

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **SANDBURG ELEMENTARY** SCHOOL

**2011-12**

37-68338-6089049

CDS Code

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

**Principal:** Martin, Geoffrey

**Contact Person:** Martin, Geoffrey

**Position:**

**Telephone Number:**

**Address:**

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

**The following items are included:**

- ☐ Recommendations and Assurances (*submit 2 original R & A's - each with original signatures*)
- ☐ Data Reports
- ☐ SPSA Assessment
- ☐ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- ☐ Home/School Compact
- ☐ SARC

**Board Approval:** (*December 13, 2011*)

**SAN DIEGO UNIFIED SCHOOL DISTRICT**



*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed  
in their choice of college and career in order to lead and participate in the society of tomorrow.*



San Diego Unified School District  
Office of Accountability  
Monitoring and Accountability Reporting Department

2011-12 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: Sandburg Elementary

**DUE on October 14, 2011**

SITE CONTACT PERSON: Geof Martin

PHONE: 858.566.0510

FAX: 858.693.3896

E-MAIL ADDRESS: gmartin@sandi.net

Check the appropriate box

☒ TITLE I ☐ PROGRAM IMPROVEMENT

TYPE OF SITE PLAN (check the appropriate box):

☒ SPSA ☐ SIG/QEIA

☐ QEIA ☐ i3

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

**BE SURE TO COMPLETE THIS SECTION AND CHECK ALL THAT APPLY TO YOUR SITE**

- ☒ English Learner Advisory Committee (ELAC)  
☐ Community Advisory Committee for Special Education Programs (CAC)  
☐ Gifted and Talented Education Program Advisory Committee (GATE)  
☒ Site Governance Team (SGT)  
☐ Other (list): \_\_\_\_\_

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: October 11, 2011

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these assurances were signed in San Diego, California, on the date(s) indicated.

Geof Martin

Typed Name of School Principal

[Signature]  
Signature of School Principal

10/11/11  
Date

Bob Turner

Typed Name of SSC Chairperson

[Signature]  
Signature of SSC Chairperson

10-11-11  
Date

Shirley Wilson

Typed Name of Area Superintendent

[Signature]  
Signature of Area Superintendent

10/11/11  
Date

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

**DUE on October 14, 2011**

0-17-11/10:26 RCVD

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION**

**Legal Requirements for the SPSAEC** Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's ConApp process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures. SPSA requirements are also included in the Categorical Program Monitoring process.

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

The mission of Sandburg is that together, the Sandburg learning community will continue to excel in providing the highest quality education for all children. We will believe in them as independent thinkers and problem solvers. We will acknowledge and celebrate their unique talents by providing equal opportunities for acquiring knowledge. We will empower them to own their own learning and expect the same of ourselves, as members of a professional learning community. We will continue to watch, guide, listen, and celebrate, expecting all students to soar to their potential. Our Single Plan for Student Achievement (SPSA) fulfills this statement by providing a culturally-relevant environment that emphasizes research based teaching practice (delivery of instruction), collaborative planning, and citizenship that centers on unconditional high expectations for our students, staff and community. Our School Site Council (SSC), with input from the staff, community groups, and Instructional Leadership Team (ILT), based the 2011-2012 SPSA on a projected school enrollment of 714 students. Sandburg's 2009-10 API was 907. Our actual enrollment as of October 5, 2011 is 738 and our 2010-11 API is up 13 points to 920. Based on Sandburg's trend from the past couple of years, our population of English Learner and Hispanic Learners continue to increase. Our English Learners fall into a variety of subgroups that represent the diversity of our school environment. Sandburg Elementary has identified word/language analysis and reading comprehension in support of reading development, writing strategies, mathematical problem solving skills and earth/life sciences with 4th and 5th grades as areas in which our SPSA will focus resources to produce desired outcomes. We believe through twenty-first century teaching tools (technology), research based teaching practice, and planning opportunities our students who are not proficient will flourish. Our SPSA places special emphasis on providing support from a 6 hour English Language Assistant (ESL) for our English Learners who will also work collaboratively with our Response to Intervention (RTI) team in addressing Tier 2 and Tier 3 interventions. Our SPSA also channels resources to weekly Thursday Collaborative that will target achievement of grade level and school wide SMART Goals, data analysis, focus student progress checks, small group instruction and strategic instructional planning that supports the achievement of our goals towards proficiency. Resources were also allocated to health and safety support services for all students.

**PROCESS FOR MODIFYING THE SPSA**

Our Single Plan for Student Achievement site stakeholder group was comprised of the principal, Instructional Leadership Team, 4<sup>th</sup> and 5th grade teachers, and two parent members of the SSC. We met as an SSC to discuss preliminary goals, met as grade levels to revisit and refine our grade level SMART goals by reviewing current student achievement data and met in small groups to fill out the SPSA assessment. Using student achievement

data, feedback from parents and community members and staff we developed a draft of the plan and budget. In addition we reported regularly to the SSC regarding the process and progress. We presented a final draft for SSC approval on Tuesday, October 11, 2011.

**CHANGES TO THE SINGLE PLAN FOR STUDENT ACHIEVEMENT**

Data analysis drives the revision of our SPSA. The instructional focus of Sandburg continues to strive towards excellence for all students. Based on our continuous practice of delivery and analysis of mastery we focused our resources towards supporting small group instruction. Through our Thursday Collaborative – teachers are able to provide meaningful, empowering and appropriate instruction with the expert assistance of another certificated teacher. With this additional support, the teaching staff will provide individualized and small group opportunities for our English Leaders and Hispanic Learners - as well as all other students below proficiency. With our Collaborative model we will support and model teaching and learning that will lift our strategies, content/knowledge and delivery and exposure to the 21st century ideals and expectations. We believe by providing the additional instructional opportunities for small group instruction students will rise to the expected outcomes of word/language growth, reading comprehension, writing techniques, problem solving and critical thinking skills and creativity in Math and Science.

**PERSONNEL**

Due to budget cuts and higher class sizes we have limited support staff. Our clerical staff was reduced dramatically these past few years. We have maintained the position of ESL Assistant in the SPSA to continue with the much needed support. We will also hire visiting teachers to support our Thursday Collaborative and CELDT Testing.

**BUDGET**

Below we have listed the allocations that best align our SPSA resources with our identified goals:

- \$22,527.72 Visiting Teachers for Thursday Collaborative
- \$10,000 Instructional Supplies to support Systematic ELD Instruction – visuals with color etc. and current/updated Guided Reading classroom libraries
- \$28,937.29 ESL Assistant
- \$5,000 Site licenses to support 21<sup>st</sup> century technology instructional needs
- \$15,707.79 CELDT Visiting Teacher support
- \$13,402.73 Health Technician – additional time
- \$5,000 Technology Support
- \$3,000 GATE Instructional Program
- \$12,929.43 Counselor .2, Additional day per week

**CONCLUSIONS**

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of students.

### INSTRUCTIONAL LEADERSHIP TEAM

Member Name	Role
1. Geof Martin	Principal
2. Karen Kozma	Special Education
3. Kim Nurmi	5th Grade ILT Member
4. Jim Cote	4th Grade ILT Member
5. Susan Krier	3rd Grade ILT Member
6. Laura Codiga-Edwards	2nd Grade ILT Member
7. Darcy Finegan	1st Grade ILT Member
8. Serena Newell	Kindergarten ILT Member

### SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Geof Martin	Principal
2. Bob Turner	Community Member, Chair
3. Bill Quackenbush	Parent, Co-Chair
4. Sarah Spear-Barrett	Parent, Secretary
5. Matt Kaplan	Parent
6. Caldwell Lewin	Parent
7. Jeanine Wasson	Parent
8. John Rosas	Parent
9. Debbie Molina	Parent
10. Thea Stein	Teacher
11. Dorothy Knight	Teacher
12. Margaret Hull	Teacher
13. Patty Bertram	Teacher
14. Lisa Evans	Teacher
15. Paris Brown	Teacher
16. Debbie Raynor	Other

## SINGLE PLAN FOR STUDENT ACHIEVEMENT

☒ Intervention Materials
 ☒ Instructional Time
 ☒ School Admin Training
 ☒ Highly Qualified Teachers
 ☒ Monitoring System
 ☒ On-going Instructional Assistance
 ☒ Monthly Teacher Collaboration
 ☒ Lesson and course pacing/ intervention
 ☒ Fiscal Support

### AREA 1: ENGLISH/LANGUAGE ARTS

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials
 ☒ Instructional Time
 ☒ School Admin Training
 ☒ Highly Qualified Teachers
 ☒ Monitoring System
 ☒ On-going Instructional Assistance
 ☒ Monthly Teacher Collaboration
 ☒ Lesson and course pacing/ intervention
 ☒ Fiscal Support

### English/Language Arts SMART Goal:

\* By 06/12/2012, 85 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed proficiency in English-Language Arts on the CST

### Closing the Gap SMART Goal:

\* By 06/12/2012, 80 % of Sandburg Elementary Students, Black or African American, Grades 2-5 will meet or exceed proficiencies in English-Language Arts on the CST

\* By 06/12/2012, 72 % of Sandburg Elementary Students, Grades 2-5, Hispanic or Latino will meet or exceed proficiencies in English-Language Arts on the CST

\* By 06/12/2012, 75 % of Sandburg Elementary Students, Grades 2-5, Filipino will meet or exceed proficiencies in English-Language Arts on the CST

\* By 06/12/2012, 75 % of Sandburg Elementary Students, Grades 2-5, English Learner will meet or exceed proficiencies in English-Language Arts on the CST

### How does this goal align to our Local Educational Agency Plan goals?

Our school-wide SMART Goal exceeds the set proficiency levels stated in our LEA goal of 70% Proficient/Advanced in ELA by 2013. Our identified subgroups continue to make progress towards the LEA Goals with our Females, Males, Asian, Filipino, Indo-Chinese, White and Multi-Racial meeting or exceeding the LEA target.

### WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☒ API
 ☒ AYP
 ☐ CAHSEE
 ☒ CELDT
 ☒ CST
 ☒ District Benchmarks
 ☐ Other

### Other (Please Specify)::

### Key Findings: What did the analysis of the data reveal that led you to these goals?

Word/Language Analysis, Reading Comprehension and Writing Strategies continue to be areas of need for Sandburg. We note that data is statistically insignificant when only analyzed for one year. Data becomes significant when analyzed over a period of years reflecting/identifying trends based on enrollment and scores/percentages. Our team analyzed data from 2006-2010. In 2006 we had 64.7% (287 students) Proficient/Advanced in ELA and 78.1% (344 students) Proficient/Advanced in 2010.

For our identified subgroups per the CST reports the results are as follows:

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Group	Total	Numerically Significant	K-1	Grade 2	Grades 3-5	Total Prof-adv	% At or Above	Far Below	Below Basic	Basic	Total Below	% Below
African American	42	No	16	5	21	16	76.2	0	1	4	5	23.8
Hispanic	118	Yes	35	23	60	41	68.3	2	5	12	19	31.7
Filipino	102	No	41	19	42	31	73.8	0	1	10	11	26.2
English Learners	193	Yes	46	39	107	75	70.1	3	8	21	32	29.9
Special Ed	56	No	19	7	30	10	33.3	2	5	11	18	60.0

Even though our numbers have increased we continue to make progress with our EL and other focus subgroups with much work to be done. The site has created a watch list with our identified students who fit into all subgroups mentioned above. Another trend we have noted is we have students who have “flat lined” in Basic and Below Basic since primary grades. The commonality was not ethnicity, EL or Economically Disadvantaged status - the trend was attendance (mainly tardies). We currently have our Attendance Assistant and part-time counselor devising a strategic plan to address the trends ... these students are part of our identified list/closing the gap targets. Our attendance for the first month of 2011-12 is at 98.3%, this is an increase of .43% over last year.

### Which stakeholders were involved in data analysis and developing these goals?

Our Single Plan for Student Achievement site stakeholder group was comprised of the principal, Instructional Leadership Team, 4<sup>th</sup> and 5th grade teachers, and two parent members of the SSC.

We met as an SSC to discuss preliminary goals, met as grade levels to revisit and refine our grade level SMART goals by reviewing current student achievement data and met in small groups to fill out the SPSA assessment.

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	No Reporting Period
* By 11/10/2011, 75 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed proficiencies in Literacy Benchmark 1	* By 03/19/2012, 80 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed Proficiencies in Literacy Benchmark 2	* By 06/12/2012, 85 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed Proficiencies in Literacy Benchmark 3	

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

Quarter One	Quarter Two	Quarter Three	
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## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<p>Short Term Monitoring <b>November</b></p> <p>Short Term Monitoring</p> <ul style="list-style-type: none"> <li>• Student products</li> <li>• Literacy Benchmarks</li> <li>• WRAP (K-2)</li> <li>• On Demand Writing</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• ILT Review</li> <li>• DRA</li> <li>• Running Records ( As needed for focus students)</li> <li>• Lit Notebooks Grade 2-5</li> <li>• McLeod Assessment</li> <li>• Software formative assessments</li> <li>• End of chapter/units assessments</li> <li>• Grade Level Team Review of Student Writing</li> <li>• SBRC Evidence Pieces/evaluation</li> <li>• STULL Objective Review</li> </ul> <p>Review results at the November SGT, SSC, PTA, ELD and Foundation meetings</p>	<p>Short Term Monitoring <b>February</b></p> <p>Short Term Monitoring</p> <ul style="list-style-type: none"> <li>• Student products</li> <li>• Running Records (As needed for focus students)</li> <li>• Lit Notebooks Grade 2-5</li> <li>• McLeod Assessment</li> <li>• Software formative assessment</li> <li>• Ongoing SBRC evidence gathering</li> <li>• End of chapter/units assessments</li> <li>• ILT Review</li> <li>• Cross Grade Level Team Review</li> <li>• STULL Objectives Review</li> </ul> <p>Review results at the February SGT, SSC, PTA, ELD parent and Foundation meetings</p>	<p>Short Term Monitoring <b>April</b></p> <p>Short Term Monitoring</p> <ul style="list-style-type: none"> <li>• Literacy Benchmark</li> <li>• Student products</li> <li>• Running Records (As needed for focus students)</li> <li>• DRA</li> <li>• Lit Notebooks Grade 2-5</li> <li>• McLeod Assessment</li> <li>• Software formative assessments</li> <li>• End of chapter/units assessments</li> <li>• ILT Review</li> <li>• Grade Level Team Review</li> <li>• STULL Summary</li> </ul> <p>Review results at the April SGT, SSC, PTA, ELD parent and Foundation meetings</p>	
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**Description of Proposed Expenditures/Activities to Attain ELA Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

Sandburg has worked to develop a Professional learning community committed to learning and teaching. There are high expectations surrounded by rigorous standards based instruction. The staff analyzes data as the foundation to understanding where students are, where they need to go, and if they are developing conceptual understanding. The structure that facilitates the PLC is collaboration time provided by Visiting teachers. The collaboration time is times to plan, provided targeted small group instruction, and monitor the progress of students.

