

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT **DINGEMAN ELEMENTARY** SCHOOL

2018-19

37-68338-6112726
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: Lewis, Tamara

Contact Person: Lewis, Tamara

Position: Principal

Telephone Number: 858-549-4437

Address: 11840 Scripps Creek Dr, Dingeman Elementary, San Diego, CA, 92131-3701,

E-mail Address: tlewis@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: Dingeman Elementary

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

SITE CONTACT PERSON: Tamara Lewis

PHONE: 858-549-4437 FAX:

E-MAIL ADDRESS: tlewis@sandi.net

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

Title I 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>4-18-18</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: 4-18-18

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.

Tamara Lewis
Type/Print Name of School Principal

Tamara Lewis 4-18-18
Signature of School Principal Date

Mary Russell
Type/Print Name of SSC Chairperson

Mary Russell 4-18-18
Signature of SSC Chairperson Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel 5-31-18
Signature of Area Superintendent 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**

*Dingeman Elementary incorporates the surrounding community and high expectations of parents and teachers to inspire the students towards rigorous academic achievement and self-confidence. We respect diversity and promote the development of each individual child as **a lifelong learner and global citizen.***

*Dingeman spirit challenges students to strive for excellence in academics by creating a supportive, nurturing, interactive environment. **Each individual student is valued, empowered and gifted.***

Our SPSA supports this mission by allocating funding to further collaboration and professional development of our teachers. Our diverse school population of over 800 students of varied backgrounds, including students with special needs and students identified as Gifted and Talented, requires our continued work towards developing our teaching practice to prepare our students to meet the California Common Core standards.

SCHOOL VISION AND REALITY

Our vision is to provide an atmosphere of learning for our students, and to nurture to achieve their maximum potential. We value the whole child and strive to enhance opportunities for students in all areas of their development.

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 (PLC). The grade level PLCs also collaborate for planning a common viable curriculum for all students. Additionally, the teams analyze student data in order to monitor student progress toward goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via the School Site Council.

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA.

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. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of students.

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

LCFF COMMUNITY AND STAFF ENGAGEMENT

Stakeholders were engaged in developing our 2018-2019 budget at meetings held in January including meetings with staff, SSC meeting, SGT meeting as well as the Family Faculty connection meeting.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Christine Dopson	Parent
Van Vo	Parent
Puneet Anand	Parent
Helen Lum	Parent
Morgan DaVersa	Parent
Annette Radogna	Teacher
Kris Lee	Teacher
Kenyon Patterson	Other School Representative
Mary Russell	Teacher
Tamara Lewis	Principal

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 90% (approx. 99 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 90% (approx. 135 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 100% (approx. 1 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 1 5th grader) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 95% (approx. 24 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 100% (approx. 1 5th grader) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 90% (approx. 10 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 90% (approx. 12 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 75% (approx. 8 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 75% (approx. 12 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):

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

Teachers will meet by grade levels to analyze DRA2 and CARS achievement 3 times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:

By June 2019, 92% (approx. 95 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 90% (approx. 135 5th graders) will meet or exceed standards in Math on the SBAC exam.

Closing the Gap SMART Goal:

*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 100% (approx. 1 3rd grader) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 100% (approx. 1 5th grader) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 95% (approx. 24 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 100% (approx. 1 5th grader) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 90% (approx. 10 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 90% (approx. 12 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 75% (approx. 8 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 75% (approx. 12 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):

Grade level determined assessments

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 3 times per year. Analysis will inform subsequent instruction.

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

By June 2019, a minimum of 90% of our 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):

We will also use the ELPAC data

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

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of DRA2, and Lucy Calkins writing rubrics.

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

By June 2019, at least 95% (approx. 121 3rd graders) will meet or exceed level 38 in DRA.

By June 2019, at least 95% (approx. 143 5th 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):

DRA2

CARS

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

Teachers will meet by grade levels to analyze end of unit assessments DRA/and CARS 3 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% (approx. 750 families) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 99% (approx. 743 families) will attend a family event to increase the milestones necessary for meaningful graduation.

Targeted Population:

The parents of students in grades 4 & 5 tend to be the least represented at school events.

What data did you use to form these goals?

