THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SALK ELEMENTARY SCHOOL

2015-16

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: Hardson, Deidre
Contact Person: Hardson, Deidre
Position: Principal
Telephone Number: 858/271-0410;
Address: 7825 Flanders Drive, Salk Elementary, San Diego, CA, 92126,
E-mail Address: dhardson@sandi.net

The following items are included:
☒ 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.

San Diego Unified
SCHOOL DISTRICT

RECEIVED MAR 25 REC'D

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

~~2014~~ 2016 (~~2 YEAR~~) SINGLE PLAN FOR STUDENT ACHIEVEMENT *(Non - Title I School)*
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **SALK ELEMENTARY**

DUE March 13, 2015

SITE CONTACT PERSON: **DEIDRE HARDSON**

PHONE: **858-271-0410**   FAX: **(858) 578-6822**   E-MAIL ADDRESS: **dhardson@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: **3/11/2015 (MASON SSC)**

   ☒ 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: **3/11/2015 (MASON SSC)**

   ☒ Other (list): **Staff**   Date of presentation: **3/05/2015(MASON and SALK hires)**

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: **3/11/2015 (MASON SSC). Once SALK is up and running, the plan and budget will be revisited with the SALK SSC, ELAC, STAFF and other stakeholders.**

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.

DEIDRE HARDSON	*[signature]*	3/11/2015
Type/Print Name of School Principal	Signature of School Principal	Date
ERIC GONZALES	*[signature]*	3/11/2015
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
LAMONT JACKSON	*[signature]*	3/13/2105
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

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

Updated 02.12.15mdj

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

SALK is a new school scheduled to open in September 2015, hence, only 2015-16 is 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 2015-16 draft SSC approved budget. The work toward approving the 2015-16 budget will be completed in the fall of 2015 in preparation for the 2015 school year once the official SALK Community has been created.

SCHOOL VISION AND REALITY

Salk Elementary is a traditional school year with a expected enrollment of approximately 450 students. Salk is located in Mira Mesa. Mira Mesa is an ideal setting in which to experience the values of people of different ethnic backgrounds and to practice essential human relation strategies. Our students will be prepared to become contributing members in the larger multicultural society that we live in, while developing a strong understanding and appreciation for diversity.

Our draft Mission at Salk Elementary is:

To ensure that every **Lion Scholar** learns to his or her maximum potential in a safe, orderly, and nurturing environment. Our essential goals are to provide:

· A high quality Common Core Standards based instructional program

· Maximum opportunities for students to develop good character

· Opportunities for students, teachers, administrators, and parents to use collaboration to enhance student achievement

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

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

Grades K-3:   1:24

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 TECHNCIAN
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).

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
Salk will open in September 2015. However, the bulk of the students articulating to Salk will be coming from Mason ES. With that being said, the Salk principal, in collaboration with the current Salk employees and the Mason 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.
This data will serve as the starting point for the Salk SSC and will be paired with the data from Salk students articulating from other schools in order to create the SMART goals and determine the major strategies and action steps set forth in the plan. At that point, actions and expenditures will be adopted to raise the academic performance of student groups not meeting state standards.
Advisory groups will be consulted during the SPSA development process as documented on the Recommendations and Assurances page.

DRAFT SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Deidre Hardson	Salk Principal- ex officio member
Donald Wiech	Teacher- 2014-15 @ Mason; 2015-16 on Salk Campus
Steven Paul Charnley	Teacher- 2014-15 @ Mason; 2015-16 on Salk Campus
MASON SSC TEAM	ASSIST IN SALK PLANNING AND DECISIONS 2014-15

Area 1: English/Language Arts

English/Language Arts SMART Goal:
* By 06/30/2016, 80 % of Salk Elementary Students will meet Common Core grade level standards in English/Language Arts on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
* By 06/30/2016, 80 % of Salk Elementary English Learner, Students will meet Common Core grade level Standards in English/Language Arts on site-developed/identified common formative assessments
* By 06/30/2016, 80 % of Salk Elementary Black or African American, Students will meet Common Core grade level Standards in English/Language Arts on site-developed/identified common formative assessments
* By 06/30/2016, 80 % of Salk Elementary Hispanic or Latino, Students will meet Common Core grade-level Standards in English/Language Arts on site-developed/identified common formative assessments
* By 06/30/2016, 80 % of Salk Elementary Economically Disadvantaged will meet Common Core grade level Standards in English/Language Arts on site-developed/identified common formative assessments

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:
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?
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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 06/30/2016, 80 % of Salk Elementary Students will meet Common Core grade-level Standards in Mathematics on site-developed/identified common formative assessments

