pueden llevar su preocupación al distrito.

5. Proporcionaré oportunidades a los padres para el voluntariado y para participar en la clase de sus hijos y observar las actividades de la clase.

Las investigaciones demuestran que los alumnos rinden mejor en la escuela cuando los padres se comunican frecuentemente con los maestros y participan en la escuela. Debido a nuestro programa único de Habilidades del Siglo 21, se espera que los padres participarán por mínimo 20 horas cada año escolar. En la Academia Sherman hay muchas oportunidades para que los padres participen en el proceso de tomar decisiones, y también como voluntarios para apoyar el programa académico, como la participación en los comités gubernativos, los eventos especiales, los eventos para recaudar fondos, las organizaciones de padres, las juntas de padres y maestros y en las aulas.

Responsabilidades de los padres

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos al:

- Comprometernos a la inscripción continua en el Programa de Habilidades del Siglo 21 en Sherman hasta el 5º grado
- Supervisar la asistencia y asegurar que nuestros hijos lleguen puntualmente a la escuela.
- Asegurar que nuestros hijos terminen la tarea y que lean todos los días en inglés y español (nuestra biblioteca es un gran recurso).
- Asegurar que nuestros hijos vistan con el uniforme escolar.
- Mantenernos informados sobre la educación de nuestros hijos y comunicarnos con la escuela al rápidamente leer todos los avisos de la escuela o el distrito escolar que hayamos recibido de nuestros hijos o por correo y responder cuando sea adecuado.
- Participar, cuando sea adecuado, en todas las decisiones relacionadas a la educación de nuestros hijos (ej. juntas de padres y maestros, informar sobre las preocupaciones sobre la conducta o académicas, etc.).
- Servir como voluntarios en o para el salón de nuestros hijos.

- Asistir a los eventos escolares, como el Viernes Familiar, las Noches Curriculares/Familiares, los eventos de PTA, los talleres para padres, etc.
- Asistir a las presentaciones de nuestros hijos en artes visuales y escénicas.
- Servir, hasta lo que sea posible, en los grupos de asesoría, como el Comité Consultivo del Plantel, el Comité Consultivo del Distrito, el Comité para Aprendientes de Inglés, u otros grupos de asesoría escolar.

Responsabilidades de los alumnos

Nosotros seremos responsables de mejorar nuestro éxito académico para lograr o sobrepasar los estándares de nivel de grado al:

- Seguir y demostrar la Manera Sherman.
- Venir a la escuela puntualmente y preparados para aprender.
- Escuchar y participar durante la clase y pedirles ayuda a nuestros maestros cuando la necesitemos.
- Pedirle a nuestras familias que nos lean o lean con nosotros por 30 minutos todos los días en inglés y en español.
- Agradecer la ayuda de mi familia con las tareas.
- Terminar las tareas a tiempo de manera completa y legible.
- Darles a nuestros padres todos los avisos y la información de la escuela todos los días.
- Avisarles a nuestros maestros o padres si estamos teniendo dificultades con las tareas o los compañeros de clase.

Sección de firmas del Contrato de Escuela/Hogar

Entreguen esta sección al maestro de sus hijos o a la oficina principal al inscribirse.

He leído y comprendido las responsabilidades delineadas anteriormente para los padres y los alumnos. Haré mi parte al hacer mi mejor esfuerzo de cumplir con estas responsabilidades..

Firma del Padre: _____ Fecha: _____

Letra de Molde: _____

Firma de la Madre: _____ Fecha: _____

Letra de Molde: _____

Firma del Estudiante: _____ Fecha: _____

Letra de Molde: _____

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Sherman Elementary	09800	1189	Retired Clsrm Teacher Hrly			\$ 41,080.00
		2183	Classroom NonUnion Hrly			\$ 61,200.00
		3000	Employee Benefits			\$ 25,763.13
		09800 Total				
30100	1109	Pull/Out Push In	Inschool Resource Tchr	1.0000	\$ 88,938.00	
	1157	Classroom Teacher Hrly			\$ 1,477.30	
	1189	Retired Clsrm Teacher Hrly			\$ 38,839.00	
	1192	Prof&Curriclm Dev Vist Tchr			\$ 28,383.00	
	3000	Employee Benefits			\$ 50,662.23	
30100 Total				1.0000	\$ 208,299.53	
30103	2955	Other Nonclsrm PARAS Hrly			\$ 431.00	
	3000	Employee Benefits			\$ 122.45	
	4304	Inservice supplies			\$ 2,741.00	
	5859	Admission/Entry Tickets			\$ 500.00	
30103 Total					\$ 3,794.45	

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Sherman Elementary

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<ul style="list-style-type: none"> • All areas substantially or fully met (Questions 1-8) • Significant growth for students who attended consistently, continue to encourage parents to bring at-risk students to Core Academy (Saturday school) • Addition of push-in math support for at-risk students 3-5
CLOSING THE ACHIEVEMENT GAP	<ul style="list-style-type: none"> • Most areas substantially or fully met (Questions 1-8) • Met annual reclassification goal for English Learners • Partially met: There is a need for more human resources for students with disabilities
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Most areas substantially met (Questions 1-4) • Continue professional development in area of written and oral expression (designated and integrated language development) • Addition of professional development in math practices and behaviors • Use 2018 CAASPP data to determine next steps for professional development
GRADUATION/PROMOTION	<ul style="list-style-type: none"> • All Areas substantially met (Questions 1-4) • Continue push-in reading support for at-risk students in primary grades • Continue working on 50/50 dual language immersion articulation with middle and high schools
PARENT ENGAGEMENT	<ul style="list-style-type: none"> • Some areas substantially or fully met (Questions 1-4) • Continue outreach to increase participation by 3rd – 5th grade parents • Continue partnerships with YMCA, Sherman Family Health Center, San Diego Food Bank, San Diego County Office of Education/AmeriCorps, San Diego City College, and Catalyst Church