

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT DEWEY ELEMENTARY SCHOOL

2018-19

37-68338-6039481
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: McMillin, Tanya

Contact Person: McMillin, Tanya

Position: Principal

Telephone Number: 619-430-1800

Address: 3251 Rosecrans St, Dewey Elementary, San Diego, CA, 92110-4835,

E-mail Address: tmcmillin@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- 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: *Dewey Elementary*
SITE CONTACT PERSON: *Tanya McMillin*

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

PHONE: *619-430-1800* FAX: *619-430-1849* E-MAIL ADDRESS: *tmcmilline@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 type="checkbox"/> Site Governance Team (SGT) | Date of presentation: <i>4-19-18</i> |
| <input type="checkbox"/> Other (list): <u><i>PTO</i></u> | 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: *4-19-18*

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.

Tanya McMillin
Type/Print Name of School Principal

Tanya McMillin
Signature of School Principal

4-19-18
Date

Terri Crago
Type/Print Name of SSC Chairperson

Terri Crago
Signature of SSC Chairperson

4-19-18
Date

Kimberly Loutch
Type/Print Name of Area Superintendent

Kimberly Loutch
Signature of Area Superintendent

4-24-18
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**

George Dewey is located in the Point Loma/ Midway area of San Diego. The majority of our students reside in Liberty Station and Gateway Village, two military-dependent housing developments that border the school. 80% of the population we serve are military dependents. Approximately 16% of students do not live in the area and have chosen Dewey through the choice process. Dewey is culturally diverse. Bi-Racial and white students each comprise about two-thirds of the population, followed by African-American students, with the remainder divided among Native American, Filipino and Asian students. This multiethnic mix lends itself to creating a positive cultural environment. We serve GATE identified students in grades 3-4. We offer pull out and push in assistance for students who need additional academic assistance in Literacy. Our goal is to meet the needs of all students to ensure academic success. Our academic focus is on writing, reading and mathematics. We have a dedicated science lab that students have the weekly opportunity to participate in hands on learning. The teaching staff is very stable and many of them have taught at Dewey for over ten years. We have an active PTO and we highly encourage parent involvement as we believe that the home school partnership is vital to student success. We offer Art Instruction for all grades. All 3rd graders get to participate in Liberty School. Liberty School is an off campus opportunity once a week throughout the whole school year that exposes third graders to many different fine art experiences all while tying it to science and social studies standards. Our staff is committed to the study of how to best implement the Common Core State Standards.

SCHOOL VISION AND REALITY

Dewey Elementary would include an environment that is always about students first, welcoming and warm with all people smiling and greeting each other while moving through campus. The school culture will project acceptance, curiosity, fun, happiness, and excitement about learning all in one place. The culture of Dewey school would value being well-rounded with opportunities for all types of learners to shine. We would offer music, art, PE, library access, technology, science and STEM lab, and other enriching extracurricular and academic activities. I envision students as active learners that are curious about the world who are motivated to ask questions, discuss deeply, and research topics and content standards that interest them, with the classroom environment and the teacher as supports for that learning. Teachers will provide opportunities for intellectual struggle, increase student talk, implement math concepts w/ concepts guides, continue to plan and implement Common Core State Standards through Lucy Calkins reading and writing curriculum. Teachers also will make it explicit that students need to own their learning and become much more active and responsible in the learning process. The classrooms will become the third teacher to support collaborative learning in a variety of ways and spaces. Use of technology as a resource for information and also for extended practice and enrichment will be available to all students. The goal would be a happy, curious child that loves to come to school and teachers that are excited and invigorated to help the students increase their knowledge and wonder.

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 TECHNICIAN

Allocation is based on projected enrollment and managed centrally.

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

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

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

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

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). Our teachers also team with other Point Loma schools to learn together and promote vertical alignment throughout the cluster to serve all students.

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 writing, reading, and math growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

I surveyed my teachers, staff, and community to determine the needs of the school to support all learners. I shared results at PTO meetings, staff meetings, SSC meetings, and governance meetings.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 75% (approx. 38 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 75 % (approx. 11 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

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

Subgroup: Hispanic/Latino students

By June 2019, 85% (approx. 13 3rd graders) will meet or exceed standards in ELA 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.