Attendance sign in, online registrations

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

Teachers and counselors will meet ___ per year to analyze student progress using site developed criteria. Families are contacted ____ 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 ELA/ELD and Math Frameworks and California Common Core grade level standards in designing and differentiating instruction.
- Teachers will provide balanced literacy instruction including guided reading.
- Staff will use multiple measures of assessment (i.e., Lucy Calkins reading and writing rubrics, 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 the ELPAC.
- Speech and Language Pathologist will provide classroom model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health tech will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, 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 publisher and grade level planned assessments aligned to the critical concepts to plan instruction, monitor student progress, adjust instruction accordingly.
- Teachers will participate in on site and district professional development to strengthen instruction.

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. learning contract, progress report, phone call, home visit to discuss the progress of their at risk student.
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- District resource teachers will provide consultation, support and professional development for improving instruction.
- 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 based interventions to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction.

Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teacher.
- Counselor will provide check in with any at risk students.
- Speech and language pathologist will provide supplemental support to students with language needs.
- Psychologist will push into class, observe and collaborate with classroom teachers 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):

Site led monthly professional development sessions, grade level PLCs and attendance at professional conferences will strengthen Tier 1 instruction and outcomes for all students.

How will you monitor these strategies/activities?

Student progress will be monitored through formative and summative assessments as-well-as through teacher observation and anecdotal notes

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

Professional Development will focus on improving Tier 1 instruction and outcomes for all students.

How will you monitor these strategies/activities?

Student progress will be monitored through formative and summative assessments as-well-as through teacher observation and anecdotal notes

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

Teachers will meet in grade level Professional Learning Communities throughout the year to analyze data and plan instruction. The site monthly Professional Development will focus on improving Tier 1 instruction and learning outcomes for students in areas identified by data.

Through classroom observations, teacher feedback and site ILT identified needs, we recognize a need for professional development in the areas of literacy including reading, writing, listening and speaking, differentiation for struggling and advanced students, as well as continuing to develop proficiency with the California Common Core State Standards.

How will you monitor these strategies/activities?

Progress will be monitored through formal and informal classroom observations, as well as monitoring students' academic growth.

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

Our district Counselor will work with classroom teachers to implement Second Step lessons in classrooms to promote empathy, emotions management and problem solving skills. Students identified with additional needs will participate in small groups with the counselor in groups including anxiety, standing up to bullies, friendship and divorce.

How will you monitor these strategies/activities?

Supports will be monitored through monthly meetings with the school counselor, school psychologist and administration.

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

A vast majority of our students have at least one parent registered as a school volunteer. Each month we hold a minimum of 2 family events, many in the evening, to allow families an opportunity to participate at school. Every Sunday evening an update is sent out via email to parents thru School Messenger informing of them of events for the week as well as informational items. The Scripps Ranch Civic Association monthly newsletter contains a message from our Principal and Foundation President. Our Foundation and School Principal maintain Facebook accounts that post regularly current school happenings. Our school website is current and has information about school committees and events. Additionally we have an active Instagram account to highlight positive happenings at our school.

As we do not receive any categorical funds there is not a budget associated with this goal. All of our events are run by school personnel and / or volunteers.

How will you monitor these strategies/activities?

Parent Engagement is measured by sign in sheets as well as online registrations.

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::

We will support students that are not meeting grade level standards in English Language Arts through targeted small group instruction (Guided Reading and Writing) in the classroom and provide additional time to access to the library to self-select books to read.

Identified Need::

Students will be identified through formative and summative assessments as-well-as through teacher observation and anecdotal notes.

Target Group::

Students that are not achieving grade level standards.

Monitoring::

Student progress will be monitored through formative and summative assessments as-well-as through teacher observation and anecdotal notes.

Personnel Responsible::

Administration 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::

Instructional supplies and materials are used to enhance language arts and math instruction in the classrooms. We expand our science and fine arts programs utilizing expert volunteers in the classrooms.

Identified Need::

Students will be identified through formative and summative assessments as-well-as through teacher observation and anecdotal notes

Target Group::

All students are considered for expanded and/or enhanced supports.

