

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT **DAILARD ELEMENTARY SCHOOL**

**2014-16**

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:**

**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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**

**SAN DIEGO UNIFIED SCHOOL DISTRICT**



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



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San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Dailard Elementary School

**DUE March 13, 2015**

SITE CONTACT PERSON: Beverly Fitzpatrick

PHONE: 619-286-1550

FAX: 619-286-8395

E-MAIL ADDRESS: bfitzpatrick@sandi.net

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

- Quality Education Investment Act (QEIA)
  - Title 1 Schoolwide Programs (SWP)
  - Program Improvement (PI)
- Y1  Y2  Y3  Y4  Y5  Y5+

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 PRESENTATION TO SSC:**

- English Learner Advisory Committee (ELAC) Date of presentation: \_\_\_\_\_
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: \_\_\_\_\_
- Site Governance Team (SGT) Date of presentation: 2-19-15
- Other (list): Intervention Committee Date of presentation: 2-19-15

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: 3-12-15

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.

Beverly Fitzpatrick  
Type/Print Name of School Principal

Signature of School Principal

13  
3-15-15  
Date

Shelley Carter  
Type/Print Name of SSC Chairperson

Signature of SSC Chairperson

13  
3-12-15  
Date

Sofia Friere  
Type/Print Name of Area Superintendent

Signature of Area Superintendent

3/13/15  
Date

**Submit Document With Original Signatures To:**  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3126

## TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
  - B. Home/School Compact
  - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
  - D. 2014-15 SPSA Addendum

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

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

**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 members 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 except for fifth grade Science because they will take the CST in the spring. 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 district interim assessments. Small group instruction is used to further the learning of all students as needed determined by assessments.

**CORE AND SUPPLEMENTAL SUPPORTS**

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

**TEACHER ALLOCATIONS:**

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

Grades K-3:	1:22
Grades K-3 with CSR:	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

**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. The cycles are:

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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

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

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Beverly Fitzpatrick	Principal
Shelley Carter	Teacher, SSC Chair
Mac Horne	Other School Personnel
Cheri Slinger	Parent
Rebecca Smith	Parent
Andy Mangahis	Parent/DAC
Meredith Gies	Teacher
Josie Escalante	Teacher
Lisa Forehand	Teacher
Jess Foster	Parent
Nick Petit	Parent
Jess Foster	Parent

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**  
 \* By 06/13/2016, 82 % of Dailard Elementary Students will meet Common Core grade-level standards in SBAC

**Closing the Gap SMART Goal:**  
 \* By 06/13/2016, 60 % of Dailard Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC

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

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

Common classroom assessments including DRA

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).



**Area 2: Mathematics****Mathematics SMART Goal:**

\* By 06/13/2016, 75 % of Dailard Elementary Students will achieve a meet Common Core grade-level standards in SBAC in Mathematics

**Closing the Gap SMART Goal:**

\* By 06/13/2016, 60 % of Dailard Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

New York Engage assessments, enVision Math Topic Assessments, site-based performance assessments

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/13/2016, 55 % of Dailard Elementary English Learner, Students will improve one proficiency level as measured in California English Language Development Test

**Closing the Gap SMART Goal:**

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

API  
  AYP  
  CAHSEE  
  CELDT  
  Other  
  Interim Assessments  
  End-Of-Course Exams

**Other Assessments (Please Specify):**

Site based common assessments

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle 1** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

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**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**  
 \* By 06/13/2016, 85 % of Dailard Elementary Grade 03, Students will achieve a meet or exceed grade level reading in DRA

**Closing the Gap SMART Goal:**  
 \* By 06/13/2016, 50 % of Dailard Elementary Hispanic or Latino, Grade 03, Students will meet or exceed grade level reading in DRA

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

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

**Progress and Growth Monitoring:**

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. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?  
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**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?  
**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

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).

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

\* By 06/13/2016, 100 % of Dailard Elementary Parents/Guardians will receive information on grade level expectations and their student's performance in Parent and Community Engagement

**Targeted Population:**

Our VEEP population is greatly under-represented due to transportation challenges. Our VEEP students make up a large portion of our Hispanic subgroup and our English learners. 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:**

Teachers will review parent sign in sheets from Back-to -School/ curriculum Night, Open House, Parent - Teacher Conference, Math Night, Science Night and other family friend events. They will monitor their student's parent attendance and contact by phone parents to provide them with suggestions for activities they can participate in to assist their student in meeting educational goals.  
The office staff and Principal will follow up with the teaching staff to provide additional progress and growth monitoring supports.

**BUDGET: Resources Aligned to Area Goals****Core Program:** Edit the core program for your site

## 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.

ELST 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.

ELST 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.

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

ELST 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.