Closing the Gap SMART Goal:
* By 06/30/2016, 80 % of Salk Elementary English Learner, Students will meet Common Core grade-level Standards in Mathematics on site-developed/identified common formative assessments
* By 06/30/2016, 80 % of Salk Elementary Black or African American, Students will meet Common Core grade level Standards in Mathematics on site-developed/identified common formative assessments
* By 06/30/2016, 80 % of Salk Elementary Hispanic or Latino, Students will meet Common Core grade-level Standards in Mathematics on site-developed/identified common formative assessments
* By 06/30/2016, 80 % of Salk Elementary Economically Disadvantaged will meet Common Core grade level Standards in Mathematics on site-developed/identified common formative assessments

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 3: English Learner

English Learner SMART Goal: * By 06/30/2016, 80 % of Salk Elementary English Learner, Students will have met their yearly English Language growth 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: **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).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
* By 06/30/2016, 97 % of Salk Elementary Students will achieve a "above average" (no more than 4 absences) 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):

Daily attendance records and average monthly attendance records provided by the Pupil Attendance Department

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 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:
* By 06/30/2016, 100 % of Salk Elementary Parents/Guardians will support student achievement by attending at least 3 school activities as measured by teacher records Attendance

Targeted Population:

Parents of Spanish Speaking English Learners are least represented at school events.
By June 2016, a minimum of 100% of parents will participate in at least three (3) school events to support their child's learning in activities such as parent conferences, Family Literacy, Math /Science nights, Family Fridays, ELAC/SSC or SGT, parent trainings, CBET classes and Parent Institute as documented by sign in sheets.
What data did you use to form these goals?:

As indicated by annual Mason sign in sheets (most of our students will be coming from Mason), approximately 98% of parents participated in at least three (3) school sponsored events last year (the previous year was 95%).

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

· All teachers will use the Lucy Calkins Units of Study in English Language Arts and California Common Core 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 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.

· Resource Teacher 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, and health assistant will facilitate medical, dental and mental health referrals to community agencies.

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

· Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema when funds are available.

· 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 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 core subjects

· 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 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 and families

·   Support by available support staff and team 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.

Local Control Funding Formula Goals

Goal 1: Intervention Supports
Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:
Reduction of class size
Identified Need:
There are students at each grade level not meeting grade level standards. These students would benefit from class size reduction.
Target Group:
Students TK-5, not meeting grade level standards.
Monitoring:
Monthly Fountas and Pinnel reading levels, DRA scores and results of site-developed assessments.
Personnel Responsible:
Teachers, Principal, ILT

Goal 2: Classroom Supports
A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:
Units of Study in Writing by Lucy Calkins materials and online supports will be provided to enhance student achievement.
Identified Need:
Professional development to support writing instruction that are common core aligned by Lucy Calkins.
Target Group:
Students in TK-5 classrooms
Monitoring:
Data collection, writing pieces, assessments, planning notes
Personnel Responsible:
Teachers and administrator

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Identified Need:

To strengthen teacher's knowledge in designing lessons to address the instructional shifts in common core across the curriculum through writing.
Target Group:
All students and teachers in TK-5th Grade
Monitoring:
Monitoring of progress is conducted through the PLCs notes and agendas. Scheduled collaboratives will have agendas, evidence of planning in classrooms and participation with the principal (when practical/possible).
Personnel Responsible:
Teacher and administrator

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

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

SALK Elementary
Principal: Deidre Hardson
P- 858-271-041
F- 858-578-6822

D R A F T P A R E N T I N V O L V E M E N T P O L I C Y
(Non-Title 1 School)
SALK Elementary School   2015-16

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

- **Salk Elementary School** will provide a flexible number of meetings to allow for parent involvement. These monthly meetings will be scheduled by the school, in languages appropriate for the parent groups, as required by Education Code 52164. Topics covered during the meetings will include:
  - Improving communication between the school and home;
  - discussing current student assessment data and student progress;
  - providing information about school and district resources for student
  - academic improvement;
  - evaluating the effectiveness of the school's parent involvement policy to increase parent participation in activities;
  - conferencing with teachers;
  - providing training programs to help parents support and work with their children at home and at school.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and decision-making for improvement of the program.

- The school wide Parent Newsletter from the PTA is sent home informing parents/community of all meetings of interest. In addition, the newsletter is made available on our website. The PTA Newsletter is used to advertise parent meetings, and will include the advertising of District Advisory Council's Harold J. Ballard Parent Center, Parent University, and other relevant meetings held throughout the district.

- During parent meetings, opportunities will be provided for parental suggestions. These suggestions will be reviewed in a timely fashion and, if possible, responses will be given by the next scheduled meeting. Topics appropriate for SSC Review / action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

- Parents are notified annually of individual student assessment results by the Research and Reporting Department and the Testing Department. An explanation of the information is available in several languages.

