

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **DAILARD ELEMENTARY** SCHOOL

2020-21

37-68338-6096879

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

Principal: Fitzpatrick, Beverly

Contact Person: Fitzpatrick, Beverly

Position: Principal

Telephone Number: (619) 286-1550

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

E-mail Address: bfitzpatrick@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Dailard Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Beverly Fitzpatrick

PHONE: 619-860-5900

FAX:

E-MAIL ADDRESS: bfitzpatrick@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title 1 Schoolwide Programs (SWP) CSI School

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 checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: 8/31/20 |
| <input checked="" type="checkbox"/> Site Governance Team (SGT) | Date of presentation: 10/1/20 |
| <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: 10/1/20

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

/s/Beverly Fitzpatrick 10/1/20
Signature of School Principal / Date

Megan Beall
Type/Print Name of SSC Chairperson

/s/Megan Beall 10-1-20
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Monika Hazel

Type/Print Name of Area Superintendent

Monika Hazel 11/18/20

Signature of Area Superintendent / Date

Submit Document With Electronic 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. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement represents a comprehensive site plan of a non-Title I school. The staff at Dailard Elementary strives for excellence and equity in meeting the needs of our students. School programs and curriculum are strategically designed to engage and enhance student learning. Staff work collaboratively in PLC's to develop and implement a rigorous curriculum based on student needs. Our programs are standards based and we continue to support our identified students to close the achievement gap. The School Plan for Student Achievement includes goals and strategies that will improve students' achievement and attendance for all. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

We met to discuss goals and budget at the following meetings:

9/30/20 School Site Council meeting

9/30/20 School Governance meeting

Stakeholders were provided an opportunity for feedback relating to budget and goals through the following surveys:

1/2019 Staff Survey

1/2019 Community Survey

RESOURCE INEQUITIES

Dailard's root cause analysis involved examining data from the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data and a review of the 2019-2020 SPSA. An analysis of the student groups from the in 3rd, 4th, and 5th grade students, 2019 CAASPP results indicate overall growth in the areas of ELA and Math. Due to the COVID-19 pandemic, we did not administer the 2020 CAASPP assessments.

In addition, our students have been involved in online learning since school closed for in person learning on March 13. This has affected students in multiple ways struggling with technology issues, not having adult support within the home, and the emotional health of our students.

Our LCFF budget was spent supporting and servicing students identified as not meeting grade level standards in English Language Arts. We spent 100% of our funds on additional support personnel to use research-based strategies in small groups with identified students in order to close the achievement gap in core subject areas. Additional funds from other programs and budgets were used to supplement resources and programs to meet the needs of our struggling students. These were identified as a need by teachers through teacher observation and site-based assessments. A program, "Words Their Way" was used through the school year for grades K-2 and fully implemented with teacher input through data monitoring. Through research-based strategies, we decided this would be important for our students to increase student knowledge of phonics, vocabulary and how words work as part of a program to ensure that all students become fully literate individuals.

Our data in 2019 demonstrates an increase in all grade levels and all subject areas from the previous year. One of our identified groups, students with special needs, demonstrated the most significant growth of our students who need to close the achievement gap. There was extra money spent from another fund to support those students in small group instruction, ensuring that their hours were met to reach their IEP goals. Two subgroups that did not demonstrate significant growth were our economically disadvantaged students and Hispanic students, particularly in 3rd grade ELA. From 3rd grade, only 47% of our Hispanic students and 31% of economically disadvantaged students met or exceeded grade level standards in ELA. From 5th grade, 82% of our Hispanic students and 58% of our economically disadvantaged students met or exceeded standards in ELA. In math, 58% of our 3rd grade Hispanic students and 64% of our 5th grade Hispanic students met or exceeded the standards. 44% of our 3rd grade economically disadvantaged students and 50% of our 5th grade economically disadvantaged students met or exceeded the math standards. We need to focus our attention to ensuring that these students receive extra support in class with small group instruction, individualized instruction and pull out intervention if necessary.

Due to the COVID-19 epidemic, we may have more resource inequities when we return related to technology access, childcare and access to zoom classes, and learning online.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Beverly Fitzpatrick	Principal
Annie Burnham	Parent
Ramon Aguirre	Parent
Michael McEwen	Classroom Teacher
Kristen Zittle	Classroom Teacher
Kimberly Gutierrez	Classroom Teacher
Megan Beall	Parent
Jennie Gendron	Parent
Angela Tibbetts	Parent
Antionette Velasquez	classified

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Staff and administration has been reaching out to our 5th grade students to provide leadership opportunities with committees that will involve all students on campus. 5th grade students are also provided multiple opportunities to provide input and feedback related to their participation in their educational environment through surveys and class discussions.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. Our communication and meetings will need to be done online due to the pandemic.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5th grade	Meaningful participation	4% high	10% high	CAL-SCHLS (CHKS)	Annually

*Identified Need

As measured through the Healthy Kids Survey:

- Very few students have reported that they feel like they are part of the decision-making process for school activities or rules.

As measured by our suspension rate:
 - Our economically disadvantaged students and students with disabilities were in the yellow zone on the 2019 CA dashboard for suspensions.

***Online Learning Implications**

-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
 -Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease suspension rate	5% suspended	4% suspended	Suspension	Annual
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease suspension	4% suspended	3% suspended	Suspension	Annual

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students will benefit.

***Strategy/Activity - Description**

Working with our 5th grade level team, we are creating leadership opportunities for all 5th graders. They will be active participants with various activities around school campus through shared decision thinking and acting. This will be a challenge this year with online learning, but we will continue to develop online leadership opportunities for our 5th graders to meet this goal.

***Additional Supports for this Strategy/Activity**

School supplies using other sources of funding will be used to promote and create activities school wide.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To close the achievement gap, we ensured that there was daily small group reading instruction in every classroom. We also provided one, six-week intervention session with struggling students that were not identified special education students. We also attempted to ensure that special education students received their instructional hours for their goals using other budgets and funds to assist teachers with testing and IEPs. Reading Plus was a program that was purchased to increase reading performance of all our students in grades 2-5.

69% (4%) of our 3rd graders met or exceeded standards in ELA on the SBAC exam.

83% (13%) of our 5th graders met or exceeded standards in ELA on the SBAC exam.

42% of our 3rd grade students with disabilities met or exceed standard in ELA on the SBAC exam.

There was no score for 5th graders with disabilities on the ELA or math portion of the SBAC as the three students opted out of the test.

47% (-24%) of our Hispanic/Latino 3rd grade students met or exceeded standards in ELA on the SBAC exam.

82% (19%) of our Hispanic/Latino 5th graders met or exceeded standards in ELA on the SBAC exam.

31% (-19%) of our 3rd grade economically disadvantaged students met or exceeded standards in ELA on the SBAC exam.

58% (21%) of our 5th grade economically disadvantaged students met or exceeded standards in ELA on the SBAC exam.

