

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **SANDBURG ELEMENTARY SCHOOL**

**2014-16**

37-68338-6089049

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:** Martin, Geoffrey

**Contact Person:** Martin, Geoffrey

**Position:** Principal

**Telephone Number:**

**Address:** 11230 Avenida Del Gato, Sandburg Elementary, San Diego, CA, 92126-1235,

**E-mail Address:** gmartin@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.*



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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: Sandburg Elementary

**DUE March 13, 2015**

SITE CONTACT PERSON: Geof Martin

PHONE: 858-566-0510

FAX: 858-693-3896

E-MAIL ADDRESS: gmartin@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: \_\_\_\_\_
- 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: \_\_\_\_\_
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

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

Geof Martin  
Type/Print Name of School Principal

[Signature]  
Signature of School Principal

3/13/15  
Date

Bob Turner  
Type/Print Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

3-13-15  
Date

Lamont A. Jackson  
Type/Print Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

3-16-15  
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: 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**

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****Vision for Sandburg**

Our vision at Sandburg is to develop and nurture a community that values a growth mindset, with all stake holders working toward providing and ensuring the very best opportunities for all students. Our vision is to work collaboratively and reflectively around our practice to improve outcomes for all of our students.

Sandburg's ideal state for school culture.

Sandburg strives to provide a world class environment for learning. One that provides an academic, social and physical environment worthy of our children. One that is alive with collaborative conversations. One that maximizes the potential that is within the variability of all learners. One that nurtures and develops children that take an active stance in their own learning and the learning of others. Sandburg strives to develop and nurture a community that values a growth mindset, with all stake holders working toward providing and ensuring the very best learning opportunities for all students. Sandburg's vision is for all parents to be involved and to have strong sense of community focused on providing the best possible learning opportunities for all of our students.

Sandburg's ideal state for academic press.

Professional learning teams engaged in a process of studying student outcomes as a result of their planning and execution of standards based lessons with pedagogical implementation of best practice strategies. Professional learning teams developing the academic behaviors with students that lead to high levels of meaning making through discussion. Teachers leading students as they engage in a purposeful process which causes them to struggle to make meaning around grade level Standards.

**Reality**

Sandburg's current reality in relation to vision

The Sandburg community is engaged in reflective practice around student learning. This includes world class environment, building on collaborative conversation, looking at student potential as we nurture a growth mindset in all learners (including adults). Sandburg is building capacity using lesson study and common assessments to reflect on our planning, teaching and student learning. This is a continuous process, we are see good results and have much more work to do.

Sandburg's current school culture and social environment.

There is a culture of high expectation for academic rigor and success. ILT and PLCs are working together to study teaching practice and student learning. There is a strong sense that this process drives improvement of teaching and learning. There is a strong sense that we are not "there" and the work is about reflecting and getting better.

Sandburg's current reality in terms of academic press.

Our teachers are engaged in a process of using common assessments to reflect on their teaching and student learning, they are developing lessons, teaching giving grade level common assessments and then reflecting on student learning and this process. Our work with Mindset is causing us to think about our press and the idea of making mistakes as a way value other solutions to problems and a way to learn.

**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 TECHNICIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle 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**

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>
Lisa Honma	Parent
Bob Turner	Community Member, Chair
Asfia Duggan	Parent
Ali Coleman	Parent
Matt Kaplan	Parent
Ann Mellon	Parent
Kristy Nevarez	Parent
John Rosas	Parent
Geof Martin	Principal
Thea Stein	Classroom Teacher
Darcy Finegan	Classroom Teacher
Diane Masci	Classroom Teacher
Patty Bertram	Classroom Teacher
Lisa Evans	Classroom Teacher
Terri Kidd	Classroom Teacher
Debbie Raynor	Other School Personnel - DAC representative

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**  
 \* By 06/12/2016, 70 % of Sandburg Elementary Students will meet Common Core grade-level standards in English/Language Arts

**Closing the Gap SMART Goal:**  
 \* By 06/12/2016, 70 % of Sandburg Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in English/Language Arts  
 \* By 06/12/2016, 70 % of Sandburg Elementary Economically Disadvantaged, Students will achieve a meet Common Core grade-level standards in English/Language Arts

**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 common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common 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 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/12/2016, 75 % of Sandburg Elementary Students will meet Common Core grade-level standards in Mathematics

**Closing the Gap SMART Goal:**  
 \* By 06/12/2016, 75 % of Sandburg Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in Mathematics  
 \* By 06/14/2016, 75 % of Sandburg Elementary Economically Disadvantaged, Students will meet Common Core grade-level standards in Mathematics

**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 common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common 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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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 06/12/2016, 70 % of Sandburg Elementary English Learner, Students will meet Common Core grade-level standards in English/Language Arts

**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 common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common 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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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 06/12/2016, 70 % of Sandburg Elementary Grade 05, Students will meet Common Core grade-level standards in English/Language Arts  
 \* By 06/12/2016, 75 % of Sandburg Elementary Grade 05, Students will meet Common Core grade-level standards in Mathematics

**Closing the Gap SMART Goal:**  
 \* By 06/12/2016, 70 % of Sandburg Elementary Hispanic or Latino, Grade 05, Economically Disadvantaged, Students will meet Common Core grade-level standards in English/Language Arts  
 \* By 06/12/2016, 75 % of Sandburg Elementary Hispanic or Latino, Grade 05, Economically Disadvantaged, Students will meet Common Core grade-level standards in Mathematics

**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 common assessments developed by teachers during collaboration, co planned teaching, with collaborative scoring of common 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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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 06/12/2016, 100 % of Sandburg Elementary Parents/Guardians will meet or exceed 80 % participation level in Parent and Community Engagement

**Targeted Population:**

Identified focus students in ELA and Math SMART goals (to include all subgroups) and EL parents for EL specific Academic Nights.

All activities are all inclusive and attended by our diverse population at the school. EL specific parent classes and support will be offered through family reading mornings and Kindergarten Chats. Community involvement from our mentors from MCAS promote self esteem and confidence in identified students across our subgroups.

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

sign in sheets, School Messenger data,

**Progress and Growth Monitoring:**

Community involvement is brought to SSC each month and reported out by representatives of PTA, Foundation, Dad's club, teachers and staff.

**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, Interim Assessments, 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.

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 and/or support staff will provide a Double Dose of daily guided reading for targeted students.

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

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

**Intensive Intervention (Tier 3)**

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

EL assistant will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

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

Support by Support staff to address literacy needs of students who are two or more years below proficiency.

Speech and language pathologist will provide supplemental support to English learners with language needs.

Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.



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>  Teachers work in grade level teams to develop, plan and score common assessments. The common assessment data is analyzed for student learning and adjustments needed for instructional practice. <b>Identified Need:</b> There are students at each grade level who are not meeting grade level standards. The process of month common assessment helps teachers focus on providing additional support and monitoring for those students. <b>Target Group:</b> Students not meeting grade level standards. <b>Monitoring:</b> Monthly grade level common assessments, DRA, Interim Assessments, <b>Personnel Responsible:</b> Principal, ILT, Classroom Teachers,</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> To increase access to grade level standards and improve learning basic supplies are necessary <b>Identified Need:</b> All students are in need of basic classroom supplies <b>Target Group:</b> All students are in need of basic supplies for learning <b>Monitoring:</b> Administrative approval of instructional requests will be based on academic rational provided <b>Personnel Responsible:</b> Principal, Classroom teachers, ESA</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 and how will you utilize your funds to maximize results for students?</p>

**Professional Development Goal:**

Professional development opportunities and collaboration among teachers to develop standards based common assessments and plan instruction.

**Identified Need:**

Teachers benefit from additional PD time to collaboratively develop, plan and score monthly common assessments. Teachers benefit from additional PD time to collaboratively plan instruction.

**Target Group:**

All Students

**Monitoring:**

Monitoring of progress is conducted through PLC, ILT and regularly scheduled collaborative days. Additional monitoring is conducted through administrative classroom observation and feedback process with teachers and PLCs

**Personnel Responsible:**

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position ESL Asst,	0.6000	\$15,453.00	0219-09800-00-2101-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	ESL assistant to supplement district supports for English language development by conducting CELDT testing and providing small group instruction for EL students.
Supplies	-	\$2.00	0219-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Instructional supplies supplement core learning and provide students with enhanced opportunities to access content. Supplies include paper, pencils, crayons, journals, etc.
Prof&Curriclm Dev Vist Tchr	-	\$13,031.00	0219-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	Visiting teachers to support grade level collaborations. Visiting teachers for CELDT testing.

