



# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT DEWEY ELEMENTARY SCHOOL

**2020-21**

37-68338-6039481  
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.  
For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** McMillin, Tanya

**Contact Person:** McMillin, Tanya

**Position:** Principal

**Telephone Number:** 619-430-1800

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

**E-mail Address:** tmcmillin@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- 2019-20 SPSA 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: Dewey Elementary

**DUE: October 5, 2020**

SITE CONTACT PERSON: Tanya McMillin

PHONE: 619-430-1800

FAX: 619-430-1849

E-MAIL ADDRESS: [tmcmillin@sandi.net](mailto:tmcmillin@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 checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)              | Date of presentation: 10/1/2020        |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: n/a              |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: <u>n/a</u>       |
| <input checked="" type="checkbox"/> Site Governance Team (SGT)                             | Date of presentation: <u>10/1/2020</u> |
| <input type="checkbox"/> Other (list): _____                                               | Date of presentation: _____            |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 10/1/2020

**The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.**

\_\_\_\_\_  
Tanya McMillin  
Type/Print Name of School Principal

\_\_\_\_\_  
/Tanya McMillin/ 10/1/2020  
Signature of School Principal / Date


\_\_\_\_\_  
Terri Crago  
Type/Print Name of SSC Chairperson  
Yanalie Perez

\_\_\_\_\_  
/Terri Crago/ 10/1/2020  
Signature of SSC Chairperson / Date  
/Yanalie Perez/ 10/1/2020

\_\_\_\_\_  
Type/Print Name of ELAC Chairperson

\_\_\_\_\_  
Signature of ELAC Chairperson / Date

\_\_\_\_\_  
Brue Bivins  
Type/Print Name of Area Superintendent

\_\_\_\_\_  
 10/13/2020  
Signature of Area Superintendent / Date

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

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title I Schoolwide Program School.

**PURPOSE AND DESCRIPTION**

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**

Principal involved Instructional Leadership Team by looking at data and areas of need throughout 2019-20 school year and especially in January and February while developing the budget. Principal also met with Professional Learning Communities monthly in 2019-20, Parent Teacher Organization monthly in 2019-20, School Site Council monthly in 2019-20, and attempted to form an ELAC throughout 2019-20. In January and February of 2020 a focus on school site needs based on data and budget development was the focus of these meetings with various stakeholder groups. During school closure and into online learning SSC meetings were held virtually to continue to gather stakeholder input. The SPSA was approved by the SSC on October 1, 2020.

**RESOURCE INEQUITIES**

The following root causes were identified as barriers to our students success:

- lack of Guaranteed Viable Curriculum - state adopted in ELA and Math
- lack of curriculum for designated ELD
- student mobility - 30% transience rate due to high military population
- inappropriate special education allocations resulting in under staffing of paras
- lack of supplemental special education curriculum and training
- lack of tutoring funds
- limited funds for professional learning community time
- chronic absences and kindergarten absences

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Terri Crago	Other School Personnel
Madelyn Murphy-Cristal	Classroom Teacher
Tanya McMillin	Principal
Jerry Savin	Classroom Teacher
Karen Van Houten	Classroom Teacher
Kassie Mahaffey	Parent
Desiree Meier	Parent
Margaret McCloskey	Parent
Victoria Black	Parent
Rosario Manjarrez	Parent

## 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.

There was a drop in attendance during on-line school. We are currently at 92% during on line learning.

#### \*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.

On-line school has affected our attendance negatively.

#### \*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.

Goal is to get back to school in person. We have an attendance team reaching out to those that have spotty attendance or are chronically absent.

#### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-4	All students will increase their attendance to achieve	96.2%	97.2%	Attendance	monthly

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		target percentage their attendance				
June 2021	TK-4	All students with disabilities will participate in general education classes, lunch, and recess for some period of time day	79%	95%	Other (Describe in Objective)	monthly
June 2021	TK-4	All parents will feel like they are meaningfully engaged by participating in site surveys and CHKS	25%	35%	CAL-SCHLS (CHKS)	annually and as needed

### \*Identified Need

The goal to improve attendance supports all student's academic success. Monthly reports are provided by the district to the school sites to track attendance percentages. The chronic attendance data is also available on the California dashboard. Dewey has a 10% chronic absenteeism rate overall, ELLs have a chronic absenteeism rate of 22% and SWD have a chronic absenteeism rate of 20%.

### \*Online Learning Implications

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All	Students with Disabilities	Reduce Chronic Absenteeism	20%	10%	Attendance	monthly

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	All	English Learner	Reduce Chronic Absenteeism	22.7%	11%	Chronic Absenteeism	monthly
June 2021	All	Black or African American	Reduce Chronic Absenteeism	12.9%	6%	Chronic Absenteeism	monthly
June 2021	All	Two or More Races	Reduce Chronic Absenteeism	18.5%	9%	Chronic Absenteeism	monthly
June 2021	All	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism	18.5%	9%	Chronic Absenteeism	monthly
June 2021	All	Students with Disabilities	Reduce Suspension Rates	1.2%	Less than 1%	Suspension	monthly
June 2021	All	Black or African American	Reduce Suspension Rates	0%	Less than 1%	Suspension	monthly
June 2021	All	English Learner	Reduce Suspension Rates	1.5%	Less than 1%	Suspension	monthly

### Guidance Assistant

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

All students, particularly chronically absent English Language Learners, and students with disabilities

#### \*Strategy/Activity - Description

#### Guidance Assistant

Dewey's guidance assistant helps to support social adjustment. She also tracks attendance and awards are given individually by the week as well as classroom awards weekly.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00851Q	Guidance Asst	0.30975	\$10,071.83	\$21,092.98	0085-09800-00-2404-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Guidance assistant to help support social adjustment and attendance
F00851R	Guidance Asst	0.25275	\$8,218.42	\$17,211.45	0085-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		Guidance assistant to help support social adjustment and attendance

### Inclusion of ALL students with disabilities

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

All students will benefit from this cultural and philosophical shift

#### \*Strategy/Activity - Description

#### Inclusion of ALL students with disabilities



## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Inclusion of ALL students with disabilities in general education opportunities daily to include classroom time, lunch, and recess. This will require some professional development for all teachers and paraprofessionals working with these students.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00858M	Prof&Curriclm Dev Vist Tchr		\$932.21	\$1,140.01	0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		to fund professional development to ensure success for all students
N00859E	Classroom PARAS Hrly		\$3,765.00	\$4,999.54	0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		to fund professional development to ensure success for all students

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

**Parent Handbook and other communications**

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

All students and parents

**\*Strategy/Activity - Description**

**Parent Handbook and other communications**

The parent handbook and various other communications keep parents informed of safety procedures and issues as they pertain to our school keeping a safe, collaborative, and inclusive culture

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00859K	Interprogram Svcs/Paper		\$300.00	\$300.00	0085-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		printing costs associated with parent handbooks

## 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.

Dewey's ELA instruction is implemented by credentialed teachers who participate in monthly PLC collaboration and planning meetings. Lucy Calkins Reading and Writing curriculum was used across all grade levels in 2019-2020. After school tutoring is limited and funded for student's who struggle with reading and attend Primetime. Dewey uses Title I funds to fund pull out reading with 2 retired teachers in all grade levels except Transitional Kindergarten. An on line reading program (Learning A-Z) and classroom subscriptions ( Nat'l Geographic/ Scholastic) is funded by the school and community partners for all students. The effectiveness of the ELA program at Dewey was not determined due to the COVID closure and no CAASPP was administered. Currently, the district has adopted Benchmark Curriculum for Reading, Phonics, and Writing to provide a research-based English Language Arts program as a guaranteed viable curriculum.