**Percentages in parenthesis is the difference +/- that our scores were away from our intended score.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our intention was for:

- 75% of our 3rd graders would meet or exceed standards in ELA. 69% achieved that goal.
 - 75% of our 5th graders would meet or exceed standards in ELA. 83% achieved that goal.
 - 50% of our 3rd grade students with disabilities would meet or exceed ELA standards. 42% of our six students achieved this goal.
 - 50% of our 5th grade students with disabilities would meet or exceed ELA standards. There was no score as the three students opted out of the test.
 - 57% of our 3rd grade Hispanic students would meet or exceed ELA standards. 47% of our 11 students achieved that goal.
 - 57% of our 5th grade Hispanic students would meet or exceed ELA standards. 82% of our six students achieved that goal.
 - 60% of our 3rd grade economically disadvantaged students would meet or exceed ELA standards. 31% of our 13 students achieved that goal.
 - 60% of our 5th grade economically disadvantaged students would meet or exceed ELA standards. 58% of our five 5th graders achieved that.
- Sub group number of students are low. Percentages can be deceiving if you do not take into account all the data.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With focused small group instruction using effective teaching strategies from a highly qualified credentialed teacher, our focus will be to close the achievement gap of all students. Students will be identified using formative and informative data. Pre/Post data will be gathered and collected. Although we would love to have 100% of all students meeting grade level standards across all subject areas, we will strive to make realistic gains every year.

Our intended outcomes from SBAC testing in ELA is for:

- 79% of all 3rd graders will meet or exceed standards.
- 88% of all 5th graders will meet or exceed standards
- 50% of 3rd grade students with disabilities will meet or exceed standards .
- 50% of 5th grade students with disabilities will meet or exceed standards.
- 57% of 3rd grade Hispanic students will meet or exceed standards.
- 87% of 5th grade Hispanic students will meet or exceed standards.
- 50% of 3rd grade economically disadvantaged students will meet or exceed standards.
- 68% of 5th grade economically disadvantaged students will meet or exceed standards.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	show an increase in SBAC score	69	79	CAASPP ELA	annually
June 2021	5th	show an increase in SBAC score	83	88	CAASPP ELA	annually
June 2021	4th	show an increase in SBAC score	73	78	CAASPP ELA	annually
June 2021	3-5	show an increase in SBAC score	74.9	80	CAASPP ELA	annually
June 2021	3-5	Show an increase in FAST areading score	Baseline	80%	FAST aReading	3 times a year

***Identified Need**

Our goal is to continue to increase our SBAC scores in ELA across all subgroups in order to close the achievement gap.

***Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. - Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. - It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. - Structures and digital tools to support student collaboration - Flexibility for teachers to provide both whole group, small group and individual instruction - Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery - Professional development for educators - English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners - Standards-Based Grading

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Socioeconomically Disadvantaged	Increase SBAC score	31	50	FAST aReading	3 times a year
June 2021	3rd	Hispanic or Latino	Increase SBAC score	47	57	FAST aReading	3 times a year

Dailard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3rd	Students with Disabilities	Increase SBAC score	42	52	CAASPP ELA	Annually
June 2021	5th	Students with Disabilities	Increase SBAC score	no data available	50	CAASPP ELA	Annually
June 2021	5th	Hispanic or Latino	Increase FAST areading score	82	87	FAST aReading	3 times a year
June 2021	5th	Socioeconomically Disadvantaged	Increase FAST areading	58	68	FAST aReading	3 times a year
June 2021	3-5	Black or African American	Increase FAST score	Baseline	70%	FAST aReading	3 times a year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students who are not meeting or exceeding grade level standards in ELA.

***Strategy/Activity - Description**

Staff will look at data and common assessments to monitor and identify students at risk of not meeting grade level standards. Detailed information about what a student needs will be used to create intervention groups and strategies to meet the academic standards at their level.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N007897	Prof & Curriclm Dev Vist Tchr		\$5,850.00	\$7,153.98	0078-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time for teachers for PLCs

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Many teachers used small group instruction to meet the needs of our struggling students. Site based assessments were used at every grade level for teachers to discuss and plan instruction.

Our intention was for:

- 81% of our 3rd graders would meet or exceed the standard for the SBAC math assessment. 77% (-4%) achieved that goal.
- 70% of our 5th graders would meet or exceed the standards for the SBAC math assessments. 81% (11%) achieved that goal.
- 60% of our 3rd grade Hispanic/Latino students would meet or exceed the standards for the SBAC math assessment. 58% (-2%) achieved that goal.
- 60% of our 5th grade Hispanic/Latino students would meet or exceed the standards for the SBAC math assessment. 64% (4%) achieved that goal.
- 60% of our 3rd grade economically disadvantaged students would meet or exceed the standards for the SBAC math assessment. 44% (-16%) achieved that goal.
- 60% of our 5th grade economically disadvantaged students would meet or exceed the standards for the SBAC math assessment. 50% (-10%) achieved that goal.
- 50% of our 3rd grade students with disabilities would meet or exceed the standards for the SBAC math assessment. 50% achieved that goal.
- 50% of our 3rd grade students with disabilities would meet or exceed the standards for the SBAC math assessment. There was no score due to student's opting out of testing.

***Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Overall, all students made progress in math, however, our 3rd grade students did not achieve to the level of achievement that we had anticipated. Our economically disadvantaged students scored considerably lower than anticipated. Our special education students made more progress than expected.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to closely monitor all subgroups, while providing intervention strategies in and out of the classroom throughout the year. All grade levels will continue to follow the curriculum pacing guide for math to ensure that all students are receiving access to a guaranteed viable curriculum.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Increase SBAC score	77	85	CAASPP Math	Annually
June 2021	5th	Increase SBAC score	81	88	CAASPP Math	Annually
June 2021	4th	Increase SBAC score	76	83	CAASPP Math	Annually
June 2021	3-5	Increase SBAC score	78	83	CAASPP Math	Annually
June 2021	3-5	Increase FAST score	baseline	80	FAST aMath	3 times a year

***Identified Need**

The school's overall data demonstrates growth across all grade levels in math, however, there continues to be a large gap of achievement level within our subgroups, particularly economically disadvantaged students.

***Online Learning Implications**

In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments. - Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations. - It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades. - Structures and digital tools to support student collaboration - Flexibility for teachers to provide both whole group, small group and individual instruction - Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery - Professional development for educators - English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners - Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Hispanic or Latino	Increase SBAC score	58	70	CAASPP Math	Annually
June 2021	3rd	Socioeconomically Disadvantaged	Increase SBAC score	44	60	CAASPP Math	Annually
June 2021	3rd	Students with Disabilities	Increase SBAC score	50	60	CAASPP Math	Annually
June 2021	5th	Hispanic or Latino	Increase SBAC score	64	75	CAASPP Math	Annually
June 2021	5th	Socioeconomically Disadvantaged	Increase SBAC score	50	60	CAASPP Math	Annually
June 2021	5th	Students with Disabilities	Increase SBAC score	Baseline	50	CAASPP Math	Annually
June 2021	3rd-5th	Black or African American	Increase SBAC score	Baseline	70	CAASPP Math	Annually
June 2021	3rd-5th	Black or African American	Increase FAST score	Baseline	70	FAST aMath	3 times a year
June 2021	3rd-5th	Hispanic or Latino	Increase FAST score	Baseline	70	FAST aMath	3 times a year
June 2021	3rd-5th	Students with Disabilities	Increase FAST score	Baseline	60	FAST aMath	3 times a year
June 2021	3rd-5th	Socioeconomically Disadvantaged	Increase FAST score	Baseline	60	FAST aMath	3 times a year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

Students identified as needing support to close the achievement gap.