## **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. 2015-16 SPSA Addendum

**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**

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**Sandburg Elementary**  
**NON-TITLE I PARENT INVOLVEMENT POLICY**

Sandburg has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. Sandburg Elementary School will provide a flexible number of activities and meetings to allow for parent involvement. These events will be scheduled throughout the year by the school to meet the diverse needs of the Sandburg population. Topics covered during events may (depending on identified needs) include:

It has distributed the policy to parents of Non-Title I students.

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 Sandburg 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. PTA Meetings, Coffee with the Principal, Foundation meetings, these are all opportunities for community input.
- The school offers a flexible number of meetings for Non-Title I parents, such as meetings in the morning or evening. PTA Meetings, Coffee with the Principal, Foundation meetings, these are all opportunities for community input.
- 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. Input and adjustments to the policy occur at SSC meetings as we are discussing our SPSA.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. Home School compact is distributed at the beginning of each year. Our website is updated regularly. Sunday Notes through school messenger are sent each week.
- 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. This is done at back to school nights in each classroom.
- 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.

**School-Parent Compact**

Sandburg Elementary School 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

The policy was developed with input from stakeholder and utilizing district policies and procedures. The policy is revisited annually for revision.

### **Building Capacity for Involvement**

Sandburg 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. Information is presented in the School-Parent Compact, at back to school night and at teacher-parent conferences.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Information is presented in the School-Parent Compact, at back to school night and at teacher-parent conferences. We hold a Technology Night and conduct coffees with the principal.
- 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. Parent in PTA and Foundation raise concerns and areas to be addressed. This information comes back to our ILT teams and whole staff.
- 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.
- 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 the parents understand. Information is distributed in email and on a weekly school messenger sent each Sunday.
- The school provides support for parental involvement activities requested by Non-Title I parents. Sandburg has many opportunities for parents to participate. We have Volunteer in the classrooms and on campus. Our volunteer coordinator keeps track of paper work and service time. There are many other opportunities for involvement, community events, PTA Foundation, Dad’s club...etc.

**APPENDIX B**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# PARENT'S GUIDE

## 2014-2015

### **General School Information Handbook and Discipline Code School-Parent Compact**

*Schedules Academics Programs Policies Volunteering*



**Sandburg Elementary School**

11230 Avenida del Gato, San Diego CA 92126-1235  
[www.sandi.net/sandburg](http://www.sandi.net/sandburg)  
[sandelm@sandi.net](mailto:sandelm@sandi.net)



## MISSION

Together, the Sandburg teaching and learning community will continue to excel in providing the highest quality education for all children. We will believe in them as independent thinkers and problem solvers. We will acknowledge and celebrate their unique talents by providing equal opportunities for acquiring knowledge. We will empower them to own their own learning and expect the same of ourselves, as professionals. We will continue to watch, guide, listen, and celebrate from the heart expecting all students to soar to their potential.

## VISION

We envision Sandburg as a school where....

- everyone is treated with respect.
- students are nurtured in a warm, positive atmosphere.
- all children have equal access to a quality education.
- students receive a balanced education which focuses on their physical, emotional, social and academic needs.
- all students are given opportunities to experience success.
- self-esteem is fostered in all students.
- the changing needs of students are met in a sensitive manner.
- high expectations are held for all students.
- all parents are an active part of the educational team.
- students are motivated and excited about learning.
- civic pride and loyalty are developed.

## MOTTO

Our school motto is: Positive Attitudes Will Succeed (P.A.W.S. Club). All students begin each school year as members of our P.A.W.S. Club. Citizenship dictates membership.

## PHILOSOPHY

The Sandburg staff firmly believes all children can learn and show academic gains every year of instruction. All children benefit from a quality integrated learning experience. The amount of instructional time spent by students on their work and the extent of parent involvement can make a difference in achievement. School experiences and education do make a difference in the future lives of children. A high level of instructional quality can be maintained even in an environment of decreasing resources. Regular student attendance is vital if optimum achievement is to occur.

## DISTRICT ZERO TOLERANCE POLICY

The Board of Education has approved a Zero Tolerance Policy which will result in students being expelled who possess weapons, engage in repeated fights or acts of violence, or are

found in repeated possession of drugs, alcohol, or tobacco. The Zero Tolerance Policy is designed to ensure a safe appropriate environment for all students. Additional information from the school district will follow.

# P.A.W.S. CLUB

Positive Attitudes Will Succeed

## P.A.W.S. CLUB – LIFESKILLS

**CARING** - To feel and show concern for others

**COMMON SENSE** - To use good judgment

**COOPERATION** - To work together toward a common goal or purpose

**COURAGE** - To act according to one's belief despite fear of adverse consequences

**CURIOSITY** - A desire to investigate and seek understanding of one's world

**EFFORT** - To do your best

**FLEXIBILITY** - To be willing to alter plans when necessary

**FRIENDSHIP** - To make and keep a friend through mutual trust and caring

**INITIATIVE** - To do something, of one's own free will, because it needs to be done

**INTEGRITY** - To act according to a sense of what's right and wrong

**ORGANIZATION** - To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

**PATIENCE** - To wait calmly for someone or something

**PERSEVERANCE** - To keep at it

**PRIDE** - Satisfaction from doing one's personal best

**PROBLEM SOLVING** - To create solutions to difficult situations and everyday problems

**RESOURCEFULNESS** - To respond to challenges and opportunities in innovative and creative ways

**RESPONSIBILITY** - To respond when appropriate; to be accountable to one's actions

**SENSE OF HUMOR** - To laugh and be playful without harming others

## P.A.W.S. CLUB – LIFELONG GUIDELINES

**TRUSTWORTHINESS** - To act in a manner that makes one worthy of trust and confidence

**TRUTHFULNESS** - To act with personal responsibility and mental accountability

**ACTIVE LISTENING** - To listen attentively and with intention to understand

**NO PUT-DOWNS** - To never use words, action, and/or body language that degrade, humiliate, or dishonor others

**PERSONAL BEST** - To do one's best given the circumstances and available resources.

**MUTUAL RESPECT** - To honor and show regard or consideration to both parties

## CONTACT INFORMATION

### Sandburg Elementary School

11230 Avenida Del Gato

San Diego, CA 92126-1235

Telephone: 858.566.0510 Email: [sandelm@sandi.net](mailto:sandelm@sandi.net)

Fax: 858.693.3896 Website: [www.sandi.net/sandburg](http://www.sandi.net/sandburg)

Parents are encouraged to call whenever they have questions. In order to serve the community effectively, we appreciate appointments made 24 hours in advance, if at all possible.

## DAILY SCHEDULE

### Grades K-5

Mon, Tue, Thu & Fri 7:45 a.m. – 2:05 p.m.

Wednesday 7:45 a.m. – 12:00 p.m.

### Office Hours

Monday to Friday 7:00 a.m. – 3:30 p.m.

### Back Gate Hours

#### Morning – Monday to Friday

Open 6:00 a.m.

Closed 8:15 a.m.

#### Afternoon – Monday, Tuesday, Thursday, Friday

Open 1:40 p.m.

Closed 2:30 p.m.

#### Afternoon – Wednesday

Open 11:40 a.m.

Closed 12:45 p.m.

### Traffic Circle

#### Mornings Only – Monday to Friday

7:15 a.m. – 7:50 a.m.

### Parking Lot Chain Times

#### Afternoon – Monday, Tuesday, Thursday, Friday

Chain up 1:45 p.m.

Chain down 2:15 p.m.

#### Afternoon – Wednesday

Chain up 11:45 a.m.

Chain down 12:15 p.m.

## MORNING ARRIVAL

7:15 a.m. Entry for Breakfast

7:20 a.m. Entry for Running Club (Mon - Fri)

7:35 a.m. Entry for All Students. Supervision is provided on the school grounds beginning at 7:35 a.m.

Please do not send children to school prior to the times above due to lack of security and adult supervision. There are no

games or activities scheduled. Upon arrival to the school grounds, pupils are to go directly to their classrooms. Children are better prepared for class when the excitement and tension of pre-school play are eliminated. Your cooperation in scheduling your child's arrival at school at the proper time is greatly appreciated.

