

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **DAILARD ELEMENTARY** SCHOOL

**2018-19**

37-68338-6096879

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:** Fitzpatrick, Beverly

**Contact Person:** Fitzpatrick, Beverly

**Position:** Principal

**Telephone Number:** 619-286-1550

**Address:** 6425 Cibola Rd, Dailard Elementary, San Diego, CA, 92120-2125,

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

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**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 City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Darland Elementary  
SITE CONTACT PERSON: Beverly Fitzpatrick  
PHONE: 619-286-1550 FAX: 619-286-8395

**DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)**

E-MAIL ADDRESS: bfitzpatrick@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

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

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

**CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:**

- |  |                                      |
|--|--------------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: _____          |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>3-15-18</u> |
| <input type="checkbox"/> Other (list): _____   | Date of presentation: _____          |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3-15-18

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.

|   |   |                        |
|---|---|------------------------|
| <u>Beverly Fitzpatrick</u><br>Type/Print Name of School Principal | <u>Beverly Fitzpatrick</u><br>Signature of School Principal | <u>4-6-18</u><br>Date  |
| <u>Beverly Fitzpatrick</u><br>Type/Print Name of SSC Chairperson  | <u>Beverly Fitzpatrick</u><br>Signature of SSC Chairperson  | <u>4-6-18</u><br>Date  |
| <u>Monika Hazel</u><br>Type/Print Name of Area Superintendent     | <u>Monika Hazel</u><br>Signature of Area Superintendent     | <u>4-11-18</u><br>Date |

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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

The mission of Dailard Elementary is for administrators, staff, students, and parents to work together to provide a positive and challenging learning environment that supports learning at all levels. The school has strong relationships with the community and together, we have created programs during and after school that meet the specific academic needs of all our learners. Built into all our academics and activities is our character education program that promotes positive values, morals and healthy relationships with others.

The population of students that faces the greatest academic and social challenges are our special education population (11%), English Language Learners (3%), and low income families (23%). The SPSA has been built with the input of all our stakeholders and provides support for all levels of learners, with extra attention for our struggling students and second language learners. Professional development has been provided for all teachers to support the movement towards ensuring that all students will be performing the Common Core State Standards proficiently.

**SCHOOL VISION AND REALITY**

To create a community where all stakeholders, staff, parents, and students consistently work together and support each other with the common goal to put all our students first by providing access to a cognitively engaging curriculum in order for students to become actively literate, contributing member of our society who make a positive difference in the world.

Informal and formal data is used to guide instruction. All lessons are aligned to CCSS. Lessons are delivered based on the pacing guide as well as the needs of the students. Effective questioning strategies that lead to higher level thinking are utilized throughout lessons in all grade levels. Teachers analyze quality assessment data in order to drive instruction through common assessments and site based interim assessments. Small group instruction is used to further the learning of all students as needed determined by assessments.

**CORE AND SUPPLEMENTAL SUPPORTS****TEACHER ALLOCATIONS:**

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

Grades K-3: 1:24  
Grade 4-5: 1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

**Enrollment/Days Per Week**

1-592 = 1 day per week  
593-1,185 = 2 days per week  
1,186-1,774 = 3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

| Enrollment  | Days | Position Equivalent FTE |
|-------------|------|-------------------------|
| 1-493       | 1    | .2                      |
| 494-726     | 1.5  | .3                      |
| 727-960     | 2.0  | .4                      |
| 961-1,195   | 2.5  | .5                      |
| 1,196-1,429 | 3.0  | .6                      |

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

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

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

**PROFESSIONAL DEVELOPMENT**

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

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

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

**PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet proficiency levels in core academic areas. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

**LCFF COMMUNITY AND STAFF ENGAGEMENT**

A survey was sent out to all stakeholder groups. See attached appendix for summary.

This year at Dailard Elementary, we did the following items:

During our SSC/SGT meetings, we have reviewed last year's SPSA. We had discussions about the effectiveness of programs that we have put into place. The SSC committee, SGT committee, parent advisory groups and professional learning communities were given the opportunity to fill out surveys and their comments and results have been summarized in the attached document.

| <b>SCHOOL SITE COUNCIL MEMBERSHIP</b> |             |
|---------------------------------------|-------------|
| <b>Member Name</b>                    | <b>Role</b> |
| Beverly Fitzpatrick                   | Principal   |
| Julie Olson                           | Teacher     |
| Rachel Morris                         | Parent      |
| Erin Mangahis                         | Parent      |
| Jeanette Rivera                       | teacher     |
| Jackie Newlands                       | parent      |
| Antionette Velasquez                  | Other       |
| Armida Smith                          | Parent      |
| Michelle Quinn                        | Parent      |
| Amy Mason                             | Teacher     |

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 75% (approx. 73 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 59 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

Subgroup: Students with Disabilities

By June 2019, 50% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 57% (approx. 11 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 57% (approx. 6 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Economically Disadvantaged students

By June 2019, 60% (approx. 13 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 60% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.

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

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Common classroom assessments

DRA and site based common grade level assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet monthly in grade level PLC's to analyze site based common assessment data. The interim SBAC assessment will be given at least once during the school year and analyzed. Analysis will inform subsequent instruction.



**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 By June 2019, 81% (approx. 78 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 70% (approx. 55 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**  
 Subgroup: Hispanic/Latino students  
 By June 2019, 60% (approx. 12 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 60% (approx. 7 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Economically Disadvantaged students  
 By June 2019, 60% (approx. 13 3rd graders) will meet or exceed standards in Math on the SBAC exam.  
 By June 2019, 60% (approx. 5 5th graders) will meet or exceed standards in Math on the SBAC exam.  
 Subgroup: Students with Disabilities  
 By June 2019, 50% (approx. 6 3rd graders) will meet or exceed standards in ELA on the SBAC exam.  
 By June 2019, 50% (approx. 3 5th graders) will meet or exceed standards in ELA on the SBAC exam.

