

THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT DINGEMAN ELEMENTARY SCHOOL

2014-16

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: Beraud, Michael

Contact Person: Beraud, Michael

Position: Vice Principal

Telephone Number:

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

E-mail Address: mberaud@sandi.net

The following items are included:

- Recommendations and Assurances
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I
- Schools Home/School Compact

Board Approval: June 23, 2015

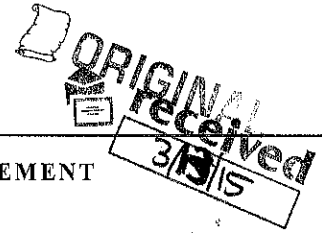


SAN DIEGO UNIFIED SCHOOL DISTRICT

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.



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: Dingeman Elementary School

DUE March 13, 2015

SITE CONTACT PERSON: Michael Beraud

PHONE: 858-549-4437

FAX: 858-635-8948

E-MAIL ADDRESS: mberaud@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.

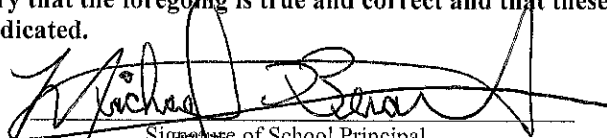
CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/12/15
 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: 3/12/15
 Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 3/12/15

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.

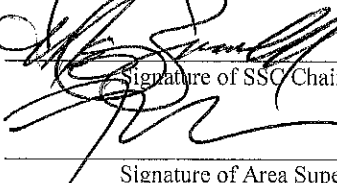
Michael Beraud
Type/Print Name of School Principal

 3/12/15
Signature of School Principal Date

Mary Russell
Type/Print Name of SSC Chairperson

 3/12/15
Signature of SSC Chairperson Date

Fabiola Bagula
Type/Print Name of Area Superintendent

 3/21/15
Signature of Area Superintendent Date

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

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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

Dingeman Elementary School wants to ensure all students will have the capability to become industry leaders, workers and citizens of democracy as innovators in science, technology, engineering, arts and mathematics. Dingeman provides relevant, progressive, project-based learning experiences where students collaborate, think critically, innovate, and powerfully communicate orally and in writing, as local and global citizens. Kids can and do make a difference!

Describe your ideal state for school culture.

Students, staff and community collaborate to embrace life-long learning in a supportive, positive learning environment.

Describe your ideal state for academic press.

Students are collaborating on real-world, complex problems using their creative and critical thinking skills to co-construct viable solutions across all content areas. Students are engaged in authentic collaborative conversations where they listen, debate and take a stance. Students are able to communicate effectively to justify their thinking orally and in writing to an authentic audience.

What is your school's current reality in relation to your vision?

As a school we are working towards CCSS, STEAM, 21st Century Skills in order to help our students be globally competitive in a global economy and society.

Several of the Dingeman Elementary School parents work in computer sciences and engineering and they also work in global teams. They understand the notion of creating learning experiences and teaching students "how to critically think" is what will prepare them for a future we can hardly image.

The staff thinks broadly about the importance of their work with the students.

Describe your current school culture and social environment.

Currently Dingeman has an extraordinary collegial and collaborative learning environment from the students to the adults. There is a culture of respect and care for students as well as care between teachers. It feels like a family.

There is a culture of competitiveness with the teachers that is healthy and strong. The Dingeman staff thrives on risk taking and trying on new innovations with their students.

The teachers sincerely focus on the whole student and really get to know them as individuals and learners.

There are many opportunities for students to express themselves across all content areas and to develop their interests in the arts, music, engineering, student government, student leadership and social justice.

Describe your current reality in terms of academic press.

Most teachers have begun to make the shift from “keepers of knowledge” to facilitators of learning.

Lessons are designed to be student centered, hands-on, real-world complex tasks

Classrooms are lively with academic, collaborative conversations.

Teachers help students extend their thinking and capture their concept ideas/inferences on class charts during Critical Literacy Seminars.

Most students can articulate their thinking orally and in writing by using academic language stems and the language of the discipline.

Most teachers use data to determine next steps in instruction in small group Guided Reading, Writing and Math to help students get to the next level of learning.