Monitoring::

Student progress will be monitored through formative and summative assessments as-well-as through teacher observation and anecdotal notes

Personnel Responsible::

Administration and classroom teachers.

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?

Professional Development Goal:

Our goal is to enhance and improve classroom instruction strategies and skills to meet the needs of all students in every grade level. In addition to the on-site provided professional development opportunities, funds will be utilized to provide teachers with PLC time, cross-site visits and off-site professional development.

Identified Need::

Through classroom observations, teacher feedback and site ILT identified needs, we recognize a need for professional development in the areas of literacy including reading, writing, listening and speaking, differentiation for struggling and advanced students, as well as continuing to develop proficiency with the California Common Core State Standards.

Target Group::

All certificated staff

Monitoring::

Progress will be monitored through formal and informal classroom observations, as well as monitoring students' academic growth.

Personnel Responsible::

Administration and certificated staff

LCFF Intervention Supports

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.1000	\$7,943.10	\$13,159.88	0086-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Provide prevention social and emotional classroom intervention lessons
Supplies		\$8,022.12	\$8,022.12	0086-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom and intervention materials for students.

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. 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
Dingeman
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	417	87.5	439	86.1	442	87.1	-0.4	1.0	416	82.0	438	85.4	443	89.6	7.6	4.2
Female	203	89.7	231	87.4	230	92.2	2.5	4.8	203	79.3	230	84.8	230	88.3	9.0	3.5
Male	214	85.5	208	84.6	212	81.6	-3.9	-3.0	213	84.5	208	86.1	213	91.1	6.6	5.0
African American	3	-	5	-	1	-	-	-	3	-	5	-	1	-	-	-
Asian	147	91.2	148	95.3	176	93.2	2.0	-2.1	146	94.5	147	94.6	178	97.2	2.7	2.6
Filipino	15	93.3	20	95.0	20	85.0	-8.3	-10.0	15	66.7	20	80.0	20	85.0	18.3	5.0
Hispanic	32	75.0	34	79.4	33	84.8	9.8	5.4	32	65.6	34	70.6	33	87.9	22.3	17.3
Indochinese	15	80.0	16	56.3	17	76.5	-3.5	20.2	15	60.0	16	68.8	17	82.4	22.4	13.6
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	152	87.5	154	81.8	135	80.7	-6.8	-1.1	152	75.7	154	80.5	134	82.8	7.1	2.3
Multiracial	53	86.8	62	83.9	60	88.3	1.5	4.4	53	88.7	62	91.9	60	86.7	-2.0	-5.2
English Learner	20	25.0	15	40.0	11	18.2	-6.8	-21.8	20	35.0	14	50.0	13	38.5	3.5	-11.5
English-Speaking	397	90.7	424	87.7	431	88.9	-1.8	1.2	396	84.3	424	86.6	430	91.2	6.9	4.6
Reclassified†	69	94.2	63	87.3	70	91.4	-2.8	4.1	68	91.2	63	93.7	70	94.3	3.1	0.6
Initially Eng. Speaking	328	89.9	361	87.8	361	88.4	-1.5	0.6	328	82.9	361	85.3	360	90.6	7.7	5.3
Econ. Disadv.*	35	71.4	40	65.0	48	77.1	5.7	12.1	35	60.0	40	70.0	48	83.3	23.3	13.3
Non-Econ. Disadv.	382	89.0	399	88.2	394	88.3	-0.7	0.1	381	84.0	398	86.9	395	90.4	6.4	3.5
Gifted	260	92.7	286	93.0	248	96.0	3.3	3.0	259	93.8	285	94.7	247	97.2	3.4	2.5
Not Gifted	157	79.0	153	73.2	194	75.8	-3.2	2.6	157	62.4	153	68.0	196	80.1	17.7	12.1
With Disabilities	27	40.7	22	40.9	29	37.9	-2.8	-3.0	27	22.2	22	31.8	29	37.9	15.7	6.1
WO Disabilities	390	90.8	417	88.5	413	90.6	-0.2	2.1	389	86.1	416	88.2	414	93.2	7.1	5.0
Homeless	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	14	92.9	13	92.3	15	73.3	-19.6	-19.0	14	78.6	13	76.9	15	73.3	-5.3	-3.6