***Strategy/Activity - Description**

Staff will look at data and common assessments to monitor and identify students at risk of not meeting grade level standards. ST math and small group instruction will be used to meet student needs.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Small group instruction and English Learners were grouped based on their specific needs. There are only 14 EL learners identified in the school.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No change.

*Integrated English Language Development

Classroom walk through to observe different strategies that are being used to implement integrated English Language strategies. There will be an OLA coaching cycle for one month in the fall to provide PD to the staff about focused integrated and designated EL strategies.

***Designated English Language Development**

Classroom walkthroughs of designated English Learner strategies. Master schedule designed to ensure designated EL instructional time will be provided daily for all English Learners. PD to be supported by the OLA department.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase ELPAC score by one	Initial Individualized student scores	Individualized student ELPAC scores +1	Summative ELPAC	Annually
June 2021	TK-3rd	English Learner	Increase DRA level by one grade level	Initial Individualized student scores	Increased DRA scores by one grade level	DRA 2	Annually
June 2021	2-5	English Learner	FAST reading assessment	Initial Individualized student scores	Increase score by one grade level	Other (Describe in Objective)	Annually
June 2021	2-5	English Learner	FAST Math assessment	Initial Individualized student scorese	Increase scores by one grade level	Other (Describe in Objective)	Annually

***Identified Need**

Individualized student data of English Language Learners demonstrate a need for continued small group academic support.

***Online Learning Implications**

- Teachers will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Reclassify students that score a 4	83.3	95	Summative ELPAC	Annually

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

Review OLA coaching cycle methods for English Language Learners in their class. Teachers will learn additional strategies for designated EL instruction. Review integrated and designated EL support in PD and PLCs. Teaching online and following protocols for the pandemic will change what this will look like for this year.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N007841	Non Clsrn Tchr Hrly		\$1,935.00	\$2,366.32	0078-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners		ELPAC testing and support

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2019-20 school year SWD were strategically placed in classrooms based on needs. Additionally, students were engaged in small group push in and pull out in both ELA and Math. Limited co-teaching strategies were utilized according to student goals.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time-small group instruction is happening online via pull out and push in support via zoom.

*Goal 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	TK-5	Annual IEP goals	Individualized student scores	100%	Other (Describe in Objective)	Annually	
June 2021	3-5	Increase % of students with disabilities meeting ELA SBA standards	39.3	44.3%	Other (Describe in Objective)	Annually	
June 2021	3-5	Increase % of students with disabilities meeting Math SBA Standards	39.3	44.3%	Other (Describe in Objective)	Annually	
*Identified Need							
According to the our SDUSD my schools report SWD at Dailard are performing below their gen ed peers in both ELA and Math by over 40%. Not all IEP goals are met for all students.							
*Online Learning Implications							
<ul style="list-style-type: none"> -Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). -The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators. -All staff will be working as a team to support all students to accelerate their learning. 							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	IEP goals	Individualized student scores	100%	Progress Reports on IEP Goals	quarterly
Strategy/Activity 1							
*Students to be served by this Strategy/Activity							
All students with IEP's.							
*Strategy/Activity - Description							
- Ongoing professional development for special education resource providers.							

- OLA PD
- Special education meetings to monitor progress and determine needed supports.
- attend IEP meetings.
- Review progress reports.
- Seek out resources such as the CORT or BSR.
- Differentiated instruction for EL

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd-5th	Black Youth	Reduce the number of student receiving 1's and 2's on their report card in ELA and math	*cohort is too small. No data on California Dashboard	5%	Grades	3 times a year

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Dailard Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Dailard Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Dailard Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Dailard Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Dailard Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Dailard Elementary is to maintain or increase the percentage of diverse educators from current year to the follow

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

We have three black youth students identified. Two of the three have special needs as well. Due to the size of the group, we do not have data from the CA dashboard. We are going to start specifically looking at the students at our site who identify as Black Youth and track their academic success as measured by grades and performance on both site and state-assessments (when available). We will also track their referrals and suspensions when that is applicable to on-site learning. After this year of data collection, we will be better able to set goals for this specific group in future years.

***Online Learning Implications**

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

Professional Learning Communities: Grade levels will meet for a full day three times a year

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.

During Distance Learning teachers are collaborating during their flex time instead of in the traditional PLC format.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The majority of parents feel connected to their child's education and the academic/citizenship progress of their child through disseminated information and teacher conferences. The school notifies parents of all upcoming school activities through weekly telephone calls and e-mails from the principal. Teachers notify parents of how to stay connected with their class through shutter fly, dojo, PowerSchool, ST math or other sources. Back to school night, open house, monthly assemblies, character awards, academic awards, and several other activities are advertised through the website, marquee, messages and parent groups. Open attendance is accepted at all parent group meetings, SSC and SGT to gain more input regarding school programs.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No differences. Our communication and meetings will need to be done online due to the pandemic.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School encourages parents to be an active partner with the school in educating their child.	57% strongly agree	67% strongly agree	CAL - SCHLS (CSPS)
*Identified Need					
2018 CAL-SCHLS (CSPS) 57% strongly agreed and 39% agreed.					
*Online Learning Implications					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p>					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents will attend at least one school function	95%	100%	Attendance
Strategy/Activity 1					
*Families to be served by this Strategy/Activity					
All Dailard families.					
*Strategy/Activity - Description					
<p>Parent and/or teacher leaders will lead at least one nightly meeting about best practices and ways to be involved in their child's education that will be offered to all parents.</p> <p>Attendance at all events and meetings will be strongly encouraged through communication via phone, e-mails, website, marquee and parent groups.</p>					

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional development supported the implementation of a guaranteed viable curriculum (GVC) in academic areas. All classrooms implemented effective teaching strategies such as daily small group instruction with students at their instructional level in academic areas. Additional programs were used to enhance the curriculum to increase student learning such as Words Their Way, Reading Plus, Learning Headquarters and ST math. All students that were identified as not meeting grade level standards in reading, writing, or math were provided with additional support through push in, pull out, individualized instruction, small group instruction or intervention groups. PLC teams met regularly to review implementation of intervention strategies and supports. This work had visible results in the classroom and through hard data.

*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

***Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The OLA department will be implementing a coaching cycle at Dailard in the fall with focused professional development for all staff to ensure quality integrated and designated English Language (EL) learner instruction for our EL learners. The coaches will work side by side with staff to support planning and implementing differentiated instruction and supports for our EL learners.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Grade standard	69%	79%	CAASPP ELA	Annually
June 2021	5th	Grade standard	83%	88%	CAASPP ELA	Annually
June 2021	3-5	Show an increase in FAST areading score	Baseline	80%	FAST aReading	3 times a year

***Identified Need**

CAASPP ELA scores

***Online Learning Implications**

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Hispanic or Latino	meet or exceed standards	47%	57%	CAASPP ELA	Annually
June 2021	3rd	Students with Disabilities	meet or exceed standards	42%	52%	CAASPP ELA	Annually
June 2021	3rd	Socioeconomically Disadvantaged	meet or exceed standards	31%	50%	CAASPP ELA	Annually
June 2021	5th	Socioeconomically Disadvantaged	meet or exceed standards	58%	68%	CAASPP ELA	Annually
June 2021	5th	Students with Disabilities	meet or exceed standards	no data	50%	CAASPP ELA	Annually

Dailard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5th	Hispanic or Latino	meet or exceed standards	82%	87%	CAASPP ELA	Annually
June 2021	5th	Hispanic or Latino	Increase FAST areading score	82	87	FAST aReading	3 times a year
June 2021	5th	Socioeconomically Disadvantaged	Increase FAST areading	58	68	FAST aReading	3 times a year
June 2021	3-5	Black or African American	Increase FAST score	Baseline	70%	FAST aReading	3 times a year

Strategy/Activity 1

***Students to be served by this Strategy/Activity**

All 3rd and 5th grade students not meeting or exceeding standards.