## WHO MAY ATTEND SANDBURG?

Enrollment at Sandburg Elementary School is open to resident students. Non-resident students may enroll on the basis of the Choice Program as space permits.

## REGISTRATION

Students new to Sandburg in Grades K-5 are registered in the main office upon arrival. Class assignments will be made on a seat available basis. Kindergarten students must be age 5 before December 2<sup>nd</sup> to be eligible for enrollment. The following documents are necessary for registration: birth certificate, immunization records, and proof of residence.

## KEY STAFF MEMBERS

<b>Principal</b>	Geof Martin
<b>Vice Principal</b>	Milton Martin
<b>Office Manager</b>	Walter Shaw
<b>Attendance Assistant</b>	Amalia Acuna
<b>Spec Ed Specialist</b>	Karen Kozma
<b>Speech Pathologist</b>	Cathy Blanck
<b>District Counselor</b>	Joanne Palmquist
<b>School Nurse</b>	Karen Kemper
<b>Health Technician</b>	Debbie Raynor
<b>Cafeteria Manager</b>	Dee Kangas
<b>Building Supervisor II</b>	Rodney Sparks

## ATTENDANCE

Students are required to be in regular attendance at school. All children are to be in their classrooms at 7:45 a.m. A student is considered tardy if he/she arrives after the bell rings. If a child is habitually tardy, he/she will make up the same after school. A student is considered truant if he/she is tardy more than 30 minutes. Parent contacts are made for those students with excessive unexcused absences and tardies.

When a child is absent because of illness or for any other reason, parents/guardians are asked to inform the school by written message or telephone (858.566.0510) the cause of the child's absence or send a note to the teacher the first day the child returns to school. In the case of illness, the nature of the illness must be stated. State law requires that we know the type of illness. [If you know in advance that your child/children will be out of school for personal business, please contact the school and make arrangements for an Independent Study Contract.](#) This enables students to keep up with their classmates and prevents them from falling behind in their work

while they are out. It also provides uninterrupted funding for the site and school district. The reason for verification is that the district is penalized financially (\$27.00) per day for each student who is not physically present or on an Independent Study Contract.

## HEALTH OFFICE

Presently, our school nurse, is assigned to Sandburg 2½ days a week. Our Health Assistant, Debbie, is on site 4 days a week. Emergency first aid is rendered when necessary. However, the school does not have facilities to care for sick children, particularly those in the beginning stages of a communicable disease. Parents should keep ill children at home. Children who become ill suddenly at school or who are injured at school will receive every care, service, and consideration. Parents will be notified immediately. It is the parents' responsibility to have accurate phone numbers on file at all times in the school's office and to respond to school calls.



## CAFETERIA

Sandburg does have a breakfast program that begins on September 32, 2014. Breakfast is being served at 7:15 a.m. daily and ends at 7:40 a.m. Information on menus and prices can be found at the food service web page, <http://www.sandi.net/Domain/85> Lunch will be served during school hours Monday to Friday. Students may bring money to school office on Mondays between 7:30 a.m. and 7:45 a.m. to update their lunch accounts. **They should have their money in an envelope with their name, room number, and birthdate on it.** Each student is assigned a PIN number and punches that number into a computer keypad as he/she goes through the lunch line. **Parents are encouraged to prepay their children's accounts using PayPam by visiting the Food Services website at <http://www.sandi.net/site/Default.aspx?PageID=984>.**



New certification applications for free and reduced lunch are sent home at the beginning of each school year. All questions concerning food services should be directed to the Cafeteria Manager at 566-0510 ext. 1173.

**The school has no lunch fund.** Parents are urged to provide lunch for their children, especially during the first week of school. **We also encourage parents to place emergency money in their child's account to be used whenever he/she forgets to bring a lunch.**

## PERSONAL TELEPHONE MESSAGES

If personal messages are necessary, please call 858.566.0510 and dial the teacher's extension directly and leave a voicemail message. There are no monitors available to deliver messages

to teachers or students, and office personnel cannot leave to deliver any message other than one of a truly critical nature.

Appointments with the administrator need to be made via school office manager. Office hours are 7:00 a.m. to 3:30 p.m.

## SITE AND CLASS VISITATIONS

**MANDATORY: All visitors must sign in at the office to obtain a pass.** Parents are welcome to visit their children's classrooms while they are in session. Sandburg urges all parents to take advantage of this opportunity to become more familiar with the teaching methods and materials used. District procedures require that all visitors report to the main office before visiting a classroom at times other than during Open House or pre-arranged conferences. **The teachers' contract requires 24-hour notice prior to visits, so please make appointments directly with the teachers.**

**NOTICE**  
ALL VISITORS  
MUST GET  
PASS AT OFFICE

## PARENT-TEACHER CONFERENCES

Five modified days will be scheduled this year for Parent-Teacher Conferences. Additional conferences may be scheduled at parents' and teachers' discretion.

**On conference days, dismissal time for Grades K-5 is 12:00 p.m.**

**For the 20142015 school year, the conference dates are November 17, 18, 20, 21 and March 19, 20.**

## PARENT-TEACHER COMMUNICATION PROFESSIONAL PROTOCOL

If a parent/guardian has a concern regarding a teacher's teaching and learning environment then they will be directed to communicate with the teacher directly. If the issue doesn't reach mutual solution, then a meeting with the Principal, teacher and parent will be arranged.

## DETENTION OF PUPILS

Occasionally it is necessary for a teacher to keep a pupil after school to make up assignments or meet other obligations. Teachers are authorized to keep pupils after school for 60 minutes. If a pupil is to be detained for longer than 30 minutes, the teacher will notify the parent 24 hours prior to the detention. (District Policies & Procedures 6270)

## SUPERVISION ON CAMPUS

The grounds are supervised before school and during recess and lunch. A staff is on duty at 7:35 a.m. **Children should not arrive at school before 7:35 a.m.** Children will not be permitted

to remain on campus after the dismissal bell at 2:05 p.m. Teachers cannot supervise after school, as they need this time to prepare for their classes.

## RELEASE OF CHILDREN

If you wish to have your child dismissed early, it will be necessary to obtain office permission. Children cannot be released by telephone message. This precaution is for your child's protection. Individuals picking up a child must have proper identification and have his/her name listed on the school's data card.

Children are expected to remain on the school grounds during school hours and at noon. **Pupils are not to go home to an empty house for lunch and they are not to arrange for a friend to accompany them.** When you wish to have your child excused from school during the school day, please come to the office and obtain a release. Parents picking up students should first come to the school office. For your protection, **children are only released to the parents, guardian, or other authorized persons whose names are listed on the registration card.** Identification is necessary and in the case of a person acting for a parent, **there must be a signed written request from parents.**

## HOMework

The Board of Education has adopted a homework policy for the School District which states: "All students at every grade level will have homework assignments each night. The assignments will range from a few minutes for primary grades to at least two hours for high school students." Teachers will explain the homework policy to their students the first week of school. Parent support will be essential for carrying out this plan.

## BACKPACK DAY

Each Wednesday will be backpack day. PTA Newsletters, Principal's Messages, Calendars, etc. are sent home on Wednesdays. This gives parents, teachers, and children a consistent plan for taking home and reviewing materials.

## LOST ARTICLES

Lost articles can usually be returned if they are marked with the owner's full name. Sack lunches, lunch boxes, and removable garments are most often lost. Therefore, they should be labeled with first and last names. Please urge children to report any loss to the office immediately. Parents may help by checking to see that belongings return home at the end of the school day. Every year we are forced to give away numerous unclaimed articles to charity.



## BICYCLES

Bicycles may be ridden to school if students are in **Grades 4 & 5**. No third grade students are permitted to ride their bikes to school, regardless of age. Bicycles are to be licensed and must be securely locked in the bicycle racks. Students must wear helmets to ride their bikes to school. The school assumes no responsibility for bicycle security.