Local Control Funding Formula Goals
<p><b>Goal 1: Intervention Supports</b> 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><b>Intervention Support Goal:</b> 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.</p> <p><b>Identified Need:</b> English Learners identified as beginning, early intermediate, and intermediate demonstrate a need for small group instruction in order to access academic instruction.</p> <p><b>Target Group:</b> English Language Learners</p> <p><b>Monitoring:</b> Monitoring will be done through CELDT data collection, observation and ongoing informal and formal assessments throughout the year.</p> <p><b>Personnel Responsible:</b> CELDT coordinator</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal:</b> Provide additional classroom support for small group instruction for struggling learners in order to ensure access to the core instructional program.</p> <p><b>Identified Need:</b> Students performing basic or below need additional support to achieve academic success.</p> <p><b>Target Group:</b> Struggling learners not meeting proficiency levels of academic success in the classroom as demonstrated through formal and informal assessment data.</p> <p><b>Monitoring:</b> Teacher observation; informal and formal assessments.</p> <p><b>Personnel Responsible:</b> Classroom Teacher, Educational Specialist</p>
<p><b>Goal 3: Professional Development</b> 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> 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> 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> All students.</p>
<p><b>Monitoring:</b> Teacher observation; student feedback; formal and informal assessments.</p>
<p><b>Personnel Responsible:</b> Administrator; teachers</p>

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Retired Clsrm Teacher Hrly	-	\$500.00	0078-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Retired Classroom Teacher hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
Supplies	-	\$3,901.00	0078-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Provide supplemental materials and supplies for students as we move forward with our implementation of CCSS. Supplies will support student achievement in ELA, Math, and Science (books, chart paper, pencils, paper, etc.)
Non Clsrm Tchr Hrly	-	\$5,000.00	0078-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2	Non Classroom Teacher hourly to provide additional small group and individual support for struggling and at risk students with a focus of ELs afterschool.
Prof&Curriclm DevHrlyClsrmTchr	-	\$1,000.00	0078-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	01, 02, 03, 04, LCFF 1, LCFF 2, LCFF 3	Visiting teachers will provide release time for classroom teachers to work on Common Core Standards for implementation of curriculum. Focus will be on ELA and math, lesson planning cycle, and development and review of assessments.



## 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. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- B. Home/School Compact
- C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- D. 2014-15 SPSA Addendum

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



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

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Dailard Elementary School  
**NON-TITLE I PARENT INVOLVEMENT POLICY**

Dailard Elementary School has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. We receive parent input from our parents through surveys and verbal feedback during SSC meetings, Dailard School Foundation meetings, school tours, and open house.

We distribute the policy to parents of Non-Title I through student packets that are sent home with all students at the beginning of the school year and information posted on our school website.

The policy describes the means for carrying out the following Non-Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

To involve parents in the Non-Title I program at Dailard Elementary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Non-Title I students about Non-Title I requirements and about the right of parents to be involved in the Non-Title I program during our back-to-school night during the first month of school.
- The school offers a flexible number of meetings for Non-Title I parents, such as Activities and Events meetings, foundation meetings, DADS meetings, scheduled tours, monthly Friday Flag refreshment meetings, and 'coffee chat' meetings in the morning or evening. All parents are invited through our school messenger system via e-mail and phone call. The meetings are also posted on our calendar on the school website.
- The school involves parents of Non-Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Non-Title I programs and the Non-Title I parental involvement policy. Parents are involved in the planning process through our SSC/SGT meetings and the Dailard School Foundation.
- The school provides parents of Non-Title I students with timely information about Non-Title I programs. Information is communicated to parents through teacher websites/e-mail, school's website, principal's weekly e-mail/phone messages, annual school calendar, flyers, school assemblies, and parent-teacher conferences.
- The school provides parents of Non-Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are provided with this information during fall and spring open houses, parent-teacher conferences, SSC/SGT meetings, and teacher/school websites.

- If requested by parents of Non-Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. There is a scheduled parent-teacher conference available twice a year. Parents may request a meeting at any time with staff members available to meet the needs of their child. Dailard Elementary School schedules weekly meetings with parents and staff to address specific needs of individual children. Weekly Student Study Team meetings, 504 meetings, and IEP meetings are held. Staff that are available to attend these meetings include the nurse, school psychologist, counselor, educational resource specialist, general education teacher, and principal.

### School-Parent Compact

Dailard Elementary School distributes to parents of Non-Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Non-Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

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Dailard Elementary developed the home-school compact through parent input at SSC/SGT meetings and parent foundation meetings. The home-school compact is sent home with all students at the beginning of the year and is posted on our school website. The compact is reviewed annually with the SSC.