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

CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
 New York Engage assessments, enVision Math Topic Assessments, site-based performance assessments, site based common assessments.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?  
 Teachers will meet by grade level/department monthly to analyze end of unit assessments and site based common assessments. Analysis will inform subsequent instruction.

**Area 3: English Learner****English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**Closing the Gap SMART Goal:****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

ELCAP

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Teachers will meet by grade level/department monthly to analyze end of unit assessments and site based common assessments. Analysis will inform subsequent instruction.

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 90% (approx. 87 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 95% (approx. 74 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Fountas and Pinnell Reading Levels, DRA assessments, and classroom data

Site based common assessments

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers will meet monthly by grade level to analyze end of unit assessments, DRA/ARI/SRI and other site based common assessments. Analysis will inform subsequent instruction.

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

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

By June 2019, 100 % (approx. 530 families) will receive information regarding academic and citizenship progress of their children.  
 By June 2019, at least 100 % (approx. 530 families) will attend 1 training or receive information on Powerschool, Dojo or ST math to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

Our economically disadvantaged population is under represented due to social and financial challenges. Our economically disadvantaged population makes up a large portion of our struggling students not meeting grade level standards in math and English. Outreach and support is warranted in order to increase parent involvement within this subgroup.

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

- School messenger Phone/email message system data
- Newsletter Distribution
- Event Sign-in Sheets
- Wednesday Folder Distributions, including memos, flyers, etc
- Parent Survey Results

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers will review parent sign in sheets from Back-To-School/curriculum Night, Open House, Parent-Teacher Conferences, and other family friend events. They will monitor their student's parent attendance and contact by phone or e-mail parents to provide them with suggestions for activities they can participate in to assist in meeting their educational goals.  
 Teachers and counselors will meet twice per year to analyze student progress using site developed criteria. Families are contacted up to five times per year based on progress.  
 Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Certificated personnel will work with targeted students to improve language development.
- All English learners will be assessed using CELDT.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy and math instruction

**Strategic Support (Tier 2)**

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy and math.
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide pull out supplemental small group instruction for targeted students in need.
- Certificated personnel will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of intervention four times a week for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

## Dailard Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

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

### Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Certificated personnel will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk student.
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

### **1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):**

We have implemented a program using LCFF funds, Foundation funds and funds from principal discretionary to allow for teacher release time to assess students and create small groups of students focused on specific academic areas of need. Focused students will be provided with up to two hours a week of focused academic instruction according to their specific areas of need. Teachers will be provided with much support in and out of the classroom so that they may focus on the needs of the students and plan highly effective lessons for their students.

#### **How will you monitor these strategies/activities?:**

Observation, Teacher created exit slips, DRA scores, interim assessments, SBAC assessments, common assessments

### **2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**

Along with our intervention program where all students are receiving small group instruction for two hours a week on their specific academic area of need, we will use pull out and push in instruction for our special education students and EL learners to fill in the specific identified learning gaps. Teachers will continue training on individualizing instruction to ensure that each student receives instruction specific to their level.

#### **How will you monitor these strategies/activities?:**

ELPAC scores, SBAC assessment, interim assessment, site based common assessments, teacher created exit slips, observation, DRA scores,

### **3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

Dailard plans and implements quality professional development for all our teachers based on student data and teacher needs. The professional development is centered around providing education and resources for teachers to provide a highly effective quality instructional program within their classroom. After each session, we gather feedback from the teachers so that we can adjust the professional development to meet the needs of the teachers. All professional development increases the quality of lesson planning the delivery of lessons by the teachers for all our students, particularly our struggling students. In addition, teachers have been provided with professional development at the site level to increase their knowledge and awareness of their individual student needs in the classroom and develop lessons tailored to those students. Dailard teachers have been strategically placed at specific grade levels to maximize the effectiveness of professional development within their grade level meetings. Schedules have been specifically created to maximize the time that teachers need to create common lessons and assessments on a weekly basis using multiple modalities of teaching methods.

#### **How will you monitor these strategies/activities?:**

Sign in sheets, observations, teacher surveys/feedback

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

All teachers will focus on ensuring that their students are meeting grade level standards in all academic areas by the time they exit their grade at the end of the school year. Our school will provide additional emotional support through our psychologist and counselor. They will also provide support to teachers to assist all students' promotion to the next grade level.

**How will you monitor these strategies/activities?:**

Observation, promotion rates of students, DRA scores, SBAC assessments, interim assessments.

**5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):**

We will provide multiple opportunities for parent engagement through monthly assemblies, monthly community building events such as Dads and Donuts, Moms and Muffins, etc., parent/coffee talk meetings, foundation meetings, DADS meetings, and open houses to maintain open and effective communication with our parent stakeholders. We will continue to gather information through informal surveys and input at our SSC and SGT meetings.

**How will you monitor these strategies/activities?:**

Parent sign in sheets, observation, surveys

**Local Control Funding Formula Goals and Budget****Goal 1: Intervention Supports**

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

**Intervention Support Goal::**

Provide small group instruction using research based teaching strategies in order for students to become English proficient to ensure equal access to the core instructional program.

Provide small group instruction using research based teaching strategies in order for economically disadvantaged and Hispanic students to become grade level proficient in mathematics or reading.

**Identified Need::**

English Learners identified as beginning, early intermediate, and intermediate demonstrate a need for small group instruction in order to access academic instruction.

Hispanic and economically disadvantaged students not meeting grade level standards in mathematics and reading demonstrate a need for small group instruction in order to access academic instruction.

**Target Group::**

English Language Learners

Economically disadvantaged

Hispanic

**Monitoring::**

Monitoring will be done through ELPAC data collection, observation and ongoing informal and formal assessments throughout the year.

