

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT EMERSON/BANDINI ELEMENTARY SCHOOL

2020-21

37-68338-6039507
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Romo, Juan

Contact Person: Romo, Juan

Position: Principal

Telephone Number: (619) 525-2010

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

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The following items are included:

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the Title 1 School wide Program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

Whole staff: October 6, 2020

SSC: October 15, 2020

ELAC: October 14, 2020

RESOURCE INEQUITIES

There was a slight gain of 2.0% in the area of ELA and a slight decline of 0.6 in the area of Math in the SBAC results. Last year we used our resources on release time for PLC's. This was our second year implementing PLCs and we put more time and effort in creating a focus on student achievement. We need to sharpen this focus this year. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap, especially with our English Learners and students with disabilities. To support student progress in both ELA and math, professional development will focus on studying and gaining an in-depth understanding of common core standards.

Teachers will continue to participate in bi-weekly PLCs while students have opportunities to engage in visual and performing art via the Arts in Education Project when we return to on-site instruction. To this end, we have allocated resources to fund the AEP to release teachers to meet every two weeks to strengthen tier one instruction by monitoring grade level data and planning throughout the school year for all classroom teachers and Education Specialist. In addition, we have allocated funds to hire a reading resource teacher to provide small group instruction to selected students who are reading below grade level.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Juan Romo	Principal
Concepcion Ceja	Teacher
Lorena Rodriguez	Teacher
Genaro Borbon	Teacher
Maria Romano	Teacher
Maria del Carmen Farias	Parent
Gloria Pacheco	Parent
Celeste Carpio	Parent
Erica Saias	Parent
Adela Real	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**Goal 1 - Safe, Collaborative and Inclusive Culture****Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Up until the time of the Covid19 interruption, we used our Guidance Assistants to work with families of students with chronic absenteeism. The Guidance Assistants also engaged students in activities that were designed to reduce our school suspension rates.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences; we will continue to work in collaboration with our Attendance Clerks and School Counselor in order to work with students with chronic absenteeism, and to reduce our suspension rates.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to monitor our chronic absenteeism. Our Attendance Clerks and Guidance Assistant, along with our School Counselor will work together in reaching students with chronic absenteeism.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Decrease chronic absenteeism	25%	20%	Chronic Absenteeism	Annually

***Identified Need**

We are referencing the California Dashboard. All our students are identified as an area of concern in regard to chronic absenteeism (Ca Dashboard = RED). Additionally, our students with disabilities are suspended at a higher rate than our other student groups.

***Online Learning Implications**

Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Students with Disabilities	Decrease suspensions	4.6%	2.0	Suspension	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, teachers, counselor, office staff, support staff and administrators to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct regular home visits with a certificated or support staff member to ensure that families receive the supports they need to get their children to school every day and on time.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009132	Guidance Asst	0.75000	\$24,387.00	\$51,072.56	0091-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance assistant will support families to meet the needs of our student's social and emotional needs. Special emphasis on school attendance.
F009134	School Counselor - NEW POSN, SBB2519676	0.30000	\$26,121.60	\$41,377.42	0091-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor will work with our Guidance assistant to support the social and emotional wellbeing of our students and their families. Counselor will establish restorative circles and continue to work on the implementation of restorative justice.
N00915E	Supplies		\$11.88	\$11.88	0091-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental instructional supplies

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to provide release time to teachers to collaborate in full-day PLCs to increase instructional effectiveness through analyzing student's work and formative assessments, designing lessons, improving instructional practices. Overall, instructional practices showed noticeable improvement and ELA lessons showed cohesiveness in grade levels.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Visiting teachers released classroom teachers for professional learning communities, however, PLCs were not consistent due to visiting teachers not picking up job assignments or cancelling the assignment on the morning of the grade level PLC. This limited the number of times classroom teachers actually had to collaborate in a PLC setting.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An In-School resource teacher has been funded to assist students in acquiring needed reading skills and strategies to become proficient grade-level readers. Given the inconsistency of district visiting teachers, we have funded the Arts Education Project (AEP). The AEP teachers will consistently release grade teams for bi-weekly PLC collaborative planning.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or exceed standards	32%	40%	CAASPP ELA	Annually

***Identified Need**

Based on the results for the 2018-19 CAASPP, only 32% of students grades 3-5 met or exceeded standards. This represents a 2% increase from last year but an overall growth of 8.5% for the last three-year period. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities.

***Online Learning Implications**

Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.
Teachers are given flexibility to provide both whole group, small group and individual instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or exceed standards	14%	25%	CAASPP ELA	Annually
June 2021	3-5	Black or African American	Meet or exceed standards	Baseline Data	+15	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Meet or exceed standards	6%	+15	CAASPP ELA	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

The In-School Resource Teacher will support students reading below grade level and students on the cusp of reading at grade level.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	In school Resource Tchr				0091-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F009130	Supporting teachers and PLCs with monitoring data and curriculum implementation
	In school Resource Tchr				0091-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : F009131	Supporting teachers and PLCs with monitoring data and curriculum implementation
	Supplies				0091-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0091BR	Supplemental Instructional materials to support our at risk unduplicated students. These materials will help students in reaching grade level standards in ELA

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

Supplemental instructional materials and software licenses for ELA for reading intervention
 RAZ-Kids: Grade level appropriate instructional materials that build and enhance necessary skills for effective reading.
 Reading Plus: Independent reading intervention tool that builds reading skills, speed and fluency.
 Standards based field trips will build student schema and enhance learning.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009130	In school Resource Tchr	0.90000	\$85,578.30	\$121,851.17	0091-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		The in-school RT will support student reading below grade level.
F009131	In school Resource Tchr	0.10000	\$9,508.70	\$13,539.02	0091-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		The in-school RT will support student reading below grade level.
N00918A	Prof&Curriclm Dev Vist Tchr		\$2,453.00	\$2,999.78	0091-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time to support teachers in PLCs monitoring student progress, examining student work, and developing re-teaching opportunities.

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N0091BI	Interprogram Svcs/VAPA		\$45,432.00	\$45,432.00	0091-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprmnt	[no data]		VAPA program to support release time for Grade level and PLC meetings.
N0091BR	Supplies		\$26,130.00	\$26,130.00	0091-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental Instructional materials to support our at risk unduplicated students. These materials will help students in reaching grade level standards in ELA

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to provide release time to teachers to collaborate in full-day PLCs to increase instructional effectiveness through analyzing student work and formative assessments, designing lessons, improving instructional practices. Overall, instructional practices showed noticeable improvement and Math lessons showed cohesiveness in grade levels.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Visiting teachers released classroom teachers for professional learning communities, however, PLCs were not consistent due to visiting teachers not picking up job assignments or cancelling the assignment on the morning of the grade level PLC. This limited the number of times classroom teachers' actually had to collaborate in a PLC setting. In addition, more emphasis was placed on ELA. The school did not have school-wide common diagnostic and formative assessments in the area of math.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Given the inconsistency of district visiting teachers, we have funded the Arts Education Project (AEP). The AEP teachers will consistently release grade teams for bi-weekly PLC collaborative planning. We will concentrate additional time toward professional development for math in an effort to maintain and increase progress in this area. This school year we are continuing the district sponsored math-coaching cycle in grades 4-5.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meets or exceeds standards	30%	40%	CAASPP Math	Annually

***Identified Need**
 Based on the results for the 2018-19 CAASPP, only 30% of students grades 3-5 met or exceeded standards. This represents a 0.6% decline from last year but an overall growth of 2% for the last three-year period. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our English Learners and Students with Disabilities.