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):

DRA, WRAP, District Benchmarks/Interims

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

Teachers will meet by grade level/department to analyze DRA and classroom assessment achievement 6 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 75% (approx. 38 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

Subgroup: African American students

By June 2019, 80% (approx. 12 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 75% (approx. 4 3rd graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 85% (approx. 13 3rd 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 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):

End of Concepts Assessments, District Benchmarks/Interims, SBAC

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

Teachers will meet by grade level/department to analyze end of unit assessments 6 times per year. 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.

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):

CELDT, ELPAC, DRA2, SBAC, Interim Assessments, Report Cards

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

Teachers and principal will meet by grade level/department to analyze end of unit assessments DRA 6 times per year. Analysis will inform subsequent instruction.

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

By June 2019, at least 75 % (approx. 38 3rd graders) will meet or exceed level 38 in DRA.

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):

DRA, WRAP, District Benchmarks/Interims

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

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA 6 times per year. Analysis will inform subsequent instruction.

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

By June 2019, 100% (all families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 50 % of new families (approx. 20 families) will attend 1 Welcome Aboard Meeting to increase the milestones necessary for meaningful graduation.

Targeted Population:

New military families to the area due to transient Military population

What data did you use to form these goals?

Research shows that there is a direct correlation of student achievement to parent involvement, especially with students at risk of not meeting grade level standards. Our goals were based on research and sign in sheets from various school events.

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

Attendance Team will meet 6 times per year to analyze student progress using site developed criteria. Families are contacted by a team member 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 Lucy Calkins units of study in English Language Arts, ELA Framework and California Common Core grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of FELD 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.DRA2, WRAP, End of Unit, Interims, 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 to support student understanding.
- All English learners will be assessed using ELPAC .
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling in small groups.
- Counselor, nurse, guidance assistant and health technician will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health technician, 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 end of unit/topic tests and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction
- Students will participate in weekly hands on science curriculum

Strategic Support (Tier 2)

- Extended learning time through Primetime will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need with IEP.
- 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 re-teach concepts as able to fund.
- Retired Teacher push in/ pull out will provide a Double Dose of daily guided reading or phonics instruction for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

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Intensive Intervention (Tier 3)
 - Educational Specialists will provide consultation support for their teachers
 - Counselor and Military Family Life Counselor (if funding permits from by DoDea) will provide monthly check in with at risk students
 - Speech and language pathologist will provide supplemental support to English learners with language needs if IEP is present.
 - Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need as per SST process.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):
 Continue to strengthen school-wide implementation of research based instructional practices through supplemental materials and supplemental curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?
 * Bell to bell instruction
 * Regular classroom observations and feedback
 * Review Interim assessments, SBAC and ELPAC data with staff, ILT, SSC

2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):
 Implement school-wide intervention systems by increasing access to curriculum and providing after school programs for students not at grade level.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrm Teacher Hrly		\$30,002.09	\$36,119.51	0085-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04, LCFF 1	to provide reading intervention in phonics and guided reading for struggling learners including phonic support for ELLs

How will you monitor these strategies/activities?
 * Bell to bell instruction
 * Regular classroom observations and feedback
 * Review Interim assessments, SBAC and CELDT data with staff, ILT, SSC

3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):
 All grades will meet monthly to discuss learning, assessments, curriculum, data, interventions, professional development, research, strategies and more in an effort of closing the achievement gap for academically disadvantaged students.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale

How will you monitor these strategies/activities?

- *Attendance at cluster and site professional development
- *Grade level team meetings/PLC
- *Continue monitoring of student progress by administration, ILT and teachers

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

Staff will assist students in meeting graduation requirements by attending to their health needs and providing academic career planning.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.2528	\$7,199.24	\$15,181.48	0085-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	04, LCFF 1	to provide social /emotional/ health supports to include attendance monitoring and counseling with students and families

How will you monitor these strategies/activities?

- *Phone calls home
- *SARB letters
- *Counselor interventions such as individual and group meetings
- *Study Study Team meeting with teachers, parents, support staff...etc.