**Personnel Responsible::**

ELPAC coordinator and classroom teachers.

**Goal 2: Classroom Supports**

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

**Classroom Support Goal::**

Provide additional classroom support for small group instruction for struggling learners in order to ensure access to the core instructional program.

Provide additional classroom support to ensure equal access to all academic materials for all students.

**Identified Need::**

Students performing basic or below need additional support to achieve academic success.

**Target Group::**

Struggling learners not meeting proficiency levels of academic success in the classroom as demonstrated through formal and informal assessment data.



|   |
|---|
| <p><b>Monitoring:</b><br/>Teacher observation; informal and formal assessments.</p> <p><b>Personnel Responsible:</b><br/>Classroom Teacher, Educational Specialist, Librarian assistant</p>   |
| <p><b>Goal 3: Professional Development</b><br/>Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>   |
| <p><b>Professional Development Goal:</b><br/>Professional development will provide support, training and materials using research based differentiated instructional strategies in order to meet the needs of all students in the classroom.</p> <p><b>Identified Need:</b><br/>The diversity of learners in the classroom requires purposeful planning by educators to guarantee equal access to a rigorous academic curriculum for all students.</p> <p><b>Target Group:</b><br/>All students.</p> <p><b>Monitoring:</b><br/>Teacher observation; student feedback; formal and informal assessments.</p> <p><b>Personnel Responsible:</b><br/>Administrator; teachers</p> |

**LCFF Intervention Supports**

| Proposed Expenditures       | FTE    | Salary     | Estimated Cost | Funding Source Budget Code              | Funding Source            | Area Goal(s)               | Rationale  |
|-----------------------------|--------|------------|----------------|---|---------------------------|----------------------------|--|
| Library Asst -              | 0.2375 | \$5,924.68 | \$7,624.77     | 0078-09800-00-2231-2420-0000-01000-0000 | LCFF Intervention Support | 01, 03, LCFF 1, LCFF 2     | Classroom support. – Provides additional opportunities to extend instruction and develop research skills.          |
| Prof&Curriclm Dev Vist Tchr |        | \$500.00   | \$601.95       | 0078-09800-00-1192-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 03, 04, 05, LCFF 3 | Professional development for teachers to support instruction.  |
| Interprogram Svcs/Paper     |        | \$1.00     | \$1.00         | 0078-09800-00-5733-1000-1110-01000-0000 | LCFF Intervention Support | LCFF 2                     | Classroom support by providing printed materials for supplemental academic activities.                             |
| Supplies                    |        | \$417.58   | \$417.58       | 0078-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | 01, 02, 05, LCFF 2         | Classroom supports - supplies such as pencils, journals, charts, batteries to support instructional opportunities. |
| Non Clsrn Tchr Hrly         |        | \$3,000.00 | \$3,611.70     | 0078-09800-00-1957-3160-4760-01000-0000 | LCFF Intervention Support | 01, 02, 03, LCFF 1         | ELPAC testing to ensure appropriate language development instruction.  |

## **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. Parent Involvement Policy for Non-Title I Schools
- C. Home/School Compact
- D. MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Dailard**  
**All Grades Combined**

| Student Group           | English Language Arts |      |      |      |      |      | Chg From |       | Mathematics |      |      |      |      |      | Chg From |       |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
|                         | 2015                  |      | 2016 |      | 2017 |      | 2015     | 2016  | 2015        |      | 2016 |      | 2017 |      | 2015     | 2016  |
|                         | N                     | %    | N    | %    | N    | %    | %        | %     | N           | %    | N    | %    | N    | %    | %        | %     |
| Total                   | 265                   | 67.2 | 242  | 78.5 | 227  | 67.8 | 0.6      | -10.7 | 265         | 59.6 | 242  | 73.1 | 227  | 70.0 | 10.4     | -3.1  |
| Female                  | 137                   | 73.0 | 119  | 84.0 | 114  | 69.3 | -3.7     | -14.7 | 137         | 58.4 | 119  | 69.7 | 114  | 68.4 | 10.0     | -1.3  |
| Male                    | 128                   | 60.9 | 123  | 73.2 | 113  | 66.4 | 5.5      | -6.8  | 128         | 60.9 | 123  | 76.4 | 113  | 71.7 | 10.8     | -4.7  |
| African American        | 3                     | -    | 9    | -    | 8    | -    | -        | -     | 3           | -    | 9    | -    | 8    | -    | -        | -     |
| Asian                   | 6                     | -    | 6    | -    | 2    | -    | -        | -     | 6           | -    | 6    | -    | 2    | -    | -        | -     |
| Filipino                | 7                     | -    | 4    | -    | 3    | -    | -        | -     | 7           | -    | 4    | -    | 3    | -    | -        | -     |
| Hispanic                | 51                    | 45.1 | 43   | 65.1 | 47   | 57.4 | 12.3     | -7.7  | 51          | 37.3 | 43   | 55.8 | 47   | 51.1 | 13.8     | -4.7  |
| Indochinese             | 4                     | -    | 5    | -    | 7    | -    | -        | -     | 4           | -    | 5    | -    | 7    | -    | -        | -     |
| Native American         | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Pacific Islander        | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| White                   | 160                   | 71.3 | 143  | 81.8 | 133  | 71.4 | 0.1      | -10.4 | 160         | 66.3 | 143  | 80.4 | 133  | 76.7 | 10.4     | -3.7  |
| Multiracial             | 34                    | 76.5 | 32   | 87.5 | 27   | 88.9 | 12.4     | 1.4   | 34          | 58.8 | 32   | 68.8 | 27   | 77.8 | 19.0     | 9.0   |
| English Learner         | 8                     | -    | 6    | -    | 9    | -    | -        | -     | 8           | -    | 6    | -    | 9    | -    | -        | -     |
| English-Speaking        | 257                   | 68.9 | 236  | 79.7 | 218  | 70.2 | 1.3      | -9.5  | 257         | 60.7 | 236  | 74.2 | 218  | 71.6 | 10.9     | -2.6  |
| Reclassified†           | 14                    | 78.6 | 11   | 81.8 | 7    | -    | -        | -     | 14          | 42.9 | 11   | 63.6 | 7    | -    | -        | -     |
| Initially Eng. Speaking | 243                   | 68.3 | 225  | 79.6 | 211  | 71.1 | 2.8      | -8.5  | 243         | 61.7 | 225  | 74.7 | 211  | 72.0 | 10.3     | -2.7  |
| Econ. Disadv.*          | 61                    | 44.3 | 57   | 63.2 | 42   | 33.3 | -11.0    | -29.9 | 60          | 28.3 | 57   | 61.4 | 42   | 35.7 | 7.4      | -25.7 |
| Non-Econ. Disadv.       | 204                   | 74.0 | 185  | 83.2 | 185  | 75.7 | 1.7      | -7.5  | 205         | 68.8 | 185  | 76.8 | 185  | 77.8 | 9.0      | 1.0   |
| Gifted                  | 111                   | 85.6 | 95   | 93.7 | 69   | 85.5 | -0.1     | -8.2  | 111         | 80.2 | 95   | 86.3 | 69   | 85.5 | 5.3      | -0.8  |
| Not Gifted              | 154                   | 53.9 | 147  | 68.7 | 158  | 60.1 | 6.2      | -8.6  | 154         | 44.8 | 147  | 64.6 | 158  | 63.3 | 18.5     | -1.3  |
| With Disabilities       | 12                    | 16.7 | 16   | 50.0 | 17   | 23.5 | 6.8      | -26.5 | 14          | 21.4 | 16   | 43.8 | 17   | 29.4 | 8.0      | -14.4 |
| WO Disabilities         | 253                   | 69.6 | 226  | 80.5 | 210  | 71.4 | 1.8      | -9.1  | 251         | 61.8 | 226  | 75.2 | 210  | 73.3 | 11.5     | -1.9  |
| Homeless                | 2                     | -    | 0    | -    | 0    | -    | -        | -     | 2           | -    | 0    | -    | 0    | -    | -        | -     |
| Foster                  | 2                     | -    | 0    | -    | 0    | -    | -        | -     | 2           | -    | 0    | -    | 0    | -    | -        | -     |
| Military                | 10                    | 60.0 | 10   | 90.0 | 6    | -    | -        | -     | 10          | 70.0 | 10   | 60.0 | 6    | -    | -        | -     |