***Online Learning Implications**
 Multiple assessment opportunities are embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.
 Teachers are given flexibility to provide both whole group, small group and individual instruction.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or exceed standards	14.8%	25%	CAASPP Math	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**
 All students at the school will benefit from this strategy/activity in the area of math especially English Learners.

***Strategy/Activity - Description**
 We will continue to support English Language Learners in math achievement by continuing to examine their needs during the biweekly professional learning community. This work will focus on common tasks and the development of intervention lessons to meet the independent needs for our English Learners.

Emerson/Bandini Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0091-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 6 - Supporting Black Youth Ref Id : N00911I	Release time for PLCs to meet and discuss grade level standards and student work. Intervention lessons will also be developed.
	Supplies				0091-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0091BR	Supplemental Instructional materials to support our at risk unduplicated students. These materials will help students in reaching grade level standards in mathematics
	Interprogram Svcs/VAPA				0091-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N0091BI	VAPA program to support release time for Grade level and PLC meetings.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to provide release time to teachers to collaborate in full-day PLCs to increase instructional effectiveness through analyzing students work and formative assessments, designing lessons, improving instructional practices. Overall, instructional practices showed noticeable improvement and ELA lessons showed cohesiveness in grade levels.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major difference in this plan is that concrete instructional practices will be utilized with direct connection to develop language. Administrators and teachers will be monitoring development of EL students and specifically LTEL students. Administrators will be focused on the academic success and language development of our LTEL students.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Focusing on ELPAC growth and purposefully targeting language development in context (Mathematics).

***Integrated English Language Development**

Classroom walkthroughs will be conducted to show evidence of integrated ELD. Professional development will include specific topics for designated ELD. Teachers will meet in biweekly PLCs to analyze data with the emphasis on target students, students with disabilities, and English Learners. Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be used based on standards/critical concepts. Setting language goals and targets will be a common practice in grade level PLCs.

***Designated English Language Development**

Classroom walkthroughs will be conducted to show evidence of designated ELD. Professional development will include specific topics for designated ELD. Teachers will meet in biweekly PLCs to analyze data with the emphasis on target students, students with disabilities, and English Learners. Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common formative assessments will be used based on standards/critical concepts. Setting language goals and targets will be a common practice in grade level PLCs.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or exceed standards	14.5	25	CAASPP ELA	Annually
June 2021	3-5	English Learner	Meet or exceed standards	30	40	CAASPP Math	Annually

***Identified Need**

Our English Learner population has the largest achievement gap amongst subgroups based on the CAASPP data.

***Online Learning Implications**

We will provide students with targeted small group support through a push-in integrated model. The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	LTEL	All LTEL will move their EL status one level	varies per student	1 performance level increase	Summative ELPAC	Annually
June 2021	3-5	English Learner	Reclassification	97	98	Summative ELPAC	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

English learners
LTELs

***Strategy/Activity - Description**

The library assistant provides students additional access to leveled reading materials. Grade level PLCs will examine and improve the implementation of the designated ELD component of the Benchmark Advance curriculum.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Library Asst				0091-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]	Goal 6 - Supporting Black Youth Ref Id : F009133	Supporting students with the appropriate book to support literacy development and English Language acquisition.
	Interprogram Svcs/VAPA				0091-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N0091BI	VAPA program to support release time for Grade level and PLC meetings.

***Additional Supports for this Strategy/Activity**

The new Benchmark Advance curriculum will give EL students the opportunity to acquire English Language skills.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

To support the reclassification of English Learners, the site will implement the ELPAC

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0091BY	Retired NonClrm Tchr Hrly		\$8,177.00	\$9,999.66	0091-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Retired teacher will support the reclassification of students with the implementation of the ELPAC

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The data from our California Dash Board shows that we need to continue to work with our students with disabilities. We need to focus more on students that have an IEP and continue to make sure that we are progress monitoring once per month, using FAST reading and FAST math and class work.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will continue to work in collaboration between our special education team and general education teachers in meeting the needs of our students with disabilities. We will continue to focus on their needs during our monthly PLC Meetings.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to collaborate during our monthly PLC's by looking at data in areas of need, and how to address them.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting and/or exceeding grade level standards in ELA as measured by CAASPP	6.5%	15%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase the percentage of students meeting and exceeding grade level standards in MATH as measured by CAASPP	3.2%	15%	Other (Describe in Objective)	Annually

***Identified Need**

Analysis of CAASPP scores in ELA and Math indicate a gain of 6.5% in ELA and a decrease of 0.4% in Math.

***Online Learning Implications**

- We will implement IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All staff will be working as a team to support all students to accelerate their learning.

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA	0%	10%	Other (Describe in Objective)	Annually

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			as measured by CAASPP				
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP	5.6%	12%	Other (Describe in Objective)	Annually
June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in ELA as measured by CAASPP	6.5%	15%	Other (Describe in Objective)	Annually
June 2021	3	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP	0%	10%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP	3.2%	15%	Other (Describe in Objective)	Annually

Emerson/Bandini Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards in Math as measured by CAASPP	3.2%	15%	Other (Describe in Objective)	Annually
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Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students, specifically students with special needs.

***Strategy/Activity - Description**

Teacher will participate in the FAST Universal Tool assessment/progress monitoring online system. Education Specialists will plan and facilitate professional development for paraprofessionals who directly support students with disabilities.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0091-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N0091BI	Release time for teachers to examine FAST data and support our at risk students. Teachers will work with Resource Teachers to support our students with disabilities.

Strategy/Activity 2

***Students to be served by this Strategy/Activity**

Students with Disabilities

***Strategy/Activity - Description**

To better serve our Students with Disabilities we will implement a system to track progress reports towards students meeting their IEP goals. This will include a communication aspect with all stakeholders (parents, general education teachers, resource teachers, and administration).