### 1.1 PROVIDE SMALL GROUP AND INDIVIDUAL INSTRUCTION

## Sandburg Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position ESL Asst	\$5,635.59	0219-70910-00-2101-1000-4760-01000-0000	EIA: Limited English Proficient	Analyzes data, provides focused small group instruction
Supplies	\$1,969.00	0219-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Supplies and materials for small group and individual instruction
Prof&Curriclm Dev Vist Tchr	\$6,000.00	0219-70910-00-1192-1000-4760-01000-0000	EIA: Limited English Proficient	Visiting Teachers for collaboration, data analysis, and small group instruction
Supplies	\$4,000.00	0219-70910-00-4301-1000-1110-01000-0000	EIA: Limited English Proficient	There are many supplies/support materials needed to enhance the SELD teaching and learning we will implement this year in support of our SPSA goals.

## 1.2 PROFESSIONAL DEVELOPMENT

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$6,603.85	0219-70900-00-1192-1000-1110-01000-0000	EIA-SCE	Professional development release time for Staff including collaboration and learning new ELA strategies

## 1.3 PROVIDE SOCIAL AND EMOTIONAL SUPPORT

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Health Technician	\$3,426.85	0219-70900-00-2236-3140-0000-01000-0000	EIA-SCE	Provide social and emotional support for students needing intervention
Supplies	\$265.31	0219-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Supplies and materials to support social and emotional goals for students in ELA

## Sandburg Elementary

### SINGLE PLAN FOR STUDENT ACHIEVEMENT

#### AREA 2: MATHEMATICS

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

#### Mathematics SMART Goal:

\* By 06/12/2012, 89 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed proficiencies in Mathematics on the CST

#### Closing the Gap SMART Goal:

\* By 06/12/2012, 80 % of Sandburg Elementary Students, Grades 2-5, Hispanic or Latino will meet or exceed proficiencies in Mathematics on the CST

\* By 06/12/2012, 80 % of Sandburg Elementary Students, Grades 2-5, Black or African American will meet or exceed proficiencies in Mathematics on the CST

\* By 06/12/2012, 65 % of Sandburg Elementary Students, Grades 2-5, Special Education will meet or exceed proficiencies in Mathematics on the CST

#### How does this goal align to our Local Educational Agency Plan goals?

Our school-wide SMART Goal exceeds the LEA Goal set forth by San Diego Unified. All subgroups have met or exceeded the LEA targets with the exception of our Special Ed subgroup.

#### WHAT DATA DID YOU USE TO FORM THESE GOALS

(findings from data analysis)

☒ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☒ District Benchmarks ☐ Other

#### Other (Please Specify)::

#### Key Findings: What did the analysis of the data reveal that led you to these goals?

Mathematical reasoning and problem solving continue to be areas of need for Sandburg. We note that data is statistically insignificant when only analyzed for one year. Data becomes significant when analyzed over a period of years reflecting/identifying trends based on enrollment and scores/percentages. Our team analyzed CST data from 2006-2010 with the following trends: In 2006 we had 77.6% (344 students) Proficient/Advanced in Math and in 2010 we had 81.9% (362 students) Proficient/Advanced in Math.

For our identified sub groups per the CST reports the results are as follows:

Group	Total	Numerically Significant	K-1	Grade 2	Grades 3-5	Total Prof-adv	% At or Above	Far Below	Below Basic	Basic	Total Below	% Below
African American	42	No	16	5	21	15	71.4	0	1	5	6	28.6
Hispanic	118	Yes	35	23	60	50	83.3	2	4	4	10	16.7
Filipino	102	No	41	19	42	36	85.7	0	0	6	6	14.3

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<b>English Learners</b>	<b>193</b>	<b>Yes</b>	<b>46</b>	<b>39</b>	<b>107</b>	<b>90</b>	<b>84.1</b>	<b>3</b>	<b>8</b>	<b>6</b>	<b>17</b>	<b>15.9</b>
<b>Special Ed</b>	<b>56</b>	<b>No</b>	<b>19</b>	<b>7</b>	<b>30</b>	<b>17</b>	<b>56.7</b>	<b>2</b>	<b>6</b>	<b>3</b>	<b>11</b>	<b>36.7</b>

Even though our numbers have increased we continue to make progress with our EL subgroups. The site has created a watch list with our identified students who fit into all subgroups mentioned above. Another trend we have noted is we have students who have “flat lined” in Basic and Below Basic since primary grades. The commonality was not ethnicity, EL or Economically disadvantaged status - the trend was attendance (mainly tardies). We currently have our Attendance Assistant and part-time counselor devising a strategic plan to address the trends ... these students are part of our identified list/closing the gap targets.

### Which stakeholders were involved in data analysis and developing these goals?

Our Single Plan for Student Achievement site stakeholder group was comprised of the principal, Instructional Leadership Team, 4<sup>th</sup> and 5th grade teachers, and two parent members of the SSC.

We met as an SSC to discuss preliminary goals, met as grade levels to revisit and refine our grade level SMART goals by reviewing current student achievement data and met in small groups to fill out the SPSA assessment.

<b>Quarter One Short Term Targets</b>	<b>Quarter Two Short Term Targets</b>	<b>Quarter Three Short Term Targets</b>	<b>Quarter Four Short Term Targets</b>
* By 11/10/2011, 89 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed Proficiencies in Math Benchmark 1	* By 03/19/2012, 89 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed Proficiencies in Math Benchmark 2	* By 06/12/2012, 89 % of Sandburg Elementary Students, Grades 2-5 will meet or exceed Proficiencies in Math Benchmark 3	

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

Quarter One	Quarter Two	Quarter Three	
<p>Short Term Monitoring</p> <p><b>October/November 2011</b></p> <ul style="list-style-type: none"> <li>Student products</li> <li>Math Benchmarks</li> <li>ILT Review</li> <li>Math Notebooks - "Explanations"</li> <li>Software formative assessments</li> </ul>	<p>Short Term Monitoring</p> <p><b>February 2012</b></p> <ul style="list-style-type: none"> <li>Student products</li> <li>Math Notebooks - "Explanations"</li> <li>Software formative assessments</li> <li>Math "Quick Checks"</li> <li>Ongoing SBRC evidence</li> </ul>	<p>Short Term Monitoring</p> <p><b>April 2012</b></p> <ul style="list-style-type: none"> <li>Student products</li> <li>Math Benchmarks</li> <li>Math Notebooks - "Explanations"</li> <li>Software formative assessments</li> <li>Math "Quick Checks"</li> </ul>	

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<ul style="list-style-type: none"> <li>Math "Quick Checks"</li> <li>End of topic assessments</li> <li>Grade Level Team Review of Student performance</li> <li>SBRC Evidence Pieces/evaluation</li> <li>Review results at the November SGT, SSC, PTA, ELD and Foundation meetings</li> </ul>	<ul style="list-style-type: none"> <li>gathering</li> <li>End of topic tests chapter</li> <li>ILT Review</li> <li>Cross Grade Level Team Review</li> <li>Review results at the February SGT, SSC, PTA, ELD parent and Foundation meetings</li> </ul>	<ul style="list-style-type: none"> <li>End of topic tests</li> <li>ILT Review</li> <li>Grade Level Team Review</li> <li>Review results at the April SGT, SSC, PTA, ELD parent and Foundation meetings</li> </ul>	
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**Description of Proposed Expenditures/Activities to Attain Math Goal:** Please enter activity, expenditures associated with activity, and select tier(s) Sandburg has worked to develop a Professional learning community committed to learning and teaching. There are high expectations surrounded by rigorous standards based instruction. The staff analyzes data as the foundation to understanding where students are, where they need to go, and if they are developing conceptual understanding. The structure that facilitates the PLC is collaboration time provided by Visiting teachers. The collaboration time is times to plan, provided targeted small group instruction, and monitor the progress of students.

### 2.1 SMALL GROUP AND INDIVIDUAL INSTRUCTION

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position ESL Asst	\$2,817.80	0219-70910-00-2101-1000-4760-01000-0000	EIA: Limited English Proficient	Analyzes data, Provides focused small group instruction
Prof&Curriclm Dev Vist Tchr	\$8,000.00	0219-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Visiting teacher for collaborative planning, data analysis, and small group instruction
Supplies	\$250.00	0219-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Supplies for math instruction and addition of a teacher
Supplies	\$750.00	0219-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Supplies and materials for small group and individual instruction

### 2.2 PROFESSIONAL DEVELOPMENT

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$7,000.00	0219-70900-00-1192-1000-1110-01000-0000	EIA-SCE	Provide release time for teachers for professional development to write curriculum, collaborate and to learn intervention strategies

## 2.3 SOCIAL AND EMOTIONAL SUPPORT

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position Health Technician	\$3,426.85	0219-70900-00-2236-3140-0000-01000-0000	EIA-SCE	Provide social and emotional support for students needing intervention

**AREA 3: ENGLISH LEARNER**

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

**English Learner SMART Goal:**

\* By 06/12/2012, 72 % of Sandburg Elementary Students, Grades 2-5, English Learner will meet or exceed proficiencies in English-Language Arts on the CST

**Closing the Gap SMART Goal:**

**How does this goal align to our Local Educational Agency Plan goals?**

This SMART Goal exceeds the LEA Goal set forth by San Diego Unified for English Learners.

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

(findings from data analysis)

☒ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☒ District Benchmarks ☐ Other

**Other (Please Specify)::**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

We note that data is statistically insignificant when only analyzed for one year. Data becomes significant when analyzed over a period of years reflecting/identifying trends based on enrollment and scores/percentages. Our team analyzed data from 2006-2011. In 2006, we had 44.8% (39 students) Proficient/Advanced in ELA, in 2010, we had 61.5% (73 students) Proficient/Advanced in ELA, and in 2011, we had 70.1% (70 students) Proficient/Advanced in ELA. We have had a steady increase in achievement.

Group	Total	Numerically Significant	K-1	Grade 2	Grades 3-5	Total Prof-Adv	% At or Above	Far Below	Below Basic	Basic	Total Below

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

English Learners Math	193	Yes	46	39	107	90	84.1	3	8	6	17
English Learners ELA	193	Yes	46	39	107	75	70.1	3	8	21	32

**Which stakeholders were involved in data analysis and developing these goals?**

The SPSA and ILT Planning Committees.

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/10/2011, 62 % of Sandburg Elementary Students, Grades 2-5, English Learner will meet or exceed proficiencies in Literacy Benchmark 1	* By 03/19/2012, 67 % of Sandburg Elementary Students, Grades 2-5, English Learner will meet or exceed proficiencies in Literacy Benchmark 2	* By 06/12/2012, 72 % of Sandburg Elementary Students, Grades 2-5, English Learner will meet or exceed proficiencies in Literacy Benchmark 3	

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

<p style="text-align: center;">Quarter One Short Term Monitoring <b>November 2011</b> Short Term Monitoring (9/6-11/4)</p> <ul style="list-style-type: none"> <li>English Language develop proficiency indicator rubric</li> <li>Student products</li> <li>Literacy Benchmarks</li> <li>WRAP (K-2)</li> <li>On Demand Writing Assessment</li> <li>ILT Review</li> <li>DRA</li> </ul>	<p style="text-align: center;">Quarter Two Short Term Monitoring <b>February 2012</b> Short Term Monitoring (11/7-2/24)</p> <ul style="list-style-type: none"> <li>English language develop proficiency indicator rubric</li> <li>Student products</li> <li>Running Records (As needed for focus students)</li> <li>Lit Notebooks</li> <li>Ongoing SBRC evidence gathering</li> <li>End of chapter/units</li> </ul>	<p style="text-align: center;">Quarter Three Short Term Monitoring <b>April 2012</b> Short Term Monitoring (2/27-4/13)</p> <ul style="list-style-type: none"> <li>English language develop proficiency indicator rubric</li> <li>Literacy Benchmark</li> <li>Student products</li> <li>Running Records (As needed for focus students)</li> <li>DRA</li> <li>Lit Notebooks</li> <li>End of chapter/units</li> </ul>	
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## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<ul style="list-style-type: none"> <li>Running Records ( As needed for focus students)</li> <li>Lit Notebooks</li> <li>End of chapter/units assessments</li> <li>Grade Level Team Review of Student Writing</li> <li>SBRC Evidence Pieces/evaluation</li> <li>STULL Objective Review</li> </ul>	<ul style="list-style-type: none"> <li>ILT Review</li> <li>Cross Grade Level Team Review</li> <li>STULL Objectives Review</li> </ul>	<ul style="list-style-type: none"> <li>ILT Review</li> <li>Grade Level Team Review</li> <li>STULL Summary</li> </ul>	
<ul style="list-style-type: none"> <li>Review results at the February SGT, SSC, PTA, ELD parent and Foundation meetings</li> </ul>	<ul style="list-style-type: none"> <li>Review results at the April SGT, SSC, PTA, ELD parent and Foundation meetings</li> </ul>		

**Description of Proposed Expenditures/Activities to Attain English Learner Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

Sandburg has worked to develop a Professional learning community committed to learning and teaching. There are high expectations surrounded by rigorous standards based instruction. The staff analyzes data as the foundation to understanding where students are, where they need to go, and if they are developing conceptual understanding. The structure that facilitates the PLC is collaboration time provided by Visiting teachers. The collaboration time is times to plan, provided targeted small group instruction, and monitor the progress of students.

### 3.1 SMALL GROUP AND INDIVIDUAL INSTRUCTION

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position ESL Asst	\$5,635.59	0219-70910-00-2101-1000-4760-01000-0000	EIA: Limited English Proficient	Analyzes data, Provides focused small group instruction
Supplies	\$750.00	0219-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Provide small group and individual instruction for EL interventions

### 3.2 PROFESSIONAL DEVELOPMENT

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
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## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr	\$13,691.00	0219-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	Visiting Teacher for collaboration planning and small group instruction opportunities
Prof&Curriclm Dev Vist Tchr	\$10,000.00	0219-70910-00-1192-1000-1110-01000-0000	EIA: Limited English Proficient	Provide release time for staff to develop intervention strategies for English Learners
Supplies	\$5,445.79	0219-70910-00-4301-1000-1110-01000-0000	EIA: Limited English Proficient	There are many supplies/support materials needed to enhance the SELD teaching and learning we will implement this year in support of our SPSA goals.