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Dailard**  
**Grade 3**

| Student Group           | English Language Arts |      |      |      |      |      | Chg From |       | Mathematics |      |      |      |      |      | Chg From |       |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
|                         | 2015                  |      | 2016 |      | 2017 |      | 2015     | 2016  | 2015        |      | 2016 |      | 2017 |      | 2015     | 2016  |
|                         | N                     | %    | N    | %    | N    | %    | %        | %     | N           | %    | N    | %    | N    | %    | %        | %     |
| Total                   | 88                    | 71.6 | 82   | 74.4 | 71   | 66.2 | -5.4     | -8.2  | 89          | 66.3 | 82   | 78.0 | 71   | 76.1 | 9.8      | -1.9  |
| Female                  | 42                    | 83.3 | 42   | 81.0 | 36   | 63.9 | -19.4    | -17.1 | 42          | 73.8 | 42   | 76.2 | 36   | 75.0 | 1.2      | -1.2  |
| Male                    | 46                    | 60.9 | 40   | 67.5 | 35   | 68.6 | 7.7      | 1.1   | 47          | 59.6 | 40   | 80.0 | 35   | 77.1 | 17.5     | -2.9  |
| African American        | 0                     | -    | 4    | -    | 2    | -    | -        | -     | 0           | -    | 4    | -    | 2    | -    | -        | -     |
| Asian                   | 2                     | -    | 0    | -    | 1    | -    | -        | -     | 2           | -    | 0    | -    | 1    | -    | -        | -     |
| Filipino                | 3                     | -    | 1    | -    | 1    | -    | -        | -     | 3           | -    | 1    | -    | 1    | -    | -        | -     |
| Hispanic                | 18                    | 38.9 | 19   | 63.2 | 11   | 54.5 | 15.6     | -8.7  | 18          | 44.4 | 19   | 73.7 | 11   | 45.5 | 1.1      | -28.2 |
| Indochinese             | 1                     | -    | 3    | -    | 3    | -    | -        | -     | 1           | -    | 3    | -    | 3    | -    | -        | -     |
| Native American         | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Pacific Islander        | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| White                   | 55                    | 76.4 | 43   | 81.4 | 45   | 68.9 | -7.5     | -12.5 | 56          | 71.4 | 43   | 81.4 | 45   | 82.2 | 10.8     | 0.8   |
| Multiracial             | 9                     | -    | 12   | 83.3 | 8    | -    | -        | -     | 9           | -    | 12   | 91.7 | 8    | -    | -        | -     |
| English Learner         | 5                     | -    | 4    | -    | 5    | -    | -        | -     | 5           | -    | 4    | -    | 5    | -    | -        | -     |
| English-Speaking        | 83                    | 74.7 | 78   | 75.6 | 66   | 69.7 | -5.0     | -5.9  | 84          | 69.0 | 78   | 79.5 | 66   | 78.8 | 9.8      | -0.7  |
| Reclassified†           | 4                     | -    | 2    | -    | 0    | -    | -        | -     | 4           | -    | 2    | -    | 0    | -    | -        | -     |
| Initially Eng. Speaking | 79                    | 73.4 | 76   | 75.0 | 65   | 70.8 | -2.6     | -4.2  | 80          | 68.8 | 76   | 78.9 | 65   | 80.0 | 11.2     | 1.1   |
| Econ. Disadv.*          | 17                    | 52.9 | 21   | 57.1 | 9    | -    | -        | -     | 17          | 41.2 | 21   | 66.7 | 9    | -    | -        | -     |
| Non-Econ. Disadv.       | 71                    | 76.1 | 61   | 80.3 | 62   | 72.6 | -3.5     | -7.7  | 72          | 72.2 | 61   | 82.0 | 62   | 83.9 | 11.7     | 1.9   |
| Gifted                  | 30                    | 93.3 | 24   | 95.8 | 17   | 94.1 | 0.8      | -1.7  | 31          | 77.4 | 24   | 95.8 | 17   | 94.1 | 16.7     | -1.7  |
| Not Gifted              | 58                    | 60.3 | 58   | 65.5 | 54   | 57.4 | -2.9     | -8.1  | 58          | 60.3 | 58   | 70.7 | 54   | 70.4 | 10.1     | -0.3  |
| With Disabilities       | 4                     | -    | 7    | -    | 4    | -    | -        | -     | 5           | -    | 7    | -    | 4    | -    | -        | -     |
| WO Disabilities         | 84                    | 73.8 | 75   | 76.0 | 67   | 68.7 | -5.1     | -7.3  | 84          | 67.9 | 75   | 80.0 | 67   | 79.1 | 11.2     | -0.9  |
| Homeless                | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Foster                  | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Military                | 6                     | -    | 4    | -    | 0    | -    | -        | -     | 6           | -    | 4    | -    | 0    | -    | -        | -     |