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/VAPA				0091-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts Ref Id : N0091BI	Support release time for teachers and resource teachers to meet and monitor student progress on IEP goals.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	African American	Increase ELA proficiency	Baseline Data	Meet/exceed Standards	Grades	Every 12 weeks
June 2021	3-5	African American	Increase Math Proficiency	Baseline Data	Meet/exceed	Grades	Every 12 weeks

*Goal 6 Supporting Black Youth - Additional Goals

1. In 2020-21 school year, Emerson Bandini will develop and implement a site-specific system for tracking classroom referrals.
2. The staff diversity goal at Emerson Bandini is to maintain or increase the percentage of diverse educators from current year to the follow

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Due to low enrollment within our Black youth, we will examine the individual identified needs of each student.

***Online Learning Implications**

We will create a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students with an emphasis on Black Youth.

***Strategy/Activity - Description**

To support our goals of supporting our students to meet/exceed grade level standards, teachers will meet in PLCs and discuss student work, achievement, and supports. Teachers will develop interventions and enrichment activities to support students. Staff will also take time to monitor our Black youth for progress, and intervene where appropriate.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F009133	Library Asst	0.20000	\$5,781.60	\$11,419.53	0091-30100-00-2231-2420-1110-01000-0000	Title I Basic Program	[no data]		Library Assistant will support classroom teachers in developing culturally relevant texts for each grade level. Special emphasis on our Black Youth.
N009111	Prof&Curriclm Dev Vist Tchr		\$17,887.00	\$21,874.01	0091-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Release time for PLC and Teacher collaboration

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order to keep parents informed on school wide news, events progress monitoring, we hold monthly Family Fridays. In order to increase parent attendance at Family Fridays, we provide refreshments.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Parent attendance at Family Fridays has increased as compared to last school year due to provision of refreshments.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to provide refreshments at Family Fridays.

***Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the number of parent participation from all parent groups	40	60	CAL - SCHLS (CSPS)

***Identified Need**

The majority of parents of English Learners are not engaged or informed about important issues or decisions regarding the school.

***Online Learning Implications**

All Students will receive a district issued device to ensure access to curriculum while in a distance learning format. Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advice.

***Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	fully functioning ELAC	0	100%	Attendance

Strategy/Activity 1

***Families to be served by this Strategy/Activity**

All families at the school will benefit from this strategy/activity.

***Strategy/Activity - Description**

To maintain a connection to families the administration will host monthly Family Friday events.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00919K	In-service supplies		\$2,821.00	\$2,821.00	0091-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies and Materials for parent engagement and meetings.

***Additional Supports for this Strategy/Activity**

Parent volunteers support with childcare.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Emerson Bandini met its promotion rate goal of 95%.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Teachers monitored ELA and math progress of students every four weeks.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Continue to monitor student progress using the FAST Universal Tool. In-School Resource Teacher will support students reading below grade level.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students reading at or above grade level as measured by the DRA	39%	50%	Other (Describe in Objective)	3 times per year

***Identified Need**

In 2018-19, 39% of students grades 3-5 met or exceeded grade level expectations as measured by the DRA. Based on this data we need to increase the number of students reading at grade level.

***Online Learning Implications**

The work of our counselor supports the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Our counselor will ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA	26%	40%	Other (Describe in Objective)	3 times a year
June 2021	5	English Learner	Increase the percentage of students reading at or above grade level as measured by the DRA	27%	42%	Other (Describe in Objective)	3 times a year

Strategy/Activity 1***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

General education teachers will co-plan and teach lessons with Educational Specialists to impact teacher effectiveness. This will help classroom teachers in implementing differentiated instruction and supports for struggling students.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

- Admin team conducts frequent focused observations/ learning walks and provide teachers with immediate feedback
- Admin team regularly prepares, and shares data with teachers
- Develop a focused and meaningful PD plan organized around a school-wide focus, key learnings and instructional practices
- Conduct monthly data monitoring meetings with a focus on ELs and SWDs
- Schedule students strategically in the master schedule with appropriate supports
- Develop a protocol for PLCs to use regularly for accountability.
- Identify, teach, and monitor school-wide instructional strategies
- Include planning time in the PLC agenda to develop and review common formative assessments
- Strengthen vision in collaboration with all staff
- Admin team leads, oversees and/or ensures that regular assessment of progress is occurring and adjustments are made according to the findings

ACHIEVEMENT

APPENDICES

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

ACHIEVEMENT

APPENDIX A
BUDGET SUMMARY

Emerson-Bandini ES Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 177,481.00

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 348,528.03

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$80,845.03
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$80,845.03

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$90,202.00
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 90,202.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$348,528.03

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount	
Emerson Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.7500	\$ 24,387.00	
		Guidance Asst	3000			\$ 26,685.56	
			1192	Prof&Curriclm Dev Vist Tchr		\$ 2,453.00	
			1986	Retired NonClsrm Tchr Hrly		\$ 8,177.00	
			3000			\$ 2,369.44	
			4301	Supplies		\$ 26,130.00	
	09800 LCFF Intervention Support Total					0.7500	\$ 90,202.00
	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.9000	\$ 85,578.30	
		Inschool Resource Tchr	3000			\$ 36,272.87	
		Library Asst	2231	Other Support Prsnl PARAS	0.2000	\$ 5,781.60	
		Library Asst	3000			\$ 5,637.93	
		School Counselor	1210	Counselor	0.3000	\$ 26,121.60	
		School Counselor	3000			\$ 15,255.82	
			4301	Supplies		\$ 11.88	
	30100 Title I Basic Program Total					1.4000	\$ 174,660.00
30103 Title I Parent Involvement		4304	Inservice supplies		\$ 2,821.00		
30103 Title I Parent Involvement Total						\$ 2,821.00	
30106 Title I Supplmnt Prog Imprvmt	Inschool Resource Tchr	1109	Pull/Out Push In	0.1000	\$ 9,508.70		
	Inschool Resource Tchr	3000			\$ 4,030.32		
		1192	Prof&Curriclm Dev Vist Tchr		\$ 17,887.00		
		3000			\$ 3,987.01		
		5738	Interprogram Svcs/VAPA		\$ 45,432.00		
30106 Title I Supplmnt Prog Imprvmt Total					0.1000	\$ 80,845.03	
Grand Total					2.2500	\$ 348,528.03	

ACHIEVEMENT

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Emerson Bandini Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-21

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

Emerson Bandini Elementary has developed a written Title I parent & family engagement policy with input from Title I parents.

- **School Site Council members will review and give input to Title I parent & family engagement policy**
- **A Title I parent meeting will be held in the fall to review and give parents an opportunity to give input to Title I parent & family engagement policy (in both English and Spanish)**

Emerson Bandini Elementary School has distributed the policy to parents of Title I students.