* 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
Dingeman
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	139	84.2	153	85.0	153	83.7	-0.5	-1.3	139	77.7	153	88.9	154	90.3	12.6	1.4
Female	65	86.2	89	84.3	74	91.9	5.7	7.6	65	75.4	89	87.6	74	90.5	15.1	2.9
Male	74	82.4	64	85.9	79	75.9	-6.5	-10.0	74	79.7	64	90.6	80	90.0	10.3	-0.6
African American	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
Asian	40	97.5	48	93.8	82	91.5	-6.0	-2.3	40	100.0	48	97.9	83	96.4	-3.6	-1.5
Filipino	8	-	9	-	3	-	-	-	8	-	9	-	3	-	-	-
Hispanic	14	78.6	13	84.6	8	-	-	-	14	71.4	13	84.6	8	-	-	-
Indochinese	5	-	7	-	6	-	-	-	5	-	7	-	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	50	78.0	52	76.9	36	75.0	-3.0	-1.9	50	64.0	52	86.5	36	86.1	22.1	-0.4
Multiracial	22	81.8	22	81.8	18	83.3	1.5	1.5	22	86.4	22	86.4	18	83.3	-3.1	-3.1
English Learner	10	50.0	6	-	8	-	-	-	10	50.0	6	-	9	-	-	-
English-Speaking	129	86.8	147	85.7	145	87.6	0.8	1.9	129	79.8	147	90.5	145	93.8	14.0	3.3
Reclassified†	15	100.0	19	84.2	23	87.0	-13.0	2.8	15	100.0	19	94.7	23	100.0	0.0	5.3
Initially Eng. Speaking	114	85.1	128	85.9	122	87.7	2.6	1.8	114	77.2	128	89.8	122	92.6	15.4	2.8
Econ. Disadv.*	16	68.8	13	76.9	17	52.9	-15.9	-24.0	16	56.3	13	84.6	17	76.5	20.2	-8.1
Non-Econ. Disadv.	123	86.2	140	85.7	136	87.5	1.3	1.8	123	80.5	140	89.3	137	92.0	11.5	2.7
Gifted	78	93.6	90	90.0	72	97.2	3.6	7.2	78	91.0	90	95.6	72	100.0	9.0	4.4
Not Gifted	61	72.1	63	77.8	81	71.6	-0.5	-6.2	61	60.7	63	79.4	82	81.7	21.0	2.3
With Disabilities	14	42.9	3	-	12	25.0	-17.9	-	14	21.4	3	-	12	41.7	20.3	-
WO Disabilities	125	88.8	150	84.7	141	88.7	-0.1	4.0	125	84.0	150	89.3	142	94.4	10.4	5.1
Homeless	0	-	0	-	2	-	-	-	0	-	0	-	2	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	5	-	7	-	-	-	4	-	5	-	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
Dingeman
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	146	87.7	139	82.0	151	91.4	3.7	9.4	146	86.3	139	82.7	151	92.7	6.4	10.0
Female	72	90.3	68	83.8	89	94.4	4.1	10.6	72	86.1	68	77.9	89	92.1	6.0	14.2
Male	74	85.1	71	80.3	62	87.1	2.0	6.8	74	86.5	71	87.3	62	93.5	7.0	6.2
African American	2	-	0	-	1	-	-	-	2	-	0	-	1	-	-	-
Asian	55	85.5	47	95.7	47	95.7	10.2	0.0	55	94.5	47	95.7	47	100.0	5.5	4.3
Filipino	3	-	8	-	9	-	-	-	3	-	8	-	9	-	-	-
Hispanic	5	-	13	84.6	12	91.7	-	7.1	5	-	13	69.2	12	91.7	-	22.5
Indochinese	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	59	89.8	46	76.1	53	86.8	-3.0	10.7	59	81.4	46	73.9	53	86.8	5.4	12.9
Multiracial	17	88.2	20	75.0	23	95.7	7.5	20.7	17	100.0	20	90.0	23	91.3	-8.7	1.3
English Learner	6	-	4	-	1	-	-	-	6	-	4	-	1	-	-	-
English-Speaking	140	91.4	135	84.4	150	92.0	0.6	7.6	140	88.6	135	83.7	150	93.3	4.7	9.6
Reclassified†	18	94.4	22	81.8	23	100.0	5.6	18.2	18	100.0	22	95.5	23	91.3	-8.7	-4.2
Initially Eng. Speaking	122	91.0	113	85.0	127	90.6	-0.4	5.6	122	86.9	113	81.4	127	93.7	6.8	12.3
Econ. Disadv.*	6	-	15	60.0	14	100.0	-	40.0	6	-	15	73.3	14	92.9	-	19.6
Non-Econ. Disadv.	140	89.3	124	84.7	137	90.5	1.2	5.8	140	86.4	124	83.9	137	92.7	6.3	8.8
Gifted	100	89.0	81	91.4	88	96.6	7.6	5.2	100	95.0	81	95.1	88	97.7	2.7	2.6
Not Gifted	46	84.8	58	69.0	63	84.1	-0.7	15.1	46	67.4	58	65.5	63	85.7	18.3	20.2
With Disabilities	4	-	14	28.6	3	-	-	-	4	-	14	28.6	3	-	-	-
WO Disabilities	142	88.0	125	88.0	148	91.2	3.2	3.2	142	88.0	125	88.8	148	93.2	5.2	4.4
Homeless	0	-	0	-	3	-	-	-	0	-	0	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	5	-	-	-	4	-	4	-	5	-	-	-