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Dailard**  
**Grade 4**

| Student Group           | English Language Arts |      |      |      |      |      | Chg From |       | Mathematics |      |      |      |      |      | Chg From |       |
|-------------------------|-----------------------|------|------|------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
|                         | 2015                  |      | 2016 |      | 2017 |      | 2015     | 2016  | 2015        |      | 2016 |      | 2017 |      | 2015     | 2016  |
|                         | N                     | %    | N    | %    | N    | %    | %        | %     | N           | %    | N    | %    | N    | %    | %        | %     |
| Total                   | 85                    | 65.9 | 83   | 75.9 | 78   | 70.5 | 4.6      | -5.4  | 83          | 61.4 | 83   | 75.9 | 78   | 71.8 | 10.4     | -4.1  |
| Female                  | 45                    | 68.9 | 38   | 81.6 | 42   | 69.0 | 0.1      | -12.6 | 45          | 62.2 | 38   | 76.3 | 42   | 64.3 | 2.1      | -12.0 |
| Male                    | 40                    | 62.5 | 45   | 71.1 | 36   | 72.2 | 9.7      | 1.1   | 38          | 60.5 | 45   | 75.6 | 36   | 80.6 | 20.1     | 5.0   |
| African American        | 3                     | -    | 1    | -    | 5    | -    | -        | -     | 3           | -    | 1    | -    | 5    | -    | -        | -     |
| Asian                   | 3                     | -    | 2    | -    | 0    | -    | -        | -     | 3           | -    | 2    | -    | 0    | -    | -        | -     |
| Filipino                | 2                     | -    | 2    | -    | 0    | -    | -        | -     | 2           | -    | 2    | -    | 0    | -    | -        | -     |
| Hispanic                | 10                    | 60.0 | 15   | 53.3 | 21   | 66.7 | 6.7      | 13.4  | 10          | 60.0 | 15   | 53.3 | 21   | 61.9 | 1.9      | 8.6   |
| Indochinese             | 1                     | -    | 1    | -    | 3    | -    | -        | -     | 1           | -    | 1    | -    | 3    | -    | -        | -     |
| Native American         | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Pacific Islander        | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| White                   | 51                    | 68.6 | 54   | 77.8 | 38   | 81.6 | 13.0     | 3.8   | 49          | 65.3 | 54   | 83.3 | 38   | 81.6 | 16.3     | -1.7  |
| Multiracial             | 15                    | 66.7 | 8    | -    | 11   | 81.8 | 15.1     | -     | 15          | 53.3 | 8    | -    | 11   | 81.8 | 28.5     | -     |
| English Learner         | 2                     | -    | 2    | -    | 3    | -    | -        | -     | 2           | -    | 2    | -    | 3    | -    | -        | -     |
| English-Speaking        | 83                    | 67.5 | 81   | 77.8 | 75   | 73.3 | 5.8      | -4.5  | 81          | 61.7 | 81   | 77.8 | 75   | 73.3 | 11.6     | -4.5  |
| Reclassified†           | 2                     | -    | 5    | -    | 2    | -    | -        | -     | 2           | -    | 5    | -    | 2    | -    | -        | -     |
| Initially Eng. Speaking | 81                    | 66.7 | 76   | 77.6 | 73   | 74.0 | 7.3      | -3.6  | 79          | 62.0 | 76   | 77.6 | 73   | 72.6 | 10.6     | -5.0  |
| Econ. Disadv.*          | 22                    | 45.5 | 16   | 50.0 | 21   | 38.1 | -7.4     | -11.9 | 20          | 35.0 | 16   | 68.8 | 21   | 47.6 | 12.6     | -21.2 |
| Non-Econ. Disadv.       | 63                    | 73.0 | 67   | 82.1 | 57   | 82.5 | 9.5      | 0.4   | 63          | 69.8 | 67   | 77.6 | 57   | 80.7 | 10.9     | 3.1   |
| Gifted                  | 34                    | 82.4 | 31   | 83.9 | 20   | 90.0 | 7.6      | 6.1   | 33          | 84.8 | 31   | 87.1 | 20   | 90.0 | 5.2      | 2.9   |
| Not Gifted              | 51                    | 54.9 | 52   | 71.2 | 58   | 63.8 | 8.9      | -7.4  | 50          | 46.0 | 52   | 69.2 | 58   | 65.5 | 19.5     | -3.7  |
| With Disabilities       | 5                     | -    | 4    | -    | 8    | -    | -        | -     | 5           | -    | 4    | -    | 8    | -    | -        | -     |
| WO Disabilities         | 80                    | 68.8 | 79   | 77.2 | 70   | 75.7 | 6.9      | -1.5  | 78          | 64.1 | 79   | 77.2 | 70   | 75.7 | 11.6     | -1.5  |
| Homeless                | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Foster                  | 0                     | -    | 0    | -    | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Military                | 2                     | -    | 4    | -    | 3    | -    | -        | -     | 2           | -    | 4    | -    | 0    | -    | -        | -     |

