

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT EMERSON/BANDINI ELEMENTARY SCHOOL

2014-16

37-68338-6039507

CDS Code

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

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

Principal: Harris, Heather

Contact Person: Harris, Heather

Position: Principal

Telephone Number:

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

E-mail Address: hharris@sandi.net

The following items are included:

- Recommendations and Assurances
- 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.



RECEIVED APR 04 2015

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: EMERSON BANDINI ELEMENTARY

DUE March 13, 2015

SITE CONTACT PERSON: HEATHER HARRIS

PHONE: 619-344-6200

FAX: 619-344-6249

E-MAIL ADDRESS: hharris@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: 3/4/15 & 3/12/15
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: 3/4/15
- Other (list): Title I Parent Group February 2015 Family Friday Date of presentation: 3/4/15

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: 3/12/15

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.

Heather Harris
Type/Print Name of School Principal

[Signature]
Signature of School Principal

3/12/15
Date

Shelley Warnick
Type/Print Name of SSC Chairperson

[Signature]
Signature of SSC Chairperson

3/12/15
Date

Type/Print Name of Area Superintendent

[Signature]
Signature of Area Superintendent

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

My vision is to create a rigorous learning environment which inspires, engages, and empowers all children to be 21st century leaders. A school where every student has access to innovative and purposeful learning experiences every day for success in each grade level. Where every faculty and staff member works interdependently to analyze formative and summative assessments to inform, enhance, celebrate and motivate student learning and improve their personal instruction skills.

At Emerson-Bandini we are striving for a school culture in which students are the focus. Parents feel valued, respected, and are equal partners in their child's schooling. Where all stake holders have high expectations and make decisions to take pathways that are the most supportive to student achievement. Students are ambassadors of peace and conflict resolution. Teachers are innovators who embrace taking risks and go outside the box to new and effective pedagogy. Students are so engaged in learning that they don't want to miss out on a single second of learning.

Common Core State Standards provide the purpose for every lesson and students are doing work at levels that allow them to achieve their potential. A 90/90/90 school where students reclassify as RFEP within or before the district timelines. Students can articulate their thinking at DOK levels 3&4 and demonstrate their knowledge/learning through technology in ways that they never could have with paper/pencil.

Beginning the 2014-2015 school year, classroom observations by the administration determined that improvements could be made in student focus and understanding their role within the context of lessons. Levels of engagement varied, students were passive, with little student-to-student interaction or active engagement. There was some evidence of meaningful technology integrated into the instruction. However, students mainly did word processing and on-line apps while teachers pull small groups.

There are teams of teachers (PLC) that set goals to measure student achievement for each grade level and classroom. There is work happening with teachers co-constructing formative/summative assessments. Rubrics are being created and conversations are happening about what is meeting, approaching, and not meeting standards in grade level teams. Staff seemed unsure of Common Core State Standards curriculum and student outcomes. There had some math PD at site to support the shift to common core standards. Math practices were posted, but not yet a site wide focus of lessons. Teachers shared that it was rare for them to have the opportunity to cross visit and observe peers.

Using district interim assessment 1, selected responses, 24% of grades 1-6 students and 16% of students in grades 3-6 met ELA standards in December 2014. For mathematics, on district interim assessment 1, selected responses, 20% of grades 1-6 students and 17% of students in grades 3-6 met standards in December 2014. We know that the number of students meeting standards needs to improve in both areas.

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

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

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

Cycle 4 (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 (+)

The most recent Program Improvement Restructuring Plan has three implementations: 1) cooperative learning strategies, 2) use of graphic organizers, 3) teaching for mastery. These three strategies are imbedded into the current SPSA through the work with grade level Professional Learning Communities (PLC) planning and monitoring student learning from common assessments. It is also imbedded with the district focus for professional development around social environment, collaborative conversations and differentiation (unlocking the genius in every child). In addition the principal and vice principal implement professional development using the cycle of continuous improvement which includes coaching and feedback for each teacher. We also recognize that improving school attendance rates will greatly impact our ability to exit program Improvement.

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.