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

School will have multiple opportunities for parents to participate in principal coffee meetings by providing translation in various languages, childcare, and light refreshments. Our purpose and intent is to increase parent knowledge and awareness of their child's academic achievement by sharing reading strategies, SBAC assessment information, and the curriculum.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Other Nonclsrn PARAS Hrly		\$311.50	\$400.00	0085-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	05	provide child care for educational parent events
Inservice supplies		\$300.00	\$300.00	0085-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	light refreshments for educational parent events
Interprogram Svcs/Duplicating		\$300.00	\$300.00	0085-30103-00-5721-2700-1110-01000-0000	Title I Parent Involvement	05	school handbook for communication with parents
Interprogram Svcs/Paper		\$530.00	\$530.00	0085-30103-00-5733-2495-1110-01000-0000	Title I Parent Involvement	05	paper to be used for parent communication

How will you monitor these strategies/activities?

- *Sign in sheets from principal/parent meetings
- *Communication through School Messenger, E-Blast, flyers and the school website

- *Foundation meetings
- *SSC meetings
- *ELAC meetings
- *Open door policy to meet with parents and community members about individual concerns

Local Control Funding Formula Goals and Budget
<p>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?</p>
<p>Intervention Support Goal:: Provide assist struggling students and families with attendance , social emotional , and academic skills Provide community resources to students and families as well as health education to support struggling students</p> <p>Identified Need:: Work with struggling students and families with attendance , social emotional , and academic skills</p> <p>Target Group:: Struggling students and families with attendance , social emotional , and academic skills</p> <p>Monitoring:: Weekly attendance records</p> <p>Personnel Responsible:: Principal, Double Dose Teachers, and Classroom Teachers</p>
<p>Goal 2: Classroom Supports A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p>Classroom Support Goal:: Provide assist struggling students and families with attendance , social emotional , and academic skills Provide community resources to students and families as well as health education to support struggling students</p> <p>Identified Need:: Work with struggling students and families with attendance , social emotional , and academic skills</p> <p>Target Group:: Struggling students and families with attendance , social emotional , and academic skills</p> <p>Monitoring:: Weekly attendance records</p> <p>Personnel Responsible:: Principal, Classroom Teachers, Counselor, Guidance Assistant</p>
<p>Goal 3: Professional Development Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?</p>

Professional Development Goal:
Provide assist struggling students and families with attendance , social emotional , and academic skills

Identified Need::
Work with struggling students and families with attendance , social emotional , and academic skills

Target Group::
Struggling students and families with attendance , social emotional , and academic skills

Monitoring::
Weekly attendance records

Personnel Responsible::
District Leadership and Resource Teachers, Principal , Classroom Teachers

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Guidance Asst	0.3098	\$8,822.48	\$18,604.52	0085-09800-00-2404-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	to provide social /emotional/ health supports to include attendance monitoring and counseling with students and families.
Classroom PARAS Hrly		\$5,000.00	\$6,420.50	0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	to assess English Language Learners with ELPAC to determine instructional needs of students.
Supplies		\$4,102.98	\$4,102.98	0085-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	to provide reading intervention materials and supplemental supplies in phonics and guided reading for struggling learners including phonic support for ELLs
Prof&Curriclm Dev Vist Tchr		\$6,645.07	\$8,000.00	0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	to provide release time for teacher collaboration, PLCs, professional development, and training