#### \*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 in our SPSA in regards to programs we wanted to implement in 2018-19. However, we did not implement Lucy Calkins Phonics for 2019-2020 due to time constraints and lack of training.

#### \*Changes

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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 are going to implement the Benchmark English Language Arts curriculum adopted by the district. This decision was based on the district's decision to provide a guaranteed viable curriculum.

### \*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	All Students	will meet or exceed grade level standards	incomplete data	75%	DRA 2	annually

### \*Identified Need

We need to ensure our students are meeting or exceeding standards as measured by grade level reading expectations and the annual SBAC. 46% of our third and fourth grade standards met standards on the SBAC last year.

### \*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	All	English Learner	will read at or above grade level as per SDUSD	56%	70%	DRA 2	3 times a year

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			reading expectations				
June 2021	All	Students with Disabilities	will meet 75% of their IEP goals	incomplete data	70%	Other (Describe in Objective)	3 times per year
June 2021	All	Black or African American	will read at or above grade level as per SDUSD reading expectations	incomplete data	70%	DRA 2	3 times per year

### PLC , planning and collaboration time

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

All students will benefit from the PLC time. We will have a special focus on our English Language Learners and students with disabilities during PLC time to monitor, identify, develop, and implement effective strategies to support and promote their reading growth.

#### \*Strategy/Activity - Description

##### Professional Learning Community Planning Days

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual student growth, growth of students with special needs and English language learners. This is a time that curriculum and instructional strategies will be shared , evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00853A	Prof&Curriclm Dev Vist Tchr		\$15,730.00	\$19,236.23	0085-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		to fund visiting teachers so that teachers can plan and collaborate to ensure all students are successful.

### Small group pull out reading support

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

K-4th grade students who are struggling with reading will benefit from pull out reading support ( double dose).

#### \*Strategy/Activity - Description

##### Double Dose Reading Groups

K-4th grade students who are struggling with reading will receive pull out reading support from retired reading specialists during the school day, as well as their classroom teacher( double dose). We have funded this in the past with results that show growth in reading levels. We also use this as an RtI strategy to help determine if more supports are necessary.

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

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N008546	Retired Clsrn Teacher Hrly		\$9,358.00	\$11,443.90	0085-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Retired teacher hourly pay to provide small group reading support for struggling students.
N0085AE	Retired Clsrn Teacher Hrly		\$30,674.00	\$37,511.24	0085-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Retired teacher hourly pay to provide small group reading support for struggling students.

### Software License Raz-Kids

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

All students

#### \*Strategy/Activity - Description

##### Software License

Learning A-Z was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00856F	Supplies		\$2,000.00	\$2,000.00	0085-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		purchase software license from Learning A-Z FOR RAZ KIDS.

### Supplemental Classroom Supplies

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

All students

#### \*Strategy/Activity - Description

##### Classroom Supplies

Purchasing classroom supplies to support instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N008541	Interprogram Svcs/Paper		\$500.00	\$500.00	0085-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		paper for paper / pencil supplemental lessons

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N008542	Supplies		\$500.00	\$500.00	0085-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental classroom supplies to ensure all students are successful.
N00859X	Supplies		\$2,001.00	\$2,001.00	0085-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental classroom supplies to ensure all students are successful.

### Strategy/Activity 6

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

All English Language Learners

**\*Strategy/Activity - Description**

**ELPAC testing**

Initial and Summative ELPAC testing to ensure monitoring and growth of all English Language Learners.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859E	hourly pay for staff to administer the ELPAC Initial and Summative

### Paraprofessional Professional Development

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

All students with disabilities

**\*Strategy/Activity - Description**

**Paraprofessional Training**

Dewey paraprofessionals will participate in paid professional development opportunities.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859E	Hourly pay for Paraprofessionals to take part in collaboration and professional development.

### Teacher Professional Development

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

All students

**\*Strategy/Activity - Description**

**Professional Development**

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Professional development opportunities for teachers to learn more about how to increase student reading achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0085-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N00853A	funding for visiting teachers so teachers can participate in professional development opportunities.
	Prof&Curriclm Dev Vist Tchr				0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00858M	funding for visiting teachers so teachers can participate in professional development opportunities.