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

Friday, February 20th @ 9:15	Family Friday/Principal Coffee	Emerson Auditorium
Monday, March 2nd @ 3:50 PM	Staff Meeting	Emerson Library
Tuesday, March 3 rd @ 8:00 AM	School Site Governance Team	Emerson Library
Wednesday, March 4 th @ 9:15	ELAC parent meeting	Emerson Library
Wednesday, March 4 th @ 2:00	School Site Council	Emerson Room 114
Thursday, March 12 th @ 8:00 AM	School Site Council	Emerson Room 114
Friday, March 13 th @ 9:15 AM	Family Friday/Parent Coffee	Bandini Auditorium

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Heather Harris	Principal
2. Karal Blankenship	Teacher
3. Griselda Dominguez	Teacher
4. Oscar Palestino	Teacher
5. Shelley Warnick	Non-Classroom Teacher; Chair
6. Maria Alvarez Iglesias	Parent
7. Jasmine Bechem	Parent/Community Member
8. Gloria Pacheco	Parent
9. John Tamez	Parent
10. Norma Carolina Ruiz Vazquez	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

- * By 07/21/2016, 30 % of Emerson/Bandini Elementary Students, Grades 3-6 will meet Common Core Standards on the common formative assessment
- * By 07/21/2016, 50 % of Emerson/Bandini Elementary Students, Grades K-3 will achieve a meet Common Core Standards in DRA

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):

End of Unit Assessments
DRA
Achieve3000 Lexile Levels & goal reports
Writing Rubrics

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 2: Mathematics

Mathematics SMART Goal:

* By 07/21/2016, 30 % of Emerson/Bandini Elementary Students, Grades 3-6 will meet Common Core Standards on the common formative assessment

Closing the Gap SMART Goal:

* By 07/21/2016, 30 % of Emerson/Bandini Elementary Special Education, Students, Grades 3-6 will meet Common Core Standards on the common formative assessment

* By 07/21/2016, 30 % of Emerson/Bandini Elementary English Learner, Students, Grades 3-6 will meet Common Core Standards on the common formative 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):

End of Math Concept Assessments
Rubrics for Math Tasks

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 3: English Learner

English Learner SMART Goal:
 * By 07/21/2016, 66 % of Emerson/Bandini Elementary English Learner, Students will perform at their expected proficiency level based on their OPL level in California English Language Development Test.

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 07/21/2016, 50 % of Emerson/Bandini Elementary Grade 03 will perform at level 38 level in DRA .

Closing the Gap SMART Goal:
 * By 07/21/2016, 46 % of Emerson/Bandini Elementary English Learner, Grade 03 will perform at level 38 level 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
 Achieve 3000 Lexile Levels & Goal Reports

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

* By 07/21/2016, 65 % of Emerson/Bandini Elementary Parents/Guardians will achieve a attendance of a minimum of two school events during the year in an effort to increase in Parent and Community Engagement.

Targeted Population:

We have found that parent involvement in the classroom decreases after 4th grade with a rapid decline by the time students enter grades 5-6. This decline is also evident at school functions.

What data did you use to form these goals?:

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

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

Parent Surveys: Title I Parent Involvement & PTO

Progress and Growth Monitoring:

At the end of the 2014-2015 school year, surveys will be sent out and input around what events parents attended and provide an opportunity for parents to give their input for events they would be interested in attending for the 2015-2016 school year.

The Parent Involvement and Academic Nights committee will also develop ideas and creative ways to monitor parental involvement at their events.

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

* By 07/21/2016, 97 % of Emerson/Bandini Elementary Students, Grades K-6 will perform at increased daily level Attendance .

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):

Monthly attendance reports

Progress and Growth Monitoring:

Weekly attendance reports. Public celebration of classes with highest attendance at Monday Assemblies.

Monthly counselor and guidance assistance meetings with PowerSchool reports.

Perfect Attendance Assemblies every trimester.

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

All teachers will use the 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, District Interim, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

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

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

All English learners will be assessed using 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 interim and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

Teachers will participate in on site and district professional development to strengthen literacy instruction, including grade level observations

Strategic Support (Tier 2)

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

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

Teachers might provide a double dose of daily guided reading for targeted students.

