

**THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**  
**AT BENCHLEY/WEINBERGER ELEMENTARY SCHOOL**

**2014-16**

37-68338-6040299

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:** Patton, Mariclaret

**Contact Person:** Patton, Mariclaret

**Position:** Principal

**Telephone Number:**

**Address:** 6269 Twin Lake Dr, Benchley/Weinberger Elementary, San Diego, CA, 92119-3051,

**E-mail Address:** mpatton@sandi.net

**The following items are included:**

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

**Board Approval: June 23, 2015**



**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.*



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Attachment 2  
Modification of SPSA

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

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Benchley-Weinberger

SITE CONTACT PERSON: Mariclaire Patton

DUE March 13, 2015

PHONE: 619-463-9271 FAX: 619-697-8617 E-MAIL ADDRESS: mpatton@sandi.net

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

- Quality Education Investment Act (QEIA)
- Title 1 Schoolwide Programs (SWP)
- Program Improvement (PI)
- Y1  Y2  Y3  Y4  Y5  Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/9/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: 3/9/15
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3/9/15
- Site Governance Team (SGT) Date of presentation: 3/9/15
- Other (list): PTA / Foundation Date of presentation: 3/12/15

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: 3/9/15

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.

Mariclaire Patton  
Type/Print Name of School Principal

Mariclaire Patton  
Signature of School Principal

3/13/15  
Date

Carolyn Hasselbar  
Type/Print Name of SSC Chairperson

Carolyn Hasselbar  
Signature of SSC Chairperson

3/13/15  
Date

Sofia Freire  
Type/Print Name of Area Superintendent

Sofia Freire  
Signature of Area Superintendent

3/13/15  
Date

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**SCHOOL VISION AND REALITY**

“Cultivating communication to inspire 21st century imaginations”

By providing a challenging curriculum and teaching high level communication skills in a supportive learning environment, we hope to empower every student to become a successful lifelong learner and effective communicator in the 21st century.

**CORE AND SUPPLEMENTAL SUPPORTS**

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

**TEACHER ALLOCATIONS:**

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
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	1.0	.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 TECHNICIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

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

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

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

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

#### **PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

##### **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.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Mariclaret Patton	Principal
Carolyn Hasselbar	Teacher
Christine Perez-Glaze	Teacher
Sandra Sincek	Teacher
Tammy Cerney	Other
Abigail Dill	Parent
Jennifer Harris	Parent
Paul Levikow	Parent
Ana Moya	Parent
Michelle Parkin	Parent

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/14/2016, 86 % of Benchley/Weinberger Elementary Students, Grades 3-5 will improve performance from 60% to meet or exceed common core grade level standards in MAP assessment

**Closing the Gap SMART Goal:**

\* By 06/14/2016, 90 % of Benchley/Weinberger Elementary Hispanic or Latino, Students, Grades 3-5 will improve performance from 85.9% to proficient or advanced in MAP assessment

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

MAPs Assessment

**Progress and Growth Monitoring:**

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

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

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



**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/14/2016, 90 % of Benchley/Weinberger Elementary Students, Grades 3-5 will improve performance from 87.9% to meet or exceed proficient in MAP assessment

**Closing the Gap SMART Goal:**  
 \* By 06/14/2016, 92 % of Benchley/Weinberger Elementary Hispanic or Latino, Students, Grades 3-5 will improve performance from 87.1% to meet or exceed proficient in MAP assessment

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

MAP Assessment

**Progress and Growth Monitoring:**

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** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/14/2016, 88 % of Benchley/Weinberger Elementary English Learner, Students will improve performance from 78.8% to meet or exceed proficient on site-developed/identified common formative assessments

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

**Progress and Growth Monitoring:**

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 advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 06/14/2016, 93 % of Benchley/Weinberger Elementary Grade 03, Students will achieve a score level 38 in DRA

**Closing the Gap SMART Goal:**  
 \* By 06/14/2016, 93 % of Benchley/Weinberger Elementary Hispanic or Latino, Grade 03 will achieve a score at level 38 in DRA

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**  
 DRA Levels

**Progress and Growth Monitoring:**

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** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

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

\* By 06/15/2016, 95 % of Benchley/Weinberger Elementary Parents/Guardians will achieve a attend at least two school events Attendance

**Targeted Population:**

The parents of Hispanic students are the targeted population

**What data did you use to form these goals?**

Anecdotal Data i.e. sign in sheets, PTA and Foundation membership

**Progress and Growth Monitoring:**

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.