### Library Access

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

All students will be served

**\*Strategy/Activity - Description**

The library will be open at lunch recess ( when in person instruction resumes) and all classes will be scheduled for a period every week to come into the library and check out books. The library assistant also does instructional read alouds and maintains the library to encourage a love of books.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00851S	Library Asst	0.20000	\$5,781.60	\$7,705.13	0085-09800-00-2231-2420-1110-01000-3204	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		to fund a part time position for Library Asst. to keep library open to encouraged literacy.

## 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.

Dewey has implemented the district units using lessons from Envision and Engage New York during the 2019-2020 school year. We also have supplemental math curriculum we have purchased in 2nd, 3rd, and 4th grade. Students also have access to ST math purchased by the district, Our teachers take part in math professional development to tighten up the goal of guaranteed viable curriculum.

#### \*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 major changes

#### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd and 4th grade	All students will reach the college readiness strand of number sense	incomplete data	75%	FAST aMath	annually



**\*Identified Need**

60% of our students met standards on the SBAC in math. Only 40% of ELLs did and 13% of students with disabilities did.

**\*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 & 4th	English Learner	All students will reach the college readiness strand	incomplete data	75%	FAST aMath	3 times a year
June 2021	3rd & 4th	Students with Disabilities	will meet their IEP goals on thier IEP in math	incomplete data	75%	Other (Describe in Objective)	3 times a year
June 2021	3rd & 4th	Black or African American	All students will reach the college readiness strand	incomplete data	75%	FAST aMath	3 times a year

**PLCs and Planning Days**

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

All students in 3rd and 4th grade, students with disabilities, and 3rd and 4th grade ELL students

**\*Strategy/Activity - Description**

**Professional Learning Community Planning Days**

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual student growth, growth of students with special needs and English language learners. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0085-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00853A	to fund visiting teachers so that teachers can plan and collaborate to ensure all students are successful.
	Prof&Curriclm Dev Vist Tchr				0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00858M	to fund visiting teachers so that teachers can plan and collaborate to ensure all students are successful.

**Para and Teacher Professional Development**

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

All students

**\*Strategy/Activity - Description**

**Professional Development**

Professional development opportunities for teachers to learn more about how to increase student math achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859E	hourly pay for paraprofessionals to attend professional development opportunities
	Prof&Curriclm Dev Vist Tchr				0085-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00853A	to fund visiting teachers so that teachers can plan and collaborate to ensure all students are successful.
	Prof&Curriclm Dev Vist Tchr				0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00858M	to fund visiting teachers so that teachers can plan and collaborate to ensure all students are successful.

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

We will use district Math resource teacher to assist with professional development.

## 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.

We implemented integrated ELD last year and it did not have an impact on closing the achievement gap for our ELL students. I believe it was because we received Benchmark curriculum late in the year with no professional development around implementing the new curriculum.

#### \*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.

We implemented integrated ELD only last year.

#### \*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 be implementing a designated ELD time everyday in every classroom that serves ELL students. We will be implementing Benchmark, district purchased curriculum for these students. We will be participating in ELD Professional Development using district resources.

#### \*Integrated English Language Development

Professional Development as related to ELD

**\*Designated English Language Development**

Our plan to implement both designated and integrated ELD this year will include ELD specific professional development, monitoring and implementation of specific strategies in lesson design for ELLs in PLCs. We also will be implementing new curriculum specific to ELLs daily as noted in our classroom schedules.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all	English Learner	will meet or exceed DRA grade level expectations	60%	70%	DRA 2	2 times a year

**\*Identified Need**

27% of our ELLs met the achievement standard on the SBAC in 3rd and 4th grade last year. This low percentage requires that we focus on these students and increasing their academic achievement. Our school's performance level was medium which aligns with the state. 46.2% of our ELLs made growth on the ELPI level. 38.4% maintained their ELPI level and 15.3% decreased in their ELPI level.