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

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

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

Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts (Achieve3000, RAZ Kids, Star Fall)

Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)
 Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
 Counselor and support mentors will provide monthly check in with at risk students
 Speech and Language Pathologist will provide supplemental support to English Learners with language needs.
 Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.1750	\$4,394.43	0091-30100-00-2231-2420-0000-01000-0000	Title I Basic Program	01, 03	Library assistant will work with students on research and literacy skills.
Position School Nurse,	0.4000	\$28,046.80	0091-30100-00-1240-3140-0000-01000-0000	Title I Basic Program	04	Supplemental nurse time to supports students health needs so that they are ready to learn.
Position School Counselor,	0.5000	\$37,747.00	0091-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	04, 05	Supplemental counseling time to support students socio/emotional needs so that they are ready to learn.
Position Guidance Asst,	0.1875	\$5,286.56	0091-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprmnt	04, 05	Guidance Assistants will work with staff on how to provide emotional and behavioral support to ensure students are in school and ready to learn.
Supplies	-	\$23,286.46	0091-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Supplemental instructional supplies for journals, manipulatives, chart paper, markers, etc...
Prof&Curriclm Dev Vist Tchr	-	\$35,000.00	0091-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Visiting teacher release time for PLC's and QTEL and other PD training.
Interprogram Svcs/Paper	-	\$8,000.00	0091-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Copy paper for duplication of assessments and Tier 1 curriculum to support student learning.
Inservice supplies	-	\$1,443.00	0091-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Light refreshments and materials for parent events and meetings.
Tech Professional OTBS Hrly	-	\$1,136.00	0091-30103-00-2455-2495-0000-01000-0000	Title I Parent Involvement	05	Translation for parent events and meetings.
Supplies	-	\$1,750.72	0091-30106-00-4301-2495-0000-01000-0000	Title I Supplmnt Prog Imprmnt	01, 02, 03	Supplemental instructional supplies for journals, manipulatives, chart paper, markers, etc...

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Intervention Support Goal::

Provide extended day tutoring by classroom teachers across grades K-6 in a Tier 2 support. Literacy support for K-2 grades to increase the number of students meeting grade level standards as evidence by DRA and site developed assessments. Math and/or literacy support for 3-6 grades to increase the number of students meeting grade level standards by evidence of Lexile levels (Achieve 3000 goal reports), End of Math Concept assessments, and other site developed assessments.

Identified Need::

There are students at all grade levels who are not meeting grade level standards. These students would benefit from an extended school tutoring program for additional small group instruction and practice opportunities to gain mastery.

Target Group::

Students not meeting grade level standards.

Monitoring::

DRA scores, Achieve3000 reports/Lexile levels, and results of site-developed assessments

Personnel Responsible::

Principal, Vice Principal, ILT, Classroom Teachers

Goal 3: Professional Development

Professional Development Goal:

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

Identified Need::

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

Target Group::

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

Monitoring::

referral forms, PowerSchool Reports, attendance letters (SARB)

Personnel Responsible::

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

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Guidance Asst,	0.5625	\$15,859.69	0091-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Guidance Assistants will work with staff on how to provide emotional and behavioral support to ensure students are in school and ready to learn.
Position Guidance Asst,	0.7500	\$21,146.25	0091-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 3	Guidance Assistants will work with staff on how to provide emotional and behavioral support to ensure students are in school and ready to learn.
Position Health Technician,	0.0610	\$2,040.15	0091-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Supplemental Health tech to supports students health needs and connect to outside community services.
Classroom Teacher Hrly	-	\$15,488.00	0091-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1	Extended tutoring for students not at grade level. K-2 literacy, 3-6 literacy and/or math.

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
- E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

ACHIEVEMENT

APPENDIX A**TITLE I PARENT INVOLVEMENT POLICY**
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)



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

EMERSON BANDINI ELEMENTARY
TITLE I PARENT INVOLVEMENT POLICY

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

Emerson Bandini Elementary has developed a written Title I parental involvement policy with input from Title I parents. A parent survey is sent home in May each school year and analyzed by the site SSC. Another structure that allows parent input is the monthly parent coffee that always happens the day after the SSC meeting. The survey results are shared and input given by parents for revisions. The final policy is reviewed by the SSC in June to be ready to give to parents in the fall of the following school year.