- ***In the fall, the school will send home the Title I parent & family engagement policy with students***
- ***The Title I parent & family engagement policy will be posted on the school website***

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- ***A Title I parent meeting will be held in the fall to review and give parents an opportunity to give input to Title I parent & family engagement policy (in both English and Spanish)***
- ***In the fall, the school will send home the Title I parent & family engagement policy with students (in both English and Spanish)***
- ***The Title I parent & family engagement policy will be posted on the school website (in both English and Spanish)***

To involve parents in the Title I, Part A programs, the following practices have been established:

- *Emerson Bandini will offer a flexible number of meetings and may provide, with funds provided under this part, transportation, and child care of home visits as such services relate to parental involvement.*
- *Involve parents of participating students, in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I programs and parental involvement policy.*
- *Provide parents of participating students with timely information about Title I programs.*
- *Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet.*
- *Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.*

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

- *An annual meeting will be convened on September 9, 2020 at 9:15 a.m. to inform parents of participating students of the requirements of Title I and their right to be involved. (in both English and Spanish)*

Emerson Bandini School offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

Morning Meetings

- *Annual Title I meeting*
- *Winter Parent/Teacher Conferences planned for November*
- *Spring Parent/Teacher Conferences are planned for March*
- *Learning Contract conferences (on-going)*
- *Daily Volunteer Opportunities for certified Parent Volunteers*
- *Monthly Parent Coffees/Family Fridays*
- *End of Trimester Awards Assemblies*

Evening meetings

- *Annual Title I meeting*
- *Back To School Night occurs in October 1, 2020*
- *Winter Parent/Teacher Conferences planned for November*
- *Spring Parent/Teacher Conferences are planned for March*
- *Learning Contract conferences (on-going)*
- *Parents have access to teachers each school day before and after school.*

Emerson Bandini involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of our Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

- **School Site Council (SSC)**
- **Parent Teacher Organization (PTO)**
- **English Language Advisory Committee (ELAC)**
- **Site Governance Team (SGT)**
- **Monthly Parent Coffees / Family Fridays**
- **End of Trimester Awards Assemblies**

Emerson Bandini Elementary School provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]).

- **Weekly flyers, phone calls and emails sent home in both English and Spanish**
- **Bilingual staff**
- **Quarterly Standards Based Report Card Report in both English and Spanish**
- **All meetings and assemblies conducted in both English and Spanish**
- **Teacher communication with parents**

October 2, 2020

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



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

EMERSON BANDINI ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21

Emerson Bandini Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

- **In the fall, an annual meeting will be held to share with parents a description of the Title I Program and its requirements during Family Friday**
- **The policy in English and Spanish will sent home with each student**
- **The policy in English and Spanish will be posted on our website**
- **This policy is developed with the SSC**
- **Winter Parent-Teacher Conferences planned for November**
- **Spring Parent-Teacher Conferences planned for March**

- **Ongoing Learning Contract conferences**
- **Parents have access to teachers each school day before and after school**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- **Provide families of students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their child(ren).**
- **Families are provided a Parent Handbook in English and Spanish**
- **Families are provided information about the curriculum, academic assessment and proficiency levels at:**
 - **Back to School Night**
 - **School Site Council (SSC) meetings**
 - **Site Governance Team (SGT) meetings**
 - **Monthly Coffee with the Principal/Family Friday Meetings**
 - **Parent Teacher Conferences**
 - **Information displayed on the school’s marquee**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Families are provided an explanation of the curriculum, academic assessment, and proficiency levels**
- **Families are encouraged to participate in their child’s class**
- **Families are encouraged to participate and observe classroom activities**
- **Winter Parent-Teacher Conferences planned for November**
- **Spring Parent-Teacher Conferences planned for March**
- **Ongoing Learning Contract conferences**

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **Staff are provided training to support families**
- **School counselor is available three days a week to support family and staff**
- **Staff are provided information regarding school, district and community resources (e.g., Logan Heights Counseling)**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

- **Monthly Parent Coffee with the Principal/Family Friday Meetings**
- **Daily opportunities for families to volunteer**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

- **Information sent home is provided in English and Spanish**
- **Bilingual office staff**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

- **Daily opportunities for families to volunteer**
- **Families are encouraged to participate in their child's class**
- **Families are encouraged to participate and observe classroom activities**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

- **Information sent home is provided in English and Spanish**
- **Bilingual staff available to answer questions**
- **All meetings and assemblies are conducted in English and Spanish**

This Compact was adopted by the Emerson Bandini Elementary on October 2, 2020, and will be in effect for the period of 2020-2021 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: November 6, 2020.

/Juan Romo/, Principal

Signature of authorized Official

October 2, 2020

ACHIEVEMENT

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

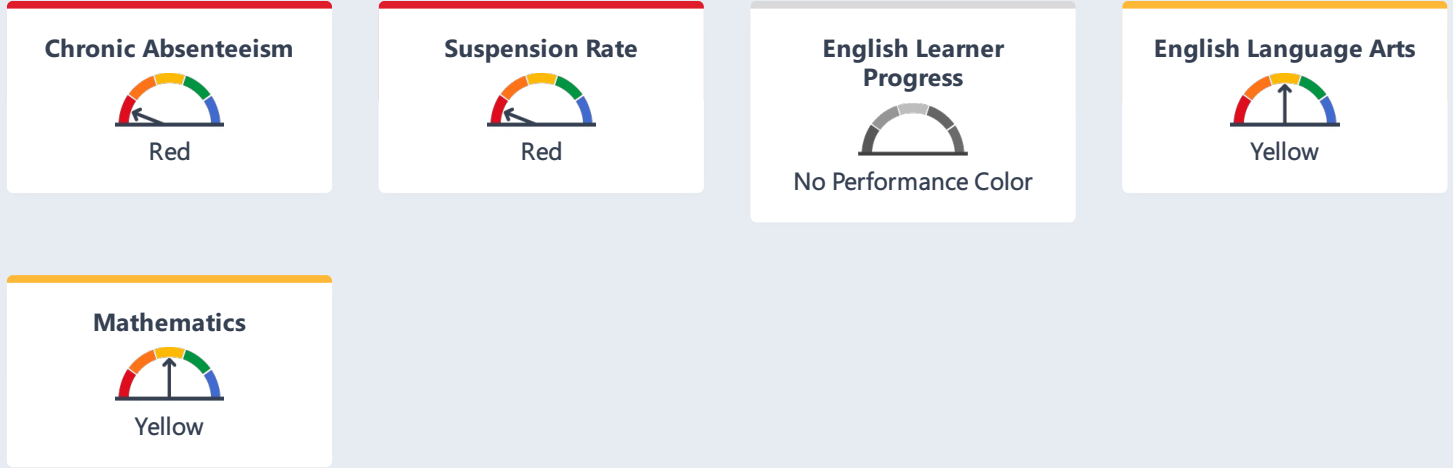
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Emerson/Bandini Elementary

Explore the performance of Emerson/Bandini Elementary under California's Accountability System.