The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

**Title 1 Arts Grant (Award Sites ONLY):**

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

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

Teachers will use graphic organizers and Thinking Maps to support student understanding.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction

**Strategic Support (Tier 2)**

Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

Targeted additional small flexible group instruction will be used to address specific needs in literacy

Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

Educational specialist will provide push in supplemental small group instruction for targeted students in need.

Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

Teachers or support staff (Power Team) 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 SAI services and small group instruction

**Intensive Intervention (Tier 3)**

Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

Counselor and support mentors will provide monthly check in with at risk student

Support by Support staff and Power Team (if available) 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.

Principal will push in to classrooms to provide additional small group instruction to student with the need for more intensive intervention.

Local Control Funding Formula Goals
<p><b>Goal 1: Intervention Supports</b> 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><b>Intervention Support Goal:</b> Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom. Provide Health and emotional support to student to increase attendance that will help promote student achievement</p> <p><b>Identified Need:</b> Support will be provided as part of library services and targeted support in the classroom as well as maintain student wellness to attend school</p> <p><b>Target Group:</b> Struggling students (ELs and EOs) at-risk of not meeting grade level standards</p> <p><b>Monitoring:</b> Written schedule providing students and classroom attendance in Library and sign in sheets in the health office</p> <p><b>Personnel Responsible:</b> Principal works with teaching staff to ensure needs of students are met in the library and that student with health issues are addressed</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal:</b> Library assistant to provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards. Support will be provided as part of library services and targeted support in the classroom. Provide Health and emotional support to student to increase attendance that will help promote student achievement</p> <p><b>Identified Need:</b> Support will be provided as part of library services and targeted support in the classroom as well as maintain student wellness to attend school</p> <p><b>Target Group:</b> Struggling students (ELs and EOs) at-risk of not meeting grade level standards</p> <p><b>Monitoring:</b> Written schedule providing students and classroom attendance in Library and sign in sheets in the health office</p> <p><b>Personnel Responsible:</b> Principal works with teaching staff to ensure needs of students are met in the library and that student with health issues are addressed</p>
<p><b>Goal 3: Professional Development</b> 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</p>

and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**  
Provide direct support to struggling students (ELs and EOs) at-risk of not meeting grade level standards

**Identified Need::**  
Support will be provided for targeted support in the classroom

**Target Group::**  
Struggling students (ELs and EOs) at-risk of not meeting grade level standards

**Monitoring::**  
Staff

**Personnel Responsible::**  
Principal works with teaching staff to ensure needs of students are met

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Health Technician	0.3050	\$10,200.73	0293-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide Health and emotional support to student to increase attendance that will help promote student achievement



## ACHIEVEMENT

**APPENDICES**

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

- A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum

ACHIEVEMENT

**APPENDIX A**

**TITLE I PARENT INVOLVEMENT POLICY**

**OR**

**PARENT INVOLVEMENT POLICY**

**FOR NON-TITLE I SCHOOLS**

*(Provided by the School Site)*



Benchley-Weinberger Elementary School  
San Diego Unified School District  
**Financial Planning, Monitoring and Accountability Department**

## **NON-TITLE I PARENT INVOLVEMENT POLICY**

In the fall, an annual meeting will be held to share with parents a description of the Non-Title I program and its requirements. Benchley-Weinberger has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. It is distributed to all parents and families in our First Day Packets each year.

We developed this plan through a series of meetings and distributed the policy to parents of Non-Title I students. We developed the plan through a series of meetings including, but not limited to Student Site Council, PTA meetings, Foundation input, etc. as well as with the principal's open door policy and regular input from parents. The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

### **Involvement of Parents in the Non-Title I Program**

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

The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program.