Emerson-Bandini has distributed the policy to parents of Title I students every year in October. The Title I program and parent involvement policy is always the focus of the October Family Friday and Coffee with the Principal each school year. The site also sends out a school message call to inform parents that the information will be coming home with students that same day and asks them to review it over the weekend. 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 Emerson Bandini Elementary, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 - Parents are sent flyers, personally invited by the principal at Back to School Night, and also receive a call from the school informing them of the annual meeting in October.
 - The administration prepares a PowerPoint presentation to review the Title I requirements and how the site qualifies for Title I funding.
 - There is a list of monthly structured parent events communicated at this time along with committees that parents can be elected to or volunteer for to be involved in the Title I program
 - Parents are given the opportunity to ask questions and provide feedback after the presentation in an open dialogue.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 - Family Fridays are always at 9:15 AM each month.
 - PTO meetings are at 5:30 PM
 - SSC and SGT meetings are at 8:00 AM
 - Parent Academic Nights are always in the evening starting at 4:00 or 5:00 PM
 - Parent Academy or classes are offered at the time decided best by the parents interested in attending (usually at 9:15 AM).

- 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.
 - Each February and March Emerson-Bandini involves all stake-holders in reflecting, reviewing, and planning for the next school year's Title I program.
 - This includes budget, school site plan for student achievement, and parent involvement policy.
 - The February and March Family Friday and Coffee with the Principal focus primarily on these topics. The first to get parental input and inform decision making. The second to share the revisions and proposed budget/site plan for student achievement.
 - School committees meet that include parent members (English Language Advisory Committee, Site Governance Team, and the School Site Council) to finalize the Title I programs.
- The school provides parents of Title I students with timely information about Title I programs.
 - There are monthly parent newsletters sent home to inform parents of the Title I programs.
 - Parent/teacher conferences also inform parents about the programs and their child's progress towards academic goals and standards.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - November and December Family Fridays/Coffee with the Principal always have a focus on progress reporting and curriculum.
 - Parent teacher conferences use a standards based progress report and always include student work and samples of assessments.
 - Parents are requesting more information about the Common Core State Standards (CCSS) and Emerson-Bandini will be offering specialized parent classes on the following topics for the 2015-2016 school year:
 - Mathematical Practices (new learning tasks and assessments)
 - Reading (text-based questions, rigor, and reading closely)
 - Writing (new curriculum, thinking like a writer, the writing process)
 - Speaking and Listening (making meaning through collaborative conversations)
 - In 2015-2016 school sites and parents will get the first base-line results of the Smarter Balanced Assessment Consortium and there will be opportunities for parents to learn how this assessment measures students' progress.
- 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.
 - Every month parents have this opportunity and starting in the 2015-2016 school year they will have additional opportunities through our CCSS classes.
 - Parents are also informed and invited to School Governance Team and School Site Council meetings in advance where decisions are made relating to the education of their children.

School-Parent Compact

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

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- A parent survey is sent home in May each school year and analyzed by the site SSC. During the May Family Friday the survey results are shared and input given by parents for revisions. The final policy is reviewed by the SSC in June to be ready to give to parents in the fall of the following school year.

Building Capacity for Involvement

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

- 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.
 - Parent teacher conferences use a standards based progress report and always include student work and samples of assessments.
 - Parents are requesting more information about the Common Core State Standards (CCSS) and Emerson-Bandini will be offering specialized parent classes on the following topics for the 2015-2016 school year:
 - Mathematical Practices (new learning tasks and assessments)
 - Reading (text-based questions, rigor, and reading closely)
 - Writing (new curriculum, thinking like a writer, the writing process)
 - Speaking and Listening (making meaning through collaborative conversations)
 - In 2015-2016 school sites and parents will get the first base-line results of the Smarter Balanced Assessment Consortium and there will be opportunities for parents to learn how this assessment measures students' progress.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
 - and Emerson-Bandini will be offering specialized parent classes on the following topics for the 2015-2016 school year:
 - Mathematical Practices (new learning tasks and assessments)
 - Reading (text-based questions, rigor, and reading closely)
 - Writing (new curriculum, thinking like a writer, the writing process)