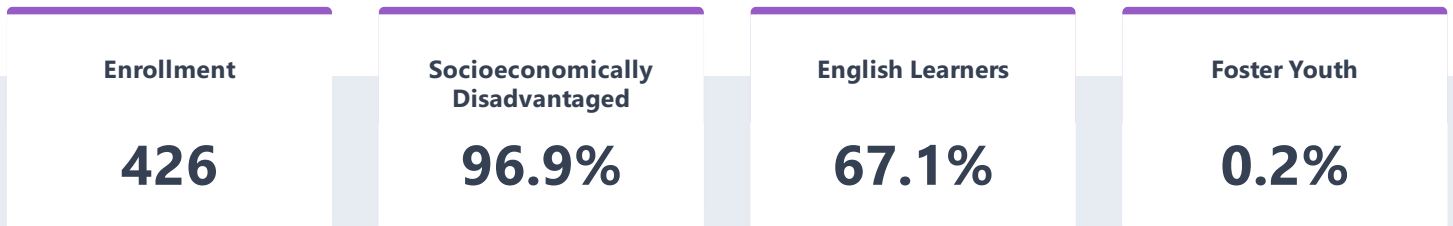
School Details

NAME Emerson/Bandini Elementary	ADDRESS 3510 Newton Avenue San Diego, CA 92113-3118	WEBSITE N/A	GRADES SERVED K-6
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EMERSON/BANDINI ELEMENTARY

Student Population

Explore information about this school's student population.



Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts

Yellow

41 points below standard

Increased 3.5 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

Mathematics

Yellow

45.2 points below standard

Increased 4.8 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	3 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

English Learner Progress

66.5% making progress towards English language proficiency

Number of EL Students: 185

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

Chronic Absenteeism

Red

24.5% chronically absent

Maintained -0.1%

EQUITY REPORT
Number of Student Groups in Each Color

4 Red	1 Orange	0 Yellow
0 Green	0 Blue	

EMERSON/BANDINI ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Red

4.3% suspended at least once

Increased 2.5% ▲

EQUITY REPORT

Number of Student Groups in Each Color

4 Red	1 Orange	0 Yellow
0 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

41 points below standard

Increased 3.5 Points ▲

Number of Students: 188

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

40 points below standard

Increased 22 Points ▲

Number of Students: 36

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

109.3 points below standard

Increased 3.6 Points ▲

Number of Students: 35

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Yellow

41.1 points below standard

Increased 10.3 Points ▲

Number of Students: 156

Hispanic



Yellow

38 points below standard

Increased 8.1 Points ▲

Number of Students: 177

Socioeconomically Disadvantaged



Yellow

39.4 points below standard

Increased 7.1 Points ▲

Number of Students: 185

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	68.1 points below standard	44.6 points below standard	41 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners

71.5 points below standard

Maintained 2 Points

Number of Students: 112

Reclassified English Learners

36 points above standard

Increased 24.8 Points ▲

Number of Students: 44

English Only

56.6 points below standard

Declined 48.1 Points ▼

Number of Students: 28

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Yellow

45.2 points below standard

Increased 4.8 Points ▲

Number of Students: 185

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged



Green

No Students



Blue

No Students



No Performance Color

African American

Homeless

Two or More Races

Students with Disabilities

White

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

45.3 points below standard

Increased 16.5 Points ▲

Number of Students: 34

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

106.5 points below standard

Increased 14.1 Points ▲

Number of Students: 35

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



Yellow

45.8 points below standard

Increased 8.2 Points ▲

Number of Students: 153

Hispanic



Yellow

42.4 points below standard

Increased 9.5 Points ▲

Number of Students: 174

Socioeconomically Disadvantaged



Yellow

44.6 points below standard

Increased 6.7 Points ▲

Number of Students: 182

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	58.6 points below standard	49.9 points below standard	45.2 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

73 points below standard

Maintained -0.9 Points

Number of Students: 110

Reclassified English Learners

23.7 points above standard

Increased 25.7 Points ▲

Number of Students: 43

English Only

54.1 points below standard

Declined 36.7 Points ▼

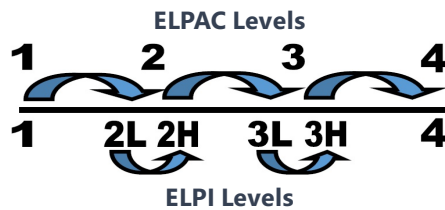
Number of Students: 28

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

66.5% making progress towards English language proficiency

Number of EL Students: 185

Performance Level

Very High

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	11.8%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	21.6%
ELs who Maintained ELPI Level 4	1%
ELs Who Progressed at Least One ELPI Level	65.4%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Red