***Strategy/Activity - Description**

Staff will look at data and common assessments to monitor and identify students at risk of not meeting grade level standards. Detailed information about what a student needs will be used to create intervention groups and strategies to meet the academic standards at their level. Small group instruction, reading plus, and continual monitoring of these students will be done to ensure continual progress toward goals.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

Integrating priorities and strategies

Monthly staff and operational meetings to self-reflect, analyze and implement best practices for a safe and collaborative school climate.
Monthly professional development for staff based on identified needs to ensure student access to a guaranteed viable curriculum (GVC).
Monthly PLC's to discuss student progress through data monitoring, curriculum and pacing.
Monitor student progress through hard data at least three times throughout the year.
Grade level teams implement a consistent yearlong curriculum planning map in reading, writing and math.

Leadership Actions

Support teachers to develop professionally and to create leadership opportunities within the staff.
Individual teacher and administrative conferences to identify and plan for students to ensure equity for all and to close the achievement gap.
Reflect with principal triad to monitor progress towards school goals.
Work with instructional leadership team (ILT) to plan PD, collect data, and reflect on staff needs to improve instruction for all students.
Promote collaborative planning within grade level teams throughout the year.
Classroom observation for effective teaching strategies, including daily small group instruction to close the achievement gap for all.
Support teachers to ensure a collective understanding of quality tier 1 instructional strategies.
Promote a positive growth mindset for staff and students.

Equity and access for all students

Guidance assistance and other classified staff check attendance daily and reach out to teachers and students daily to inquire about wellness when absent from online learning.
Counselor and psychologist support teachers and administration on identifying social and emotional issues with students online. Professional development will include relationship building online.
Designated staff that have systems set up to ensure that all families are receiving what they need to be successful with online learning.

Dailard Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Administration will be working with staff and SSC to ensure that our actions, goals and professional development are connected directly to the increase academic performance of our students.

In order to increase participation we will improve communication by:

Communicate via zoom for question and answer sessions with administration as needed with various parent groups and community to keep them informed about the changes taking place through online learning and reopening phases.

Announce meetings through various social media platforms and school messenger.

Maintain and update website.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A
BUDGET SUMMARY

Dailard ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 9,520.30

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 0
[List federal program here]	[\$[Enter amount here]
[List federal program here]	[\$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 9,520.30
[List state or local program here]	[\$[Enter amount here]
[List state or local program here]	[\$[Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 9,520.30

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 9,520.30

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Dailard Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 5,850.00
			1957	Non Clsrm Tchr Hrly		\$ 1,935.00
			3000			\$ 1,735.30
	09800 LCFF Intervention Support Total					\$ 9,520.30
Grand Total						\$ 9,520.30

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Dailard Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

Dailard Elementary has developed a written parent & family engagement policy with input from parents. Dailard has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. It is distributed to all parents and families each year.

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

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c). To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program.

- Back to School Night
- Fall & Spring Parent Teacher Conferences
- Kindergarten Open House

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening.

- Back to School Night & Open House
- Coffee Jitters
- Dailard School Foundation board and committee meetings
- Dads Assisting Dailard Students monthly meetings
- School Site Council Meetings (SSC)
- Welcome Wednesday

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- Back to School Night & Open House
- Dads Assisting Dailard Students meetings
- Dailard School Foundation meetings
- SSC & SGT
- Volunteer Opportunities

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

- Bulletin Boards/Marquee/School Website
- Kinder Open House
- Peach Jar flyers
- School Messenger weekly emails and phone messages
- Welcome Wednesday

The school provides parents 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. How does the school provide the information?

- Back to School Night
- Parent/Teacher Conferences

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Conferences
- Student Study Teams
- Individualized Education Program (IEP) Meetings

Dailard distributes to parents 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.

- 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.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- District Training Opportunities
- Parent/Teacher Conferences

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Bulletin
- Grade Level Meetings
- Professional Learning Committee Meetings
- Staff Meetings

The school coordinates and integrates parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children.

- Numerous school-wide events that encourage parent involvement
- Purposeful recruiting activities for Dailard School Foundation

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Bulletin boards, flyers, marquee and school website
- Peach Jar flyers
- Welcome Wednesday Assemblies

The school provides support for parental involvement activities requested by parents.

- Dads Assisting Dailard Students
- Dailard School Foundation teacher representatives assigned.
- Henry Cluster Meetings
- Robotics
- 5th Grade Committee

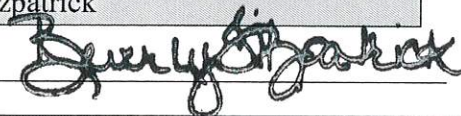
The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

This policy was adopted by Dailard on October 22, 2020 and will be in effect for the period of June 15, 2021.

The school will distribute the policy to all parents of students on, or before: December 18, 2020.

Beverly Fitzpatrick

X



October 23, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

DAILARD ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Dailard provides parents and family members a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

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

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

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

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement.
- Fall and Spring Parent/Teacher Conferences will be held.
- November, February, and June report cards will be sent.
- Parent Conferences, Open House, Volunteering, in addition to one-on-one meeting requests to teachers directly.
- Dailard has many advisory groups/committees along with volunteer opportunities

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in the following ways:

- Back to School Night
- Individualized Educational Plan (IEP's), 504's, Student Study Team (SST's)
- Parent/Teacher Conferences
- School Messenger notices
- SDUSD website

The school provides parents and family members with materials and training to help them improve the achievement of their children in the following ways:

- Conferences
- Everyone a Reader Program
- Kinder Tour & Open House
- Student Study Teams

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in the following ways:

- Committee Meetings
- Dads Assisting Dailard Students (D.A.D.S.)
- Dailard School Foundation
- SSC & SGT
- Staff Meetings

The school coordinates and integrates parental involvement program with other programs, and conducts other activities to encourage and support parents and family members in more fully participating in the education of their children in the following ways:

- Coffee with the Cops
- Dads Assisting Dailard Students (D.A.D.S.) enrichment events
- Dailard School Foundation events
- Family Forces, Inc.
- Kinder Mixer
- Running Club
- SSC & SGT
- Volunteer Mixer

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in the following ways:

- Email/Texts/Flyers
- School Marquee
- School Messenger
- School Website
- Welcome Wednesday

The school provides support for parent and family member involvement activities requested by parents and family members in the following ways:

- Coffee with the Cops
- Dailard School Foundation
- Email/Texts/Flyers
- Family Forces
- School Marquee
- School Messenger
- School Website
- Welcome Wednesday

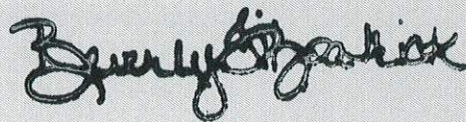
The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in the following ways:

- Flyers
- School Marquee
- School Messenger
- School Website
- Translators
- Welcome Wednesday

This Compact was adopted by Dailard Elementary on October 22, 2020 and will be in effect until June 15, 2021.