**\*Online Learning Implications**

- District 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.
- Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- 

The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)

- These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
- Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.

Formative assessment data will be collected, analyzed and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	all	English Learner	will score a 4 - well developed	13%	25%	Summative ELPAC	annually

### PLC and Planning days

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

All English Language Learner students

#### \*Strategy/Activity - Description

#### Professional Learning Community Planning Days

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual ELL student growth. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0085-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N00853A	to fund visiting teachers so classroom teachers can plan and collaborate with each other to ensure the success of all students.
	Prof&Curriclm Dev Vist Tchr				0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00858M	to fund visiting teachers so classroom teachers can plan and collaborate with each other to ensure the success of all students.

### Double Dose Reading groups

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

ELL students that are struggling with reading comprehension, phonics, decoding.

#### \*Strategy/Activity - Description

#### Double Dose Reading Groups

K-4th grade students who are struggling with reading will receive pull out reading support from retired reading specialists during the school day, as well as their classroom teacher( double dose). We have funded this in the past with results that show growth in reading levels. We also use this as an RtI strategy to help determine if more supports are necessary.

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired Clsrn Teacher Hrly				0085-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N008546	Retired teacher hourly p[ay to fund double dose reading groups for struggling students
	Retired Clsrn Teacher Hrly				0085-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0085AE	Retired teacher hourly p[ay to fund double dose reading groups for struggling students
Benchmark ELD curriculum implementation									
*Students to be served by this Strategy/Activity									
All ELL students									
*Strategy/Activity - Description									
<b>Designated ELD curriculum</b>									
Implementation of new Designated ELD curriculum in all classrooms									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
District funded Designated ELD curriculum									
Professional Development for Implementation of ELD									
*Students to be served by this Strategy/Activity									
All ELL students									
*Strategy/Activity - Description									
<b>ELD specific Professional Development for all teachers</b>									
This time will be used to train teachers on how to implement the new Designated ELD curriculum the district has purchased.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Prof&Curriclm Dev Vist Tchr				0085-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00853A	Visiting teacher pay so teachers can [participate in professional development around the newly adopted ELD curriculum
Prof&Curriclm Dev Vist Tchr				0085-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00858M	Visiting teacher pay so teachers can [participate in professional development around the newly adopted ELD curriculum

We will use the district resource teacher to assist with training our teachers on t he new designated ELD curriculum.

### ELPAC Assessment

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

All ELL students

#### \*Strategy/Activity - Description

#### ELPAC Testing

to monitor achievement of ELL students

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0085-09800-00-2151- 1000-1110-01000- 0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859E	hourly pay for paraprofessional staff to administer ELPAC initial and summative

## 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.

We strategically evaluated each student's progress towards goals while developing their IEPs. As we did this, we kept in mind new research that indicates that services in a separate setting is less effective than support in the moment in the general education environment. We are moving in the direction of implementing more push in time.

#### \*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.

We are in a transition period, especially because of on-line learning, in how best to provide special education services and supports.

#### \*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 are going to continue to implement special education services in a way that focuses on inclusion for the core curriculum.

#### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
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## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-4	students with special needs will meet or exceed 75% of their goals	previously untracked	75%	Progress Reports on IEP Goals	three times per year
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**\*Identified Need**

Only 14.5% of students with disabilities scored proficient or advanced on the 2018-29 CAASPP in ELA (2 of 15 students) and 27% scored proficient or advanced in math (4 of 15 students).

**\*Online Learning Implications**

- 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).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and paraeducators.
- 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-4	Students with Disabilities	students with special needs will meet or exceed 75% of their goals	previously untracked	75%	DRA 2	annually

**Special Education Student Inclusion**

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

All students with disabilities as well as typical students will benefit socially and emotionally with the integrated model.