**AREA 4: GRADUATION/PROMOTION RATE**

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials ☒ Instructional Time ☒ School Admin Training ☒ Highly Qualified Teachers ☒ Monitoring System ☒ On-going Instructional Assistance ☒ Monthly Teacher Collaboration ☒ Lesson and course pacing/ intervention ☒ Fiscal Support

**Graduation Rate SMART Goal:**

\* By 06/12/2012, 85 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Mathematics on the CST

\* By 06/12/2012, 85 % of Sandburg Elementary Students, Grade 05 will meet proficiencies level in English-Language Arts on the CST

**Closing the Gap SMART Goal:**

\* By 11/10/2011, 75 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Literacy Benchmark 1

\* By 03/19/2012, 80 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Literacy Benchmark 2

\* By 06/12/2012, 85 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Literacy Benchmark 3

\* By 11/10/2011, 75 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Math Benchmark 1

\* By 03/19/2012, 80 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Math Benchmark 2

\* By 06/12/2012, 85 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Math Benchmark 3

**How does this goal align to our Local Educational Agency Plan goals?**

Our third grade CST scores for the past 5 years average out to be about 67% (74 students out of 107 students on average) at Proficient/Advanced with our Hispanic and EL subgroups testing the lowest. We will continue to raise the excellence bar for all our third graders to reach if not exceed the LEA Goal of 70% Proficient/Advanced in ELA.

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

(findings from data analysis)

☒ API ☒ AYP ☐ CAHSEE ☒ CELDT ☒ CST ☒ District Benchmarks ☐ Other

**Other (Please Specify)::**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

Students must be proficient in reading by the end of 3<sup>rd</sup> grade in order to meet the demands of middle and high school and to have the opportunity to attend a college of choice. In support of the need to improve reading comprehension, Sandburg recognizes the importance of building background knowledge integrated through all content areas, as the essential element in literacy achievement. Reading comprehension continues to be an area of need for struggling students with particular attention needed in the areas of phonics, vocabulary, fluency and strategic reading skills. Students must be provided targeted instruction to meet their individual needs to ensure they are able to read and comprehend 3<sup>rd</sup> grade level text across genres at an independent level by the end of the school year.

**Which stakeholders were involved in data analysis and developing these goals?**

ILT, SSC, parents and teachers

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/04/2011, 85 % of Sandburg Elementary Grade 05, Students will	* By 03/02/2012, 85 % of Sandburg Elementary Grade 05, Students will	* By 06/12/2012, 85 % of Sandburg Elementary Grade 05, Students will	

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<p>meet or exceed proficiency in Math Benchmark 1</p> <p>* By 11/04/2011, 85 % of Sandburg Elementary Grade 05, Students will meet or exceed proficiency in Literacy Benchmark 1</p>	<p>meet or exceed proficiency in Math Benchmark 2</p> <p>* By 03/02/2012, 85 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Literacy Benchmark 2</p>	<p>meet or exceed proficiency in Math Benchmark 3</p> <p>* By 06/12/2012, 85 % of Sandburg Elementary Students, Grade 05 will meet or exceed proficiencies in Literacy Benchmark 3</p>	
<p><b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?</p>			
<p style="text-align: center;">Quarter One Short Term Monitoring <b>November 2011</b></p> <ul style="list-style-type: none"> <li>• Student products</li> <li>• Literacy Benchmarks</li> <li>• Math Benchmarks (word problems)</li> <li>• Science Benchmarks</li> <li>• On Demand Writing Assessment</li> <li>• ILT Review</li> <li>• DRA/Running Records (As needed for focus students)</li> <li>• Lit Notebooks</li> <li>• End of chapter/units/topic assessments</li> <li>• Grade Level Team Review of Student Writing</li> <li>• SBRC Evidence Pieces/evaluation</li> <li>• <b>Third Grade Level Team Thursday Collaborative and Monitoring</b></li> </ul> <p>Review results at the November SGT, SSC, PTA, ELD and Foundation meetings</p>	<p style="text-align: center;">Quarter Two Short Term Monitoring <b>February 2012</b></p> <ul style="list-style-type: none"> <li>• Student products</li> <li>• On Demand Writing Assessment</li> <li>• ILT Review</li> <li>• DRA/ Running Records ( As needed for focus students)</li> <li>• Lit Notebooks</li> <li>• End of chapter/units/topic assessments</li> <li>• SBRC Evidence Pieces/evaluation</li> <li>• <b>Third Grade Level Team Thursday Collaborative and Monitoring</b></li> </ul> <p>Review results at the February SGT, SSC, PTA, ELD and Foundation meetings</p>	<p style="text-align: center;">Quarter Three Short Term Monitoring <b>April 2012</b></p> <ul style="list-style-type: none"> <li>• Student products</li> <li>• Literacy Benchmarks</li> <li>• On Demand Writing Assessment</li> <li>• ILT Review</li> <li>• DRA</li> <li>• Running Records ( As needed for focus students)</li> <li>• Lit Notebooks</li> <li>• End of chapter/units assessments</li> <li>• Grade Level Team Review of Student Writing</li> <li>• SBRC Evidence Pieces/evaluation</li> <li>• <b>Third Grade Level Team Thursday Collaborative and Monitoring</b></li> </ul> <p>Review results at the April SGT, SSC, PTA, ELD and Foundation meetings</p>	
<p><b>Description of Proposed Expenditures/Activities to Attain Graduation/Promotion Rate Goal:</b> Please enter activity, expenditures associated with</p>			

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

activity, and select tier(s)

Sandburg has worked to develop a Professional learning community committed to learning and teaching. There are high expectations surrounded by rigorous standards based instruction. The staff analyzes data as the foundation to understanding where students are, where they need to go, and if they are developing conceptual understanding. The structure that facilitates the PLC is collaboration time provided by Visiting teachers. The collaboration time is times to plan, provided targeted small group instruction, and monitor the progress of students.

### 4.1 SMALL GROUP AND INDIVIDUAL INSTRUCTION

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Position School Counselor	\$12,929.43	0219-70900-00-1210-3110-0000-01000-0000	EIA-SCE	Provide small group and individual counseling for students not meeting promotion standards

### 4.2 PROFESSIONAL DEVELOPMENT

☐ TIER 1 ☒ TIER 2 ☒ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Prof&Curriclm Dev Vist Tchr	\$6,528.00	0219-70910-00-1192-1000-1110-01000-0000	EIA: Limited English Proficient	Provide release time for staff to work each other on curriculum development surrounding promotion standards

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

### AREA 5: PARENT INVOLVEMENT AND COMMUNITY ENGAGEMENT

Goal should be prioritized, measurable, and focused on identified student learning needs.

☒ Intervention Materials  
 ☒ Instructional Time  
 ☐ School Admin Training  
 ☐ Highly Qualified Teachers  
 ☒ Monitoring System  
 ☒ On-going Instructional Assistance  
 ☐ Monthly Teacher Collaboration  
 ☐ Lesson and course pacing/ intervention  
 ☐ Fiscal Support

#### Parent Involvement and Community Engagement SMART Goal:

\* By 06/12/2012, 100 % of Sandburg Elementary Parents/Guardians will perform at 80 % participation level in Parent and Community Engagement

#### Targeted Population: (Grade Levels and Significant Subgroups)

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

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

#### How does this goal align to our Local Educational Agency Plan goals?

Through our active participation from our community and parent groups our students are provided with extracurricular activities that enrich their learning environment. Loving the school you attend brings you to school every day ready to learn. Our parent/community engagement plan supports the LEA goals.

#### What data did you use to form these goals: (findings from data analysis)

sign in sheets

#### Key Findings: What did the analysis of the data reveal that led you to these goals?

Our data reflects strong parental support and expectations for educational excellence from over 75% or more of our families. We believe that empowering parents through school involvement creates a stronger academic community. By June 2011 the ILT and grade level collaborative will identify and validate trends which impact academic success to include analyzing percentage of family involvement from students, discovering “stories of the students” who are struggling. Our team has noted trends that negatively impact achievement with the most obvious trend being attendance, mainly tardies. This trend is not noted in one particular group – it spans the subgroups. Together with our principal, school clerk, attendance assistant and school counselor the school has created an action plan to be put in place for this coming year. Parent Teacher Conferences and parent events (GATE, K Chats, SBRC parent training) have proven how appreciative the parents are to have the opportunity to engage in small group conversations around academic expectations. We will continue to offer these types of events throughout the 11-12 school year.

#### Which stakeholders were involved in data analysis and developing these goals?

ILT, SSC, parents and teachers

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets
* By 11/04/2011, 100 % of Sandburg Elementary Parents/Guardians will meet or exceed attendance at two or	* By 03/02/2012, 100 % of Sandburg Elementary Parents/Guardians will meet or exceed attendance at two or	* By 06/12/2012, 100 % of Sandburg Elementary Parents/Guardians will meet or exceed attendance at two or	By the end of the school year Sandburg will host a variety of events that will foster our parent/community

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

more events to encourage student achievement as measured by Attendance	more events to encourage student achievement as measured by Attendance	more events to encourage student achievement as measured by Attendance	synergy.
<b>Description of Monitoring Process:</b> What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?			
<p style="text-align: center;">Quarter One</p> <p style="text-align: center;">Short Term Monitoring</p> <p style="text-align: center;"><b>November 2011</b></p> <ul style="list-style-type: none"> <li>Flags of our Nations displayed in center court creates community synergy</li> <li>Principal Chat</li> <li>Monday Morning Assemblies for students, staff and families</li> <li>Sandburg Sunday Notes, a weekly ed-connect message</li> <li>Back-to-School Night</li> <li>Kindergarten Orientation</li> <li>Donuts with Dads</li> <li>Take a Tiger to Dinner</li> <li>Annual Fall Carnival</li> <li>Kindergarten Chat- SBRC parent training</li> <li>Family Reading Mornings</li> <li>Family Reading Night</li> <li>Student Awards/Family BBQ</li> <li>Parent Teacher Conferences/SBRC</li> <li>Strong Volunteer Program</li> <li>MCAS Mentoring Program</li> <li>Ed-Connect Comment</li> </ul>	<p style="text-align: center;">Quarter Two</p> <p style="text-align: center;">Short Term Monitoring</p> <p style="text-align: center;"><b>February 2012</b></p> <ul style="list-style-type: none"> <li>Monday Morning Assemblies</li> <li>Sandburg Sunday Notes, a weekly ed-connect message</li> <li>School website updates and links</li> <li>Ed-Connect community messages</li> <li>List-Serv messages from PTA, Foundation, etc</li> <li>Volunteer Program</li> <li>MCAS mentoring partnership</li> <li>YMCA Partnership</li> <li>Lunch with Dads</li> <li>Take a Tiger to Dinner</li> <li>BizTown (with parent volunteers)</li> <li>Student Awards</li> <li>Math Family Night</li> <li>Science Night</li> <li>Science Saturday</li> <li>Kindergarten Chat</li> </ul>	<p style="text-align: center;">Quarter Three</p> <p style="text-align: center;">Short Term Monitoring</p> <p style="text-align: center;"><b>April 2012</b></p> <ul style="list-style-type: none"> <li>Monday Morning Assemblies</li> <li>Sandburg Sunday Notes, a weekly ed-connect message</li> <li>School website updates and links</li> <li>Ed-Connect community messages</li> <li>List-Serv messages from PTA, Foundation, etc</li> <li>Volunteer Program</li> <li>MCAS mentoring partnership</li> <li>YMCA Partnership</li> <li>Take a Tiger to Dinner</li> <li>Kindergarten Chat</li> <li>Book Fair</li> <li>Parent-Teacher Conference</li> <li>Movie/Sing-A-Long Night</li> <li>Multi-Cultural Fair</li> <li>Student Awards</li> <li>Annual Jog-A-Thon</li> <li>GATE students exhibits/parent meeting</li> </ul>	<p style="text-align: center;">Quarter Four</p> <p style="text-align: center;">Short Term Monitoring</p> <p style="text-align: center;"><b>June 2012</b></p> <ul style="list-style-type: none"> <li>Monday Morning Assemblies</li> <li>Sandburg Sunday Notes, a weekly ed-connect message</li> <li>School website updates and links</li> <li>Ed-Connect community messages</li> <li>List-Serv messages from PTA, Foundation, etc</li> <li>Volunteer Program</li> <li>MCAS mentoring partnership</li> <li>YMCA Partnership</li> <li>Take a Tiger to Dinner</li> <li>Student Awards/Family BBQ</li> <li>Kindergarten Chat</li> <li>Staff Appreciation Week</li> <li>Dad's Club Games Night</li> <li>Career Day (community)</li> <li>Spelling Bee</li> <li>Sock Hop/Ice Cream Social</li> <li>Spring Open House</li> <li>Student Awards/Recognition</li> <li>Student Art Show</li> </ul>

## Sandburg Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

<p>Messages</p> <ul style="list-style-type: none"> <li>List-Serv messages from PTA, Foundation and Dad's Club</li> <li>School website updates and link to resources</li> <li>Astronomy Science Night</li> <li>YMCA Playground Partners</li> </ul>			<ul style="list-style-type: none"> <li>Volunteer Tea (Hats off to volunteers)</li> <li>Concert on the Green</li> <li>Kindergarten Sing-Along</li> <li>Dad's Club Movie Night</li> <li>Talent Show</li> </ul>
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**Description of Proposed Expenditures/Activities to Attain Parent/Community Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

Parent Involvement activities to support student achievement

### 5.1 PARENT INVOLVEMENT EVENTS

☒ **TIER 1**   ☐ **TIER 2**   ☒ **TIER 3**

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale
Inservice Supplies	\$1,687.00	0219-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	Inservice supplies for Parent Involvement Events
Supplies	\$500.00	0219-70900-00-4301-1000-1110-01000-0000	EIA-SCE	Supplies and materials for parent involvement events to promote student achievement



**AREA 6: ADDITIONAL SITE IDENTIFIED AREA (OPTIONAL)**

Goal should be prioritized, measurable, and focused on identified student learning needs.

☐ Intervention Materials ☐ Instructional Time ☐ School Admin Training ☐ Highly Qualified Teachers ☐ Monitoring System ☐ On-going Instructional Assistance ☐ Monthly Teacher Collaboration ☐ Lesson and course pacing/ intervention ☐ Fiscal Support

**Additional Site Identified SMART Goal:**

**Closing the Gap SMART Goal:**

**How does this goal align to our Local Educational Agency Plan goals?**

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

(findings from data analysis)

☐ API ☐ AYP ☐ CAHSEE ☐ CELDT ☐ CST ☐ District Benchmarks ☐ Other

**Other (Please Specify)::**

**Key Findings:** What did the analysis of the data reveal that led you to these goals?

**Which stakeholders were involved in data analysis and developing these goals?**

Quarter One Short Term Targets	Quarter Two Short Term Targets	Quarter Three Short Term Targets	Quarter Four Short Term Targets

**Description of Monitoring Process:** What data will be collected to measure student achievement? What process will be used to monitor and evaluate progress?