## STUDENT BIRTHDAY CELEBRATION

**Due to the numerous allergies to food our students are faced with, there will be no individual student birthday parties allowed during school hours. Please do not send cupcakes, cakes, treats or balloons to school – your child can enjoy all these specialties at home. Each teacher will acknowledge student birthdays in their own special way throughout the school day.**

## BENEFITS FOR STUDENTS

- A sound instructional program focusing on critical thinking skills in all areas of the curriculum.
- Development of positive attitudes toward all people and an understanding of the contributions made by various racial and ethnic groups.
- Increased enthusiasm for learning and higher motivation for academic achievement via a uniquely diverse curriculum and high expectations.
- Homework assignments that are meaningful reinforce learning and provide practice opportunities.
- Warm and positive, yet firm and consistent discipline code.
- Opportunities to display creative works that will enhance the development of self-esteem and school pride.
- A friendly, caring, and exciting environment.

## Academic Instruction Program

### SCHOOL PHILOSOPHY

The Sandburg staff firmly believes all children can learn and show academic gains every year of instruction. All children benefit from a quality integrated learning experience. The amount of instructional time spent by students on their work and the extent of parent involvement can make a difference in achievement. School experiences and education do make a difference in the future lives of children. A high level of instructional quality can be maintained even in an environment of decreasing resources. Regular student attendance is vital if optimum achievement is to occur.

### ACADEMIC PROGRAM

#### Common Core State Standards

**Reading** - Sandburg School implements San Diego Unified's literacy framework and Units of Inquiry which includes Read Aloud, Shared and Guided Reading, Independent Reading and Writing. These district frameworks provide a balanced literacy "integrated approach" to reading. Literature and enrichment strands are available to the teachers and students. **All students are expected to be reading at grade level or above by the time they exit third grade.**

**Oral/Written Language** - Sandburg utilizes an integrated approach to oral and written language. A strong emphasis on Writing as a Process and expressive and receptive communication skills are also included in the language program. Students are expected to share their thinking and problem-solving steps throughout the academic day. The ability to explain and think is the key to understanding and mastery. Each classroom uses a skills-based language, grammar, and vocabulary program called Mountain Language.

#### Mathematics

EnVisionMATH California is used in Grades K-5. This program is built on a strong research base and authored by the nation's top math experts and educators. EnVisionMATH California is centered around interactive and visual learning and differentiated instruction to address the specific needs of all student while developing foundational concepts and higher order thinking skills. Students are expected to explain their answers to mathematical problems



via writing, pictures, graphs, etc. Enrichment materials are available in each unit for advanced students. Reteaching will occur in the classroom, as necessary.

Math journals, sharing, problem-solving process.

**Science** - Sandburg uses the FOSS Science Programs in Grades K-5. Science kits and enrichment materials supplement the basic program, and promote a hands-on approach to science.

**Social Studies** - Sandburg utilizes the District's History Social Science State adoption textbooks. This program contains supplementary materials to foster the development of location skills, writing skills, and cooperative learning.

**Music Program** - The Sandburg staff developed a music program for K-5 students that uses the McMillan Music Series. The program includes a scope and sequence of music skills, use of instruments, and presentations of music assemblies. The district's instrumental music teachers offer music instruction for students in Grades 4 and 5.



**Physical Education** - Sandburg has a structured P.E. instructional program. The program includes a K-5 scope and sequence of physical education skills, and provides both large and small group instruction for children at all grade levels. Volunteers work with students in all grade levels of physical education. They particularly address developing skills required for the Physical Fitness Program.

**Art** - The Sandburg Art program provides the opportunity and encouragement for students to develop artistic knowledge and skills, and art appreciation while continuing a strong basic skills instructional program. Students are exposed to a formal art program, which includes the learning of many different art mediums, and art history and appreciation.

**Gifted And Talented Education (GATE)** - GATE Cluster classes are offered to students in Grades 3 to 5. Differentiated instruction which includes enrichment in Language, Math, and Science is the focus in Grades 3 and 4, while Grade 5 focuses on Language, Arts, and Social Studies. Private testing for identifying students in the GATE Program is no longer accepted. Testing dates at Sandburg will be announced in future parent newsletters.

### LIBRARY

Sandburg's Library Center is the home of over 5,000 books and non-print materials. The book collection includes easy picture books, fiction, non-fiction, reference, and a professional library for faculty and staff. A large assortment of non-print materials including filmstrips, cassette/books sets, and entertainment and

instructional videos are all available for student and teacher use. Students may check out books, with parent permission, on a two-week time period.

## Discipline Policy

### STATEMENT OF POLICY

The Board of Education of San Diego Unified School District:

1. Believes the purpose of all students attending school is to participate actively in educational programs in order to acquire an education consistent with their personal goals and the goals of society.
2. Defines discipline as a behavior which permits students and staff to perform effectively in a school setting.
3. Expects high standards of discipline and high moral conduct on the part of students and staff.
4. Assigns to district staff (teachers, principals, administrators, counselors, and other district personnel), the responsibility of assuring this policy and its rules are carried out consistently, fairly, and promptly, with due regard for the rights of individuals.
5. Intends to enforce this policy within existing city, state, and federal laws.
6. Supports school administration and staff in carrying out this policy.

### ROLE RESPONSIBILITIES

#### Students are responsible for:

1. Knowing the standards.
2. Following the standards to the best of their ability.

#### Parents are responsible for:

1. Discussing the rules with their children.
2. Supporting the person in charge enforcing the rules.
3. Providing a place for the child to eat lunch away from school on minimum days if the child does not purchase a cafeteria lunch.
4. Provide for their child's personal nourishment, adequate rest, and prompt, regular attendance in school.
5. Ensure that their child leaves home so as to arrive at school on time.
6. Avoid scheduling vacations, excursions, and routine medical and dental treatment that will interfere with their child's instructional program.
7. Notify the school when your child is absent.

#### Classroom Teachers are responsible for:

1. Discussing the rules with their students.
2. Taking action to maintain the standards.
3. Setting an example as positive role models.
4. Notifying parents of special recognition and concerns.
5. Setting up parent conferences.

Teachers are the class authority and are responsible for all students. Teachers may discipline students with any of the following interventions:

- timeout
- remove classroom privileges
- after school detention, if less than 30 minutes, no call is required to the home but is a courtesy
- if more than 30 minutes, call home; may need to book detention for following day to give parents time to organize childcare (CA Code of Regulation 353 Title V)
- send a note home to parent
- call parents and request assistance with behavior modification
- set up a parent conference
- refer to Administration (referral required)
- with principal approval, suspend student from class for the day of the suspension and the day following. (parent conference) (Education Code 48910)

### RIGHTS OF STUDENTS

#### Students have the right to:

1. Be respected as individual human beings.
2. Be taught in a knowledgeable, interesting manner.
3. Express their opinions and have them heard and respected, as long as the opinions are expressed in a responsible and timely way.
4. Have a positive learning environment including:
  - a. A reasonable quiet and comfortable place to work.
  - b. Relevant curriculum materials.
  - c. A reasonable amount of individual attention and instruction.
  - d. Explanations and reasons for grading assignments, behavior requirements and consequences, and other actions affecting student's learning and growth.
  - e. A clean, attractive and functional school site.
5. Be instructed according to their ability and achievement level and be evaluated according to their ability and achievement.
6. Receive fair and consistent treatment in class and be provided an explanation leading to a clear understanding of the rules and consequences.
7. Attend school without having person or property threatened or harassed.



### RIGHTS OF TEACHERS

#### Teachers have the right to:

1. Be respected by students as individual human beings.
2. Work at school without threat to themselves or their personal property.
3. Teach to the best of their ability without students/parents harassment or disruption.



4. Communicate with students in a responsible, honest, and non-threatening manner.
5. Expect students to be aware of and adhere to classroom standards.
6. Expect students to accept responsibility for attending and learning.

## DRESS CODE

Students are to wear clothing that is appropriate for all school activities.

Footwear should be sturdy and comfortable with closed toes, shoe laces tied securely, and suitable for active kicking and running games (e.g., tennis shoes). Flip flops, open-toed sandals, slick leather or plastic soles or heels, platform soles, high heels, and roller shoes (Heelys) are not appropriate.

Gang affiliated or identifying articles of clothing are not permitted. Gang affiliated hats or caps are not allowed as they have proven to be disruptive to the educational setting as well as to the maintenance of a safe and orderly environment.

Hats and caps which are not gang affiliated may be worn properly outdoors with the bills facing forward, providing shade from the sun. Hats are not to be worn inside classrooms, buildings, office or auditorium.

No visible tattoos are allowed.