24.5% chronically absent

Maintained -0.1%

Number of Students: 469

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

Homeless



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



No Performance Color

20% chronically absent

Declined 25.5% ▼

Number of Students: 20

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Students with Disabilities



Red

43.3% chronically absent

Increased 7.4% ▲

Number of Students: 60

English Learners



Red

22.6% chronically absent

Maintained 0.2%

Number of Students: 340

Hispanic



Red

24.4% chronically absent

Increased 0.5% ▲

Number of Students: 431

Socioeconomically Disadvantaged



Red

24.8% chronically absent

Maintained 0.2%

Number of Students: 459

Homeless



Orange

22.2% chronically absent

Declined 13.1% ▼

Number of Students: 99

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Red

4.3% suspended at least once

Increased 2.5% ▲

Number of Students: 601

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities



Orange

Homeless



Yellow

No Students



Green

No Students



Blue

No Students



No Performance Color

African American

American Indian

Asian

Filipino

Foster Youth

Two or More Races

White

African American



No Performance Color

3.4% suspended at least once

Increased 0.7% ▲

Number of Students: 29

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



No Performance Color

11.8% suspended at least once

Increased 11.8% ▲

Number of Students: 17

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners



Red

4.4% suspended at least once

Increased 2.6% ▲

Number of Students: 432

Hispanic



Red

4.2% suspended at least once

Increased 2.3% ▲

Number of Students: 544

Socioeconomically Disadvantaged



Red

4.4% suspended at least once

Increased 2.6% ▲

Number of Students: 587

Students with Disabilities



Red

8.8% suspended at least once

Increased 4.2% ▲

Number of Students: 80

Homeless



Orange

4% suspended at least once

Increased 2.5% ▲

Number of Students: 126

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	4%	1.8%	4.3%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	289	19.4	271	32.8	286	23.8	200	30.0	192	32.3	12.9	2.3	294	16.7	273	24.9	277	27.8	206	30.6	196	29.6	12.9	-1.0
Female	135	24.4	124	38.7	134	29.1	100	36.0	100	36.0	11.6	0.0	136	19.9	124	29.8	134	26.9	100	27.0	103	29.1	9.2	2.1
Male	154	14.9	147	27.9	152	19.1	100	24.0	92	28.3	13.4	4.3	158	13.9	149	20.8	143	28.7	106	34.0	93	30.1	16.2	-3.9
African American	13	15.4	10	30.0	14	7.1	6	-	2	-	-	-	13	23.1	10	20.0	13	23.1	6	-	3	-	-	-
Asian**	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
Filipino	1	-	3	-	3	-	2	-	0	-	-	-	1	-	3	-	3	-	3	-	0	-	-	-
Hispanic	271	18.8	252	31.7	252	22.6	183	29.0	183	32.8	14.0	3.8	276	15.9	254	23.2	244	26.2	188	29.3	185	30.3	14.4	1.0
Indochinese**	0	-	0	-	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	2	-	4	-	2	-	2	-	-	-	1	-	2	-	4	-	2	-	2	-	-	-
Multiracial	1	-	2	-	11	36.4	7	-	5	-	-	-	1	-	2	-	11	36.4	7	-	5	-	-	-
English Learner	160	5.0	147	9.5	159	5.7	128	16.4	117	14.5	9.5	-1.9	164	8.5	151	12.6	151	15.2	134	20.9	122	14.8	6.3	-6.1
English-Speaking	129	37.2	124	60.5	127	46.5	72	54.2	75	60.0	22.8	5.8	130	26.9	122	40.2	126	42.9	72	48.6	74	54.1	27.2	5.5
Reclassified†	82	46.3	79	68.4	79	49.4	44	52.3	44	75.0	28.7	22.7	82	29.3	78	39.7	79	38.0	44	54.5	43	69.8	40.5	15.3
Initially Eng. Speaking	47	21.3	45	46.7	48	41.7	28	57.1	31	38.7	17.4	-18.4	48	22.9	44	40.9	47	51.1	28	39.3	31	32.3	9.4	-7.0
Econ. Disadv.*	289	19.4	264	31.8	280	23.6	195	29.7	184	32.6	13.2	2.9	294	16.7	266	25.2	271	27.3	201	30.3	188	30.3	13.6	0.0
Non-Econ. Disadv.	0	-	7	-	6	-	5	-	8	-	-	-	0	-	7	-	6	-	5	-	8	-	-	-
Gifted	65	40.0	57	56.1	52	46.2	19	36.8	8	-	-	-	65	38.5	57	49.1	51	51.0	19	57.9	8	-	-	-
Not Gifted	224	13.4	214	26.6	234	18.8	181	29.3	184	32.1	18.7	2.8	229	10.5	216	18.5	226	22.6	187	27.8	188	28.7	18.2	0.9
With Disabilities	28	0.0	32	12.5	0	-	27	0.0	30	6.7	6.7	6.7	28	3.6	32	0.0	43	4.7	28	3.6	30	3.3	-0.3	-0.3
WO Disabilities	261	21.5	239	35.6	242	28.1	173	34.7	162	37.0	15.5	2.3	266	18.0	241	28.2	234	32.1	178	34.8	166	34.3	16.3	-0.5
Homeless	50	8.0	39	17.9	37	32.4	22	27.3	33	27.3	19.3	0.0	51	5.9	39	12.8	34	23.5	22	18.2	34	20.6	14.7	2.4
Foster	5	-	6	-	2	-	1	-	0	-	-	-	5	-	6	-	1	-	1	-	0	-	-	-
Military	4	-	8	-	3	-	3	-	3	-	-	-	4	-	8	-	3	-	4	-	3	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	73	17.8	76	28.9	74	17.6	71	23.9	59	40.7	22.9	16.8	76	23.7	77	31.2	74	41.9	74	31.1	61	41.0	17.3	9.9
Female	32	25.0	43	39.5	33	9.1	34	29.4	36	50.0	25.0	20.6	32	31.3	43	37.2	34	29.4	34	29.4	38	47.4	16.1	18.0
Male	41	12.2	33	15.2	41	24.4	37	18.9	23	26.1	13.9	7.2	44	18.2	34	23.5	40	52.5	40	32.5	23	30.4	12.2	-2.1
African American	3	-	1	-	3	-	1	-	0	-	-	-	3	-	1	-	3	-	1	-	0	-	-	-
Asian**	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Filipino	1	-	2	-	0	-	0	-	0	-	-	-	1	-	2	-	0	-	1	-	0	-	-	-
Hispanic	68	16.2	69	26.1	68	16.2	67	25.4	59	40.7	24.5	15.3	71	21.1	70	25.7	69	42.0	69	31.9	60	40.0	18.9	8.1
Indochinese**	0	-	0	-	1	-	0	-	-	-	-	-	0	-	0	-	1	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	0	-	0	-	-	-
Multiracial	0	-	2	-	1	-	3	-	0	-	-	-	0	-	2	-	0	-	3	-	0	-	-	-