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. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/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 :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
Dewey
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	97	53.6	90	57.8	97	63.9	10.3	6.1	97	42.3	92	63.0	98	71.4	29.1	8.4
Female	49	65.3	38	68.4	40	72.5	7.2	4.1	49	44.9	39	61.5	41	75.6	30.7	14.1
Male	48	41.7	52	50.0	57	57.9	16.2	7.9	48	39.6	53	64.2	57	68.4	28.8	4.2
African American	10	50.0	15	40.0	22	63.6	13.6	23.6	10	20.0	15	53.3	22	77.3	57.3	24.0
Asian	1	-	1	-	3	-	-	-	1	-	1	-	4	-	-	-
Filipino	8	-	5	-	3	-	-	-	8	-	5	-	3	-	-	-
Hispanic	54	46.3	39	51.3	37	67.6	21.3	16.3	54	35.2	40	55.0	37	75.7	40.5	20.7
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	3	-	1	-	-	-	2	-	3	-	1	-	-	-
White	12	66.7	17	82.4	17	76.5	9.8	-5.9	12	50.0	17	88.2	17	76.5	26.5	-11.7
Multiracial	10	70.0	10	60.0	14	50.0	-20.0	-10.0	10	60.0	11	54.5	14	57.1	-2.9	2.6
English Learner	26	30.8	14	14.3	10	0.0	-30.8	-14.3	26	30.8	16	37.5	11	27.3	-3.5	-10.2
English-Speaking	71	62.0	76	65.8	87	71.3	9.3	5.5	71	46.5	76	68.4	87	77.0	30.5	8.6
Reclassified†	6	-	5	-	6	-	-	-	6	-	5	-	6	-	-	-
Initially Eng. Speaking	65	61.5	71	63.4	81	70.4	8.9	7.0	65	47.7	71	66.2	81	75.3	27.6	9.1
Econ. Disadv.*	75	49.3	64	53.1	57	57.9	8.6	4.8	75	40.0	65	56.9	58	70.7	30.7	13.8
Non-Econ. Disadv.	22	68.2	26	69.2	40	72.5	4.3	3.3	22	50.0	27	77.8	40	72.5	22.5	-5.3
Gifted	16	68.8	18	88.9	15	86.7	17.9	-2.2	16	68.8	18	94.4	15	93.3	24.5	-1.1
Not Gifted	81	50.6	72	50.0	82	59.8	9.2	9.8	81	37.0	74	55.4	83	67.5	30.5	12.1
With Disabilities	13	15.4	9	-	12	8.3	-7.1	-	13	15.4	9	-	12	16.7	1.3	-
WO Disabilities	84	59.5	81	63.0	85	71.8	12.3	8.8	84	46.4	83	67.5	86	79.1	32.7	11.6
Homeless	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	62	59.7	69	60.9	76	67.1	7.4	6.2	62	43.5	71	66.2	76	75.0	31.5	8.8

* 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
Dewey
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	45	57.8	53	54.7	50	70.0	12.2	15.3	45	51.1	54	59.3	51	74.5	23.4	15.2
Female	21	76.2	17	58.8	25	84.0	7.8	25.2	21	52.4	17	47.1	26	84.6	32.2	37.5
Male	24	41.7	36	52.8	25	56.0	14.3	3.2	24	50.0	37	64.9	25	64.0	14.0	-0.9
African American	5	-	8	-	15	73.3	-	-	5	-	8	-	15	80.0	-	-
Asian	1	-	0	-	2	-	-	-	1	-	0	-	3	-	-	-
Filipino	3	-	3	-	2	-	-	-	3	-	3	-	2	-	-	-
Hispanic	23	56.5	22	54.5	16	81.3	24.8	26.8	23	52.2	22	59.1	16	81.3	29.1	22.2
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	-	-	2	-	1	-	0	-	-	-
White	6	-	12	75.0	8	-	-	-	6	-	12	83.3	8	-	-	-
Multiracial	5	-	7	-	7	-	-	-	5	-	8	-	7	-	-	-
English Learner	14	50.0	6	-	4	-	-	-	14	50.0	7	-	5	-	-	-
English-Speaking	31	61.3	47	59.6	46	76.1	14.8	16.5	31	51.6	47	63.8	46	78.3	26.7	14.5
Reclassified†	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Initially Eng. Speaking	31	61.3	47	59.6	43	74.4	13.1	14.8	31	51.6	47	63.8	43	76.7	25.1	12.9
Econ. Disadv.*	33	54.5	39	51.3	25	64.0	9.5	12.7	33	48.5	39	51.3	26	73.1	24.6	21.8
Non-Econ. Disadv.	12	66.7	14	64.3	25	76.0	9.3	11.7	12	58.3	15	80.0	25	76.0	17.7	-4.0
Gifted	9	-	12	83.3	6	-	-	-	9	-	12	91.7	6	-	-	-
Not Gifted	36	55.6	41	46.3	44	68.2	12.6	21.9	36	41.7	42	50.0	45	73.3	31.6	23.3
With Disabilities	8	-	9	-	12	8.3	-	-	8	-	5	-	12	16.7	-	-
WO Disabilities	37	67.6	48	60.4	43	81.4	13.8	21.0	37	59.5	49	63.3	44	86.4	26.9	23.1
Homeless	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	29	55.2	42	57.1	41	73.2	18.0	16.1	29	44.8	43	62.8	41	80.5	35.7	17.7