Listed below are some of the parent involvement activities at **Salk Elementary**:

Date
- *Coffee with the Principal -*Once a Month parents are welcome to sit and have coffee with the Principal. During this time, the Principal updates parents on any activities that will be occurring during the next month, presents the school budget, instructional plan, and various other topics related to student instruction. Parents are welcome to ask questions which relate to the school as a whole.   Check calendar for dates and times.

- *International Festival-* An annual October event sponsored by the PE department and PTA. Families are invited to celebrate their heritage by bringing in their favorite family dish to enter in the taste test. Students perform various international dances, which they learned during their PE classes.

- *Publishing Parties* are held during the course of the year, throughout the various grade-levels. Parents are invited to come to their children's classrooms to see first-hand what their children are learning in school in language arts and in writing development. Teachers and children's work inform parents how their children are developing as writers. Parents may visibly and directly affect their children's success and their learning by coming in to the classrooms to support their efforts. Furthermore, parents can follow-up on some of the writing strategies used in the classroom to assist their children at home. Publishing Parties provide parents with the awareness of techniques and strategies, which they may utilize to improve their children's academic success and to assist their children in learning at home.

- *Family Math / Family Science Night /Math Parent Night and Literacy Workshops*. Family Workshops have been scheduled for the school year. The purpose is to provide parents with information to support them in working at home with their children.

- *Kindergarten Family Orientation (Fall of each year)*
  Following kindergarten registration, new parents are invited to attend a Kindergarten Family Orientation. Parents will be informed on how to prepare their children for Kindergarten, of the Kindergarten Standards and expectations, and how they can help their children to prepare for school in the fall. Classroom tours will be offered in order for parents to get an idea of what a kindergarten classroom looks like, it's setting and composition.

- *Other Events:*
  - Back to School Night, Open House, Parent Conferences
  - *PTA:* Movie Night and other community building activities.
  - *EAR:* Everyone A Reader Volunteer Program
  - *Annual Camp out and Game night with our sister school, Mason*

(Approved by SSC:)

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

DRAFT HOME - SCHOOL COMPACT (Non-Title 1 School)

Salk Elementary and the parents of the students participating in activities, services, and programs funded by **SDUSD**, agree that this compact outlines how the parents, staff, and the students will share responsibility for improved student academic achievement. This compact also outlines the means by which the staff and parents will build and develop a partnership which will help children achieve California's high standards. *This Home/School Compact is in effect during the **2015-2016** school year.*

STUDENT COMMITMENTS
Academic:
1. I will attend school daily, on time, prepared, and ready to work and learn.
2. I will understand that I am expected to learn, complete all assignment to the best of my ability, and get help when I need it.

Citizenship:
3. I will follow school rules and cooperate with adults and other students.
4. I will respect the rights of others to learn and help to create a positive learning environment for everyone.
5. I will follow teacher instructions and not be disruptive in class.
6. I will not use profanity or make derogatory statements ("put-downs").
7. I will respect the property of the school, community, and others.

Home:
8. Every day, I will spend time reading (including reading for fun), studying, and completing homework.

TEACHER COMMITMENTS
Teaching and Learning:
1. I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
2. I will provide an enriching academic program based on standards.
3. I will give my students timely feedback on their work
4. I will provide a safe and positive atmosphere for learning.
5. I will advocate for my students' non-academic needs.

School:
6. I will help to create a welcoming environment for students, families, and community members
7. I will provide opportunities for parents to volunteers, observe, and/or participate in classroom activities.

Home:
8. I will communicate with parents through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
9. I will schedule parent-teacher conferences, return parent calls, and be reasonably available to parents.
10. I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

PARENT/GUARDIAN COMMITMENTS
School Support:
1. I will ensure my child attends school daily, on time, prepared, and ready to work and learn.
2. I will hold high expectations for my child and regularly monitor my child's progress.
3. I will know and support school/classroom rules, and the site discipline and attendance plan.
4. I will advocate for my child by understanding student/parent rights and responsibilities.
5. I will participate in decisions, as appropriate, related to the education of my child.
6. I will plan family vacations for times when school is not in session.

School Communications and Involvement:
7. I will contact teachers/counselors about concerns or problems in a timely manner.
8. I will attend a minimum of one parent-teacher conference a year.
9. I will be available to teachers and will return teacher calls in a timely manner.

Home Learning:
10. I will provide a regular time, place, and supervision for homework completion.
11. I will read to my child or ensure that my child reads daily just for pleasure.
12. I will limit my child's access to *non-educational* media and encourage healthy physical activity.

Through this Compact, I agree to fulfill my roles and responsibilities in the learning process, and commit to achieve district academic and citizenship standards.

School Administrator: *Deidre E. Hardson*   September 8, 2015
                           Deidre Hardson, Principal   Date (Approved by SSC:)

Parent: _____
                                                              Date

Student: _____
                                                              Date