**Description of Proposed Expenditures/Activities to Attain Goal:** Please enter activity, expenditures associated with activity, and select tier(s)

**6.1 ACTIVITY**

☐ TIER 1 ☐ TIER 2 ☐ TIER 3

Proposed Expenditures	Estimated Cost	Funding Source Budget Code	Funding Source	Rationale

## **APPENDICES**

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

- A. Data Reports
- B. SPSA Assessment Summary
- C. SARC (short version only)
- D. Title I Parent Involvement Policy or Parent Involvement Policy for Non-Title I Schools
- E. Home/School Compact
- F. Categorical Budget Allocations Summary Grid (provided by Monitoring and Accountability Reporting Department)
- G. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A****DATA REPORTS**

Data Reports:

*(See SPSA Guidelines for instructions))*

All Schools: CST, CELDT

High School: CAHSEE

## SANDBURG DATA REPORT 2011-2012

Group	Total	Numerically Significant	K-1	Grade 2	Grades 3-5	Prof-Adv	% At or Above	Far Below B	Below Basic	Basic	Total Below	% Below
African American Math	42	no	16	5	21	15	71.4	0	1	5	6	28.6
African American ELA	42	no	16	5	21	16	76.2	0	1	4	5	23.8
Hispanic Math	118	yes	35	23	60	50	83.3	2	4	4	10	16.7
Hispanic ELA	118	yes	35	23	60	41	68.3	2	5	12	19	31.7
Filipino Math	102	no	41	19	42	36	85.7	0	0	6	6	14.3
Filipino ELA	102	no	41	19	42	31	73.8	0	1	10	11	26.2
English Learners Math	193	yes	46	39	107	90	84.1	3	8	6	17	15.9
English Learners ELA	193	yes	46	39	107	75	70.1	3	8	21	32	29.9
Special Ed Math	56	no	19	7	30	17	56.7	2	6	3	11	36.7
Special Ed ELA	56	no	19	7	30	10	33.3	2	5	11	18	60.0



# SCHOOL SUMMARY SHEETS California Standards Test

Spring 2011

Sandburg (219)

All Grades Combined

## Percentage of Students Scoring At Proficient or Advanced Levels

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	436	77.5	437	83.8		---	122	80.3		---
<b>Female</b>	205	76.6	205	79.5		---	54	74.1		---
<b>Male</b>	231	78.4	232	87.5		---	68	85.3		---
<b>African American</b>	16	75.0	15	60.0		---	5	---		---
<b>Asian</b>	21	81.0	21	90.5		---	10	80.0		---
<b>Filipino</b>	53	77.4	53	90.6		---	20	80.0		---
<b>Hispanic</b>	79	65.8	78	71.8		---	20	65.0		---
<b>Indochinese</b>	83	79.5	84	88.1		---	18	94.4		---
<b>White</b>	116	80.2	118	87.3		---	30	83.3		---
<b>Multiracial</b>	62	85.5	62	83.9		---	15	80.0		---
<b>English Learner</b>	131	67.9	132	79.5		---	22	54.5		---
<b>English-Speaking</b>	305	81.6	305	85.6		---	100	86.0		---
<b>Econ. Disadvantaged</b>	165	70.9	166	75.3		---	47	78.7		---
<b>Non-Econ. Disadvantaged</b>	271	81.5	271	88.9		---	75	81.3		---



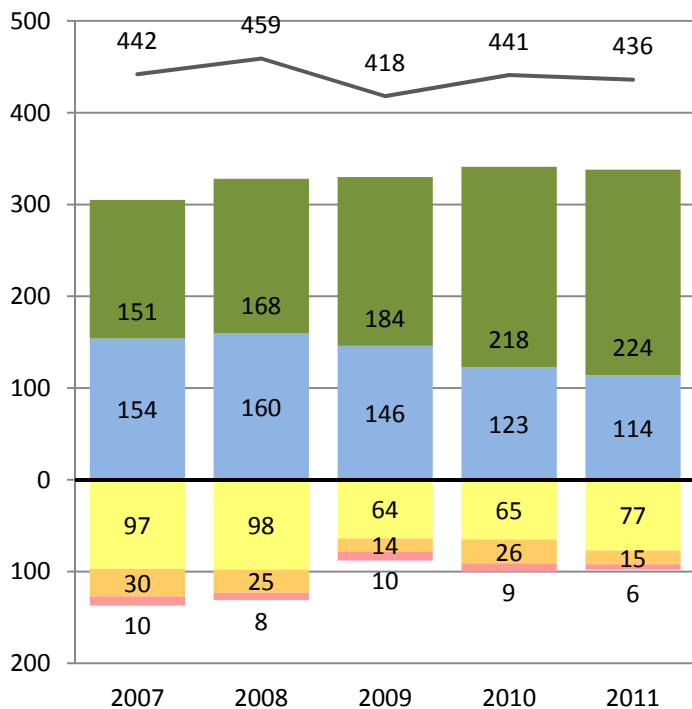
## PERFORMANCE LEVELS BY GRADE REPORT

Sandburg - All Grades Combined  
California Standards Test 2007-2011

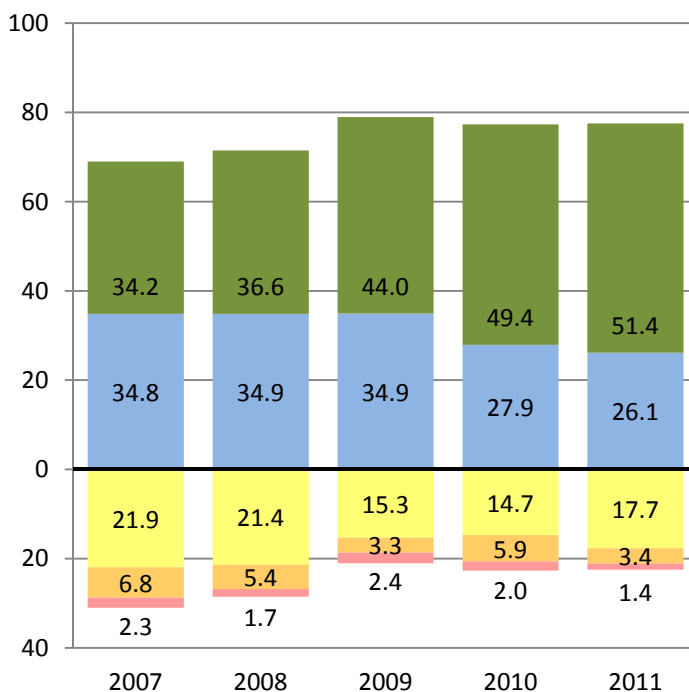
Research and Reporting  
Department

### ENGLISH LANGUAGE ARTS

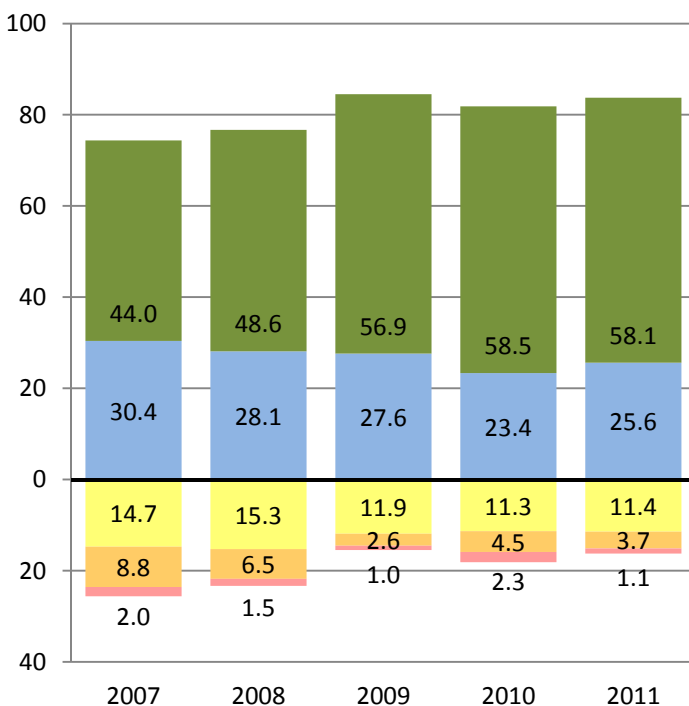
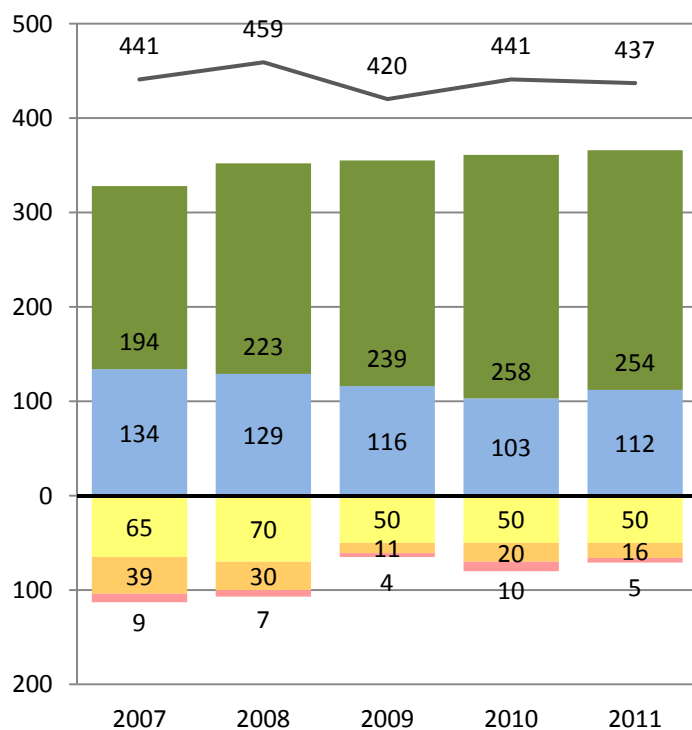
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



### MATHEMATICS



Far Below Basic Below Basic Basic Proficient Advanced  
Total Number of Students Tested