* 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
Dewey
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	52	50.0	37	62.2	47	57.4	7.4	-4.8	52	34.6	38	68.4	47	68.1	33.5	-0.3
Female	28	57.1	21	76.2	15	53.3	-3.8	-22.9	28	39.3	22	72.7	15	60.0	20.7	-12.7
Male	24	41.7	16	43.8	32	59.4	17.7	15.6	24	29.2	16	62.5	32	71.9	42.7	9.4
African American	5	-	7	-	7	-	-	-	5	-	7	-	7	-	-	-
Asian	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Filipino	5	-	2	-	1	-	-	-	5	-	2	-	1	-	-	-
Hispanic	31	38.7	17	47.1	21	57.1	18.4	10.0	31	22.6	18	50.0	21	71.4	48.8	21.4
Indochinese	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	1	-	-	-	0	-	2	-	1	-	-	-
White	6	-	5	-	9	-	-	-	6	-	5	-	9	-	-	-
Multiracial	5	-	3	-	7	-	-	-	5	-	3	-	7	-	-	-
English Learner	12	8.3	8	-	6	-	-	-	12	8.3	9	-	6	-	-	-
English-Speaking	40	62.5	29	75.9	41	65.9	3.4	-10.0	40	42.5	29	75.9	41	75.6	33.1	-0.3
Reclassified†	6	-	5	-	3	-	-	-	6	-	5	-	3	-	-	-
Initially Eng. Speaking	34	61.8	24	70.8	38	65.8	4.0	-5.0	34	44.1	24	70.8	38	73.7	29.6	2.9
Econ. Disadv.*	42	45.2	25	56.0	32	53.1	7.9	-2.9	42	33.3	26	65.4	32	68.8	35.5	3.4
Non-Econ. Disadv.	10	70.0	12	75.0	15	66.7	-3.3	-8.3	10	40.0	12	75.0	15	66.7	26.7	-8.3
Gifted	7	-	6	-	9	-	-	-	7	-	6	-	9	-	-	-
Not Gifted	45	46.7	31	54.8	38	50.0	3.3	-4.8	45	33.3	32	62.5	38	60.5	27.2	-2.0
With Disabilities	5	-	4	-	5	-	-	-	5	-	4	-	5	-	-	-
WO Disabilities	47	53.2	33	66.7	42	61.9	8.7	-4.8	47	36.2	34	73.5	42	71.4	35.2	-2.1
Homeless	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	33	63.6	27	66.7	35	60.0	-3.6	-6.7	33	42.4	28	71.4	35	68.6	26.2	-2.8

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APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

SAN DIEGO UNIFIED SCHOOL DISTRICT
Dewey Elementary School
TITLE I PARENT INVOLVEMENT POLICY
2018-2019

Parents will be notified of School Site Council meetings every month on the marquee to inform parents of the monthly School Site Council meeting.

Dewey Elementary School will provide a flexible number of meetings to allow for parent involvement. Parent meetings will be scheduled bi-monthly or monthly and will support a variety of languages when necessary. Topics covered during the meetings will include:

- Posting all meeting agendas and minutes monthly,
- Improving communication between the school and home in order to identify at risk students,
- Discussing the school-wide accountability data, student assessment, and student progress,
- Providing information about school and district programs,
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities,
- Conferencing with teachers
- Parents will be provided book titles for suggested reading,
- Supporting parents understanding of district policy and procedures
- Valuing language and cultural diversity,

Parental involvement impact and input will be shared with the School Site Council to determine the effectiveness of the Parent Involvement Policy

The monthly school-wide calendar will be distributed to the parents informing them of meetings, information on school programs and events.

During parent meetings, opportunities will be offered for them to provide suggestions and needs for future meetings. Responses will be reviewed and acted upon in a timely fashion. Topics that are appropriate for SSC review and action will be placed on the agenda for the next regularly scheduled meeting.