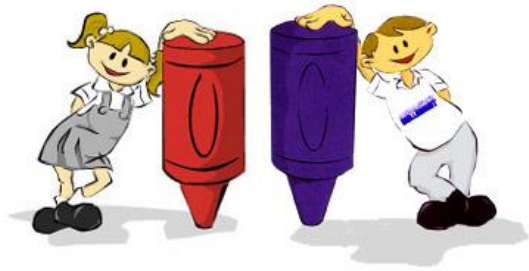
Overall straps must be worn on the shoulders and not left dangling. **No "sagging" or "baggy" trousers or shorts are allowed. They must not be several sizes too large. They should fit with hems sewn properly and not cut, stapled or pinned. Chains are not allowed.**

Oversized boys tank tops can only be worn with a T-shirt underneath. Shorts should reach to the students' fingertips when arms are held straight at the sides. T-shirt messages or pictures that show violence or alcohol, or have meanings likely to invite unfavorable comments should not be worn.

**Articles of clothing that invite unfavorable attention, particularly on maturing students, such as midriff tops, brief shorts, tube tops, etc., are not to be worn to school.** Long dresses, strapless dresses, mini-skirts, and spaghetti-strap tops are not appropriate. Girls may wear shorts under their regular clothing for physical education activities.

The act of exposing underwear or bare skin can result in a referral to the office. Repeat offenders will be sent home for the day or changed into something more appropriate. Phone calls are made to parents requesting appropriate attire to be substituted.

Please assist us in following the dress code. Thank you.



## Expected Behavior

### P.A.W.S. Club (Positive Attitudes Will Succeed)

## BEHAVIOR BEFORE AND AFTER SCHOOL

**Children are accountable to school authorities for their behavior on the way to and from school.**

1. **Safest Direct Route.** Children are to go to and from school by the safest, most direct route. Do not accept rides or gifts from strangers. Report any problems to the school office.
2. **Street Crossing.** Children are to cross busy streets using the school crosswalk and at street corners.
3. **Arrive at School.** Children are to arrive at school between 7:35 a.m. and 7:45 a.m. Student supervision begins at 7:35 a.m.; therefore, students should arrive after this time. Students eating breakfast at school may arrive at 7:15 a.m. Upon arrival to the school grounds, pupils are to go directly to their classrooms.
4. **Leaving School Grounds during the school day.** If your child is to be dismissed early, it will be necessary to obtain office permission. Students may not leave school without permission. Parents must complete "Permit to Leave School Grounds" form in order for students to leave campus during the day. **Children cannot be released by telephone message. This precaution is for your child's protection. Individuals picking up a child must have proper identification and have name listed on the school's data card.** Identification is necessary and in the case of a person acting for a parent, there must be a written request from parents.
5. **Tardies.** Students arriving after 7:45 a.m. must report to the school office for a tardy slip to be admitted to class.
6. **Bicycles.** At the request of the San Diego Police Department, only children in Grades 4 and 5 may ride their bicycles to school. No exceptions will be made.
  - a. When entering or leaving school grounds, bike **riders must walk their bikes.** Students riding bikes on school grounds, near school buildings and on the sidewalk in front of the school is not permitted.
  - b. Parent permission is required and bikes must have a valid license.
  - c. Park and lock their bikes in the bicycle racks (No bikes may be locked together).

- d. Walk their bikes to and from the gate nearest the bike racks.
  - e. Helmets must be worn by all students riding bicycles at all times.
  - f. Know that the school or school district is not responsible for careless riding or students will be asked to leave their bikes at home.
  - g. Although Sandburg has designated an area for students to park bicycles, the San Diego Unified School District is not responsible and assumes no liability for theft, damage, or loss of use, to any bicycle, equipment, or article left on site. The student assumes all such risk. Students are urged to secure their bicycles in an appropriate manner by using a quality lock and chain or other device. Students must report missing bikes to the police at once.
  - h. Riding bikes to school is a privilege, which may be revoked if rules are broken
7. **After School.** Children are to leave immediately after school, unless they are taking part in a supervised school activity and have parent permission.

## BEHAVIOR IN THE CLASSROOM

1. Practice **Lifeskills and Lifelong Guidelines** daily.
2. Respect the teacher.
3. Do your work.
4. Keep your hands and feet to yourself.
5. Use proper language.
6. Wait your turn to talk.
7. Respect the rights and property of others.
8. Give personal best to all activities.
9. Help to keep learning environment clean, organized and safe.

## BEHAVIOR ON THE PLAYGROUND

1. Practice **Lifeskills and Lifelong Guidelines** daily.
2. Walk to and from the playground.
3. Play in your designated area. Only approved games are to be played.
4. Keep your hands and feet to yourself.
5. Use equipment safely. (Jungle gym for climbing only)
6. Stay on the playground until the bell rings, unless you have a pass.
7. Students will refrain from throwing rocks and other objects not intended for throwing.
8. Students are encouraged to bring healthy snacks to school.
  - ✓ No gum or carbonated drinks allowed
  - ✓ No electronic games, walkmans, earphones allowed at school
9. Only school furnished playground equipment may be used at school, and:
  - ✓ Each student is responsible for returning equipment to the ball carts

- ✓ Equipment taken from the classroom should be clearly marked and returned at the end of recess
  - ✓ The blue playground equipment is for Grades 1-3
  - ✓ The red playground equipment is for Grades 4<sup>th</sup> and 5<sup>th</sup>
  - ✓ Practicing your **Lifeskills and Lifelong Guidelines** are expected while playing on this equipment
10. At the end of recess, students FREEZE, wait for the "okay" signal, walk to line-up areas and wait for their teacher.  
An adult is on duty at all times to assist students with conflicts.

## BEHAVIOR DURING LUNCHTIME

1. Practice **Lifeskills and Lifelong Guidelines** daily.
2. Talk quietly to others while waiting in line, in the Cafeteria, and the lunch arbor.
3. Eat your own food.
4. Dispose of waste in the proper places. Help others at your table to keep your area clean.
5. Stay seated until you are excused. When ready to leave, raise your hand and wait to be excused.

## BEHAVIOR IN THE RESTROOMS

1. Practice **Lifeskills and Lifelong Guidelines** daily.
2. Use the restroom properly, and then leave. There should be no loitering in the restrooms.
3. There is no playing in or near the restroom facilities.
4. Toilet tissues and paper towels should not be misused. Towels and water should be used with cleanliness and conservation in mind.
5. Towels and waste paper should be placed in appropriate containers along with other trash.
6. Respect the privacy of others.

## BUS BEHAVIOR

**Bus Rules** - All students using a school bus for a field trip or daily transportation to and from school must follow rules established by city ordinance, state education code and district policy.

- Students must remain seated.
- Excessive noise is not acceptable.
- Eating is not allowed.
- Arms, hands and head are to be kept inside the bus.
- Nothing is to be thrown out of the bus.
- Driver's directions must be followed.
- Practice **Lifeskills and Lifelong Guidelines** daily.

If a rule is broken: Driver will write referrals for inappropriate behavior. A copy of each referral will be mailed to the parent. The principal or teacher will counsel with students involved with each referral.



## ITEMS NOT ALLOWED ON CAMPUS

The following items may not be brought to school: gum, soda, candy, skateboards, skates, rollerblades, roller shoes, any type of trading cards, portable radios, electronic toys and games. Other than the health and safety items, the last five items could be lost or damaged and the school cannot assume responsibility for property loss.



## ENFORCING STANDARDS OF BEHAVIOR POSITIVE REINFORCEMENT

Most children really want to behave in school. For these children it is often enough for them to know and understand the rules. Another important ingredient is PRAISE for students when they do a good job. Students should get more attention for following the rules than breaking them.

## UNACCEPTABLE BEHAVIOR

Name calling, pushing, threatening, fighting, harassing, teasing, and defiance will not be permitted. Throwing any dangerous object is against school rules. Students are to keep off the fences around the school grounds. Students are not to "cut" or save places in line. Balls should not be kicked on the blacktop area unless students are in an organized game. Students are to show respect for administrators, teachers, adults, supervisors, employees and other support staff. Students are to do as they are directed by adults at school.

It is the responsibility of the school to maintain a safe environment for children. All offenses will require immediate action by the teacher and/or site administrator.