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

Member Name	Role
Reggie White	Parent
Leela Padmanabham	Parent
Jaylene Farry	Parent
Evelyn Capozello	Parent
Shay Schweinfurter	Parent
Debbie Raffanti	Teacher
Kris Lee	Teacher
Kenyon Patterson	Other School Representative
Mary Russell	Teacher
Michael Beraud	Principal
Kiran Simma	Parent
Mary Jean Sauvajot	Teacher

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

* By 06/10/2016, 90 % of Dingeman Elementary Students, Grades K-5 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

Closing the Gap SMART Goal:

* By 06/10/2016, 90 % of Dingeman Elementary English Learner, Students, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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:

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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 06/11/2016, 90 % of Dingeman Elementary Students, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

Closing the Gap SMART Goal:
 * By 06/10/2016, 50 % of Dingeman Elementary Students with Disability, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

WHAT DATA DID YOU USE TO FORM THESE GOALS?

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

Other Assessments (Please Specify):

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:

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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 06/12/2016, 60 % of Dingeman Elementary English Learner will meet or exceed proficiency 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):

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:

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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 06/12/2016, 90 % of Dingeman Elementary Grade 03, Students will perform at be at level P level in Fountas and Pinnel

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):

Teacher observations and Fontas and Pinell levels.

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:

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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 06/12/2016, 90 % of Dingeman Elementary Parents/Guardians will perform at attend at least three school events, increasing level in Parent and Community Engagement

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?:**Progress and Growth Monitoring:**

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

Universal Access to Strong Core Instructional Program (Tier 1)

All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

Teachers will provide balanced literacy instruction including daily guided reading.

Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI 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

All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

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 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

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.

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 daily guided reading 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 teacher
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.
Speech and language pathologist will provide supplemental support to English learners with language needs.
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**Goal 1: Intervention Supports****Intervention Support Goal::**

We will support students that are not meeting grade level standards in English Language Arts through Learning Upgrade, targeted small group instruction (Guided Reading and Writing) in the classroom and/or additional certificated teacher pullout support.

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**Classroom Support Goal::**

We use technology and collaborative conversations to enhance the core curriculum program. We also supplement our science program through expert volunteers in the classrooms (STEAM). Struggling students are pulled for additional small group instruction in areas of need.

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 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 self-identified needs, we recognize a need for professional development in the areas of collaborative conversations, differentiation for struggling and advanced students, as well as in developing proficiency with the new 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	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.4750	\$11,927.73	0086-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	01, LCFF 1	The library assistant provides additional literacy support to students through Read Aloud. She also works with the students on research skills.

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. 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)

Dingeman Elementary School

Non-Title I Parent Involvement Policy

Dingeman Elementary School has developed a written Non-Title I parental policy with input from Non-Title I parents. The School Site Council and the Site Governance Team met to review and develop the policy. The policy is reviewed yearly and edited as need to meet the needs of the Dingeman Elementary School learning community.

The Non-Title I Parent Involvement Policy will be distributed annually to parents at the beginning of the school year during Back to School Night/Fall Open House. It is discussed periodically throughout the year at meetings with the School Site Council and the Site Governance Team.

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

Involvement of Parents in the Non-Title I Program

In order to involve parents in the Non-Title I program at Dingeman Elementary School, the following practices have been established:

- The school convenes annual meetings 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. In order 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 these meetings, the parents are informed about and shown the curriculum used at the school, assessments used to measure student progress, activities and programs that will take place throughout the school year, and the different ways that they can participate/volunteer at the school. Information regarding events at the school is sent to home in a variety of ways and is posted on the school and Family Faculty Connection (Foundation) websites.
- The school offers a flexible number of meetings for Non-Title I parents throughout the year. Individual and small group meetings are done throughout the year for parent convenience and support. We have these meetings in both the mornings and the evenings.

- 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. The school holds monthly School Site Council meetings and Family Faculty Connection (Foundation) meetings where various topics are discussed such as Non-Title I programs and the parent involvement that impacts student achievement, academic success, school culture, staffing, budgeting, and home/school relationships. Programs and policies are reviewed on a regular basis and revised to have continued support and positive relationships between the school and the parents.
- The school provides parents of Non-Title I students with timely information about Non-title I programs. Dingeman Elementary School has an annual Fall Open House at the beginning of each school year to introduce the parents to the staff and to provide information to parents and guardians about all facets and programs that are offered at Dingeman Elementary School.
- Dingeman Elementary 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, guardians, and students are provided with this information at the annual Fall Open House and at parent conferences that are held in the Fall and the Spring.
- 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. Meetings are held by appointment and 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.