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

APPENDIX C

HOME/SCHOOL COMPACT

Dewey Elementary School Home/School Compact

2018-2019

Dewey Elementary and the parents of the students participating in activities, services and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), 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 high standards. This Home/School Compact is in effect during school year 2018-2019..

School Responsibilities

The Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Teach classes through interesting and challenging lessons that promote student achievement.

- *Endeavor to motivate my students to learn.*
- *Have high expectations and help every child to develop a love of learning.*
- *Communicate regularly with families about student progress.*
- *Provide a warm, safe and caring learning environment.*
- *Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6)*
- *Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.*
- *Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.*
- *Respect the school, students, staff and families.*

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

You may contact your child's teacher at any time during the school year to set up a conference. In addition for the 2018-19 school year, we have tentatively scheduled Parent-Teacher Conferences for November 2018 and March 2019.

3. Provide parents with frequent reports on their child's progress.

Our teachers send home progress reports on a weekly and/or monthly basis. Please discuss your individual expectations with your child's teacher.

4. Provide parents reasonable access to staff.

Our teachers have an "open door" policy when it comes to parent involvement. Please leave a message with the teacher to set-up an appointment to meet with the teacher.

5. Provide parents opportunities to volunteer and participate in their child's class, and

Observe classroom activities as follows:

Our teachers have an "open door" policy when it comes to parent involvement. If you want to volunteer in your child's classroom, please arrange the times with your child's teacher. In addition, please come to the office and fill out a volunteer application and provide us with a recent TB test. You may also be required to submit to a background check conducted by San Diego Unified School District Police Services. Please ensure that you sign in at the office when you come to volunteer. This serves two purposes, we need to know who is on campus at all times for security reasons and we keep a count of volunteer hours for our end-of-the-year volunteer appreciation awards.

Parent Responsibilities

We, as parents, will support our child's learning by agreeing to:

- *Provide a quiet time and place for homework and monitor TV viewing.*
- *Read to my child or encourage my child every day (20 minutes TK-3) and 30 minutes for grade 4).*
- *Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.*
- *Regularly monitor my child's progress in school.*
- *Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.*
- *Communicate the importance of education and learning to my child.*
- *Respect the school, staff, students and families.*

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- *Come to school ready to learn and work hard.*
- *Bring necessary materials, completed assignments and homework.*
- *Know and follow school and class rules.*
- *Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.*
- *Limit my TV watching and instead study or read every day after school.*
- *Respect the school, classmates, staff and families.*

Teacher

Parent

Student

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Dewey Elementary	09800	1192	Prof&Curriclm Dev Vist Tchr			\$ 6,645.07
		2151	Classroom PARAS Hrly			\$ 5,000.00
		2404	Guidance/Attendance Asst	Guidance Asst	0.3098	\$ 8,822.48
		3000	Employee Benefits			\$ 12,557.47
		4301	Supplies			\$ 4,102.98
	09800 Total				0.3098	\$ 37,128.00
	30100	1189	Retired Clsrm Teacher Hrly			\$ 30,002.09
		2404	Guidance/Attendance Asst	Guidance Asst	0.2528	\$ 7,199.24
		3000	Employee Benefits			\$ 14,099.66
	30100 Total				0.2528	\$ 51,300.99
	30103	2955	Other Nonclsrm PARAS Hrly			\$ 311.50
		3000	Employee Benefits			\$ 88.50
		4304	Inservice supplies			\$ 300.00
		5721	Interprogram Svcs/Duplicating			\$ 300.00
		5733	Interprogram Svcs/Paper			\$ 530.00
	30103 Total					\$ 1,530.00

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Dewey Elementary School
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	Design a schedule to maximize instructional time. Design lesson around critical concepts and learning targets tailored to support all students.
CLOSING THE ACHIEVEMENT GAP	Identify focal students at each grade level, especially English Language Learners and students with special needs.
PROFESSIONAL DEVELOPMENT	Meet and plan with Professional Learning Communities to develop professional development opportunities that focus on serving our most needy learners.
GRADUATION/PROMOTION	Focus instruction around getting all 3 rd grade students to grade level by the end of the year (DRA 38)
PARENT ENGAGEMENT	Offer more learning opportunities as well as “Welcome Aboard” meetings for new families.