**\*Strategy/Activity - Description**

**Increase in students with special need in inclusive settings**

Adding in schoolwide time for inclusivity of all students with special needs to increase sense of community and encourage growth in communication.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

District financial support in funding the appropriate number of special education staff to support this Inclusive model.

### Professional Development for Teachers and Paraprofessionals

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

All students with disabilities

**\*Strategy/Activity - Description**

**Professional Development specifically on inclusion**

General Education teachers, Special Education Teachers and paraprofessionals will take part in side-by-side professional development to promote communication and inclusion for all students with disabilities.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859E	to provide compensation to paraprofessionals for professional development and collaboration purposes.
	Prof&Curriclm Dev Vist Tchr				0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00858M	to provide visiting teachers for teachers to participate in professional development and collaboration purposes.

## 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	ALL	African American	maintain low percentage	0% (CA dashboard 2019)	0-1%	Suspensions (Classroom and School)	once a year

### \*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Dewey Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Dewey Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Dewey 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. Dewey 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, Dewey Elementary will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at Dewey Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

### \*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.

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Many of our students at Dewey are considered at-risk due to being military dependents and we have 14.3% black youth some of which are dually identified. Our staff has participated in Trauma Informed Care and social justice professional development. We will be participating in Restorative Practices professional development this year.

**\*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.

**Professional Development for all staff**

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

All African American students and all other students.

**\*Strategy/Activity - Description**

All staff will participate in Restorative Justice and other social justice professional development opportunities to ensure that we are continuous learners about how to support black youth and all other marginalized groups.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859E	to fund hourly time for paraprofessionals to participate in professional development with the focus on social justice.
	Prof&Curriclm Dev Vist Tchr				0085-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts   Ref Id : N00853A	to fund visiting teachers to release teachers to participate in professional development with the focus on social justice
	Prof&Curriclm Dev Vist Tchr				0085-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00858M	to fund visiting teachers to release teachers to participate in professional development with the focus on social justice

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

Dewey has a military Family Life Counselor and School Counselor to assist with the success of our black youth.

## 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.

We have some parent involvement at Dewey. Our military families are busy raising their children, often on a limited income and with one absentee parent. Knowing this about my community, families need to get something out of spending their time here; thus, we offer support, education, connection to community, a beautiful space for families to congregate (Connections Corner) and food/drinks.

#### \*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.

We implemented a Connections Coffee this year to be hosted weekly in our newly remodeled Padres/ USO room - Connections Corner.

#### \*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 implemented a Connections Coffee this year to be hosted weekly in our newly remodeled Padres/ USO room - Connections Corner.

#### \*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	School actively seeks the input of parents before making important decisions	16%	25%	CAL - SCHLS (CSPS)

#### \*Identified Need

Increase parent and community participation at the school.

**\*Online Learning Implications**

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-  
District is also supplying families with training on SEL, Wellness, Health and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2020	Other (Describe in Objective)	Parents of Dewey students will take part in a 3 session class by attending at least 2 of the 3 sessions by Positive Parenting Program.	0%	3%	Meeting Attendance
June 2020	SSC	60% of the Parents on SSC will attend at least 6 of the meetings.	20%	60%	Committee Attendance
June 2020	PTO	10 parents will regularly attend the monthly PTO meetings	50%	90%	Committee Attendance

<b>School Site Council Participation</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families will benefit from being represented on School Site Council by being able to share their input with fellow parents to be brought back to the SSC meetings.									
<b>*Strategy/Activity - Description</b>									
<b>School Site Council Representation</b>									
The parents elected to School Site Council will be speaking and voting on behalf of their constituents by attending monthly meetings throughout the school year.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
<b>Parent Teacher Organization Participation</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families are welcome to join and be a part of regular decision making in regards to any PTO functions. The benefit is that they are involved in the school and help build community, as well as their child's education.									
<b>*Strategy/Activity - Description</b>									
<b>PTO Involvement</b>									
Parents will attend monthly PTO meetings while child care is provided.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00857F	Other Nonclsrn PARAS Hrly		\$527.00	\$699.81	0085-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		To provide child care during PTO meetings
<b>Parent Handbook and Frequent Communications</b>									
<b>*Families to be served by this Strategy/Activity</b>									
All families									
<b>*Strategy/Activity - Description</b>									
<b>Parent Handbook and other communications</b>									
keep parents informed of safety procedures and issues as they pertain to our school keeping a safe, collaborative, and inclusive culture									
<b>*Proposed Expenditures for this Strategy/Activity</b>									