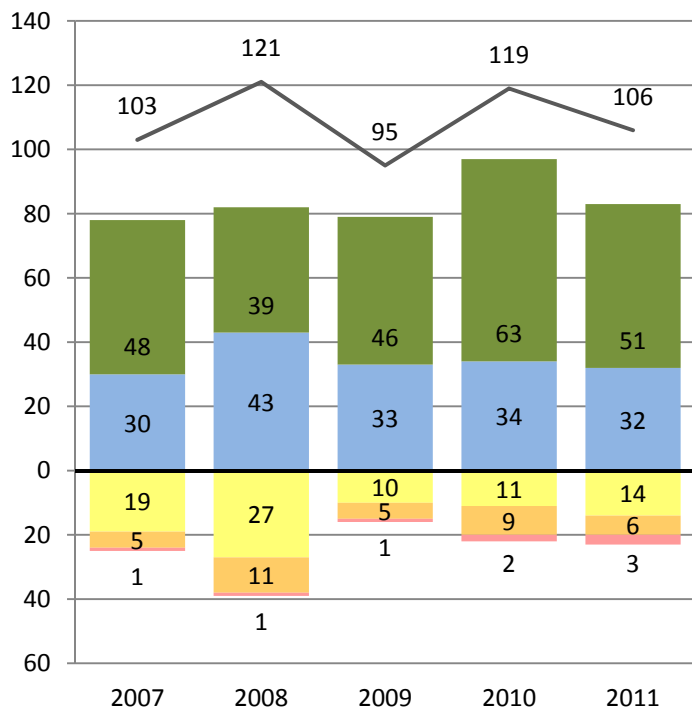
# PERFORMANCE LEVELS BY GRADE REPORT

Sandburg- Grade 2  
California Standards Test 2007-2011

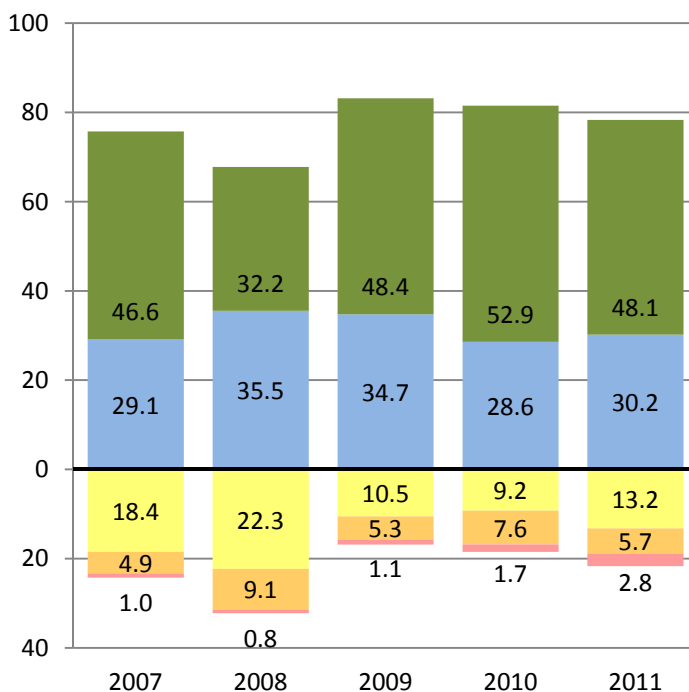
Research and Reporting  
Department

## ENGLISH LANGUAGE ARTS

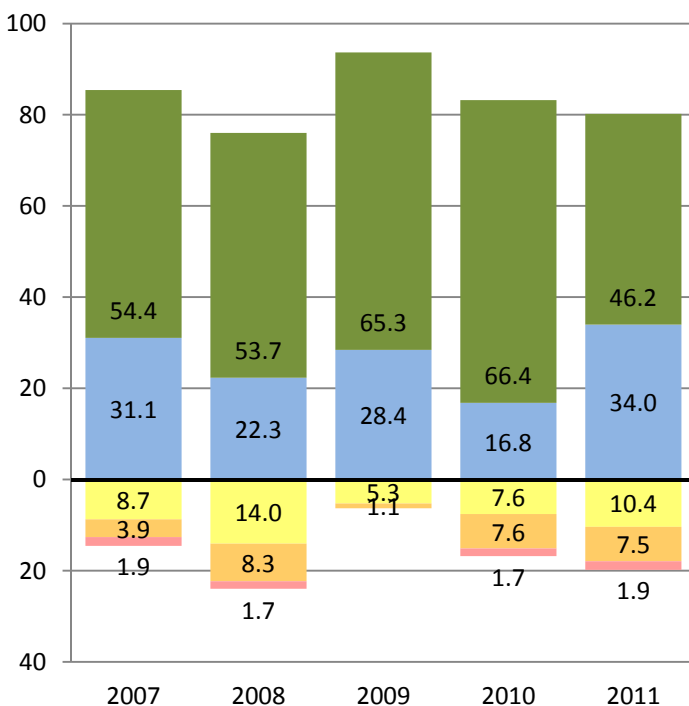
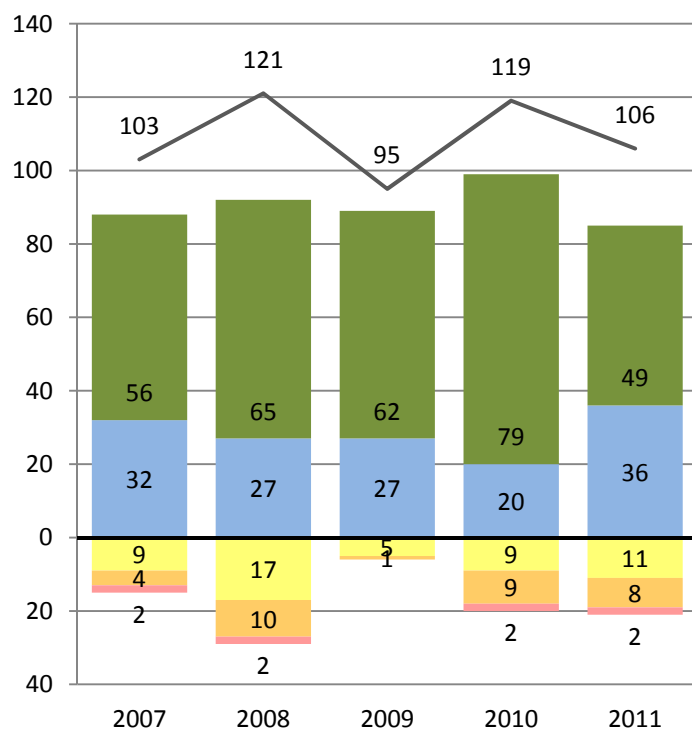
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



## MATHEMATICS



■ Far Below Basic 
 ■ Below Basic 
 ■ Basic 
 ■ Proficient 
 ■ Advanced 
 — Total Number of Students Tested



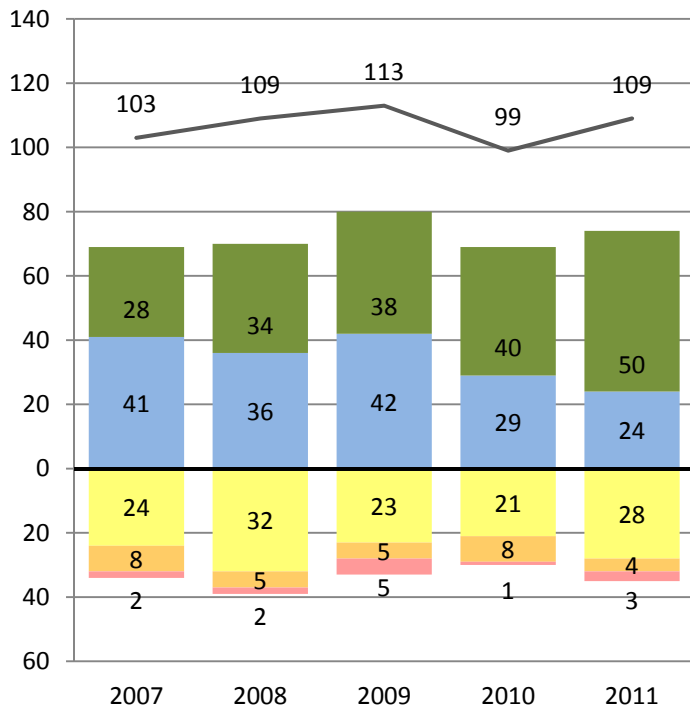
## PERFORMANCE LEVELS BY GRADE REPORT

Sandburg- Grade 3  
California Standards Test 2007-2011

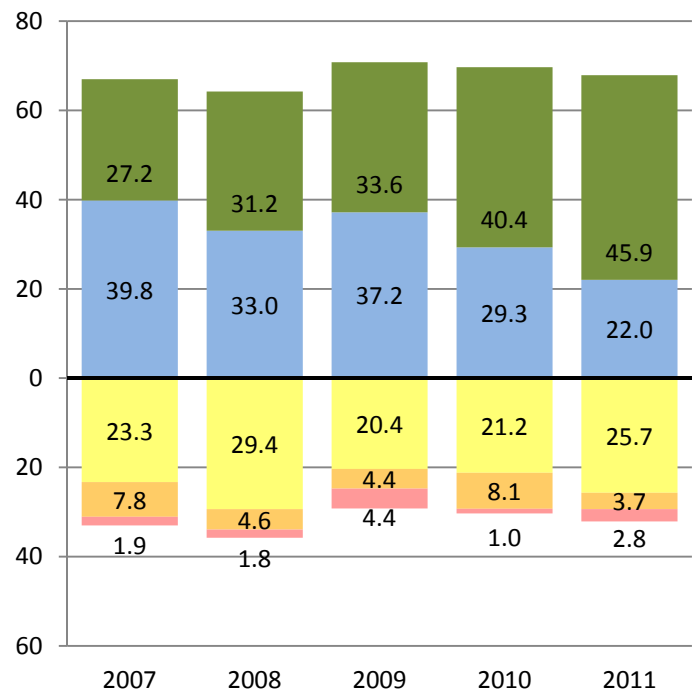
Research and Reporting  
Department

### ENGLISH LANGUAGE ARTS

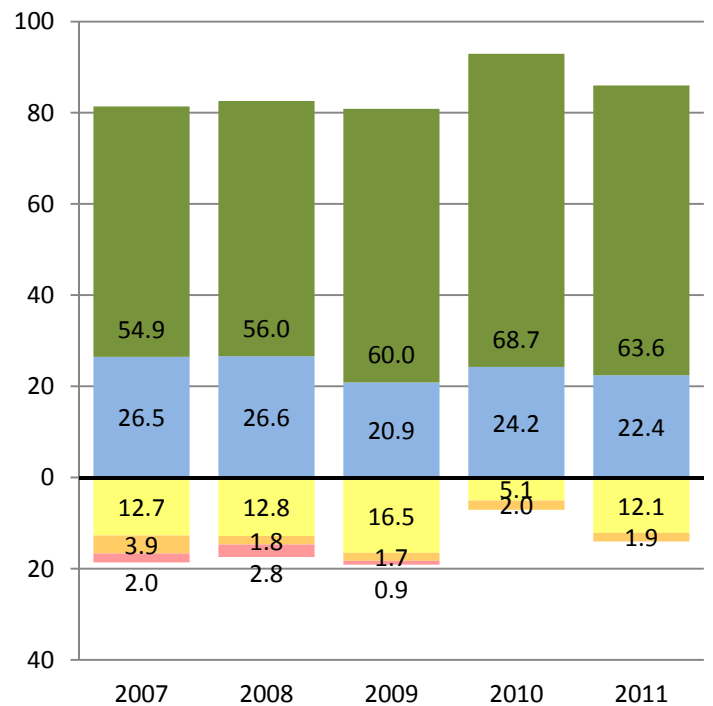
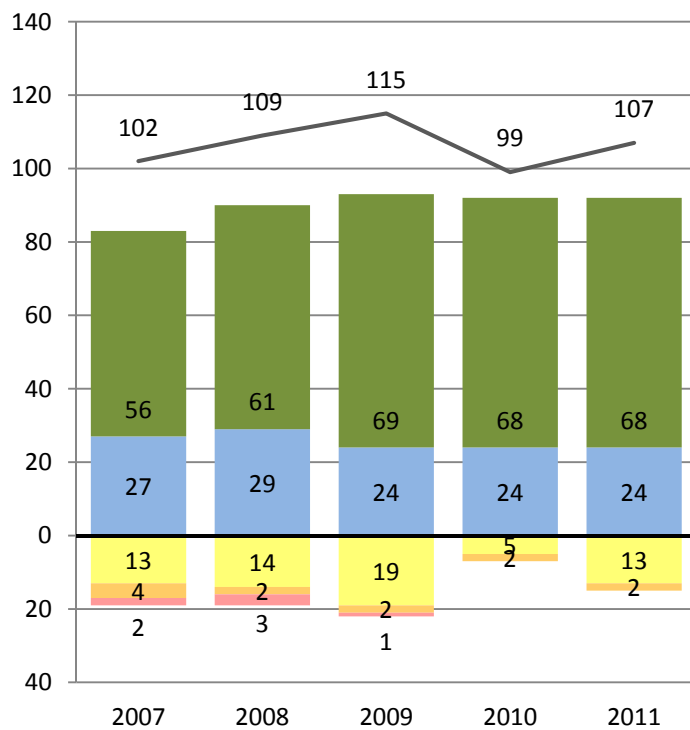
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



### MATHEMATICS



Far Below Basic Below Basic Basic Proficient Advanced

— Total Number of Students Tested





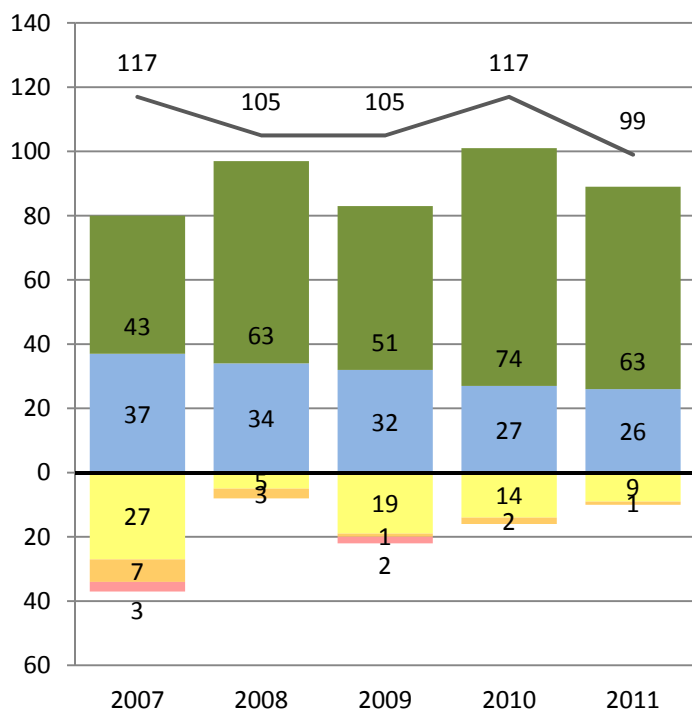
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Sandburg- Grade 4  
California Standards Test 2007-2011

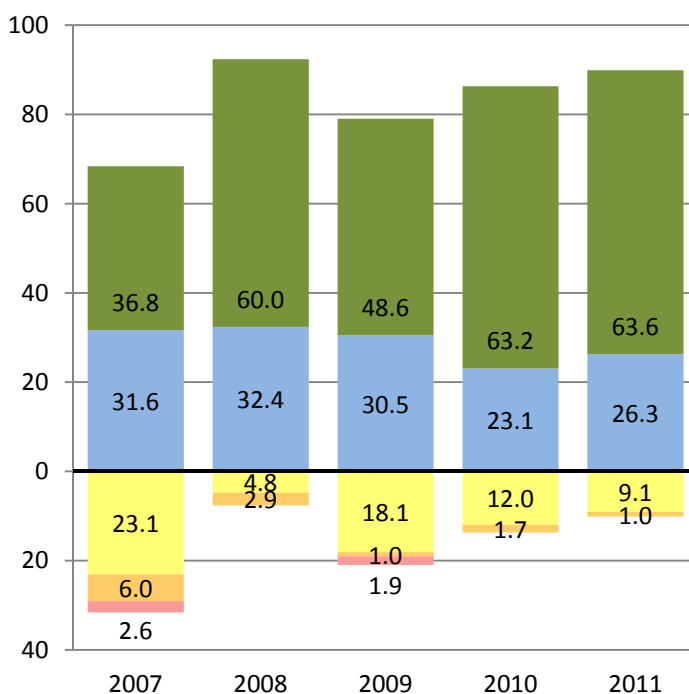
Research and Reporting  
Department

## ENGLISH LANGUAGE ARTS

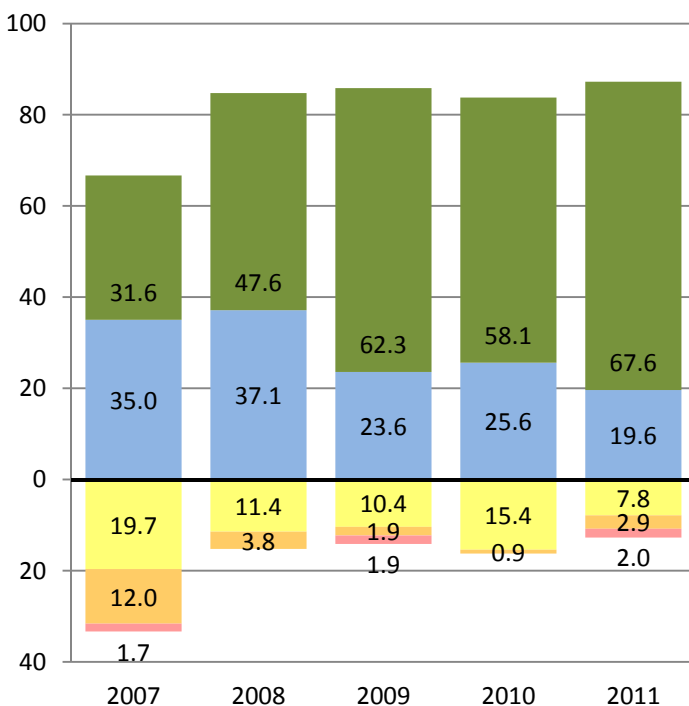
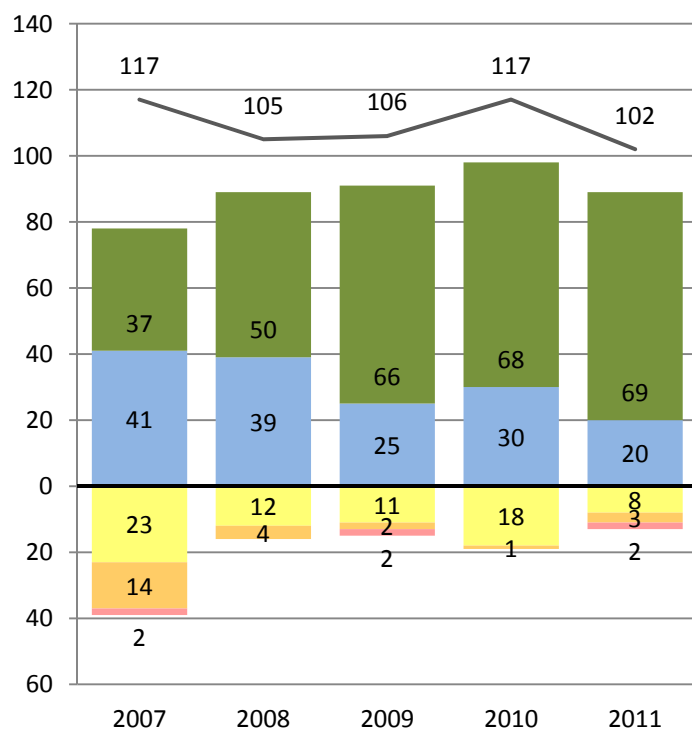
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