The school will distribute the Compact to all parents and family members of students participating on, or before December 18, 2020.

Type signature of authorized official here.



10/23/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

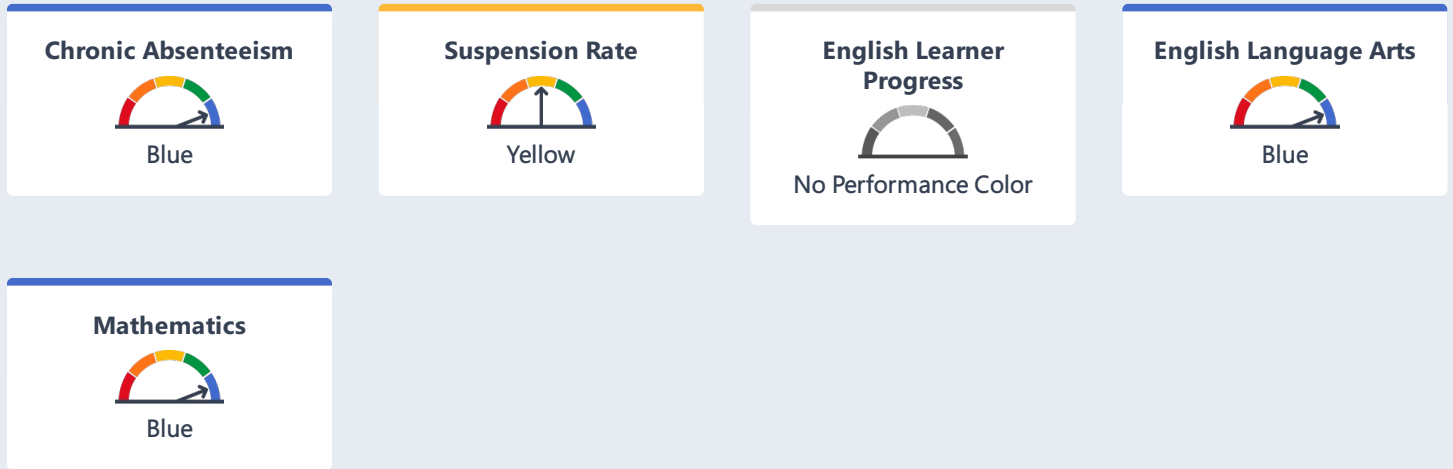
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Dailard Elementary

Explore the performance of Dailard Elementary under California's Accountability System.

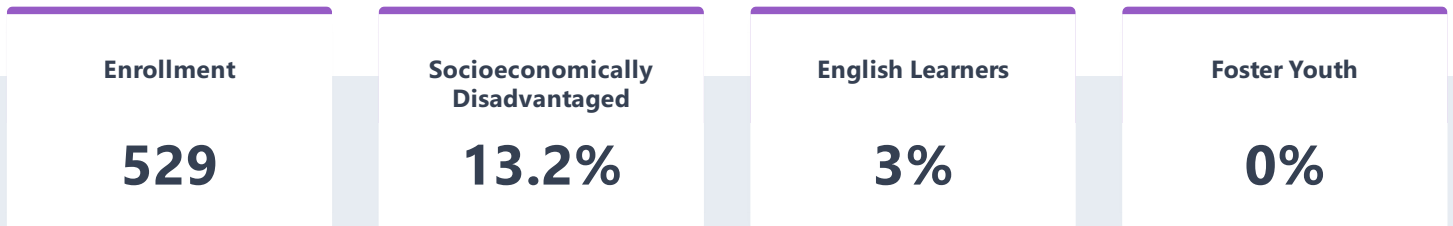


School Details

NAME Dailard Elementary	ADDRESS 6425 Cibola Road San Diego, CA 92120-2125	WEBSITE http://www.sandi.net/da...	GRADES SERVED K-5
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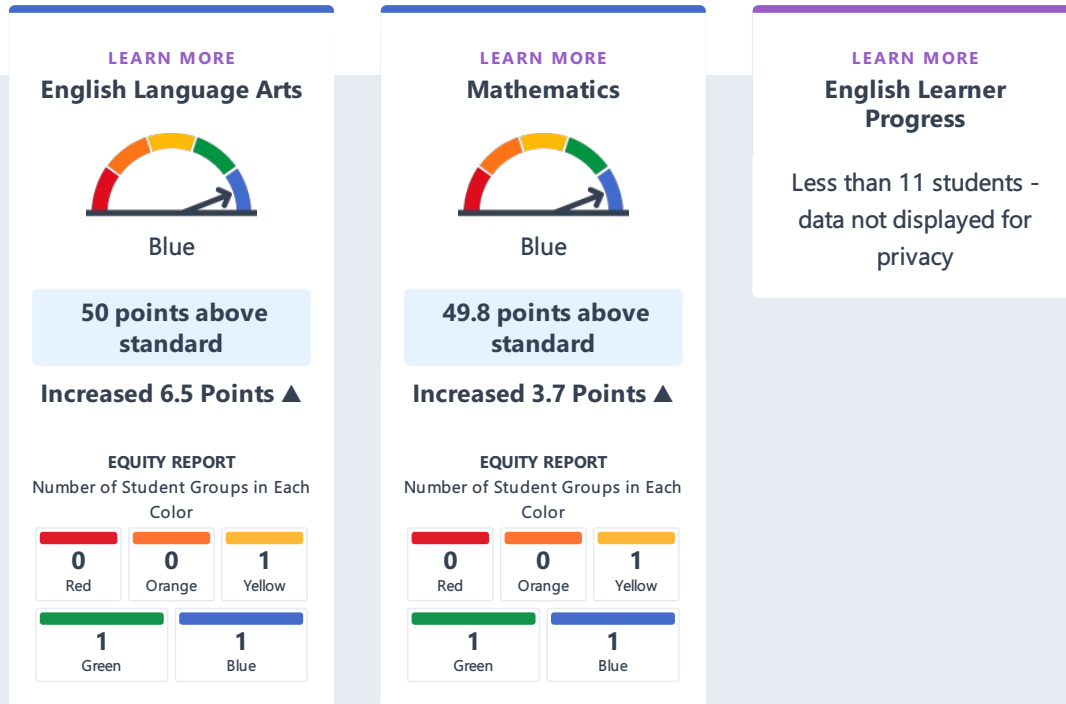
Student Population

Explore information about this school's student population.



Academic Performance

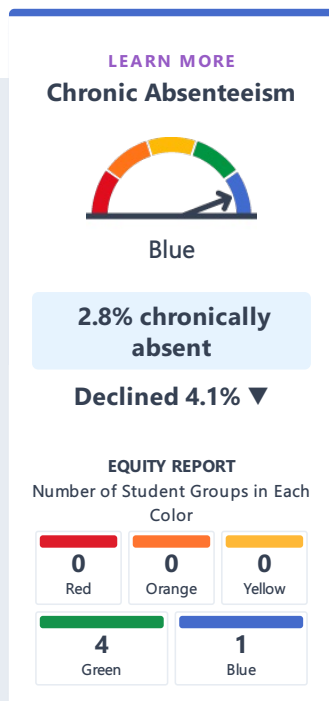
View Student Assessment Results and other aspects of school performance.