- Defiance of authority/deliberate classroom disruption
- Assault (verbal or physical threat)
- Fighting
- Drugs
- Weapons
- Truancy
- Theft
- Gang Activity
- Vandalism
- Smoking
- Graffiti
- Profane Language
- Verbal Abuse
- Gang-Related Writing



## Consequences for Unacceptable Dress and/or Behavior

For the few students who do not follow the rules, we have certain procedures. When children do not behave according to the standards expected, they must accept the consequences of their actions. The normal course of action for a typical offense is outlined below. In more serious cases, some steps may be omitted. The normal procedure of consequences for unacceptable behavior is as follows:

1. Adult gives verbal warning to student, remind of standards
2. Counsel with student on an individual basis
3. Loss of school privileges
4. Contact with parent by telephone or note
5. Isolation from other students
6. Detention after school for up to one hour (parents will be notified if detention is to exceed thirty minutes)
7. Parent-teacher conference
8. Referral for counseling services
9. Referral to principal
10. Suspension from class
11. Suspension from school
12. Transfer to another school
13. Recommendation for expulsion (Board of Education approval required)
14. Any student who is dressed inappropriately will be sent to the counselors office and remain there until parent is contacted.

In summary, the purpose of this discipline plan is to provide a positive learning environment for all students; to remove from the classroom those disruptive students who are interfering with the teaching-learning process; and to encourage open and positive communications between teachers and parents.

**Vandalism** - Anyone who maliciously damages or defaces school property or that of another person is required by law to pay for damages. This includes defacing school property with permanent marker or felt pen or spray paint. Immediate suspension and possible police contact may be required. (P.C. 594)

**Profanity/Pornography** - The use of offensive words or profanity is unacceptable. Obscene actions, possession of pornographic materials, or habitual profanity can lead to suspension.

**Fighting** - Fighting is strictly forbidden. Students who fight will be referred to the counselor or principal for disciplinary action and may result in suspension.

**Extortion or Threats** - Any student involved in obtaining money or other possessions of value through the use of intimidation or violence will be suspended. An investigation by School Police Services may be required. (Extortion: Penal Code 518; Threats: penal Code 519)

**Touching and Harassment** - Inappropriate touching of another's body is forbidden and will be dealt with as a serious matter requiring an investigation for disciplinary intervention. The rule is, "Keep your hands off others at all times." Harassment involves consistent bothering others, whether racial, sexual or otherwise.

**Drugs/Alcohol** - Possession or use of narcotics, dangerous drugs or alcohol is a violation of the law. Students involved with or possessing narcotics or alcohol will be suspended and referred to School Police Services and/or San Diego Police Department. (Education Code 48904)

**Weapons** - Weapons are never to be brought to campus for any reason. Any student who has an object considered to be a weapon will be referred to the principal for immediate suspension and investigation by School Police Services Department and/or San Diego Police Department for expulsion. (Penal Code 626.10) (Education Code 48910)

**Theft** - Any student involved in the theft or attempted theft of school or personal property will be suspended. This includes receiving stolen property. A school Police Services contact may be required. Students are encouraged not to bring large amounts of money to school.

**Defacing Property** - Any person who writes, sprays, scratches, or otherwise affixes graffiti on real or personal property not his or her own, is guilty of an infraction and punishable by a fine. The court may impose community service. (Penal Code 640.6)

## Library Media Center



The goal of the Library Media Center is to be an enjoyable place to visit, and to encourage all students to become excited about exploring the wonderful world of books.

In the Library Media Center, a number of varied activities are offered throughout the year. Our Sandburg foundation has created a warm and friendly reading environment for all students and staff to enjoy. Their plans are to provide a variety of literacy-based activities such as storytelling, book talks, instructional videos, special exhibits, and displays.

## MEDIA AND AUDIO VISUAL

Classrooms have access to VCR and DVD players, televisions, and CD players/recorders. Many teachers set up listening centers in their rooms, or choose to show an instructional video that relates to a particular subject or lesson. CDs, tapes and videos are available for checkout in the Library Media Center.

## THE MEDIA LAB

The Library Media Lab contains three iBook mobile computer labs to provide students and staff with media production tools. The library media staff offers laminating services to teachers as well. Teachers may sign up to use the mobile labs for special classroom or school-wide projects.

## LIBRARY MEDIA CENTER RULES

1. **Checking out books.** Students must have a signed, parent permission slip on file in the library to check out books.
2. **Time limit for books.** Library books may be checked out for a two-week time period. Books may be renewed if they have not been reserved in advance.
3. **Overdue books.** When a student has an overdue book, he/she may not check out another book until the book is returned or replacement money is paid.
4. **Lost books.** If a book is not returned after 4 weeks, it will be considered lost, and the parent will be expected to pay for a library bound replacement.

## Student Organizations

### STUDENT COUNCIL

The Sandburg Student Council is a student organization that provides opportunities for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders to actively participate in student government. Officers are elected by the students. The following positions are held by student body members.

- **3<sup>rd</sup> Grade:** Assistant Fire Marshall; one representative, one alternate for each room
- **4<sup>th</sup> Grade:** Vice President, one representative and one alternate for each classroom.
- **5<sup>th</sup> Grade:** President, Secretary, treasurer; one representative and one alternate from each classroom.

The Student Council conducts a variety of events and activities throughout the school year. With input from all Sandburg students and staff, the Student Council sets a yearly agenda of activities that promote school spirit, charitable work, and positive recognition. Fundraisers are conducted to earn monies to pay for student activities and to support classroom learning.



## SCHOOL SAFETY PATROL

The Sandburg Safety Patrol provides our students safe crossing of Avenida Del Gato from 7:30 a.m. to 7:45 a.m. while they are coming to school and from 1:50 p.m. to 2:05 p.m. as they go home from school. The selected students show an honest effort in school, and are positive role models for other students. They are selected on the basis of academic performance, citizenship, and maturity. They demonstrate the willingness to take responsibilities and give our children the safety they need.

The San Diego Police Department provides incentives for all patrol members by scheduling monthly outings which are either provided at no cost or greatly reduced prices. These outings include trips to Wild Rivers, Sea World, the movies, ice skating, sporting events, etc. During the summer recess, graduating members of the school patrol are treated to a four-day camp at Palomar Mountain Camp at no cost.

## SCHOOL TRAFFIC CIRCLE

To ensure all students and parents are safe a new program was implemented called the Sandburg Traffic Circle. The Traffic Circle is headed by the Principal and a member of San Diego Police Department, and we have parent and student volunteers. Anyone interested in becoming a Traffic Circle parent volunteer may contact our Volunteer Coordinator. **The Traffic Circle will only take place before school starts in the morning:**

1. The parking lot will be open from 7:15a.m. to 7:45 a.m. for dropping children off only. No parking will be allowed except for staff.
2. Drivers will drive up to the drop off zone prepared to send their children off to school.
3. Cars will be met at the zone by a greeter who will help the children out of the car. Make sure your children have their backpacks ready to exit the car. We will be moving the traffic along. Stopping will be for a very short time.
4. Drivers will not be allowed to get out of their cars. This is a valet service to keep children safe and traffic moving.
5. There will be no parking in the red zone in the parking lot or on the street. SDPD is supporting our new program – tickets will be issued to violators.
6. The 3-minute loading and unloading zone in front of the school follows the same rules. Drivers are not allowed to park and leave their cars at any time. This is a violation and could result in a traffic ticket.
7. Students who enter the school from the park or along the sidewalk in front of the park will be directed to walk along the student path. There will not be any walking path on the sidewalk that crosses over the driveways to the parking lot.
8. We will have adults and students on the patrol that will help everyone follow the rules.

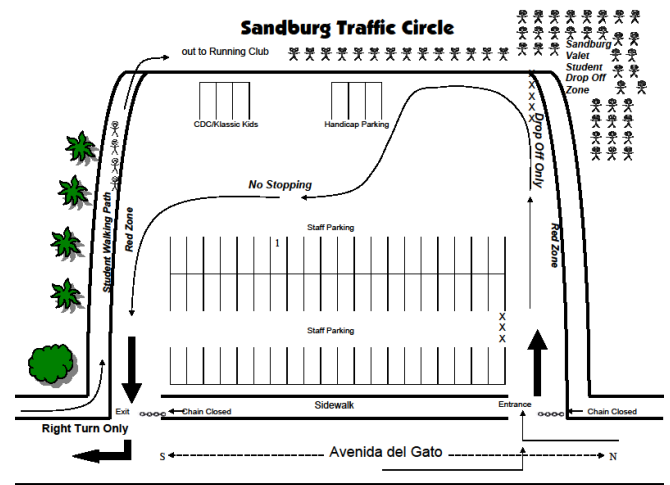
9. We all work together in following the rules and guidelines of the Traffic Circle Patrol.