## MATHEMATICS



Far Below Basic Below Basic Basic Proficient Advanced  
Total Number of Students Tested



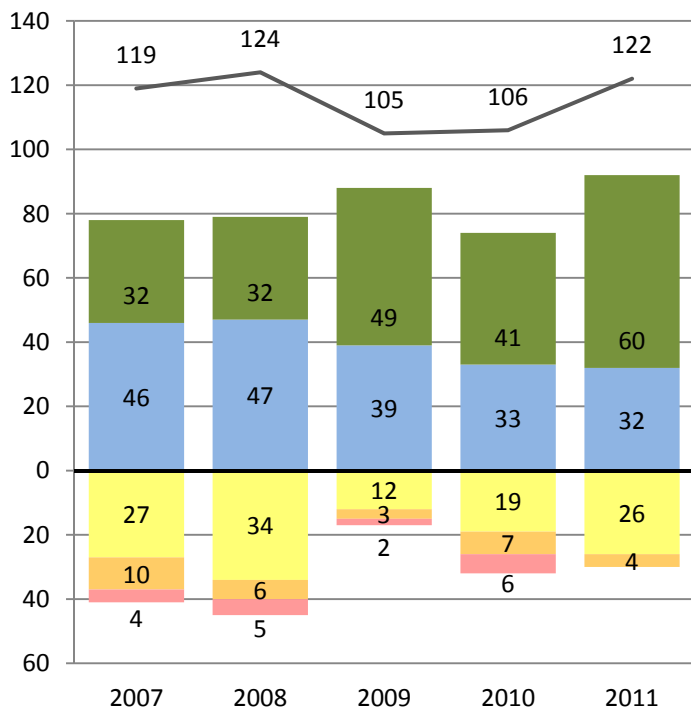
# PERFORMANCE LEVELS BY GRADE REPORT

Sandburg- Grade 5  
California Standards Test 2007-2011

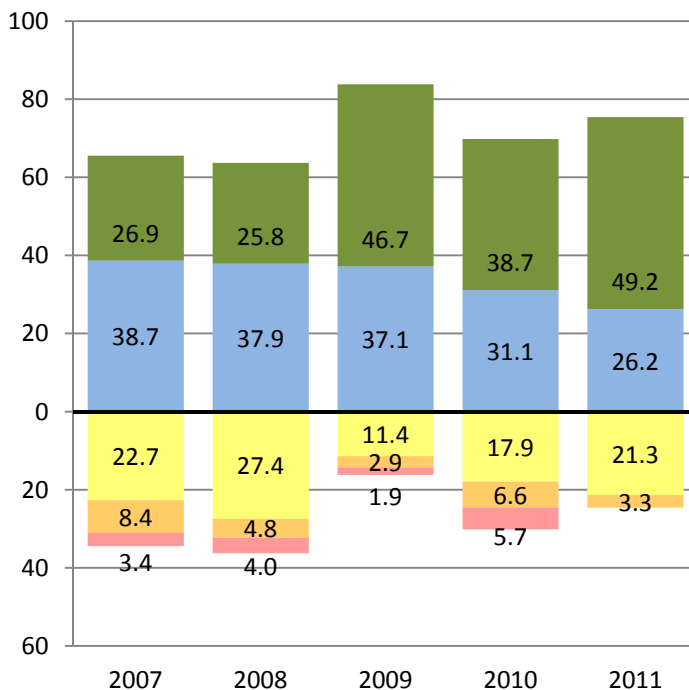
Research and Reporting  
Department

## ENGLISH LANGUAGE ARTS

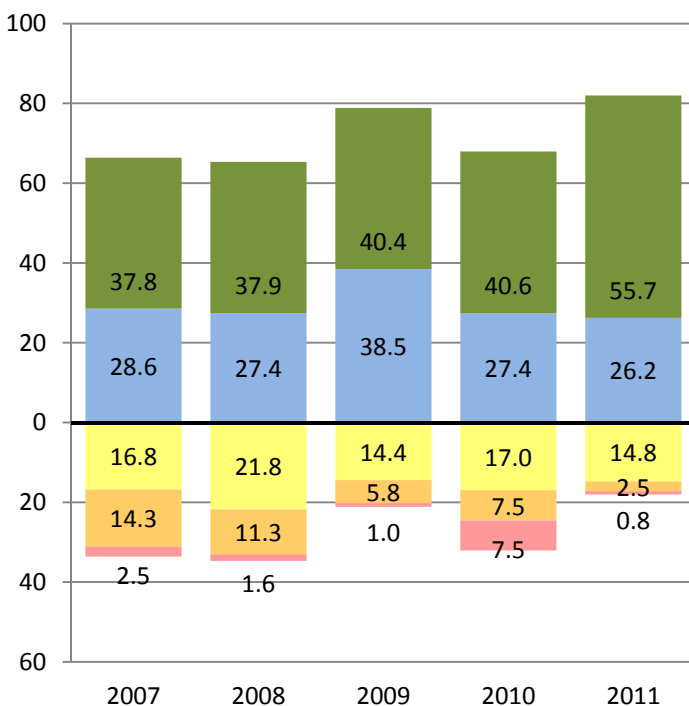
Number of Students at Each Performance Level



Percent of Students at Each Performance Level



## MATHEMATICS



■ Far Below Basic 
 ■ Below Basic 
 ■ Basic 
 ■ Proficient 
 ■ Advanced 
 — Total Number of Students Tested



# SCHOOL SUMMARY SHEETS California Standards Test

Spring 2011  
Sandburg (219)  
Grade 02

## Percentage of Students Scoring At Proficient or Advanced Levels

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	106	78.3	106	80.2		---		---		---
<b>Female</b>	57	78.9	57	77.2		---		---		---
<b>Male</b>	49	77.6	49	83.7		---		---		---
<b>African American</b>	7	---	7	---		---		---		---
<b>Asian</b>	4	---	4	---		---		---		---
<b>Filipino</b>	12	91.7	12	91.7		---		---		---
<b>Hispanic</b>	19	57.9	19	68.4		---		---		---
<b>Indochinese</b>	24	75.0	24	79.2		---		---		---
<b>White</b>	25	84.0	25	84.0		---		---		---
<b>Multiracial</b>	14	78.6	14	78.6		---		---		---
<b>English Learner</b>	33	69.7	33	75.8		---		---		---
<b>English-Speaking</b>	73	82.2	73	82.2		---		---		---
<b>Econ. Disadvantaged</b>	44	72.7	44	75.0		---		---		---
<b>Non-Econ. Disadvantaged</b>	62	82.3	62	83.9		---		---		---



# SCHOOL SUMMARY SHEETS California Standards Test

Spring 2011  
Sandburg (219)  
Grade 03

## Percentage of Students Scoring At Proficient or Advanced Levels

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	109	67.9	107	86.0		---		---		---
<b>Female</b>	48	66.7	47	78.7		---		---		---
<b>Male</b>	61	68.9	60	91.7		---		---		---
<b>African American</b>	3	---	2	---		---		---		---
<b>Asian</b>	3	---	3	---		---		---		---
<b>Filipino</b>	10	40.0	10	70.0		---		---		---
<b>Hispanic</b>	22	63.6	21	76.2		---		---		---
<b>Indochinese</b>	25	72.0	25	92.0		---		---		---
<b>White</b>	30	73.3	30	96.7		---		---		---
<b>Multiracial</b>	15	86.7	15	86.7		---		---		---
<b>English Learner</b>	41	56.1	40	82.5		---		---		---
<b>English-Speaking</b>	68	75.0	67	88.1		---		---		---
<b>Econ. Disadvantaged</b>	37	51.4	36	72.2		---		---		---
<b>Non-Econ. Disadvantaged</b>	72	76.4	71	93.0		---		---		---



# SCHOOL SUMMARY SHEETS California Standards Test

Spring 2011  
Sandburg (219)  
Grade 04

## Percentage of Students Scoring At Proficient or Advanced Levels

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	99	89.9	102	87.3		---		---		---
<b>Female</b>	46	87.0	47	85.1		---		---		---
<b>Male</b>	53	92.5	55	89.1		---		---		---
<b>African American</b>	1	---	1	---		---		---		---
<b>Asian</b>	4	---	4	---		---		---		---
<b>Filipino</b>	11	90.9	11	100.0		---		---		---
<b>Hispanic</b>	18	88.9	18	100.0		---		---		---
<b>Indochinese</b>	16	93.8	17	88.2		---		---		---
<b>White</b>	31	90.3	33	84.8		---		---		---
<b>Multiracial</b>	18	83.3	18	77.8		---		---		---
<b>English Learner</b>	35	91.4	37	91.9		---		---		---
<b>English-Speaking</b>	64	89.1	65	84.6		---		---		---
<b>Econ. Disadvantaged</b>	37	83.8	39	79.5		---		---		---
<b>Non-Econ. Disadvantaged</b>	62	93.5	63	92.1		---		---		---



# SCHOOL SUMMARY SHEETS California Standards Test

Spring 2011  
Sandburg (219)  
Grade 05

## Percentage of Students Scoring At Proficient or Advanced Levels

Student Group	English Language Arts		Mathematics		End-of-Course Science		NCLB Science		History/Social Science	
	N	%	N	%	N	%	N	%	N	%
<b>Total</b>	122	75.4	122	82.0		---	122	80.3		---
<b>Female</b>	54	74.1	54	77.8		---	54	74.1		---
<b>Male</b>	68	76.5	68	85.3		---	68	85.3		---
<b>African American</b>	5	---	5	---		---	5	---		---
<b>Asian</b>	10	80.0	10	90.0		---	10	80.0		---
<b>Filipino</b>	20	80.0	20	95.0		---	20	80.0		---
<b>Hispanic</b>	20	55.0	20	45.0		---	20	65.0		---
<b>Indochinese</b>	18	83.3	18	94.4		---	18	94.4		---
<b>White</b>	30	73.3	30	83.3		---	30	83.3		---
<b>Multiracial</b>	15	93.3	15	93.3		---	15	80.0		---
<b>English Learner</b>	22	50.0	22	59.1		---	22	54.5		---
<b>English-Speaking</b>	100	81.0	100	87.0		---	100	86.0		---
<b>Econ. Disadvantaged</b>	47	74.5	47	74.5		---	47	78.7		---
<b>Non-Econ. Disadvantaged</b>	75	76.0	75	86.7		---	75	81.3		---

## APPENDIX B

### SINGLE PLAN FOR STUDENT ACHIEVEMENT ASSESSMENT SUMMARY

SCHOOL NAME: SANDBURG ELEMENTARY SCHOOL

*Type or Print*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
<b>HIGH EXPECTATIONS</b>	<p><b>As a professional learning community we will continue to:</b></p> <ul style="list-style-type: none"> <li>➤ set grade level specific SMART that support SPSA SMART goals</li> <li>➤ use our school created monitoring system to monitor student academic progress</li> <li>➤ to have grade level collaboratives where our focus students are the center of our instructional conversation</li> <li>➤ to communicate to community academic expectations, attendance and citizenship</li> </ul>
<b>STANDARDS-BASED CURRICULUM &amp; INSTRUCTION</b>	<p><b>As a professional learning community we will continue to:</b></p> <ul style="list-style-type: none"> <li>➤ use district/state issued textbooks and units for core subject areas</li> <li>➤ use standards based instruction supported by research based delivery of instruction (Multiple Intelligences, Marzano and Blooms)</li> </ul>
<b>USE OF DATA</b>	<p><b>As a professional learning community we will continue to:</b></p> <ul style="list-style-type: none"> <li>➤ become more proficient at using the district's system of DataDirector and CST results to inform our instruction</li> <li>➤ analyze data through our grade level planning days, monthly professional development, grade level meetings and SBRC to address closing the achievement gap with our focus groups</li> </ul>
<b>STRATEGIC SUPPORT</b>	<p><b>As a professional learning community we will:</b></p> <ul style="list-style-type: none"> <li>➤ continue to improve upon our RTI model that supports the academic and behavior needs of our struggling/high spirited students. Part of this improvement needs to be supported by the district (Special Ed) to address our high spirited children's needs. Adequate support staff is</li> </ul>



	<p>essential in order to support these students with the assistance they need to succeed.</p> <ul style="list-style-type: none"><li>➤ fine tune our understanding and skill sets in using the SELD training – 99% of the staff have received the training.</li><li>➤ implement a school wide SELD model (30 minutes per day of focused ELD instruction to take place at the same time, every day across the campus) that is non-negotiable and based on Sandburg ELD needs.</li><li>➤ allocate categorical dollars to support the making of instructional materials (visuals with color) needed to support the SELD instruction.</li><li>➤ use technology to lift the content presentation in all classrooms to reach all learners.</li><li>➤ continue to implement the district's new SEI Special Ed. model to best of our ability.</li></ul> <p>Adequate support staff is mandatory in order for the model to be effective, meaningful and supportive to our identified special ed. students.</p>
<b>PROFESSIONAL LEARNING</b>	<p><b>As a professional learning community we will:</b></p> <ul style="list-style-type: none"><li>➤ continue to use our professional development time to focus on meeting our SMART goals</li><li>➤ continue to strive for twenty-first century classrooms, content and instructional practice through technology and research based studies.</li><li>➤ implement delivery of instruction strategies that are based on the theories and practice of Howard Gardner's Multiple Intelligences, Bloom's and Marzano's Higher Order Thinking Skills.</li><li>➤ due to ongoing budget cuts the site does not have the funding to support additional professional development offsite. We will continue to use our site expertise to lift our instructional practice.</li></ul>



**APPENDIX C****SCHOOL ACCOUNTABILITY REPORT CARD**  
(Short Version Only)

# School Accountability Report Card

Issued Spring 2011 for Academic Year 2009–10

## At a Glance: 2009–10

School type:	Elementary
Schedule:	Traditional
Grade levels:	K–5
Total enrollment:	704
Total teachers:	31
Per-pupil expenditure (08–09):	\$5,722

## Sandburg Elementary School

11230 Avenida Del Gato, San Diego, CA 92126-1235

Phone: (858) 566-0510

E-mail: [lhinzman@sandi.net](mailto:lhinzman@sandi.net)

Web: [www2.sandi.net/sandburg/](http://www2.sandi.net/sandburg/)

Laurie Hinzman, Principal

## Principal's Statement

Sandburg Elementary is a beautiful K-5 traditional track neighborhood campus located in the heart of Mira Mesa in San Diego. Sandburg currently serves around 718 students and has an Academic Performance Index ranking of 907. The grounds are freshly painted and adorned with gardens and planters. Character banners and the P.A.W.S. Club motto, "Positive Attitudes Will Succeed," are displayed throughout the center court to serve as gentle reminders of our overall standards of excellence and expectations for student performance. We take pride in our diverse ethnic cultures represented, with approximately 30 different languages other than English spoken in our homes. We honor our diversity by flying the flags of 31 nations in our center court.