DAILARD ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Yellow

1.5% suspended at least once

Maintained 0%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	0 Yellow
2 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

50 points above standard

Increased 6.5 Points ▲

Number of Students: 244

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

Hispanic



Blue

White



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Two or More Races

Students with Disabilities

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

62.3 points above standard

Increased 38.6 Points ▲

Number of Students: 12

English Learners



No Performance Color

7.8 points above standard

Increased 25 Points ▲

Number of Students: 2

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

58.3 points above standard

Maintained 2 Points

Number of Students: 22

Students with Disabilities



No Performance Color

29.1 points below standard

Increased 18 Points ▲

Number of Students: 32

Socioeconomically Disadvantaged



Yellow

8.4 points below standard

Increased 4.9 Points ▲

Number of Students: 44

Hispanic



Green

22.8 points above standard

Declined 16.6 Points ▼

Number of Students: 49

White



Blue

62.1 points above standard

Increased 10 Points ▲

Number of Students: 147

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students

36.2 points above standard

43.5 points above standard

50 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
No Data	No Data	51.5 points above standard
No Data	No Data	Increased 5.4 Points ▲
Number of Students: 4	Number of Students: 8	Number of Students: 217

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Blue

49.8 points above standard







Increased 3.7 Points ▲

Number of Students: 244

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

 <p>Red</p> <p>No Students</p>	 <p>Orange</p> <p>No Students</p>	 <p>Yellow</p> <p>Socioeconomically Disadvantaged</p>
 <p>Green</p> <p>Hispanic</p>	 <p>Blue</p> <p>White</p>	 <p>No Performance Color</p> <p>African American</p> <p>American Indian</p> <p>Asian</p> <p>English Learners</p> <p>Filipino</p>



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

83.6 points above standard

Increased 31 Points ▲

Number of Students: 12

English Learners



No Performance Color

21.6 points above standard

Increased 20.4 Points ▲

Number of Students: 12

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races



No Performance Color

73.6 points above standard

Maintained 0.6 Points

Number of Students: 22

Students with Disabilities



No Performance Color

29.1 points below standard

Increased 5.6 Points ▲

Number of Students: 32

Socioeconomically Disadvantaged



Yellow

6.1 points below standard

Maintained -1.7 Points

Number of Students: 44

Hispanic



Green

12.1 points above standard

Declined 6.4 Points ▼

Number of Students: 49

White



Blue

60.9 points above standard

Maintained 2.6 Points

Number of Students: 147

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	37.8 points above standard	46.1 points above standard	49.8 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	No Data	49.8 points above standard
No Data	No Data	Maintained 2.4 Points
Number of Students: 4	Number of Students: 8	Number of Students: 217

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)
English Learner Progress

Less than 11 students - data not displayed for privacy

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Blue

2.8% chronically absent

Declined 4.1% ▼

Number of Students: 533

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged

Two or More Races



Blue

White



No Performance Color

American Indian

Asian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

0% chronically absent

Declined 4.5% ▼

Number of Students: 21

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

English Learners



No Performance Color

0% chronically absent

Declined 5.3% ▼

Number of Students: 16

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Green

5.4% chronically absent

Declined 10% ▼

Number of Students: 74

Hispanic



Green

3.8% chronically absent

Declined 3.5% ▼

Number of Students: 105

Socioeconomically Disadvantaged



Green

7.8% chronically absent

Declined 11.2% ▼

Number of Students: 77

Two or More Races



Green

6.3% chronically absent

Declined 6.8% ▼

Number of Students: 64

White



Blue

1.5% chronically absent

Declined 3.5% ▼

Number of Students: 324

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Yellow

1.5% suspended at least once

Maintained 0%

Number of Students: 536

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

No Students



Orange

Socioeconomically Disadvantaged

Students with Disabilities

White



Yellow

No Students



Green

Hispanic

Two or More Races



Blue

No Students



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 21

English Learners



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Socioeconomically Disadvantaged



Orange

5.1% suspended at least once

Increased 1% ▲

Number of Students: 78

Students with Disabilities



Orange

4.1% suspended at least once

Increased 1% ▲

Number of Students: 74

White



Orange

1.5% suspended at least once

Increased 1.2% ▲

Number of Students: 324

Hispanic



Green

0.9% suspended at least once

Declined 0.8% ▼

Number of Students: 106

Two or More Races



Green

1.5% suspended at least once

Declined 1.4% ▼

Number of Students: 66

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	1.1%	1.5%	1.5%



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	265	67.2	242	78.5	227	67.8	235	68.9	247	74.9	7.7	6.0	265	59.6	242	73.1	227	70.0	235	72.8	247	78.1	18.5	5.3
Female	137	73.0	119	84.0	114	69.3	121	74.4	122	74.6	1.6	0.2	137	58.4	119	69.7	114	68.4	121	68.6	122	71.3	12.9	2.7
Male	128	60.9	123	73.2	113	66.4	114	63.2	125	75.2	14.3	12.0	128	60.9	123	76.4	113	71.7	114	77.2	125	84.8	23.9	7.6
African American	3	-	9	-	8	-	10	30.0	6	-	-	-	3	-	9	-	8	-	10	30.0	6	-	-	-
Asian**	6	-	6	-	2	-	3	-	11	72.7	-	-	6	-	6	-	2	-	3	-	11	90.9	-	-
Filipino	7	-	4	-	3	-	3	-	5	-	-	-	7	-	4	-	3	-	3	-	5	-	-	-
Hispanic	51	45.1	43	65.1	47	57.4	53	67.9	49	67.3	22.2	-0.6	51	37.3	43	55.8	47	51.1	53	60.4	49	57.1	19.8	-3.3
Indochinese**	4	-	5	-	7	-	10	70.0	-	-	-	-	4	-	5	-	7	-	10	70.0	-	-	-	-
Native American	0	-	0	-	0	-	1	-	3	-	-	-	0	-	0	-	0	-	1	-	3	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	160	71.3	143	81.8	133	71.4	130	70.0	150	79.3	8.0	9.3	160	66.3	143	80.4	133	76.7	130	80.0	150	83.3	17.0	3.3
Multiracial	34	76.5	32	87.5	27	88.9	25	80.0	23	73.9	-2.6	-6.1	34	58.8	32	68.8	27	77.8	25	80.0	23	95.7	36.9	15.7
English Learner	8	-	6	-	9	-	7	-	4	-	-	-	8	-	6	-	9	-	7	-	4	-	-	-
English-Speaking	257	68.9	236	79.7	218	70.2	228	71.1	243	75.7	6.8	4.6	257	60.7	236	74.2	218	71.6	228	75.0	243	79.0	18.3	4.0
Reclassified†	14	78.6	11	81.8	7	-	7	-	8	-	-	-	14	42.9	11	63.6	7	-	7	-	8	-	-	-
Initially Eng. Speaking	243	68.3	225	79.6	211	71.1	221	71.5	235	76.2	7.9	4.7	243	61.7	225	74.7	211	72.0	221	75.1	235	78.7	17.0	3.6
Econ. Disadv.*	61	44.3	57	63.2	42	33.3	47	42.6	44	43.2	-1.1	0.6	60	28.3	57	61.4	42	35.7	47	48.9	44	50.0	21.7	1.1
Non-Econ. Disadv.	204	74.0	185	83.2	185	75.7	188	75.5	203	81.8	7.8	6.3	205	68.8	185	76.8	185	77.8	188	78.7	203	84.2	15.4	5.5
Gifted	111	85.6	95	93.7	69	85.5	43	83.7	53	90.6	5.0	6.9	111	80.2	95	86.3	69	85.5	43	88.4	53	90.6	10.4	2.2
Not Gifted	154	53.9	147	68.7	158	60.1	192	65.6	194	70.6	16.7	5.0	154	44.8	147	64.6	158	63.3	192	69.3	194	74.7	29.9	5.4
With Disabilities	12	16.7	16	50.0	17	23.5	20	15.0	24	33.3	16.6	18.3	14	21.4	16	43.8	17	29.4	20	30.0	24	33.3	11.9	3.3
WO Disabilities	253	69.6	226	80.5	210	71.4	215	74.0	223	79.4	9.8	5.4	251	61.8	226	75.2	210	73.3	215	76.7	223	83.0	21.2	6.3
Homeless	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	10	60.0	10	90.0	6	-	11	63.6	13	76.9	16.9	13.3	10	70.0	10	60.0	6	-	11	63.6	13	76.9	6.9	13.3