Violators of the parking lot procedures will be given a written notice that serves as a gentle reminder. We appreciate everyone using their Lifeskills when speaking with one another. Together we can make our Traffic Circle successful.

Gentle Reminders:

- Students dropped off in the street should be **dropped off** between the loading zone signs at curbs that are before and after the crossing zone, NOT in front of driveways, red curbs or handicap zones (unless you are authorized to park in them).
- U-Turns are not allowed anywhere near or in the Safety Patrol/Crosswalk Zone
- Please watch for the **stop signs** and adhere to the crossing guards commands
- When exiting the parking lot, please make a right turn only

### Traffic Circle Map



## TIGER P.A.W.S. LEADERS

These teams of fourth and fifth graders are trained to help students solve problems on the playground using conflict resolution techniques and lifeskills. The P.A.W.S. (Positive Attitudes Will Succeed) leaders are assigned specific days to support positive behavior during morning recess. PAWS leaders work closely with the principal and teachers to ensure our playground is a safe place to for all students.

## SCHOOL BAND



Instrumental music is offered as an elective academic subject to students in the fourth and fifth grades. Students are taught to play an instrument, to read music, and to understand basic music theory. Instruction is offered on flute, clarinet, saxophone, trumpet, trombone, or as the teacher's time permits, percussion. It is the responsibility of the families to acquire an instrument. Students receive one group lesson per week throughout the year. Beginning in November or December, the students also meet as a full band once a week and present concerts late in the spring semester, culminating the year with a **"World Famous Concert on the Green."**

## Computer Education Program

### PROGRAM GOALS

The Sandburg Computer Educational Program consists of goals and objectives which support the school district's computer educational plan. Computer education activities occur in individual classrooms utilizing the iBook mobile computer labs. The major goals of the program are:

**Computer Literacy** - All students will demonstrate an understanding of the operation, capabilities, and implications of computer technology. Students will have experience using the internet, databases, word processing programs, and computer illustrations.

**Application of computer technology to all curriculum areas** - All students will learn to apply computer technology and existing software to supplement instruction in such curriculum areas as language arts, mathematics, social studies, and science.

### SCHOOL TECHNOLOGY

**Vision** - We envision Sandburg as a school where technology is used as a tool to prepare students to become outstanding members in a technology literate society. We believe in the utilization of technology to motivate and excite students about learning in a setting that connects the classroom to the real world. Furthermore, all children should have equal access to a quality education that includes technology-based tools to provide successful experiences that meet their physical, emotional, social

and academic needs. We envision teachers using technology to enrich the curriculum, educating all students to a high standard.

**The Hardware** - Each building at Sandburg is equipped with Mac and PC computers with internet access and printers. Sandburg has a computer lab located in the library. Third grade and fourth grade classrooms have student laptops, desktops and Promethium boards. All classrooms are equipped with document cameras and projectors.

**Program Emphasis** - Sandburg maintains a collection of commercial and public domain software that is available for teacher checkout. Teachers are able to select software that reinforce and supplement the basic instructional program. The classroom computers will be used to support the Computer Education program goals listed above through the following activities.

1. Use of word processing software to complete activities and assignments related to written language.
2. Use a variety of software programs to support basic skill instruction in reading, math, language arts, and curriculum areas.
3. Use of software to support instruction of critical thinking skills.



### SOCIAL NETWORKING

**Email, Text, MySpace, Facebook, Twitter, etc.**

**Age Limitations – 13 years old (MySpace, Facebook, Twitter)**

This is the twenty-first century and your children are socially networked through these fabulous technology resources. However, elementary school aged children are not old enough to have a Facebook, MySpace and Twitter accounts. According to the Facebook Statement of Rights and Responsibilities, MySpace Terms of Use Agreement, and Twitter Policy Towards Children, thirteen is the minimum age before one is eligible for an account. Mr. Martin is a huge fan of technology and in constant awe of what the Internet and online networking has to offer, however, it is up to the parent/guardians to educate their children about the positives and negatives of networking. MySpace and

Facebook are not accessible at school, therefore, what happens on any social network is the responsibility of the parents and guardians. **Gentle Reminders:** 1. Once a person has put something in writing using any of the above-mentioned avenues, it will permanently be on the internet even if it is something sent privately such as email. No online exchange of information is truly private. Any inappropriate messaging sent has the potential to come back someday and haunt the original sender. **Message appropriately, using Lifeskills, integrity and respect.** 2. Cyber-bullying is a parent/guardian responsibility that needs full attention. Personal communication with friends and families via the internet is not allowed during school time at Sandburg. Texts and images traded via the online world are public and can be retrieved if necessary. Teach your children to be smart and respectful while communicating with their friends and families. Put-downs and threats are considered cyber-bullying and can lead to severe consequences. **Schools cannot control what is being typed by your children after school hours. During school hours we can educate about the positives and negatives of networking but controlling access and what is actually written is a parent/guardian responsibility. Please watch and guide with understanding and heart. We encourage families to monitor students' Internet use, and to remind students that information posted on social networking sites is public. It can be a cause for concern and may have legal consequences.**

## CELL PHONE and ELECTRONIC SIGNALING DEVICE POLICY

On December 9, 2003, the Board of Education approved Policy H-6980, which outlines the rules for student possession and use of cellular phones, pagers and other electronic signaling devices on school campuses, on school buses and at school-sponsored activities, while under the supervision and control of school district employees.

All students may use these devices on campus **before school begins and after school ends.**

These devices must be kept out of sight and turned off during the instructional program. Unauthorized use of such devices disrupts the instructional program and distracts from the learning environment. Therefore unauthorized use is grounds for confiscation of the device by school officials, including classroom teachers. Repeated unauthorized use of such devices may lead to disciplinary action.

## Homework Policy

All students must memorize their multiplication facts 0-12 prior to exiting 3<sup>rd</sup> grade and are expected to be reading at grade level or above by the end of 3<sup>rd</sup> grade.

## POSSIBLE HOMEWORK ACTIVITIES

Homework is designed to help students with a wide range of subjects and to develop many different skills. Homework assignments take many different forms.

- **CONTINUATION** - Working on assignments begun in class.
- **READING** - Using textbooks, library materials, supplementary readers, and reference works.
- **WRITING** - Creative writing projects, preparing reports, and other compositions.
- **EXPERIMENTATION** - Working to uncover further findings on an experiment in the classroom.
- **RESEARCH** - Working on long-term projects.
- **MEMORIZATION** - Committing to memory such material as poems, speeches, plays, words and their definitions, mathematical formulas, and theorems and math facts 0-12.
- **DRILL** - Practicing the fundamental skills of any subject.
- **OBSERVATION** - Purposeful seeking of ideas and information through such activities such as viewing videos, plays, and television programs.
- **INTERVIEWS** - Gathering information from authoritative sources through personal contacts.
- **EXHIBITS** - Collecting and preparing materials for others to view and examine.
- **MAKE-UP** - Completing essential or appropriate work missed due to absence.

## SUPPLEMENTARY READING PROGRAM

On February 8, 1993, the Board of Education decided each student enrolled in San Diego Unified School District should read and report on a minimum of one book per month (25 books annually), with most of the reading being done outside of class. At Sandburg, teachers monitor student reading to ensure

**PARENTS ARE ASKED TO ENCOURAGE STUDENTS TO READ AT HOME.**

compliance with the district requirements.

## SUGGESTIONS FOR PARENTS

The eagerness and energy with which a student approaches his or her homework are often determined by the encouragement and support given by the parents.

**Provide favorable conditions for study.** Find a special study place with a minimum of distractions and interruptions. Include basic study materials, such as paper, pencil, a ruler, a dictionary, etc.

**Make homework a regular family routine.** A well-established study time will build good study habits.

**Encourage responsibility.** Students must accept responsibility for completing and returning homework daily.

**Encourage quality work.** Make students feel that the quality of the work is important, and that you appreciate their efforts to do careful, neat, conscientious work.