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

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



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Dailard**  
**Grade 5**

| Student Group           | English Language Arts |      |      |       |      |      | Chg From |       | Mathematics |      |      |      |      |      | Chg From |       |
|-------------------------|-----------------------|------|------|-------|------|------|----------|-------|-------------|------|------|------|------|------|----------|-------|
|                         | 2015                  |      | 2016 |       | 2017 |      | 2015     | 2016  | 2015        |      | 2016 |      | 2017 |      | 2015     | 2016  |
|                         | N                     | %    | N    | %     | N    | %    | %        | %     | N           | %    | N    | %    | N    | %    | %        | %     |
| Total                   | 92                    | 64.1 | 77   | 85.7  | 78   | 66.7 | 2.6      | -19.0 | 93          | 51.6 | 77   | 64.9 | 78   | 62.8 | 11.2     | -2.1  |
| Female                  | 50                    | 68.0 | 39   | 89.7  | 36   | 75.0 | 7.0      | -14.7 | 50          | 42.0 | 39   | 56.4 | 36   | 66.7 | 24.7     | 10.3  |
| Male                    | 42                    | 59.5 | 38   | 81.6  | 42   | 59.5 | 0.0      | -22.1 | 43          | 62.8 | 38   | 73.7 | 42   | 59.5 | -3.3     | -14.2 |
| African American        | 0                     | -    | 4    | -     | 1    | -    | -        | -     | 0           | -    | 4    | -    | 1    | -    | -        | -     |
| Asian                   | 1                     | -    | 4    | -     | 1    | -    | -        | -     | 1           | -    | 4    | -    | 1    | -    | -        | -     |
| Filipino                | 2                     | -    | 1    | -     | 2    | -    | -        | -     | 2           | -    | 1    | -    | 2    | -    | -        | -     |
| Hispanic                | 23                    | 43.5 | 9    | -     | 15   | 46.7 | 3.2      | -     | 23          | 21.7 | 9    | -    | 15   | 40.0 | 18.3     | -     |
| Indochinese             | 2                     | -    | 1    | -     | 1    | -    | -        | -     | 2           | -    | 1    | -    | 1    | -    | -        | -     |
| Native American         | 0                     | -    | 0    | -     | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| Pacific Islander        | 0                     | -    | 0    | -     | 0    | -    | -        | -     | 0           | -    | 0    | -    | 0    | -    | -        | -     |
| White                   | 54                    | 68.5 | 46   | 87.0  | 50   | 66.0 | -2.5     | -21.0 | 55          | 61.8 | 46   | 76.1 | 50   | 68.0 | 6.2      | -8.1  |
| Multiracial             | 10                    | 80.0 | 12   | 83.3  | 8    | -    | -        | -     | 10          | 70.0 | 12   | 50.0 | 8    | -    | -        | -     |
| English Learner         | 1                     | -    | 0    | -     | 1    | -    | -        | -     | 1           | -    | 0    | -    | 1    | -    | -        | -     |
| English-Speaking        | 91                    | 64.8 | 77   | 85.7  | 77   | 67.5 | 2.7      | -18.2 | 92          | 52.2 | 77   | 64.9 | 77   | 63.6 | 11.4     | -1.3  |
| Reclassified†           | 8                     | -    | 4    | -     | 4    | -    | -        | -     | 8           | -    | 4    | -    | 4    | -    | -        | -     |
| Initially Eng. Speaking | 83                    | 65.1 | 73   | 86.3  | 73   | 68.5 | 3.4      | -17.8 | 84          | 54.8 | 73   | 67.1 | 73   | 64.4 | 9.6      | -2.7  |
| Econ. Disadv.*          | 22                    | 36.4 | 20   | 80.0  | 12   | 33.3 | -3.1     | -46.7 | 23          | 13.0 | 20   | 50.0 | 12   | 25.0 | 12.0     | -25.0 |
| Non-Econ. Disadv.       | 70                    | 72.9 | 57   | 87.7  | 66   | 72.7 | -0.2     | -15.0 | 70          | 64.3 | 57   | 70.2 | 66   | 69.7 | 5.4      | -0.5  |
| Gifted                  | 47                    | 83.0 | 40   | 100.0 | 32   | 78.1 | -4.9     | -21.9 | 47          | 78.7 | 40   | 80.0 | 32   | 78.1 | -0.6     | -1.9  |
| Not Gifted              | 45                    | 44.4 | 37   | 70.3  | 46   | 58.7 | 14.3     | -11.6 | 46          | 23.9 | 37   | 48.6 | 46   | 52.2 | 28.3     | 3.6   |
| With Disabilities       | 3                     | -    | 5    | -     | 5    | -    | -        | -     | 4           | -    | 5    | -    | 5    | -    | -        | -     |
| WO Disabilities         | 89                    | 66.3 | 72   | 88.9  | 73   | 69.9 | 3.6      | -19.0 | 89          | 53.9 | 72   | 68.1 | 73   | 65.8 | 11.9     | -2.3  |
| Homeless                | 2                     | -    | 0    | -     | 0    | -    | -        | -     | 2           | -    | 0    | -    | 0    | -    | -        | -     |
| Foster                  | 2                     | -    | 0    | -     | 0    | -    | -        | -     | 2           | -    | 0    | -    | 0    | -    | -        | -     |
| Military                | 2                     | -    | 2    | -     | 1    | -    | -        | -     | 2           | -    | 2    | -    | 1    | -    | -        | -     |