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	88	71.6	82	74.4	71	66.2	85	64.7	88	69.3	-2.3	4.6	89	66.3	82	78.0	71	76.1	85	74.1	88	77.3	11.0	3.2
Female	42	83.3	42	81.0	36	63.9	42	76.2	42	64.3	-19.0	-11.9	42	73.8	42	76.2	36	75.0	42	69.0	42	64.3	-9.5	-4.7
Male	46	60.9	40	67.5	35	68.6	43	53.5	46	73.9	13.0	20.4	47	59.6	40	80.0	35	77.1	43	79.1	46	89.1	29.5	10.0
African American	0	-	4	-	2	-	0	-	1	-	-	-	0	-	4	-	2	-	0	-	1	-	-	-
Asian**	2	-	0	-	1	-	1	-	2	-	-	-	2	-	0	-	1	-	1	-	2	-	-	-
Filipino	3	-	1	-	1	-	2	-	2	-	-	-	3	-	1	-	1	-	2	-	2	-	-	-
Hispanic	18	38.9	19	63.2	11	54.5	21	71.4	19	47.4	8.5	-24.0	18	44.4	19	73.7	11	45.5	21	66.7	19	57.9	13.5	-8.8
Indochinese**	1	-	3	-	3	-	4	-	-	-	-	-	1	-	3	-	3	-	4	-	-	-	-	-
Native American	0	-	0	-	0	-	1	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	55	76.4	43	81.4	45	68.9	50	62.0	54	75.9	-0.5	13.9	56	71.4	43	81.4	45	82.2	50	78.0	54	81.5	10.1	3.5
Multiracial	9	-	12	83.3	8	-	6	-	9	-	-	-	9	-	12	91.7	8	-	6	-	9	-	-	-
English Learner	5	-	4	-	5	-	2	-	1	-	-	-	5	-	4	-	5	-	2	-	1	-	-	-
English-Speaking	83	74.7	78	75.6	66	69.7	83	66.3	87	70.1	-4.6	3.8	84	69.0	78	79.5	66	78.8	83	75.9	87	78.2	9.2	2.3
Reclassified†	4	-	2	-	0	-	2	-	1	-	-	-	4	-	2	-	0	-	2	-	1	-	-	-
Initially Eng. Speaking	79	73.4	76	75.0	65	70.8	81	66.7	86	69.8	-3.6	3.1	80	68.8	76	78.9	65	80.0	81	76.5	86	77.9	9.1	1.4
Econ. Disadv.*	17	52.9	21	57.1	9	-	18	50.0	16	31.3	-21.6	-18.7	17	41.2	21	66.7	9	-	18	55.6	16	43.8	2.6	-11.8
Non-Econ. Disadv.	71	76.1	61	80.3	62	72.6	67	68.7	72	77.8	1.7	9.1	72	72.2	61	82.0	62	83.9	67	79.1	72	84.7	12.5	5.6
Gifted	30	93.3	24	95.8	17	94.1	13	84.6	19	89.5	-3.8	4.9	31	77.4	24	95.8	17	94.1	13	76.9	19	94.7	17.3	17.8
Not Gifted	58	60.3	58	65.5	54	57.4	72	61.1	69	63.8	3.5	2.7	58	60.3	58	70.7	54	70.4	72	73.6	69	72.5	12.2	-1.1
With Disabilities	4	-	7	-	4	-	9	-	8	-	-	-	5	-	7	-	4	-	9	-	8	-	-	-
WO Disabilities	84	73.8	75	76.0	67	68.7	76	71.1	80	73.8	0.0	2.7	84	67.9	75	80.0	67	79.1	76	77.6	80	81.3	13.4	3.7
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	0	-	4	-	4	-	-	-	6	-	4	-	0	-	4	-	4	-	-	-