- Kindergarten Orientation
- Fall Parent Meeting-Back to School Night September

The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening.

- School Site Council (SSC),
- Benchley-Weinberger Foundation, Parent Teacher Association (PTA), and Henry Cluster meetings.
- Additional pertinent gatherings include Academics in Action Night in the spring, and Pastries with Patton (mini-town hall meetings 4 times a year).

The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy.

- August Foundation Meeting
- Back to School Night
- School Messenger
- Flyers
- First Day Packet
- Family Handbook

The school provides parents of Non-Title I students with timely information about Non-Title I programs.

- Surveys and School Messenger bulletins regularly distributed.
- Principal Open Door Policy to receive feedback (daily/weekly)
- Family Handbook
- Kindergarten Orientation
- Curriculum Night

The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Parent/Teacher Conferences
- Academics in Action Night
- Family Handbook
- Kindergarten Orientation
- Back to School Night
- Curriculum Night

If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Teacher Open Door Policy
- Principal Open Door Policy
- Conferences
- Back to School Night
- Curriculum Night
- Student Study Teams
- Individualized Education Program (IEP) meetings

### **School-Parent Compact**

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

-The school's responsibility to provide high-quality curriculum and instruction:

-The ways parents will be responsible for supporting their children's learning

-The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

*Benchley-Weinberger Home School Compact  
2015-16*

## **PARENT RESPONSIBILITES**

**We, as B-W parents, will support our student's learning by:**

- Monitoring my student's attendance
- Making sure that my student arrives to school on time
- Ensuring that homework is completed and turned in on time
- Checking student planner or red folder on a daily basis
- Monitoring the amount of television my student watches
- Promoting positive use of my student's extracurricular time
- Staying informed about my student's education and communicating with the school by promptly reading all notices from B-W or SDUSD either received by my student or by mail and responding as appropriate
- Visiting the B-W website and individual classroom websites for up to date information regarding B-W at: <http://www.sandi.net/bw/>
- Serving and/or attending to the extent as possible, on advisory groups or committees such as School Site Council, Foundation, PTA
- Attending school events/functions to know more about my students' educational experience such as Curriculum Night, Parent Conferences and Open House
- Participating in decisions related to my student's education
- Volunteering at school as often as I can

## **STUDENT RESPONSIBILITES**

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

- Attending school on a regular basis
- Arriving to school on time
- Being accountable for my learning
- Participating in class by asking questions, listening to others, and offering your ideas and opinions
- Doing my homework every day and ask for help when I need it
- Using my student planner on a daily basis (5th grade)
- Reading at least 30 minutes every day outside of school time
- Attending after school assistance / tutoring as often as needed
- Being a responsible citizen to my school and community
- Limiting the time I watch television and play video games

## **Building Capacity for Involvement**

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

The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Academics in Action Night
- School Messenger
- Parent Teacher Conferences
- Website with numerous resources
- PTA Newsletter

The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement.

- Academics in Action Night
- District training opportunities
- Everyone's A Reader Training
- Curriculum Night
- Parent Conference

With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

- Grade Level Meetings
- Professional Development

The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Pastries with Patton (town hall meeting with principal 4 times a year)
- Monthly school-wide events that encourage parent involvement
- Purposeful recruiting activities for PTA and Foundation
- PTA Newsletter outlining trainings and resources

The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that parents understand.

- Flyers in red folders
- PTA Newsletter
- Monthly Assemblies
- School Messenger

The school provides support for parental involvement activities requested by Non-Title I parents.