English Learner	51	5.9	57	15.8	56	3.6	56	17.9	27	7.4	1.5	-10.5	54	14.8	58	17.2	55	30.9	59	27.1	30	10.0	-4.8	-17.1
English-Speaking	22	45.5	19	68.4	18	61.1	15	46.7	32	68.8	23.3	22.1	22	45.5	19	73.7	19	73.7	15	46.7	31	71.0	25.5	24.3
Reclassified†	8	-	5	-	7	-	6	-	21	81.0	-	-	8	-	5	-	8	-	6	-	20	85.0	-	-
Initially Eng. Speaking	14	28.6	14	57.1	11	36.4	9	-	11	45.5	16.9	-	14	35.7	14	64.3	11	54.5	9	-	11	45.5	9.8	-
Econ. Disadv.*	73	17.8	75	28.0	74	17.6	68	25.0	59	40.7	22.9	15.7	76	23.7	76	30.3	74	41.9	71	32.4	61	41.0	17.3	8.6
Non-Econ. Disadv.	0	-	1	-	6	-	3	-	8	-	-	-	0	-	1	-	6	-	3	-	8	-	-	-
Gifted	19	26.3	13	46.2	11	36.4	1	-	8	-	-	-	19	52.6	13	46.2	11	72.7	1	-	8	-	-	-
Not Gifted	54	14.8	63	25.4	63	14.3	70	22.9	59	40.7	25.9	17.8	57	14.0	64	28.1	63	36.5	73	30.1	61	41.0	27.0	10.9
With Disabilities	6	-	10	10.0	0	-	11	0.0	7	-	-	-	6	-	10	0.0	9	-	12	0.0	7	-	-	-
WO Disabilities	67	19.4	66	31.8	64	20.3	60	28.3	52	44.2	24.8	15.9	70	25.7	67	35.8	65	46.2	62	37.1	54	44.4	18.7	7.3
Homeless	13	23.1	11	9.1	8	-	10	30.0	16	37.5	14.4	7.5	13	7.7	11	9.1	8	-	10	20.0	16	31.3	23.6	11.3
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	0	-	1	-	0	-	-	-	3	-	5	-	0	-	2	-	0	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	78	21.8	68	33.8	78	30.8	60	36.7	80	26.3	4.5	-10.4	79	24.1	70	38.6	72	33.3	62	40.3	81	24.7	0.6	-15.6
Female	44	29.5	30	36.7	43	41.9	28	39.3	43	27.9	-1.6	-11.4	45	28.9	31	35.5	42	33.3	28	25.0	44	15.9	-13.0	-9.1
Male	34	11.8	38	31.6	35	17.1	32	34.4	37	24.3	12.5	-10.1	34	17.6	39	41.0	30	33.3	34	52.9	37	35.1	17.5	-17.8
African American	6	-	3	-	3	-	2	-	1	-	-	-	6	-	3	-	3	-	2	-	1	-	-	-
Asian**	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
Filipino	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
Hispanic	71	21.1	63	31.7	67	26.9	56	39.3	75	28.0	6.9	-11.3	72	23.6	65	38.5	61	26.2	58	41.4	76	26.3	2.7	-15.1
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	0	-	2	-	1	-	0	-	-	-	1	-	0	-	2	-	1	-	0	-	-	-
Multiracial	0	-	0	-	4	-	1	-	4	-	-	-	0	-	0	-	4	-	1	-	4	-	-	-
English Learner	44	6.8	38	10.5	47	8.5	39	25.6	60	20.0	13.2	-5.6	44	9.1	41	17.1	42	14.3	41	29.3	61	23.0	13.9	-6.3
English-Speaking	34	41.2	30	63.3	31	64.5	21	57.1	20	45.0	3.8	-12.1	35	42.9	29	69.0	30	60.0	21	61.9	20	30.0	-12.9	-31.9
Reclassified†	20	55.0	17	70.6	17	64.7	13	76.9	7	-	-	-	20	55.0	17	76.5	16	56.3	13	76.9	7	-	-	-
Initially Eng. Speaking	14	21.4	13	53.8	14	64.3	8	-	13	30.8	9.4	-	15	26.7	12	58.3	14	64.3	8	-	13	23.1	-3.6	-
Econ. Disadv.*	78	21.8	67	34.3	75	29.3	60	36.7	73	26.0	4.2	-10.7	79	24.1	69	39.1	69	30.4	62	40.3	74	25.7	1.6	-14.6
Non-Econ. Disadv.	0	-	7	-	3	-	5	-	7	-	-	-	0	-	1	-	3	-	5	-	7	-	-	-
Gifted	17	52.9	19	52.6	10	30.0	10	50.0	1	-	-	-	17	58.8	19	78.9	9	-	10	70.0	1	-	-	-
Not Gifted	61	13.1	49	26.5	68	30.9	50	34.0	79	26.6	13.5	-7.4	62	14.5	51	23.5	63	31.7	52	34.6	80	23.8	9.3	-10.8
With Disabilities	11	0.0	7	-	0	-	5	-	18	5.6	5.6	-	11	9.1	7	-	10	10.0	5	-	18	0.0	-9.1	-
WO Disabilities	67	25.4	61	34.4	68	35.3	55	40.0	62	32.3	6.9	-7.7	68	26.5	63	42.9	62	37.1	57	42.1	63	31.7	5.2	-10.4
Homeless	11	0.0	10	20.0	10	20.0	5	-	11	18.2	18.2	-	12	16.7	10	30.0	8	-	5	-	12	8.3	-8.4	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	3	-	3	-	0	-	1	-	-	-	0	-	3	-	3	-	0	-	1	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Emerson/Bandini
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	76	19.7	67	29.9	71	22.5	69	30.4	53	32.1	12.4	1.7	77	9.1	66	13.6	70	18.6	70	21.4	54	24.1	15.0	2.7
Female	30	23.3	31	35.5	30	23.3	38	39.5	21	28.6	5.3	-10.9	30	6.7	30	23.3	31	19.4	38	26.3	21	23.8	17.1	-2.5
Male	46	17.4	36	25.0	41	22.0	31	19.4	32	34.4	17.0	15.0	47	10.6	36	5.6	39	17.9	32	15.6	33	24.2	13.6	8.6
African American	3	-	5	-	3	-	3	-	1	-	-	-	3	-	5	-	2	-	3	-	2	-	-	-
Asian**	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	2	-	0	-	-	-	0	-	0	-	1	-	2	-	0	-	-	-
Hispanic	72	20.8	62	29.0	62	22.6	60	23.3	49	30.6	9.8	7.3	73	9.6	61	13.1	61	18.0	61	14.8	49	24.5	14.9	9.7
Indochinese**	0	-	0	-	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	0	-	0	-	1	-	1	-	2	-	-	-	0	-	0	-	1	-	1	-	2	-	-	-
Multiracial	0	-	0	-	3	-	3	-	1	-	-	-	0	-	0	-	4	-	3	-	1	-	-	-
English Learner	39	5.1	29	0.0	29	6.9	33	3.0	30	10.0	4.9	7.0	40	5.0	29	0.0	29	0.0	34	0.0	31	3.2	-1.8	3.2
English-Speaking	37	35.1	38	52.6	42	33.3	36	55.6	23	60.9	25.8	5.3	37	13.5	37	24.3	41	31.7	36	41.7	23	52.2	38.7	10.5
Reclassified†	23	52.2	30	60.0	28	35.7	25	40.0	16	68.8	16.6	28.8	23	21.7	29	24.1	28	28.6	25	40.0	16	62.5	40.8	22.5
Initially Eng. Speaking	14	7.1	8	-	14	28.6	11	90.9	7	-	-	-	14	0.0	8	-	13	38.5	11	45.5	7	-	-	-
Econ. Disadv.*	76	19.7	66	30.3	69	23.2	67	28.4	52	32.7	13.0	4.3	77	9.1	65	13.8	68	19.1	68	19.1	53	24.5	15.4	5.4
Non-Econ. Disadv.	0	-	7	-	6	-	2	-	1	-	-	-	0	-	1	-	6	-	2	-	1	-	-	-
Gifted	14	42.9	13	69.2	19	52.6	8	-	7	-	-	-	14	14.3	13	38.5	19	47.4	8	-	7	-	-	-
Not Gifted	62	14.5	54	20.4	52	11.5	61	32.8	46	30.4	15.9	-2.4	63	7.9	53	7.5	51	7.8	62	19.4	47	21.3	13.4	1.9
With Disabilities	7	-	11	9.1	0	-	11	0.0	5	-	-	-	7	-	11	0.0	43	4.7	11	0.0	5	-	-	-
WO Disabilities	69	21.7	56	33.9	60	26.7	58	36.2	48	35.4	13.7	-0.8	70	10.0	55	16.4	59	22.0	59	25.4	49	26.5	16.5	1.1
Homeless	19	5.3	8	-	11	27.3	7	-	6	-	-	-	19	0.0	8	-	10	30.0	7	-	6	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	0	-	0	-	2	-	2	-	-	-	0	-	0	-	0	-	2	-	2	-	-	-