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00859L	Supplies		\$200.00	\$200.00	0085-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		materials and supplies to keep parents connected.
	Interprogram Svcs/Paper				0085-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859K	materials and supplies to keep parents connected.

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

Purchase of S'More on line communication tool

**Family Support Offerings/ Connections and Coffee**

**\*Families to be served by this Strategy/Activity**

All families

**\*Strategy/Activity - Description**

**Connections and Coffee**

Every Monday morning after assembly parents will be invited for coffee in Connections Corner during in person learning.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00858D	Inservice supplies		\$397.00	\$397.00	0085-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		materials and supplies to keep parents connected.
	Interprogram Svcs/Paper				0085-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859K	materials and supplies to keep parents connected.

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

The support of our Military Family Life Counselor (MFLC) funded by DOD



<b>Goal 8- Graduation/Promotion Rate</b>						
<b>Call to Action Belief Statement</b>						
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.						
<b>District LCAP Goals</b>						
<ol style="list-style-type: none"> <li>1. Closing the Achievement Gap with High Expectations for All</li> <li>2. Access to Broad and Challenging Curriculum</li> <li>3. Quality Leadership, Teaching and Learning</li> <li>4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child</li> </ol>						
<b>Annual Review of This Goal: SPSA Reviewed 2019-20</b>						
<b>*Analysis</b>						
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.						
Dewey's ELA instruction is implemented by credentialed teachers who participate in monthly PLC collaboration and planning meetings. Lucy Calkins Reading and Writing curriculum is implemented across all grade levels. After school tutoring is limited and funded for student's who struggle with reading and attend Primetime. Dewey uses Title I funds to fund pull out reading with 2 retired teachers in all grade levels except Transitional Kindergarten. An on line reading program (Learning A-Z) and classroom subscriptions (Nat'l Geographic/ Scholastic) is partially funded by community partners for all students.						
<b>*Major Differences</b>						
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						
<b>*Changes</b>						
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 major changes						
<b>*Goal 8- Graduation/Promotion Rate</b>						
<b>By Date</b>	<b>Grade</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3	Students with disabilities 3rd grade will meet or exceed grade level reading expectations	incomplete data	75%	Grade 3 ELA Reading	annually
June 2021	3	English Language Learner 3rd grade will meet or exceed grade level reading expectations	incomplete data	75%	Grade 3 ELA Reading	annually
June 2021	3	African American 3rd grade will meet or exceed grade level reading expectations	incomplete data	75%	Grade 3 ELA Reading	annually

**\*Identified Need**

48% of our 3rd grade students met standards on the CAASPP in 2018-19. No data for 2019-2020. Only 14.5% of students with disabilities scored proficient or advanced on the 2018-29 CAASPP in ELA (2 of 15 students)

**\*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	English Learner	will meet or exceed reading expectancy on DRA2	incomplete data	70%	Grade 3 ELA Reading	2 times per year
June 2021	3rd	Students with Disabilities	will meet or exceed reading expectancy on DRA2	14.5%	50%	Grade 3 ELA Reading	2 times per year
June 2021	3rd	Black or African American	will meet or exceed reading	incomplete data	70%	Grade 3 ELA Reading	2 times per year