- Speaking and Listening (making meaning through collaborative conversations)
- Parent Academic Nights
 - September: Back to School Night
 - December: Winter Program - The Arts (display of art projects and performances with singing/dancing)
 - March: Spring Open House - Science & Writing (display of science projects with a focus on writing, portable planetarium on site for families to visit)
 - 2015-2016 additional nights for Reading and Math are planned
- 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.
 - School norms include valuing multiple perspectives and respect to all stakeholders. Administration supports the norms in all stakeholder interactions.
 - The PTO sends out an annual staff survey to get input about how they can partner with teachers and support students.
 - The PTO co-sponsors events (Fall Festival in October, Winter Program in December)
 - CCSS parent classes information will be shared with the staff and promote a dialogue about parents as equal partners.
- The school coordinates and integrates the 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.
 - PTO with parent and staff members
 - Community partnership with SAY San Diego brought an 8 session parent academy to Emerson-Bandini that allowed parents to select the content of the classes.
 - Informing parents of our district Ballard Parent Center classes in Common Core State Standards and the Individual Education Plan process.
- 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.
 - All flyers, monthly parent newsletters, and school messenger phone calls are sent out in English and Spanish.
 - Each School Site Council meeting and Family Friday are translated from English into Spanish for our parents.
- The school provides support for parental involvement activities requested by Title I parents.
 - Parents are requesting more information about the Common Core State Standards (CCSS) and Emerson-Bandini will be offering specialized parent classes on the following topics for the 2015-2016 school year:
 - Mathematical Practices (new learning tasks and assessments)
 - Reading (text-based questions, rigor, and reading closely)
 - Writing (new curriculum, thinking like a writer, the writing process)
 - Speaking and Listening (making meaning through collaborative conversations)
 - Parents requested more information about the new progress reports and “grading.” Our November Family Friday/Principal Coffee provides that information.

Accessibility

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

- All flyers, monthly parent newsletters, and school messenger phone calls are sent out in English and Spanish.
- Each School Site Council meeting and Family Friday are translated from English into Spanish for our parents. The minutes for the committee are also translated for parents/community members.
- All progress reports are printed in the home language as reported by parents when enrolling their children.

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

(Provided by the School Site)



HOME/SCHOOL COMPACT

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

School Responsibilities

The Emerson-Bandini Elementary 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:**
 - *Standards based assessments and district adopted textbooks and curriculum are implemented*
 - *Staff will be trained in Systematic ELD*
 - *Teachers attend Professional Development to align curriculum with Common Core State Standards.*

 - 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.**
 - *November 2014 and March 2015*

 - 3. Provide parents with frequent reports on their child's progress.**
 - *Periodic reports by teacher, academic and behavioral.*
 - *Phone or parent teacher conferences to discuss more specific progress*

 - 4. Provide parents reasonable access to staff.**
 - *Staff is available on a daily basis to assist and meet with parents.*
 - *Scheduled meetings or conferences require one to two days prior notice. Other availability depends on the timing of the request and availability of staff.*
 - *Meetings with the Principal and/or Vice Principal, requires advance scheduling, however, phone calls will be returned timely based on availability.*
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5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- *Parent classroom volunteers is highly encouraged*
- *Monthly assemblies are planned to promote school wide character focus and award recognition*

Parent Responsibilities

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

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

Student Responsibilities

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

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

ACHIEVEMENT

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

San Diego Unified School District
 Site: 0091 Emerson/Bandini Elementary
 As of Date 04-08-2015
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$167,238.00		\$2,843.00		\$12,239.00
		\$167,238.00		\$2,843.69		\$12,239.00
		\$0.01		-\$0.69		\$0.00
Certificated Salaries / Monthly	0.9000	\$65,793.80	0.0000	\$0.00	0.0000	\$0.00
2500 School Nurse	0.4000	\$28,046.80	0.0000	\$0.00	0.0000	\$0.00
2605 School Counselor	0.5000	\$37,747.00	0.0000	\$0.00	0.0000	\$0.00
Classified Salaries / Monthly	0.1750	\$4,394.43	0.0000	\$0.00	0.1875	\$5,286.56
6425 Guidance Asst	0.0000	\$0.00	0.0000	\$0.00	0.1875	\$5,286.56
6472 Library Asst	0.1750	\$4,394.43	0.0000	\$0.00	0.0000	\$0.00
Certificated Salaries		\$35,000.00		\$0.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$35,000.00		\$0.00		\$0.00
Classified Salaries		\$0.00		\$1,136.00		\$0.00
2455 Tech Professional OTBS Hrly		\$0.00		\$1,136.00		\$0.00
Employee Benefits		\$30,763.31		\$264.69		\$5,201.72
3995 Life Insurance/Clafd		\$6.99		\$0.00		\$8.41
Books and Supplies		\$23,286.46		\$1,443.00		\$1,750.72
4301 Supplies		\$23,286.46		\$0.00		\$1,750.72
4304 Inservice supplies		\$0.00		\$1,443.00		\$0.00
Services and Other Operating		\$8,000.00		\$0.00		\$0.00
5733 Interprogram Svcs/Paper		\$8,000.00		\$0.00		\$0.00