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

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

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

ACHIEVEMENT

APPENDIX E

2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL NAME: EMERSON/BANDINI ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, teachers, counselor, office staff, support staff and administrators to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct regular home visits with a certificated or support staff member to ensure that families receive the supports they need to get their children to school every day and on time.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Guidance Asst	0.50000	\$32,270.97	09800-2404	Guidance Assistant will manage the monitoring log and refer chronic absenteeism to the counselor and the Attendance Review Committee.	The Guidance Assistant supports students through mentoring and coaching students in the classroom, playground, and in small group settings. The Guidance Assistant spearhead many school wide	This strategy is effective and no improvements are noted.	Continue funding at least one (1) Guidance Assistant in the 2020-2021 school year.

Emerson/Bandini Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					activities that increase student attendance.		
Guidance Asst	0.75000	\$48,406.45	09800-2404	Guidance Assistant will manage the monitoring log and refer chronic absenteeism to the counselor and the Attendance Review Committee.	The Guidance Assistant supports students through mentoring and coaching students in the classroom, playground, and in small group settings. The Guidance Assistant spearhead many schoolwide activities that increase student attendance.	This strategy is effective and no improvements are noted.	Continue funding at least one (1) Guidance Assistant in the 2020-2021 school year.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity - Description**

Supplemental instructional materials and software licenses for ELA for reading intervention
 RAZ-Kids: Grade level appropriate instructional materials that build and enhance necessary skills for effective reading.
 Reading Plus: Independent reading intervention tool that builds reading skills, speed and fluency.
 Standards based field trips will build student schema and enhance learning.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$12,381.00	09800-4301	Supplemental instructional materials to support student's performance in ELA standards.	Consumable reading materials were purchase as required by Benchmark Advance curriculum.	Effective	More funds needed for purchase of additional reading materials.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

SCHOOL NAME: EMERSON/BANDINI ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, parents, teachers, counselor, office staff, support staff and administrators to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant will conduct regular home visits with a certificated or support staff member to ensure that families receive the supports they need to get their children to school every day and on time.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor	0.30000	\$39,493.72	30100-1210	Counselor will support and lead this program. They will help with monitoring student success and parent input.	Social emotional lessons are being taught by the counselor in grades TK-5. Also, the counselor provides small group counseling for students referred teachers and parents. As a result, we are	Additional counselor time is an effective strategy for our students.	We would eventually like to purchase a full-time counselor.

Emerson/Bandini Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					noticing a decrease in negative social behavior.		
Guidance Asst	0.25000	\$16,135.49	30106-2404	Guidance Assistant will manage the monitoring log and refer chronic absenteeism to the counselor and the Attendance Review Committee.	The Guidance Assistant supports students through mentoring and coaching students in the classroom, playground, and in small group settings. The Guidance Assistant spearhead many school wide activities that increase student attendance.	This strategy is effective and no improvements are noted.	Continue funding at least one (1) Guidance Assistant in the 2020-2021 school year.

Note/Reminders (optional):

Goal 2 - English Language Arts							
Strategy/Activity 1							
*Strategy/Activity - Description							
The In-School Resource Teacher will support students reading below grade level and students on the cusp of reading at grade level.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In school Resource Tchr - NEW POSN, SBB2512231	0.90000	\$118,605.16	30100-1109	IRT will support students reading below grade level.	Student making progress in reading, many approaching to grade level achievement.	This strategy is very effective	Would eventually like to purchase another In School Resource Teacher to reach a larger student population.
In school Resource Tchr - NEW POSN, SBB2512231	0.10000	\$13,178.35	30106-1109	IRT will support students reading below grade level.	Student making progress in reading, many approaching to grade level achievement.	This strategy is very effective	Would eventually like to purchase another In School Resource Teacher to reach a larger student population.
Note/Reminders (optional):							
Strategy/Activity 2							
*Strategy/Activity - Description							
Supplemental instructional materials and software licenses for ELA for reading intervention RAZ-Kids: Grade level appropriate instructional materials that build and enhance necessary skills for effective reading. Reading Plus: Independent reading intervention tool that builds reading skills, speed and fluency. Standards based field trips will build student schema and enhance learning.							

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$3,075.00	30100-4301	Supplemental instructional materials to support student's performance in ELA standards.	Consumable reading materials were purchase as required by Benchmark Advance curriculum.	Effective	More funds needed for purchase of additional reading materials.
Supplies		\$3,222.00	30106-4301	Supplemental instructional materials to support student's performance in ELA standards.	Consumable reading materials were purchase as required by Benchmark Advance curriculum.	Effective	More funds needed for purchase of additional reading materials.
Services & Other Operating		\$38,463.05	30106-5000	Arts Education Project will release teachers to collaborate in PLCs.	Teachers are now able to consistently meet, collaborate and plan.	Effective	Continue using this strategy to release teachers for grade level collaboration.
Interprogram Svcs/Field Trip		\$5,000.00	30106-5735	Field trips to enhance and enrich language learning	Teachers are now able to consistently meet, collaborate and plan.	Effective	Continue using this strategy to release teachers for grade level collaboration.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

We will continue to support English Language Learners in math achievement by continuing to examine their needs during the biweekly professional learning community. This work will focus on common tasks and the development of intervention lessons to meet the independent needs for our English Learners.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$6,101.00	30106-1192	Support closing the achievement gap/professional development	Visiting teachers have provided release time for grade level collaboration and planning of lessons to meet the needs of English Learners.	Effective	Continue this strategy.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

The library assistant provides students additional access to leveled reading materials. Grade level PLCs will examine and improve the implementation of the designated ELD component of the Benchmark Advance curriculum.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst	0.20000	\$10,000.54	30100-2231	Library Assistant will provide access to leveled reading materials to support English Language Development	Students are able to visit the library weekly to participate in enrichment activities and check out books that support classroom instruction.	Effective	Continue with this strategy.

Note/Reminders (optional):

Goal 6 - Family Engagement							
Strategy/Activity 1							
*Strategy/Activity - Description							
To maintain a connection to families the administration will host monthly Family Friday events.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Nonclsrn PARAS Hrly		\$1,307.90	30103-2955	Provide child care at all meetings in the event that parents need it.	Child care was not needed this school year.	N/A	Take advantage of parent education opportunities provided by District or Community.
Supplies		\$297.00	30103-4301	Cost of handouts and other consumables for parents and families.	We had the ability to make copies of handouts for parent education series on the topic of Growth Mindset.	Effective	Continue funding.
In-service supplies		\$1,000.00	30103-4304	In service supplies such as light refreshments for Parent Involvement activities.	Parents appreciated refreshments provided at Family Fridays and Growth Mindset education series.	Effective	Continue funding.
Postage Expense		\$100.00	30103-5920	To support parent communication.	Various parent communications were mailed to specific parents.	Effective	Continue funding.