All classroom teachers are certified to teach English learners and are compliant under the No Child Left Behind Act. Sandburg's instructional team consists of 28 general education teachers, 10 of whom are certified Gifted and Talented Education (GATE) teachers and three of whom are National Board-certified, two special education specialists, and a speech and language pathologist. We also have a part-time counselor, psychologist, and nurse.

The mission of Sandburg Elementary School is to create a learning environment in which students progress, socially and intellectually, by having a focused instructional program enriched with technology, a commitment to self-esteem enhancement, and solid teaching practices.

## Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Sandburg's learning environment is driven by rigorous academic standards and is focused on student learning through our commitment to adhering to grade-level state standards, expecting all students to reach their academic and social potential. By collaboratively analyzing the standards, utilizing units of inquiry, emphasizing writing with academic language, engaging mathematical reasoning and using twenty-first-century technology, we are able to create a year-long educational plan that meets the needs of all students.

## Opportunities for Parent Involvement

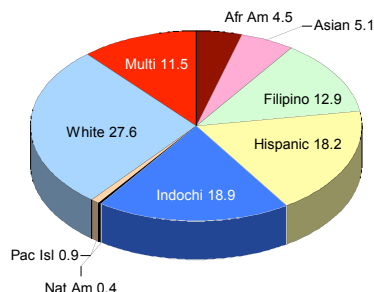
Parents have many opportunities to be involved at their children's school site and at the district level. We also encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

At Sandburg we are committed to obtaining community resources for our school and invite all constituencies to assist us in the education of our students.

Parents are invited to participate in Sandburg's Site Governance Team, School Site Council, Parent Teacher Association (PTA), our foundation, Dads Club, at special events, and in classrooms.

If you want to get involved, please contact Lainie Hardman, PTA president, at [guerlane@san.rr.com](mailto:guerlane@san.rr.com).

## Enrollment Breakdown



## Attendance

Year	Attendance for Year (%)
05–06	96.33
06–07	96.75
07–08	96.44
08–09	96.73
09–10	96.82

## Business and Community Partners

Marine Aviation Logistics  
Squadron 11

Trucomm Business Solutions

*Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.*

## Teacher Credentials and Assignments

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are fully credentialed but teaching outside of their subject area of competence. It also indicates how many of the school's teachers of English learners are misassigned and the total number of teachers misassigned. District totals do not include charter schools.

Number of Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
Full credential and teaching in subject area	36	39	31	5,951
Full credential but teaching outside subject area	0	0	0	334
Without full credential	2	0	0	98
<b>Total teachers</b>	38	39	31	6,378
Teachers of English learners misassigned				0
<b>Total teachers misassigned</b>				0

## Academic Progress

This table displays selected indicators of the school's academic progress. The Academic Performance Index (API) is an annual measure of the academic performance and progress of California's public schools. API scores range from 200 to 1,000, with a statewide API performance target of 800. The statewide API rank ranges from 1 to 10. Detailed information about the API can be found at the CDE website at [www.cde.ca.gov/ta/ac/ap/](http://www.cde.ca.gov/ta/ac/ap/). Adequate Yearly Progress (AYP) measures how well the school is performing based on standards required by the federal No Child Left Behind law.

Indicator	Result
This school's 2010 Growth API score (from the 2010 Growth API report)	907
This school's statewide API rank (from the 2009 Base API report)	10
Did this school meet all 2009–10 AYP requirements?	Yes
How many AYP criteria did this school meet?	5 of 5
Program Improvement status of this school during the 2010–11 school year	Not in PI

## Standardized Testing and Reporting Program Results

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2–11 are tested annually in various subjects. The California Standards Tests (CST) include English language arts and mathematics (grades 2–11), science (grades 5, 8, and 9–11), and history–social science (grades 8 and 9–11). To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

### California Standards Tests (CST): English Language Arts and Mathematics

Percentage of students achieving at the proficient or advanced levels (meeting or exceeding state standards):

Gr	English Language Arts									Mathematics								
	School			District			State			School			District			State		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
2	67.8	83.2	85.8	49.5	55.6	57.0	48	53	53	76.0	93.7	85.8	62.4	65.4	66.1	59	63	62
3	64.2	70.8	64.6	40.8	47.7	46.8	38	47	44	82.6	80.9	94.8	62.4	66.4	67.8	61	64	65
4	92.4	79.0	90.1	56.9	63.7	67.4	55	61	63	84.8	85.8	86.2	61.1	67.7	71.0	61	66	68
5	63.7	83.8	75.0	49.3	57.9	63.2	48	54	58	65.3	78.8	71.7	52.3	59.9	62.7	51	57	60

The complete **SCHOOL ACCOUNTABILITY REPORT CARD (SARC)** may be obtained from the school or on-line at [www.sandi.net/research](http://www.sandi.net/research). The complete SARC is usually about 14 pages long and provides information on enrollment, parent and community involvement, school safety and climate for learning, academic performance, class size, teachers and staffing, curriculum and instruction, and school finances. In addition, SARCs for secondary schools include dropout data and post-secondary preparation information (i.e., enrollment in courses that meet University of California or California State University entrance requirements, as well as Advanced Placement programs; college test-preparation courses; and the degree to which students are prepared to enter the workforce).

**APPENDIX D**

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



## **APPENDIX D**

### **TITLE I**

#### **Sandburg PARENT INVOLVEMENT POLICY**

- ✚ Carl Sandburg Elementary School will provide a flexible number of activities and meetings to allow for parent involvement. These events will be scheduled throughout the year by the school to meet the diverse needs of the Sandburg population. Topics covered during events may (depending on identified needs) include:
  - a. Improving communication between the school and home.
  - b. Discussing current student assessment data and student progress.
  - c. Providing information about school and district resources for student academic improvement.
  - d. Understanding of state standards across the curriculum areas.
  - e. Understanding the SBRC and grade level expected outcomes.
  - f. Parenting strategies (school counselor).
  - g. Conferencing with teachers.
  - h. Providing training programs to help parents support and work with their children at home and at school.
  - i. Advocating for teachers and parents.
  - j. Valuing and celebrating cultural diversity.
- ✚ Parental input from the activities and meetings will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.
- ✚ The school-wide Sunday Notes through EdConnect and posted on the school web site informing parent/community of all activities/meetings of interest.
- ✚ Our upcoming parent center will be used to advertise parent meetings and training sessions offered at Sandburg, at the District Advisory Council's Harold J. Ballard Parent Center, and throughout the district. Every attempt is made to communicate with parents in their primary language.
- ✚ During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.
- ✚ Parents are notified annually of individual student assessment results by the Research and Reporting Department and Assessment Services Department. An explanation of the information is available in several languages.

**APPENDIX E****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

# PARENT'S GUIDE

## 2011-2012

### **General School Information Handbook and Discipline Code Home/School Compact**

*Schedules Academics Programs Policies Volunteering*



**Sandburg Elementary School**

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

## MISSION

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

## VISION

We envision Sandburg as a school where....

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

## MOTTO

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

## PHILOSOPHY

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

## DISTRICT ZERO TOLERANCE POLICY

The Board of Education has approved a Zero Tolerance Policy which will result in students being expelled who possess weapons, engage in repeated fights or acts of violence, or are found in repeated possession of drugs, alcohol, or tobacco. The Zero Tolerance Policy is designed to ensure a safe appropriate environment for all students. Additional information from the school district will follow.

# P.A.W.S. CLUB

## Positive Attitudes Will Succeed

### P.A.W.S. CLUB – LIFESKILLS

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

**COMMON SENSE** - To use good judgment

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

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

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

**EFFORT** - To do your best

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

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

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

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

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

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

**PERSEVERANCE** - To keep at it

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

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

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

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

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

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

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

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

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

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

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

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



## CONTACT INFORMATION

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

Telephone: 858.566.0510 Email: [sandelm@sandi.net](mailto:sandelm@sandi.net)  
 Fax: 858.693.3896 Website: [www.sandi.net/sandburg](http://www.sandi.net/sandburg)

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

## DAILY SCHEDULE

### Grades K-5

Mon, Tue, Thu & Fri 7:45 a.m. – 2:05 p.m.  
 Wednesday 7:45 a.m. – 12:00 p.m.

### Office Hours

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

### Back Gate Hours

#### Morning – Monday to Friday

Open 6:00 a.m.  
 Closed 8:15 a.m.

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

Open 1:40 p.m.  
 Closed 2:30 p.m.

#### Afternoon – Wednesday

Open 11:40 a.m.  
 Closed 12:45 p.m.

### Traffic Circle

#### Mornings Only – Monday to Friday

7:15 a.m. – 7:50 a.m.

### Parking Lot Chain Times

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

Chain up 1:45 p.m.  
 Chain down 2:15 p.m.

#### Afternoon – Wednesday

Chain up 11:45 a.m.  
 Chain down 12:15 p.m.

## MORNING ARRIVAL

**7:15 a.m. Entry for Breakfast**

**7:20 a.m. Entry for Running Club (Mon, Wed, Fri)**

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

Please do not send children to school prior to the times above due to lack of security and adult supervision. There are no games or activities scheduled. Upon arrival to the school grounds, pupils are to go directly to their classrooms. Children are better prepared for class when the excitement and tension of pre-school play are eliminated. Your cooperation in scheduling your child's arrival at school at the proper time is greatly appreciated.

## WHO MAY ATTEND SANDBURG?

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

## REGISTRATION

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

## KEY STAFF MEMBERS

<b>Principal</b>	Geof Martin
<b>Office Manager</b>	Caroline Gabuya
<b>Records Clerk</b>	Hieu Vo
<b>Attendance Assistant</b>	Maureen Underwood
<b>Spec Ed Specialist</b>	Karen Kozma
<b>Speech Pathologist</b>	Cathy Blanck
<b>District Counselor</b>	Joanne Palmquist
<b>School Nurse</b>	Jackie Taj
<b>Health Technician</b>	Debbie Raynor
<b>Cafeteria Manager</b>	Dee Kangas
<b>Building Supervisor II</b>	Rodney Sparks
<b>Art Teacher</b>	Belen Jacot-Wilcoxon
<b>Library Assistant</b>	Lydia Sutherland

## ATTENDANCE

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

When a child is absent because of illness or for any other reason, parents/guardians are asked to inform the school by written message or telephone (858.566.0510) the cause of the child's absence or send a note to the teacher the first day the child returns to school. In the case of illness, the nature of the illness must be stated. State law requires that we know the type of illness. If you know in advance that your child/children will be out of school for personal business, please contact the school and make arrangements for an Independent Study Contract. This enables students to keep up with their classmates and prevents them from falling behind in their work while they are out. It also provides uninterrupted funding for the site and school district. The reason for verification is that the district is penalized financially (\$27.00) per day for each student who is not physically present or on an Independent Study Contract.

## HEALTH OFFICE

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



## CAFETERIA

Sandburg does have a breakfast program that begins on September 6, 2011. Breakfast is being served at 7:15 a.m. daily and ends at 7:40 a.m. **The price of a school breakfast is \$1.00.** A hot lunch will be served daily in the cafeteria. **The price of a school lunch is \$2.00 for the 2011-2012 school year. Milk is \$50¢.** Lunch will be served during school hours Monday to Friday. Students may bring money to school office on Mondays between 7:30 a.m. and 7:45 a.m. to update their lunch accounts. **They should have their money in an envelope with their name, room number, and birthdate on it.** Each student is assigned a PIN number and punches that number into a computer keypad as he/she goes through the lunch line. **Parents are encouraged to prepay their children's accounts using PayPam by visiting the Food Services website at <http://www.sandi.net/20451072011452577/site/default.asp>.**



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

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

## PERSONAL TELEPHONE MESSAGES

If personal messages are necessary, please call 858.566.0510 and dial the teacher's extension directly and leave a voicemail message. There are no monitors available to deliver messages to teachers or students, and office personnel cannot leave to deliver any message other than one of a truly critical nature.

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

## SITE AND CLASS VISITATIONS

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



## PARENT-TEACHER CONFERENCES

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

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

**For the 2011-2012 school year, the conference dates are November 14, 15, 17, & 18, 2011 and March 15, 2012.**

## PARENT-TEACHER COMMUNICATION PROFESSIONAL PROTOCOL

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

## DETENTION OF PUPILS

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

## OFF-CAMPUS INTEGRATED LEARNING EXPERIENCES (OCILE)

OCILE can enrich students' learning and understanding of the world around them. Balboa Park and Old Town offer numerous resources that can help broaden students' understanding of history, culture, and art. Effective beginning in the 2011-12 school year, the district is no longer able to offer off-campus learning experiences for elementary students. Parents and guardians are encouraged to provide students with these valuable learning experiences.

## SUPERVISION ON CAMPUS

The grounds are supervised before school and during recess and lunch. A staff is on duty at 7:35 a.m. **Children should not arrive at school before 7:35 a.m.** Children will not be permitted to remain on campus after the dismissal bell at 2:05 p.m. Teachers cannot supervise after school, as they need this time to prepare for their classes.