ACHIEVEMENT

APPENDIX D

2014-15 SPSA ADDENDUM

Emerson-Bandini Elementary

Area Goals for 2014-15 SY	
English Language Arts:	By 7/21/15, 40%, of Emerson-Bandini students grades 3-6 will met common core grade level standards as identified on common formative assessments.
Mathematics	By 7/21/15, 50%, of Emerson-Bandini students grades 3-6 will met common core grade level standards as identified on common formative assessments.
English Language Development	By 7/21/15, %, Grades 3-6, students will perform at their expected proficiency level based on their OPL level in CELDT.
Graduation/Promotion Rate	By 7/21/15, XX%, Grades 3, students will perform at level 38/40 in DRA.
Parent Involvement and Community Engagement	By 7/21/15, 50%, Parents/Guardians will achieve a attendance of two school events during the year for Parent and Community Engagement

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model in the following pages.
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* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I		30106 Title I		74000 Quality Ed		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		160,885.00		2,343.00		11,703.00		376,200.00	
2000 Regular Teacher	-	-	-	-	-	-	3.00	226,218.00	Class Size Reduction required for QEIA.
2040 Inschool Resource Tchr	1.00	80,271.00	-	-	-	-	-	-	Provided support to teachers and specific support to targeted underperforming students through small group differentiated literacy activities
2500 School Nurse	0.30	21,970.80	-	-	-	-	-	-	Provide direct health services to students and coordinate access to outside services so students are healthy and ready to learn.
6425 Guidance Asst	-	-	-	-	0.19	5,320.69	-	-	Provide services to students and families to support academic success and social/emotional well being and act as an outreach ensuring struggling students are in school by monitoring truancy.

1162 Short Term Leave Visiting Tchr	-	-	-	9,000.00	Visiting teachers required for QEIA teachers when absent.
1192 Prof&Curriclm Dev Vist Tchr	20,000.00	-	-	15,000.00	Teacher release time to attend PLC for professional development and collaborative grade level planning.
1971 NonClstrm Prof&Curriclm DevHrly	-	-	-	12,000.00	Classroom release time for Professional Development to ensure instructional staff maintains and improves instructional skills and grasp current teaching methods for challenged and ELL students.
Employee Benefits	35,496.59	-	4,961.77	79,363.17	Employee benefits
4301 Supplies	3,146.61	-	1,220.54	10,218.84	Supplemental supplies/materials including students materials and professional development materials.
4304 Inservice supplies	-	2,343.00	-	-	Light refreshments to organize and implement valuable meetings to educate parents.
5733 Interprogram Svcs/Paper	-	-	-	10,000.00	Paper needed to differentiate take home reading materials that complement small group learning literacy activities
5920 Postage Expense	-	-	200.00	-	Postage needed for on-going communication with parents.
7310 Indirect Cost / Interprogram	-	-	-	14,400.00	Required for QEIA

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
Grades K-3 with CSR:	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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

ACHIEVEMENT

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM
IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

APPENDIX E

School Name: Emerson Bandini Elementary School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT & WATCH LIST SCHOOLS ONLY

Enter Total Allocation: Resource 30100	\$167,238.00
Enter Total Allocation: Resource 30106	\$12,239.00
Sum of Resources 30100 & 30106	\$179,477.00
10% allocation needed for PD	\$17,947.70

Please check one: Watch List Year 1 Year 2 Year 3 Year 4 Year 5 Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input checked="" type="checkbox"/> 30100			
<input type="checkbox"/> 30106	1192	Visiting teacher release time for PLC's and QTEL and other PD training.	\$35,000.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$35,000.00
10 % allocation has been met			YES