This policy is updated periodically to meet the changing needs of parents and the school.

School-Parent Compact

Dingeman Elementary School distributes to parents of Non-Title I students a school-parent compact as well as other important information to support the student's academic growth and achievement. The compact, has been developed with input from all stakeholders, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The compact delineates the specific ways that the school and families will partner to help support student achievement in meeting 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.

- Dingeman Elementary Schools responsibility to provide high-quality curriculum and instruction
- Avenues by which 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

Dingeman Elementary met with the School Site Council and Site Governance to discuss and develop the School-Home Compact. At the start of the school year, we distribute information regarding the upcoming school year, district and state requirements, classroom programs, school operations and health information. This information is also posted on the school website.

Building Capacity for Involvement

Dingeman Elementary School engages Non-Title I parents in meaningful interactions with the school. It supports a positive relationship and 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. During the Fall Open House, parents meet the grade level staff and are given a school overview by the principal. The parents visit their child's classroom where teachers discuss curriculum, instruction, assessments, discuss support for students and they receive a class syllabi. The school keeps parents informed and connected to the school through the use of the School Messenger and the school website.
- The school provides Non-Title I parents with materials, textbooks, curriculum and related programs to train parents to support and improve their children's education and achievement. This is done

through general education supports and extends to Learning Upgrade for reading and math, Tiger Reading Intervention Program (for at-risk students) and Raz Kids to improve reading skills.

- Dingeman Elementary School has an open dialogue between, staff, parents and students in an effort to understand and encourage parent involvement in the academic success of students and to create positive interaction between school-home. The school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. We have a highly supportive, engaging and active Foundation that offers support to the school on a regular basis.
- The school coordinates and integrates the Non-Title I parental involvement program by welcoming and inviting parents to participate in classrooms, programs and by taking an active role in school committees. We encourage and support parents to fully participate in the education of their children. We have parents that work in the engineering and programming fields chair our STEAM committee. A group of parents that are experts in the field write and present lessons along with classroom teachers to all classrooms in coding and robotics. Also, we have parents that are trained through Art Corp and participate in art education in every classroom. We encourage parents to work in partnership with us to create a school where students are thriving and learning.
- Dingeman Elementary School uses varied avenues of communication in an effort to reach and engage all families in the school community. We use a monthly Tiger Rally, School Messenger, mailers, and the school website (which is updated on a regular basis) to support student involvement and parent engagement.

Accessibility

Dingeman Elementary School 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. Information and school reports are provided in a format and language that parents can understand. When needed, translators are provided for parent-teacher-student meetings.

APPENDIX B**HOME/SCHOOL COMPACT**

(Provided by the School Site)

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 get 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 C

2014-15 SPSA ADDENDUM

DINGEMAN ELEMENTARY SCHOOL 2014-2015

English/Language Arts SMART Goal

By 06/12/2015, 94 % of Dingeman Elementary Students, Grades K-5 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

Closing the Gap SMART Goal

By 06/12/2015, 94 % of Dingeman Elementary English Learner, Students, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in English/Language Arts

How does the goal align to the Local Education Agency Plan SMART goals?

Dingeman students will have met or exceeded the AMO.

Mathematics SMART Goal

2.1. By 06/12/2015, 94 % of Dingeman Elementary Students, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

Closing the Gap SMART Goal

2.2. By 06/12/2015, 55 % of Dingeman Elementary Students with Disability, Grades 2-5 will meet or exceed common core grade level standards identified by site developed formative assessments in Mathematics

What data did you use to form these goals?

AYP and District Interim Assessments

How does the goal align to the Local Education Agency Plan SMART goals?

Dingeman students will have met or exceeded the AMO.

English Learner SMART Goal

By 06/12/2015, 60 % of Dingeman Elementary English Learner will meet or exceed proficiency in California English Language Development Test.

What data did you use to form these goals?

CELDT

Graduation Rate SMART Goal

By 06/12/2015, 90 % of Dingeman Elementary Grade 03, Students will perform at be at level P level in Fountas and Pinnel Closing the Gap SMART Goal

Other Assessments (Please Specify)

Teacher observations and Fontas and Pinell levels.

Parent Involvement and Community Engagement SMART Goal

By 06/12/2016, 90 % of Dingeman Elementary Parents/Guardians will perform at attend at least three school events, increasing level in Parent and Community Engagement

Targeted Population

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

Elementary Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

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

Grades K-3:	1:25.5
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