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

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

**APPENDIX B**

**PARENT INVOLVEMENT POLICY  
FOR NON-TITLE I SCHOOLS**



**DAILARD ELEMENTARY SCHOOL  
PARENT INVOLVEMENT POLICY  
2018 – 2019**

The staff at Dailard Elementary seeks to involve parents in an effective home-school partnership in order to provide the best possible education for our students. These parent involvement activities are integrated into Dailard’s Single Site Plan for Student Achievement. Elements of this policy include:

**Regular Communication With Parents**

In order to build consistent and effective communication between the home and the school and to train teachers and administrators to communicate effectively and in a timely manner with parents, regular communication will include the following:

|                               |                        |   |
|-------------------------------|------------------------|---|
| Teacher Welcome Letters       | Dailard School Website | Parent/Teacher Conferences  |
| Welcome Wednesday             | Connect Ed Messages    | Student Recognition Assemblies  |
| Activities Calendar & Notices | Weekly Email Messages  | Trimester Report Cards  |
| Principal Chats               | SARC Report            | Interim Progress reports for students who are working below grade level standards |

**SBRC:**

Fall meetings will introduce and refresh parents to the Standards Based Report Card (SBRC) and field any questions they may have about the process. At this time, school officials will communicate our Single Site Plan for Student Achievement and highlight specific programs that exist at the site.

**Gifted and Talented Education Program (GATE) Meetings:**

A meeting will be held the fall and spring to inform parents about the GATE program, student identification procedures and the resources available to students through this program.

**Parent Trainings**

These are opportunities to help parents develop skills to use at home that support their children’s academic efforts & social development. They provide parents with techniques and strategies that they can utilize to improve their children’s academic success and to assist their children in learning at home. In order to meet the needs of parents and to schedule appropriate parent workshops, a Parent Needs Assessment survey is conducted through a web-based program during the first trimester. Some of these activities may include:

|                                  |                                    |                                       |
|----------------------------------|------------------------------------|---------------------------------------|
| Kinder Orientation               | Reading Skills/Games               | Understanding the Gifted Child        |
| Parenting Classes                | Writing Skills                     | Assisting Students with Disabilities  |
| Community Resources              | Math Games                         | Helping with Homework                 |
| District Standards & Assessments | Mental Health Resources & Outreach | Nutrition/Health Resources & Outreach |

**Parent Support**

**A) Homework**

As per board policy, homework is assigned each school night and serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide parents an opportunity to interact with their children and their education. Parents can support the school and their child’s success by helping with homework in the following ways:

- Helping their children get organized. Reminding them to bring home the necessary materials: books, pencils, paper, etc.
- Agree upon a regular study time and stick to it.

- See that their child has a regular, suitable study place, with good light, plenty of room, and no distractions (TV, Phone, Family Noise, Etc.)
- Ask to see what their child has done each night and that it is returned to the teacher. Show interest in what he or she does at school.
- Contact the teacher if their child has difficulty understanding an assignment.

## **Our goal is to help their child reach grade level standards and beyond.**

### **B) Citizenship and Student Behavior**

Students are to display good citizenship in the cafeteria, on the playground, on the bus, and in the classroom. Staff and parents should work together to help children understand the meaning and importance of good citizenship.

Specific rights, rules and responsibilities regarding student behavior are detailed on the Student Rights and Responsibilities page of the Dailard Handbook. The handbook will also give information on Dailard's approach to positive behavior intervention and support. The Dailard Handbook can be found on the school website, [www.sandiegounified.org/schools/dailard/dailard-student-and-parent-handbook](http://www.sandiegounified.org/schools/dailard/dailard-student-and-parent-handbook)

### **C) Parent Visitations**

A wonderful way for parents to show their child that he/she is interested in his/her life at school is to visit the classroom, and the school welcomes any parent who wishes to help or simply observe. The District has implemented a Volunteering Screening Process for all volunteers and visitors on campus. Screening is done at the beginning and ongoing throughout the year.

The following visitation guidelines will help minimize disruption of the class.

- Schedule your visit with the classroom teacher and school office in advance (minimum 24 hour notice required).
- Leave younger children at home, to lessen distractions.
- The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge. Before leaving campus, please check out through the office.
- When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.

### **D) Parent Participation**

Parents are urged to involve themselves in one or more school or district committees. These committees meet monthly (in most cases) to plan for student activities and academic programs, to discuss parent and staff concerns, to approve categorical program budgets, and to enhance parent understanding and skills. Without parent participation, our many extra programs could not exist, and our students would not be nearly so successful. Notices about meetings and activities listed below will be sent home regularly. Parents wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

- **Dailard School Foundation (DSF)** – Plans student activities and raises funds to support/enhance programs and activities needed at the school.
- **D.A.D.S. Club- Dads Assisting Dailard Students** enlists dads to be active in student's lives. The group plans fundraisers to fund enrichment activities for students and provide community events.
- **School Site Council (SSC)** – Determines school improvement goals and prioritizes budget expenditures for some categorical programs. Works with Instructional Leadership Team from site to construct school-wide vision.
- **District Advisory Council (DAC)** – District-level council made up of parents, staff, and community leaders responsible for providing the Board of Education and staff with input on matters related to Title I compensatory education.
- **English Learner Advisory Committee (ELAC)** – Assists in planning the program to serve English Language learners at the school site and explore opportunities for all students to learn English. The district ELAC helps set district English Language Learner program goals and plans for the spending of funding provided by the state for this purpose.
- **Site Governance Team (SGT)** – Assists in designing and implementing effective strategies for the continuous improvement of all students' academic achievement through quality teaching and learning experiences at the school site.
- **Dailard Volunteer Program** – Volunteer activities include classroom help, library/media center assistance, etc.....