### Building Capacity for Involvement

Dailard Elementary engages Non-Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Non-Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Parents are informed through e-mails, phone calls, and Parent-teacher conferences/open house held twice a year. There are parent-staff meetings scheduled as needed for individual students. Information is posted on teacher's websites and the school website.
- The school provides Non-Title I parents with materials and training to help them work with their children to improve their children's achievement. Dailard staff provides parents with additional materials to further their child's education as needed. Techniques and strategies that can be utilized to improve children's success and learning at home are provided through

computer programs, flyers, community resources, kinder orientation, assessment results, and meetings with specialized staff.

- With the assistance of Non-Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. The Dailard staff is a true partner of the Dailard community. They are represented at all parent/student functions. Information is provided to the staff from the principal, teachers, and parents at staff meetings and professional development sessions about best practices to be able to contribute to the value of parents as equal partners.
- The school coordinates and integrates the Non-Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. The school partners with all parent/student groups on campus to ensure that student activities include parent participation at all levels. The school communicates to through the parents through flyers, school website, e-mails and phone calls to ensure that all parents have equal access to school resources and outside resources relating to the education of their child.
- The school distributes Information related to school and parent programs, meetings, and other activities to Non-Title I parents in a format and language that the parents understand. Information is distributed through district circulars, flyers, pamphlets, teacher websites-e-mails, school website, and weekly e-mails/phone calls through the school messenger system. Information is translated verbally or in writing for a parent's second language as needed.
- The school provides support for parental involvement activities requested by Non-Title I parents. The school utilizes school and community resources to assist with additional supports including transportation, financial support, and emotional support to ensure equal access for all parents to have the opportunity to participate in their child's education.

#### Accessibility

Dailard Elementary provides opportunities for the participation of all Non-Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Written materials, phone calls, and meetings are translated for deaf parents and parents with limited English proficiency as needed. School and community resources are utilized to ensure that all parents have equal access to participate in all activities with their child such as faculty assistance as needed and accessible parking and ramps.

**APPENDIX B****HOME/SCHOOL COMPACT**

*(Provided by the School Site)*

## Dailard Elementary 2015-2016 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 School, 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.

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

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

**As a parent of Dailard Elementary School, 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.

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

Phone Number: \_\_\_\_\_

**As a student of Dailard Elementary School, 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 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.

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

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

**APPENDIX C**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*



San Diego Unified School District				
Site: 0078 Dailard Elementary				
As of Date 04-06-2015				
Extended Summary				
	<b>0000 Discretionary Alloc</b>		<b>09800 LCFF Intervention Support</b>	
<b>Name</b>	<b>FTE</b>	<b>TOTAL</b>	<b>FTE</b>	<b>TOTAL</b>
		<b>47,101.00</b>		<b>11,390.00</b>
		<b>47,101.30</b>		<b>11,390.95</b>
		<b>(0.30)</b>		<b>(0.95)</b>
1170 Prof&Curriclm DevHrlyClstrmTchr		-		1,000.00
1189 Retired Clstrm Teacher Hrly		-		500.00
1192 Prof&Curriclm Dev Vist Tchr		4,000.00		-
1957 Non Clstrm Tchr Hrly		-		5,000.00
2281 Other Support Prsnl PARAS Hrly		700.00		-
2951 Noon Supervision		2,000.00		-
Employee Benefits		1,238.30		989.95
4301 Supplies		19,663.00		3,901.00
5614 Lease of Printer/Duplicator		14,000.00		-
5721 Interprogram Svcs/Duplicating		1,000.00		-
5733 Interprogram Svcs/Paper		4,000.00		-
5920 Postage Expense		500.00		-

**APPENDIX D**

**2014-15 SPSA ADDENDUM**

**Dailard**

<b>Area Goals for 2014-15 SY</b>	
<b>English Language Arts:</b>	By 06/13/2015, 67 % of Dailard Elementary Students will meet Common Core grade-level standards in SBAC. By 06/13/2015, 50 % of Dailard Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC
<b>Mathematics</b>	By 06/13/2015, 65 % of Dailard Elementary Students will meet Common Core grade-level standards in SBAC in Mathematics. By 06/13/2015, 50 % of Dailard Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in SBAC.
<b>English Language Development</b>	By 06/13/2015, 55 % of Dailard Elementary English Learner, Students will improve one proficiency level as measured in California English Language Development Test
<b>Graduation/Promotion Rate</b>	By 06/13/2015, 85 % of Dailard Elementary Grade 03, Students will achieve a meet or exceed grade level reading in DRA
<b>Parent Involvement and Community Engagement</b>	By 06/13/2015, 100 % of Dailard Elementary Parents/Guardians will receive information on grade level expectations and their student's performance in Parent and Community Engagement

<b>Academic Program Description:</b>	<b>Please see the base program model in the following four pages.</b>
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