* 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
Dingeman
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	132	90.9	147	91.2	138	86.2	-4.7	-5.0	131	81.7	146	84.2	138	85.5	3.8	1.3
Female	66	92.4	74	94.6	67	89.6	-2.8	-5.0	66	75.8	73	87.7	67	80.6	4.8	-7.1
Male	66	89.4	73	87.7	71	83.1	-6.3	-4.6	65	87.7	73	80.8	71	90.1	2.4	9.3
African American	1	-	3	-	0	-	-	-	1	-	3	-	0	-	-	-
Asian	52	92.3	53	96.2	47	93.6	1.3	-2.6	51	90.2	52	90.4	48	95.8	5.6	5.4
Filipino	4	-	3	-	8	-	-	-	4	-	3	-	8	-	-	-
Hispanic	13	69.2	8	-	13	84.6	15.4	-	13	61.5	8	-	13	76.9	15.4	-
Indochinese	5	-	4	-	5	-	-	-	5	-	4	-	5	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
White	43	95.3	56	91.1	46	78.3	-17.0	-12.8	43	81.4	56	80.4	45	75.6	-5.8	-4.8
Multiracial	14	92.9	20	95.0	19	84.2	-8.7	-10.8	14	78.6	20	100.0	19	84.2	5.6	-15.8
English Learner	4	-	5	-	2	-	-	-	4	-	4	-	3	-	-	-
English-Speaking	128	93.8	142	93.0	136	86.8	-7.0	-6.2	127	84.3	142	85.2	135	85.9	1.6	0.7
Reclassified†	36	91.7	22	95.5	24	87.5	-4.2	-8.0	35	82.9	22	90.9	24	91.7	8.8	0.8
Initially Eng. Speaking	92	94.6	120	92.5	112	86.6	-8.0	-5.9	92	84.8	120	84.2	111	84.7	-0.1	0.5
Econ. Disadv.*	13	84.6	12	58.3	17	82.4	-2.2	24.1	13	53.8	12	50.0	17	82.4	28.6	32.4
Non-Econ. Disadv.	119	91.6	135	94.1	121	86.8	-4.8	-7.3	118	84.7	134	87.3	121	86.0	1.3	-1.3
Gifted	82	96.3	115	96.5	88	94.3	-2.0	-2.2	81	95.1	114	93.9	87	94.3	-0.8	0.4
Not Gifted	50	82.0	32	71.9	50	72.0	-10.0	0.1	50	60.0	32	50.0	51	70.6	10.6	20.6
With Disabilities	9	-	5	-	14	35.7	-	-	9	-	5	-	14	28.6	-	-
WO Disabilities	123	95.9	142	93.0	124	91.9	-4.0	-1.1	122	86.1	141	86.5	124	91.9	5.8	5.4
Homeless	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	3	-	-	-	6	-	4	-	3	-	-	-

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

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

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

Dingeman Elementary School

Non-Title I Parent Involvement Policy

Dingeman Elementary School has developed a written Non-Title I parental policy with input from parents. The School Site Council and the Site Governance Team met to review and develop the policy.