## RELEASE OF CHILDREN

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

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

## HOMEWORK

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

## BACKPACK DAY

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

## LOST ARTICLES

Lost articles can usually be returned if they are marked with the owner's full name. Sack lunches, lunch boxes, and removable garments are most often lost. Therefore, they should be labeled with first and last names. Please urge children to report any loss to the office immediately. Parents



may help by checking to see that belongings return home at the end of the school day. Every year we are forced to give away numerous unclaimed articles to charity.

## BICYCLES

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

## STUDENT BIRTHDAY CELEBRATION

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

## BENEFITS FOR STUDENTS

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

# Academic Instruction Program

## SCHOOL PHILOSOPHY

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

## ACADEMIC PROGRAM

### CALIFORNIA STANDARDS BASED INSTRUCTION

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

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

### Mathematics

EnVisionMATH California is used in Grades K-5. This program is built on a strong research base and authored by the nation's top math experts and educators. EnVisionMATH California is centered around interactive and visual learning and differentiated instruction to address the specific needs of all student while developing foundational concepts and higher order thinking skills. Students are expected to explain their answers to mathematical problems via writing, pictures, graphs, etc. Enrichment materials are available in each unit for advanced students. Reteaching will occur in the classroom, as necessary.

Math journals, sharing, problem-solving process. **All students are expected to memorize their multiplication facts 0-12 by the time they exit third grade.**



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

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

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



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

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

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

## LIBRARY

Sandburg's Library Center is the home of over 5,000 books and non-print materials. The book collection includes easy picture books, fiction, non-fiction, reference, and a professional library for faculty and staff. A large assortment of non-print materials including filmstrips, cassette/books sets, and entertainment and instructional videos are all available for student and teacher use. Students may check out books, with parent permission, on a two-week time period.



# Discipline Policy

## STATEMENT OF POLICY

The Board of Education of San Diego Unified School District:

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

## ROLE RESPONSIBILITIES

### Students are responsible for:

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

### Parents are responsible for:

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

### Classroom Teachers are responsible for:

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

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

- timeout
- remove classroom privileges

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

## RIGHTS OF STUDENTS

### Students have the right to:

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



## RIGHTS OF TEACHERS

### Teachers have the right to:

1. Be respected by students as individual human beings.
2. Work at school without threat to themselves or their personal property.
3. Teach to the best of their ability without students/parents harassment or disruption.
4. Communicate with students in a responsible, honest, and non-threatening manner.
5. Expect students to be aware of and adhere to classroom standards.
6. Expect students to accept responsibility for attending and learning.



## DRESS CODE

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

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

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

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

No visible tattoos are allowed.

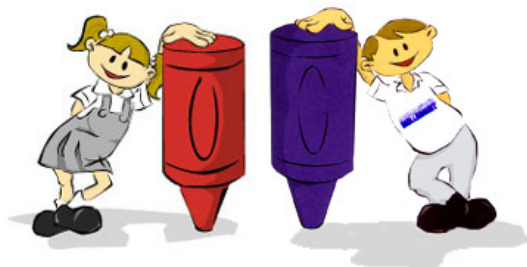
Overall straps must be worn on the shoulders and not left dangling. **No "sagging" or "baggy" trousers or shorts are allowed. They must not be several sizes too large. They should fit with hems sewn properly and not cut, stapled or pinned. Chains are not allowed.**

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

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

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

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



## Expected Behavior

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

### BEHAVIOR BEFORE AND AFTER SCHOOL

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

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

equipment, or article left on site. The student assumes all such risk. Students are urged to secure their bicycles in an appropriate manner by using a quality lock and chain or other device. Students must report missing bikes to the police at once.

- h. Riding bikes to school is a privilege, which may be revoked if rules are broken

- 7. **After School.** Children are to leave immediately after school, unless they are taking part in a supervised school activity and have parent permission.

## BEHAVIOR IN THE CLASSROOM

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

## BEHAVIOR ON THE PLAYGROUND

- 1. Practice *Lifeskills and Lifelong Guidelines* daily.
- 2. Walk to and from the playground.
- 3. Play in your designated area. Only approved games are to be played.
- 4. Keep your hands and feet to yourself.
- 5. Use equipment safely. (Jungle gym for climbing only)
- 6. Stay on the playground until the bell rings, unless you have a pass.
- 7. Students will refrain from throwing rocks and other objects not intended for throwing.
- 8. Students are encouraged to bring healthy snacks to school.
  - ✓ No gum or carbonated drinks allowed
  - ✓ No electronic games, walkmans, earphones allowed at school
- 9. Only school furnished playground equipment may be used at school, and:
  - ✓ Each student is responsible for returning equipment to the ball carts
  - ✓ Equipment taken from the classroom should be clearly marked and returned at the end of recess
  - ✓ The blue playground equipment is for Grades 1-3
  - ✓ The red playground equipment is for Grades 4<sup>th</sup> and 5<sup>th</sup>
  - ✓ Practicing your *Lifeskills and Lifelong Guidelines* are expected while playing on this equipment
- 10. At the end of recess, students FREEZE, wait for the "okay" signal, walk to line-up areas and wait for their teacher.  
An adult is on duty at all times to assist students with conflicts.

## BEHAVIOR DURING LUNCHTIME

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

## BEHAVIOR IN THE RESTROOMS

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

## BUS BEHAVIOR

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

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

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

## ITEMS NOT ALLOWED ON CAMPUS

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



## ENFORCING STANDARDS OF BEHAVIOR POSITIVE REINFORCEMENT

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

## UNACCEPTABLE BEHAVIOR

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

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

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



### Consequences for Unacceptable Dress and/or Behavior

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

1. Adult gives verbal warning to student, remind of standards
2. Counsel with student on an individual basis
3. Loss of school privileges
4. Contact with parent by telephone or note
5. Isolation from other students
6. Detention after school for up to one hour (parents will be notified if detention is to exceed thirty minutes)

7. Parent-teacher conference
8. Referral for counseling services
9. Referral to principal
10. Suspension from class
11. Suspension from school
12. Transfer to another school
13. Recommendation for expulsion (Board of Education approval required)
14. Any student who is dressed inappropriately will be sent to the counselors office and remain there until parent is contacted.

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

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

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

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

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

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

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

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



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

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

## Library Media Center



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

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

## MEDIA AND AUDIO VISUAL

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

## THE MEDIA LAB

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

## LIBRARY MEDIA CENTER RULES

1. **Checking out books.** Students must have a signed, parent permission slip on file in the library to check out books.
2. **Time limit for books.** Library books may be checked out for a two-week time period. Books may be renewed if they have not been reserved in advance.

3. **Overdue books.** When a student has an overdue book, he/she may not check out another book until the book is returned or replacement money is paid.
4. **Lost books.** If a book is not returned after 4 weeks, it will be considered lost, and the parent will be expected to pay for a library bound replacement.

## Student Organizations

### STUDENT COUNCIL

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

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

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



### SCHOOL SAFETY PATROL

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

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

## SCHOOL TRAFFIC CIRCLE

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

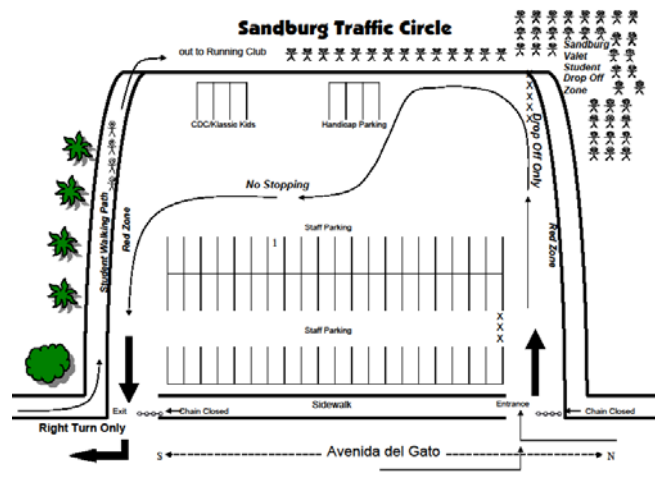
1. The parking lot will be open from 7:15a.m. to 7:45 a.m. for dropping children off only. No parking will be allowed except for staff.
2. Drivers will drive up to the drop off zone prepared to send their children off to school.
3. Cars will be met at the zone by a greeter who will help the children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

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

### Gentle Reminders:

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

## Traffic Circle Map



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

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

## SCHOOL BAND



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

# Computer Education Program

## PROGRAM GOALS

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

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

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

## SCHOOL TECHNOLOGY

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

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

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

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



## SOCIAL NETWORKING

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

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

This is the twenty-first century and your children are socially networked through these fabulous technology resources. However, elementary school aged children are not old enough to have a Facebook, MySpace and Twitter accounts. According to the Facebook Statement of Rights and Responsibilities, MySpace Terms of Use Agreement, and Twitter Policy Towards Children, thirteen is the minimum age before one is eligible for an account. Mr. Martin is a huge fan of technology and in constant awe of what the Internet and online networking has to offer, however, it is up to the parent/guardians to educate their children about the positives and negatives of networking. MySpace and Facebook are not accessible at school, therefore, what happens on any social network is the responsibility of the parents and guardians. **Gentle Reminders:** 1. Once a person has put something in writing using any of the above-mentioned avenues, it will permanently be on the internet even if it is something sent privately such as email. No online exchange of information is truly private. Any inappropriate messaging sent has the potential to come back someday and haunt the original sender. **Message appropriately, using Lifeskills, integrity and respect.** 2. Cyber-bullying is a parent/guardian responsibility that needs full attention. Personal communication with friends and families via the internet is not allowed during school time at Sandburg. Texts and images traded via the online world are public and can be retrieved if necessary. Teach your children to be smart and respectful while communicating with their friends and families. Put-downs and threats are considered cyber-bullying and can lead to severe consequences. **Schools cannot control what is being typed by your children after school hours.** During school hours we can educate about the positives and negatives of networking but controlling access and what is actually written is a parent/guardian responsibility. Please watch and guide with understanding and heart. We encourage families to monitor students' Internet use, and to remind students that information posted on social networking sites is public. It can be a cause for concern and may have legal consequences.

## CELL PHONE and ELECTRONIC SIGNALING DEVICE POLICY

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

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

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

## Homework Policy

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

### POSSIBLE HOMEWORK ACTIVITIES

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

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

## SUPPLEMENTARY READING PROGRAM

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

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

### SUGGESTIONS FOR PARENTS

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

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

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

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

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

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

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

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



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

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

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

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

## Parent and Community Resources

### SCHOOL SITE COUNCIL (SSC)

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

### SITE GOVERNANCE TEAM (SGT)

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

## PARENT-TEACHER ASSOCIATION (PTA)

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

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

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



## SANDBURG FOUNDATION

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

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

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



## DAD'S CLUB

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

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

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

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

## COMMUNITY PARTNERSHIP

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

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

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

## COMMUNITY SUPPORT

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

## NOTES



**APPENDIX F****CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**

*(Provided by Monitoring and Accountability Reporting Department)*

San Diego Unified School District												
Site: 0219 Sandburg Elementary												
As of Date 11-21-2011												
Extended Summary												
	30100 Title I Basic Program			30103 Title I Parent Involvement			70900 EIA-SCE			70910 EIA: Limited English Proficie		
<b>Name</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>	<b>FTE</b>	<b>MONTHS/ AMOUNT</b>	<b>TOTAL</b>
		<b>Allocated:</b>	<b>\$24,651.00</b>		<b>Allocated:</b>	<b>\$1,687.00</b>		<b>Allocated:</b>	<b>\$49,955.00</b>		<b>Allocated:</b>	<b>\$65,148.00</b>
		<b>Distributed:</b>	<b>\$24,651.83</b>		<b>Distributed:</b>	<b>\$1,687.00</b>		<b>Distributed:</b>	<b>\$49,954.63</b>		<b>Distributed:</b>	<b>\$65,147.98</b>
		<b>Remaining:</b>	<b>-\$0.83</b>		<b>Remaining:</b>	<b>\$0.00</b>		<b>Remaining:</b>	<b>\$0.37</b>		<b>Remaining:</b>	<b>\$0.02</b>
<b>Certificated Salaries / Monthly</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.20</b>	<b>12,929.4318</b>	<b>\$12,929.43</b>	<b>0.000</b>	<b>0.0000</b>	<b>\$0.00</b>
2605 School Counselor	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.20	12,929.4318	\$12,929.43	0.000	0.0000	\$0.00
<b>Classified Salaries / Monthly</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.25</b>	<b>6,853.7046</b>	<b>\$6,853.70</b>	<b>0.625</b>	<b>14,088.9778</b>	<b>\$14,088.98</b>
6410 Health Technician	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.25	6,853.7046	\$6,853.70	0.000	0.0000	\$0.00
6471 ESL Asst	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.00	0.0000	\$0.00	0.625	14,088.9778	\$14,088.98
<b>Certificated Salaries</b>		<b>21,691.0000</b>	<b>\$21,691.00</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>13,603.8500</b>	<b>\$13,603.85</b>		<b>22,528.0000</b>	<b>\$22,528.00</b>
1192 Prof&Curriclm Dev Vist Tchr		21,691.0000	\$21,691.00		0.0000	\$0.00		13,603.8500	\$13,603.85		22,528.0000	\$22,528.00
<b>Employee Benefits</b>		<b>2,960.8300</b>	<b>\$2,960.83</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>12,083.3300</b>	<b>\$12,083.33</b>		<b>19,085.2100</b>	<b>\$19,085.21</b>
<b>Books and Supplies</b>		<b>0.0000</b>	<b>\$0.00</b>		<b>1,687.0000</b>	<b>\$1,687.00</b>		<b>4,484.3100</b>	<b>\$4,484.31</b>		<b>9,445.7900</b>	<b>\$9,445.79</b>
4301 Supplies		0.0000	\$0.00		0.0000	\$0.00		4,484.3100	\$4,484.31		9,445.7900	\$9,445.79
4304 Inservice supplies		0.0000	\$0.00		1,687.0000	\$1,687.00		0.0000	\$0.00		0.0000	\$0.00



## APPENDIX G

### Professional Development Expenditures for Program Improvement & Watch List Schools Only

**Title 1 total allocation (30100 & 30106):**

**10% of total Title 1 allocation:**

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

**NOTE:** All schools in Program Improvement must set aside a minimum of 10% of their Title I allocation for Professional Development. In addition, our department makes this a requirement for Watch List schools

Description of Professional Development	Expenditure
<b>TOTAL ALLOCATED FOR PROFESSIONAL DEVELOPMENT</b>	<b>\$</b>