- School Messenger
- Recruiting
- Newsletters
- Banners
- Phone calls

- Volunteer Opportunities
- Monthly Assemblies

### **Accessibility**

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

- Teacher Open Door Policy
- Principal Open Door Policy
- Conferences
- Back to School Night
- Curriculum Night
- Student Study Teams
- Individualized Education Program (IEP) meetings
- Parent Volunteers
- Parent Experts
- Everyone's a Reader Tutors
- Room Parents
- Parent Chaperones
- Community Volunteers
- Eagle Scout Projects
- Sign Language Interpreter
- EL interpreter

**ACHIEVEMENT****APPENDIX B****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*



# Benchley-Weinberger Home School Compact 2015-16

## **PARENT RESPONSIBILITIES**

**We, as B-W parents, will support our student's learning by working as a united front with the school by:**

- Monitoring my student's attendance
- Making sure that my student arrives to school on time
- Ensuring that homework is completed and turned in on time
- Checking student planner or red folder on a daily basis
- Monitoring the amount of television my student watches
- Promoting positive use of my student's extracurricular time
- Staying informed about my student's education and communicating with the school by promptly reading all notices from B-W or SDUSD either received by my student or by mail and responding as appropriate
- Visiting the B-W website and individual classroom websites for up to date information regarding B-W at: <http://www.sandi.net/bw/>
- Serving and/or attending to the extent as possible, on advisory groups or committees such as School Site Council, Foundation, PTA
- Attending school events/functions to know more about my students' educational experience such as Curriculum Night, Parent Conferences and Open House
- Participating in decisions related to my student's education
- Volunteering at school as often as I can

## **STUDENT RESPONSIBILITIES**

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

- Attending school on a regular basis
- Arriving to school on time
- Being accountable for my learning
- Participating in class by asking questions, listening to others, and offering your ideas and opinions
- Doing my homework every day and ask for help when I need it
- Using my student planner on a daily basis (5<sup>th</sup> grade)
- Reading at least 30 minutes every day outside of school time
- Attending after school assistance / tutoring as often as needed
- Being a responsible citizen to my school and community
- Limiting the time I watch television and play video games

## ACHIEVEMENT

**APPENDIX C****CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District				
Site: 0293 Benchley/Weinberger Elementary				
As of Date 04-07-2015				
Extended Summary				
	<b>00000 Discretionary Alloc</b>		<b>09800 LCFF Intervention Support</b>	
<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>
		<b>46,469.00</b>		<b>20,094.04</b>
		<b>46,469.75</b>		<b>20,094.04</b>
		<b>(0.75)</b>		<b>(0.00)</b>
6410 Health Technician	-	-	0.31	10,200.73
6472 Library Asst	-	-	0.05	1,323.35
1189 Retired Clsrm Teacher Hrly		5,000.00		-
1192 Prof&Curriclm Dev Vist Tchr		2,500.00		-
2951 Noon Supervision		7,500.00		-
Employee Benefits		2,889.75		8,569.97
4301 Supplies		13,980.00		-
5614 Lease of Printer/Duplicator		10,500.00		-
5733 Interprogram Svcs/Paper		3,500.00		-
5915 Telephone Svc - Additional		600.00		-

**ACHIEVEMENT****APPENDIX D****2014-15 SPSA ADDENDUM**

**Benchley Weinberger**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 06/14/2015, 86 % of Benchley/Weinberger Elementary Students, Grades 3-5 will improve performance from 60% to meet or exceed common core grade level standards in MAP assessment
<b>Mathematics</b>	By 06/14/2015, 90 % of Benchley/Weinberger Elementary Students, Grades 3-5 will improve performance from 87.9% to meet or exceed proficient in MAP assessment
<b>English Language Development</b>	By 06/14/2015, 88 % of Benchley/Weinberger Elementary English Learner, Students will improve performance from 78.8% to meet or exceed proficient on site-developed/identified common formative assessments
<b>Graduation/Promotion Rate</b>	By 06/14/2015, 93 % of Benchley/Weinberger Elementary Grade 03, Students will achieve a score level 38 in DRA
<b>Parent Involvement and Community Engagement</b>	By 06/15/2015, 95 % of Benchley/Weinberger Elementary Parents/Guardians will achieve a attend at least two school events Attendance

<b>Academic Program Description:</b>	<b>Please see the base program model in the following four pages.</b>
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