**APPENDIX C**

**HOME/SCHOOL COMPACT**

## Dailard Elementary 2018-2019 Home-School Compact

**Dailard Elementary staff, students and parents agree that this compact outlines how the parents, the entire school, staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's and San Diego Unified's high standards.**

**As staff of Dailard Elementary,  
we agree to:**

- Provide a safe and orderly school environment.
- Provide high –quality curriculum and instruction in a supportive and effective learning environment by:
  1. Aligning and pacing instruction to enable students to meet grade expectations and standards in all core-content areas.
  2. Using state adopted materials.
  3. Utilizing District Balanced Literacy & Mathematics Frameworks.
  4. Differentiating curriculum based on student need.
- Hold Parent-Teacher conferences during reporting periods to discuss individual student achievement and provide frequent and continuous feedback on how your child is progressing.
- Provide parents with frequent reports throughout the year on their child's progress via progress reports, parent/teacher conferences, phone calls, and/or electronically.
- Schedule meetings, upon request, with teachers, support staff, and administration before and after school.
- Seek your cooperation to work as partners in your child's education by providing volunteer opportunities in class and celebrating your child's learning at school activities and family nights.

**As a parent of Dailard Elementary,  
I will support my child's learning by:**

- Making sure my child is on time and prepared everyday for school.
- Monitoring attendance.
- Knowing how my child is doing in school by communicating with teachers.
- Monitoring my child's homework.
- Volunteering in my child's classroom.
- Monitoring outside-activities.
- Limiting TV viewing and reading together daily with my child.
- Participating, as appropriate, in decisions relating to my child's education.
- Staying informed about my child's education and progress by communicating with my child's teacher and school.
- Checking with my child daily for information sent home from school.
- Serving on school committees when possible and attending meetings and activities when time permits.

**As a student of Dailard Elementary,  
I will share the responsibility for my learning  
by:**

- Coming to school ready to do my best.
- Doing my homework every day.
- Reading at least 20-30 minutes every day outside of school time.
- Sharing papers with my parents and returning signed papers to my teacher.
- Being respectful to all staff members of Dailard Elementary and myself.
- Asking for help when I don't understand.
- Being honest and respecting the rights of others.
- Listening and following directions.
- Knowing that I can learn and will learn

**Principal:** \_\_\_\_\_

**Parent:** \_\_\_\_\_

**Student:** \_\_\_\_\_

**Teacher :** \_\_\_\_\_

**Phone #** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**APPENDIX D**

**MPP BUDGET ALLOCATIONS SUMMARY GRID**

| School             | Resource | Account | ACT DESC                    | Job Code Title | Values<br>Sum of<br>Projected<br>(Budget) FTE | Sum of Projected<br>(Budget) Dollar<br>Amount |
|--------------------|----------|---------|-----------------------------|----------------|---|---|
| Dailard Elementary | 09800    | 1192    | Prof&Curriclm Dev Vist Tchr |                |   | \$ 500.00                                     |
|                    |          | 1957    | Non Clsrm Tchr Hrly         |                |   | \$ 3,000.00                                   |
|                    |          | 2231    | Other Support Prsnl PARAS   | Library Asst   | 0.2375  | \$ 5,924.68                                   |
|                    |          | 3000    | Employee Benefits           |                |   | \$ 2,413.74                                   |
|                    |          | 4301    | Supplies                    |                |   | \$ 417.58                                     |
|                    |          | 5733    | Interprogram Svcs/Paper     |                |   | \$ 1.00                                       |
| <b>09800 Total</b> |          |         |                             |                | <b>0.2375</b>                                 | <b>\$ 12,257.00</b>                           |

**APPENDIX E**

**2018-19 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX E**  
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

**EVALUATION AND ASSESSMENT SURVEY SUMMARY**

**School Name:** Dailard Elementary School  
*TYPE OR PRINT*

| ANALYSIS OF SCORES<br>FOCUS AREA                 | NOTES/ACTION/DECISIONS   |
|--|--|
| MAXIMIZING INSTRUCTIONAL TIME<br>4-Substantially | PD/PLC work focused on collecting formal and informal data to maximize instruction to further student’s learning. Site based common assessments are utilized and analyzed to ensure that all students have access to a quality curriculum, with particular attention to EL students and struggling learners. This work will continue next year.                                  |
| CLOSING THE ACHIEVEMENT GAP<br>4-SUBSTANTIALLY   | Strategic intervention support has been provided to EL and struggling learners by classroom teachers and additional support personnel through focused small group instruction, individual instruction, and best teaching practice. Continue to focus on academic needs of all students using formal and informal data throughout the year.                                       |
| PROFESSIONAL DEVELOPMENT<br>5-Fully              | PD is developed and implemented based on hard data and staff input that focuses on assisting students to reach their goals. Staff and administration work with teachers at other schools in our area to provide quality PD focused on utilizing quality common student assessment data to guide instruction. We will continue this plan into next year.                          |
| GRADUATION/PROMOTION<br>4-Substantially          | Teachers use common core standards and assessments to guide instruction and to ensure they are meeting student needs of all learners for promotion.  |
| PARENT ENGAGEMENT<br>5-Fully                     | Through our highly-involved community, we collectively make decisions that support our staff and students having a direct correlation to the quality of learning in the classroom. We reach out to all sub groups of parents through SSC, SGT, DSF, and DADS as well as our military liaison to provide resources to families struggling emotionally, physically or financially. |