The Non-Title I Parent Involvement Policy will be distributed to parents via School Messenger.

The school convenes annual meetings to inform parents about the educational program for their children. To involve parents in the Non-Title One Program at the Dingeman Elementary School, we have Back to School Night/Curriculum Night for all grade levels. During this meeting, the parents are informed about the curriculum used at the school and the assessments used to measure student progress.

Dingeman Elementary School holds monthly Site Governance Team meetings to involve parents in the planning, review and improvement of the school programs.

Dingeman Elementary School has parent conferences in the fall and in the spring to discuss student progress towards mastery of Common Core Grade Level Standards

If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in the decisions relating to the education of their children. The administration will have individual parent conferences as requested. We also have Student Study Team meetings, Individualized Education Program meetings and 504 meetings to allow parents the opportunity to participate in decisions about the education of their child.

If requested by parents, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Dingeman Elementary supports students and parents by providing individualized meetings, by request such as: Parent/Teacher Conferences, Student Study Team Meetings, 504 Meetings, Individualized Educational Plans

Dingeman Elementary School has active communication with parents through email, school website and social media to keep them informed about the school community.

Dingeman Elementary School provides Community Tours and Orientation School Tours to inform parents about all of the programs and activities that take place at the school. Parents meet with the administration for

an overview of the school and are taken on a tour of the school by staff, parents and Student Council members.

APPENDIX C

HOME/SCHOOL COMPACT

DINGEMAN ELEMENTARY SCHOOL

Home/School Compact

STUDENT COMMITMENTS

Academic:

- I will attend school daily, on time, prepared, and ready to work and learn.
- I will understand what I am expected to learn, complete all assignments to the best of my ability, and request help when I need it.

Citizenship:

- I will follow school rules (include site discipline code) and cooperate with adults and other students.
- I will respect the rights of others to learn and help to create a positive learning environment for everyone.
- I will follow teacher instructions and not be disruptive in class.
- I will not use profanity or make derogatory statements("put-downs ").
- I will respect the property of the school, the community, and others.

Home

- Everyday, I will spend time reading (including reading for fun), studying and completing homework.

TEACHER COMMITMENTS

Teaching and Learning

- I will set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.
- I will provide an enriching academic program based on standards.
- I will give my students timely feedback on their work.
- I will provide a safe and positive atmosphere for learning consistent with our site discipline plan.
- I will seek out additional resources, such as individual instruction, peer coaching/tutoring, etc., to meet my students' special academic needs.
- * I will advocate for my students' non-academic needs.

School

- I will help to create a welcoming environment for students, families, and community members.
- I will provide opportunities for parents to volunteer, observe, and/or participate in classroom activities.
- I will actively participate in site decision-making.

Home

- I will communicate with the parents of my students through frequent reports on their child's progress, and will notify parents of any concerns or problems in a timely manner.
- I will schedule parent-teacher conferences; return parent calls, and will be reasonably available to parent.
- I will suggest ways that parents can support their child's learning at home, including the importance of reading daily with their child, and limiting television viewing.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

	09800 LCFF	
Site: 0086 Dingeman Elementary	FTE	TOTAL
		21182
Certificated Salaries / Monthly	0.1	7943.1
2605 School Counselor	0.1	7943.1
Employee Benefits		5216.78
Books and Supplies		8022.12
4301 Supplies		8022.12

APPENDIX E**2018-19 SPSA ASSESSMENT AND EVALUATION**



APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Dingeman Elementary
TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	continue utilizing critical concepts
CLOSING THE ACHIEVEMENT GAP	focus on sub group - students with disabilities
PROFESSIONAL DEVELOPMENT	Begin work with learning more about how to support students with disabilities
GRADUATION/PROMOTION	PLCs continue to monitor student data, ELA and math
PARENT ENGAGEMENT	area of strength, majority of parents highly involved