**Praise success.** Show your satisfaction if students are moving from dependence to independence. Praise them when they succeed; encourage them when problems develop. Constantly assure them that you are supporting them and taking pride in their accomplishments.

**Support the efforts of the teacher.** Assist the teacher by supporting the need to complete assignments. The assignment of homework is designed to help students.

**Communicate with school officials.** Confer with teachers or the district counselor for suggestions on students' progress and how to develop good study habits.

**Encourage students to seek assistance.** When assignments are not well understood, students should ask for clarification and additional assistance.

**Review assignments and encourage pacing.** When assignments are completed on time, better homework assignments and projects result.

**Makeup work is the responsibility of the student.** Remind students that they are responsible for asking their teacher for makeup work and completing it.

**Praise the individual success of each child. A child's progress should never be compared to that of other family members or friends.**

## Parent and Community Resources

### SCHOOL SITE COUNCIL (SSC)

The SSC is comprised of five to seven active parent leaders and five to seven staff members. The staff members serve as representatives of the administration, faculty and classified employees. Together, the team is responsible for the Single Plan for Student Achievement (SPSA) and corresponding plan which requires members to be knowledgeable of the school's instructional and support programs. The SSC plans school goals and objectives, reviews and approves program modifications, monitors progress and evaluates outcomes. The Council is charged with the legal responsibility to insure services that meet the needs of special student populations. The SSC is also responsible for the categorical funding. Meetings are held on the 4<sup>th</sup> Tuesday of the month at 7:15 a.m.

### SITE GOVERNANCE TEAM (SGT)

The SGT discusses and plans for all aspects regarding teaching and learning. They design and implement effective strategies for the continuous improvement of all students' achievements through quality teaching and learning experiences at school. SGT is a site-based, decision-making group created through a local agreement between San Diego Unified School District (SDUSD) and the San Diego Education Association (SDEA). SGT is comprised of SDEA members, parent/community members, and others, which include California School Employees Association (CSEA) representatives. Meetings are held on the 4<sup>th</sup> Tuesday of the month at 7:15 a.m.

### PARENT-TEACHER ASSOCIATION (PTA)

All parents are strongly urged to join the Sandburg Parent Teacher Association. This group lends support to many activities. They have purchased books and materials for our school. They have assisted in funding the copy machine and purchasing materials for the Tech Centers. The PTA assists with school fundraisers, assemblies, and other events. The PTA is a great way for parents and other community members to make positive contributions to Sandburg and to stay informed of all programs and events.

For more information about PTA, please visit the following websites:

Sandburg PTA [www.sandi.net/sandburg/pta](http://www.sandi.net/sandburg/pta)  
 California State PTA [www.capta.org](http://www.capta.org)  
 National PTA [www.pta.org](http://www.pta.org)

**PTA**<sup>®</sup>  
*everychild.onevoice.*

## SANDBURG FOUNDATION

The Sandburg Foundation is a registered 501(C)(3), non-profit organization, created by a dedicated group of parent volunteers. The objective of the Foundation is to assist in funding present and future programs or projects designed to benefit all Sandburg students.

The Foundation offers flexibility in the allocation of funds to programs, services and equipment that cannot be supported by the PTA fundraising activities. The Foundation compliments our fabulous PTA.

Join our team today by becoming a member of the Sandburg Foundation. With your membership donation and/or commitment to volunteering, you will play a key role in our students' academic success. Working together, we will help all our children thrive in their middle school years and beyond.



## DAD'S CLUB

The primary purpose of Sandburg Elementary School's Dad's Club is to provide an easy and fun way for parents to become more involved in their children's life at school. Although we focus primarily upon including dads, mothers are welcome also. If you have a child at Sandburg, please feel free to attend one of the regular Dad's Club meetings, or come to one of our special events.

The Dad's Club puts on several special events throughout the school year such as Donuts with Dad, Lunch with Dad, Astronomy Night and Movie Night.

In addition to our own special events the Dad's Club also lends a hand at other school functions.

To sign up for the Dad's Club, provide us with your contact information on the forms provided at all of our special events, or send your name, phone number, and email address to [sandburg-dads@san.rr.com](mailto:sandburg-dads@san.rr.com).

## COMMUNITY PARTNERSHIP

Sandburg is fortunate to have the MALS-11 Marine Unit from the United States Marine Corps Air Station, Miramar, Whoo's Smart Educational Supplies, and Callahan's Restaurant as their Partners in Education.

The MALS-11 Marines focus on individual student success by tutoring and mentoring to support student achievement and social adjustment. This meaningful and loyal service to Sandburg students is provided every Friday throughout the school year. MCAS Miramar MALS-11 was awarded "**Partner of the Year**" at the Partnership Recognition Event held at Sea World on May 5, 2010.

Our partners assist in special programs, field trips, and assemblies. Students enjoy making birthday and get well cards, posters, and projects for the Marines of MALS-11.

## COMMUNITY SUPPORT

Parents and community members are often invited by teachers to speak to students in the classroom or at an assembly. These speakers are a valuable resource, as they bring the opportunity for students to listen to an in-depth presentation about a particular topic they have been studying. Community speakers bring a wide variety of knowledge and experiences to the school setting. Additional community support has been in the form of donations from parents in the community. Papa John's Pizza, Pat and Oscars, Mimi's, Rubio's, Jamba Juice, Islands Restaurant, Chipotle and Applebee's have given students awards and incentives. Harmonium Counseling Center works with the school to plan and organize meetings for parents who have children with attention difficulties.

## NOTES



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**APPENDIX C**

**2014-15 SPSA ADDENDUM**



**Sandburg Elementary**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	<p>English/Language Arts SMART Goal: By 06/12/2015, 70 % of Sandburg Elementary Students will meet Common Core grade-level standards in English/Language Arts</p> <p>Closing the Gap SMART Goal: By 06/12/2015, 70 % of Sandburg Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in English/Language Arts By 06/12/2015, 70 % of Sandburg Elementary Economically Disadvantaged, Students will achieve a meet Common Core grade-level standards in English/Language Arts</p>
<b>Mathematics</b>	<p>Mathematics SMART Goal: By 06/12/2015, 75 % of Sandburg Elementary Students will meet Common Core grade-level standards in Mathematics</p> <p>Closing the Gap SMART Goal: By 06/12/2015, 75 % of Sandburg Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in Mathematics By 06/12/2015, 75 % of Sandburg Elementary Economically Disadvantaged, Students will meet Common Core grade-level standards in Mathematics</p>
<b>English Language Development</b>	<p>English Learner SMART Goal: By 06/12/2015, 70 % of Sandburg Elementary English Learner, Students will meet Common Core grade-level standards in English/Language Arts</p> <p>Graduation Rate SMART Goal: By 06/12/2015, 70 % of Sandburg Elementary Grade 05, Students will meet Common Core grade-level standards in English/Language Arts By 06/12/2015, 75 % of Sandburg Elementary Grade 05, Students will meet Common Core grade-level standards in Mathematics</p>

<p><b>Graduation/Promotion Rate</b></p>	<p>Graduation Rate SMART Goal:                  By 06/12/2015, 70 % of Sandburg Elementary Grade 05, Students will meet Common Core grade-level standards in English/Language Arts                  By 06/12/2015, 75 % of Sandburg Elementary Grade 05, Students will meet Common Core grade-level standards in Mathematics</p> <p>Closing the Gap SMART Goal:                  By 06/12/2015, 70 % of Sandburg Elementary Hispanic or Latino, Grade 05, Economically Disadvantaged, Students will meet Common Core grade-level standards in English/Language Arts                  By 06/12/2015, 75 % of Sandburg Elementary Hispanic or Latino, Grade 05, Economically Disadvantaged, Students will meet Common Core grade-level standards in Mathematics</p>
<p><b>Parent Involvement and Community Engagement</b></p>	<p>Parent Involvement and Community Engagement SMART Goal:                  By 06/12/2015, 100 % of Sandburg Elementary Parents/Guardians will meet or exceed 80 % participation level in Parent and Community Engagement</p>

<p><b>Academic Program Description:</b></p>	<p><b>Please see the base program model in the following page.</b></p>
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## 2014-15 Elementary Core

### 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