* 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.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	85	65.9	83	75.9	78	70.5	74	73.0	84	73.8	7.9	0.8	83	61.4	83	75.9	78	71.8	74	73.0	84	76.2	14.8	3.2
Female	45	68.9	38	81.6	42	69.0	37	70.3	42	78.6	9.7	8.3	45	62.2	38	76.3	42	64.3	37	64.9	42	76.2	14.0	11.3
Male	40	62.5	45	71.1	36	72.2	37	75.7	42	69.0	6.5	-6.7	38	60.5	45	75.6	36	80.6	37	81.1	42	76.2	15.7	-4.9
African American	3	-	1	-	5	-	5	-	1	-	-	-	3	-	1	-	5	-	5	-	1	-	-	-
Asian**	3	-	2	-	0	-	2	-	5	-	-	-	3	-	2	-	0	-	2	-	5	-	-	-
Filipino	2	-	2	-	0	-	1	-	2	-	-	-	2	-	2	-	0	-	1	-	2	-	-	-
Hispanic	10	60.0	15	53.3	21	66.7	11	72.7	19	78.9	18.9	6.2	10	60.0	15	53.3	21	61.9	11	45.5	19	52.6	-7.4	7.1
Indochinese**	1	-	1	-	3	-	3	-	-	-	-	-	1	-	1	-	3	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	51	68.6	54	77.8	38	81.6	45	75.6	49	75.5	6.9	-0.1	49	65.3	54	83.3	38	81.6	45	80.0	49	83.7	18.4	3.7
Multiracial	15	66.7	8	-	11	81.8	7	-	6	-	-	-	15	53.3	8	-	11	81.8	7	-	6	-	-	-
English Learner	2	-	2	-	3	-	3	-	2	-	-	-	2	-	2	-	3	-	3	-	2	-	-	-
English-Speaking	83	67.5	81	77.8	75	73.3	71	76.1	82	75.6	8.1	-0.5	81	61.7	81	77.8	75	73.3	71	76.1	82	78.0	16.3	1.9
Reclassified†	2	-	5	-	2	-	2	-	3	-	-	-	2	-	5	-	2	-	2	-	3	-	-	-
Initially Eng. Speaking	81	66.7	76	77.6	73	74.0	69	75.4	79	75.9	9.2	0.5	79	62.0	76	77.6	73	72.6	69	75.4	79	77.2	15.2	1.8
Econ. Disadv.*	22	45.5	16	50.0	21	38.1	10	40.0	16	43.8	-1.7	3.8	20	35.0	16	68.8	21	47.6	10	40.0	16	56.3	21.3	16.3
Non-Econ. Disadv.	63	73.0	67	82.1	57	82.5	64	78.1	68	80.9	7.9	2.8	63	69.8	67	77.6	57	80.7	64	78.1	68	80.9	11.1	2.8
Gifted	34	82.4	31	83.9	20	90.0	16	87.5	14	92.9	10.5	5.4	33	84.8	31	87.1	20	90.0	16	93.8	14	85.7	0.9	-8.1
Not Gifted	51	54.9	52	71.2	58	63.8	58	69.0	70	70.0	15.1	1.0	50	46.0	52	69.2	58	65.5	58	67.2	70	74.3	28.3	7.1
With Disabilities	5	-	4	-	8	-	6	-	9	-	-	-	5	-	4	-	8	-	6	-	9	-	-	-
WO Disabilities	80	68.8	79	77.2	70	75.7	68	77.9	75	78.7	9.9	0.8	78	64.1	79	77.2	70	75.7	68	77.9	75	81.3	17.2	3.4
Homeless	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	4	-	3	-	3	-	4	-	-	-	2	-	4	-	0	-	3	-	4	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	92	64.1	77	85.7	78	66.7	76	69.7	75	82.7	18.6	13.0	93	51.6	77	64.9	78	62.8	76	71.1	75	81.3	29.7	10.2
Female	50	68.0	39	89.7	36	75.0	42	76.2	38	81.6	13.6	5.4	50	42.0	39	56.4	36	66.7	42	71.4	38	73.7	31.7	2.3
Male	42	59.5	38	81.6	42	59.5	34	61.8	37	83.8	24.3	22.0	43	62.8	38	73.7	42	59.5	34	70.6	37	89.2	26.4	18.6
African American	0	-	4	-	1	-	5	-	4	-	-	-	0	-	4	-	1	-	5	-	4	-	-	-
Asian**	1	-	4	-	1	-	0	-	4	-	-	-	1	-	4	-	1	-	0	-	4	-	-	-
Filipino	2	-	1	-	2	-	0	-	1	-	-	-	2	-	1	-	2	-	0	-	1	-	-	-
Hispanic	23	43.5	9	-	15	46.7	21	61.9	11	81.8	38.3	19.9	23	21.7	9	-	15	40.0	21	61.9	11	63.6	41.9	1.7
Indochinese**	2	-	1	-	1	-	3	-	-	-	-	-	2	-	1	-	1	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	54	68.5	46	87.0	50	66.0	35	74.3	47	87.2	18.7	12.9	55	61.8	46	76.1	50	68.0	35	82.9	47	85.1	23.3	2.2
Multiracial	10	80.0	12	83.3	8	-	12	91.7	8	-	-	-	10	70.0	12	50.0	8	-	12	83.3	8	-	-	-
English Learner	1	-	0	-	1	-	2	-	1	-	-	-	1	-	0	-	1	-	2	-	1	-	-	-
English-Speaking	91	64.8	77	85.7	77	67.5	74	71.6	74	82.4	17.6	10.8	92	52.2	77	64.9	77	63.6	74	73.0	74	81.1	28.9	8.1
Reclassified†	8	-	4	-	4	-	3	-	4	-	-	-	8	-	4	-	4	-	3	-	4	-	-	-
Initially Eng. Speaking	83	65.1	73	86.3	73	68.5	71	73.2	70	84.3	19.2	11.1	84	54.8	73	67.1	73	64.4	71	73.2	70	81.4	26.6	8.2
Econ. Disadv.*	22	36.4	20	80.0	12	33.3	19	36.8	12	58.3	21.9	21.5	23	13.0	20	50.0	12	25.0	19	47.4	12	50.0	37.0	2.6
Non-Econ. Disadv.	70	72.9	57	87.7	66	72.7	57	80.7	63	87.3	14.4	6.6	70	64.3	57	70.2	66	69.7	57	78.9	63	87.3	23.0	8.4
Gifted	47	83.0	40	100.0	32	78.1	14	78.6	20	90.0	7.0	11.4	47	78.7	40	80.0	32	78.1	14	92.9	20	90.0	11.3	-2.9
Not Gifted	45	44.4	37	70.3	46	58.7	62	67.7	55	80.0	35.6	12.3	46	23.9	37	48.6	46	52.2	62	66.1	55	78.2	54.3	12.1
With Disabilities	3	-	5	-	5	-	5	-	7	-	-	-	4	-	5	-	5	-	5	-	7	-	-	-
WO Disabilities	89	66.3	72	88.9	73	69.9	71	73.2	68	86.8	20.5	13.6	89	53.9	72	68.1	73	65.8	71	74.6	68	86.8	32.9	12.2
Homeless	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	1	-	4	-	5	-	-	-	2	-	2	-	1	-	4	-	5	-	-	-

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

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** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

Dailard Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: DAILARD ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity – Description**

Staff will look at data and common assessments to monitor and identify students at risk of not meeting grade level standards. Detailed information about what a student needs will be used to create intervention groups and strategies to meet the academic standards at their level.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr <ul style="list-style-type: none"> • Extra certificated help • Release time for teachers to review data and plan intervention for students. • Reading Plus • Direct Instruction • Leveled guided reading Data review/purposeful intervention		\$6,573.39	09800-1192	Release time for teachers for PLCs.	Time for planning/data analysis-teacher release time. Plans provided to certificated teacher to target specific student needs.	<ul style="list-style-type: none"> • Time restraints • Budget restraints Limited program for specific grades only	No modification at this time.

Goal 4- English Learners							
Strategy/Activity 1							
*Strategy/Activity – Description							
OLA coaching cycle for a month with teachers who have English Language Learners in their class. Teachers will learn additional strategies for designated EL instruction. Whole staff PD will provide information for integrated and designated EL support							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrn Tchr Hrly		\$3,660.60	09800-1957	ELPAC testing	Small groups Time for planning/data analysis-teacher release time. Specific language needs are targeted Staff PD	Budget restraints Not enough students for effective groups based on grade level and EL level.	No modification at this time.
Instructional conversations and literature logs Release time for teachers to review data and plan intervention for students. Reading plus Direct instruction ELPAC testing personnel	--	--	09800-1192	Release time for teachers to plan lesson to support English Learners.	Small groups Time for planning/data analysis-teacher release time. Specific language needs are targeted Staff PD	Budget restraints Not enough students for effective groups based on grade level and EL level.	No modification at this time.

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Staff will look at data and common assessments to monitor and identify students at risk of not meeting grade level standards. Detailed information about what a student needs will be used to create intervention groups and strategies to meet the academic standards at their level. Small group instruction, reading plus, and continual monitoring of these students will be done to ensure continual progress toward goals.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Professional dev-visiting teacher Extra certificated help <ul style="list-style-type: none"> Release time for teachers to review data and plan intervention for students. Reading Plus Direct Instruction Leveled guided reading Data review/purposeful intervention dev-visiting teacher	--	--	09800-1192	Release time for teachers for PLCs.	Time for planning/data analysis-teacher release time. Plans provided to certificated teacher to target specific student needs.	<ul style="list-style-type: none"> Time restraints Budget restraints Limited program for specific grades only	No modification at this time.

Note/Reminders (optional):