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			expectancy on DRA2				
June 2021	4th	Students with Disabilities	will promote to 5th grade	100%	100%	Graduation/Promotion	annually
June 2021	4th	English Learner	will promote to 5th grade	100%	100%	Graduation/Promotion	annually
June 2021	4th	Black or African American	will promote to 5th grade	100%	100%	Graduation/Promotion	annually

### Strategy/Activity 1

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

All 3rd grade students

#### \*Strategy/Activity - Description

##### Double Dose Reading Groups

3rd grade students who are struggling with reading will receive pull out reading support from retired reading specialists during the school day, as well as their classroom teacher (double dose). We have funded this in the past with results that show growth in reading levels. We also use this as an RtI strategy to help determine if more supports are necessary.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Retired Clsrm Teacher Hrly				0085-30106-00-1189-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N008546	to fund retired teacher hourly for double dose reading groups for all struggling 3rd grade students.
	Retired Clsrm Teacher Hrly				0085-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts   Ref Id : N0085AE	to fund retired teacher hourly for double dose reading groups for all struggling 3rd grade students.

### Software purchase Raz Kids

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

All 3rd grade students

#### \*Strategy/Activity - Description

##### Software License

Learning A-Z was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.

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

## Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0085-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N00856F	online reading program to support third graders in reading.

### Supplemental classroom materials and supplies

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

All 3rd grade students

**\*Strategy/Activity - Description**

**Classroom Supplies**

Purchasing classroom supplies to support instruction.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Interprogram Svcs/Paper				0085-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts   Ref Id : N008541	Purchasing supplemental classroom supplies, paper , and materials to support 3rd grade instruction.
	Supplies				0085-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]	Goal 2 - English Language Arts   Ref Id : N00856F	Purchasing supplemental classroom supplies, paper , and materials to support 3rd grade instruction.

### ELPAC Testing

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

All 3rd grade ELL students

**\*Strategy/Activity - Description**

**ELPAC testing**

Initial and Summative ELPAC testing to ensure monitoring and growth of all 3rd grade English Language Learners.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Classroom PARAS Hrly				0085-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture   Ref Id : N00859E	Hourly pay to ensure all 3rd grade ELL students are tested with the ELPAC initial and/ or summative.

## **STEAM**

### **Our Vision**

Our work is about widening the sphere of success by engineering equitable learning outcomes 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 educational experiences in order for students to be agents of change and make hope a reality.

### **STEAM Belief Statement**

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

### **Leading, Implementing, Monitoring, and Actualizing a Coherent Plan**

Dewey is committed to implementing STEAM for the next 3 years using a phased in model, in line with the district's support. We started in the first pilot cohort in rolling out STEAM lessons an hour daily four days a week in Transitional Kindergarten and Kindergarten classrooms in 2018 with great success. The principal and all TK/K teachers attended a week of training in the summer of 2018. STEAM block was fully implemented in TK/K during the 2018-19 school year. All 1st grade teachers and the Principal attended a week long summer institute in the summer of 2019. STEAM block was fully implemented in 1st grade during the 2019-20 school year. All 2nd and 3rd grade teachers and the Principal attended a week long summer institute in the summer of 2020. All 2nd and 3rd grade classes are now fully implementing a STEAM block four days a week an hour a day. The Kindergarten and 1st grade classrooms have been remodeled with new paint and new furniture.

The teachers and principal are being provided on going professional development by the district and will be participating in Planning Days with their Professional Learning Communities for a half day monthly where STEAM will be on the agenda.

Principal will monitor and provide feedback during STEAM block.

## **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**

The administrator will conduct monthly PLC data monitoring meetings with a focus on ELLs, African American, and SWDs by visiting teacher's classrooms to learn about their students with the ability to converse with the student(s) we are discussing. The administrator will continue to learn side by side with teachers as we implement GVC in English Language Arts, GVC in math, Designated and Integrated ELD, Inclusive practices for students with disabilities, and mindfulness.

### **Site-Based Professional Development:**

The administrator and ILT will plan, lead and participate in professional development that aligns with school goals including Inclusivity and Social Justice professional development opportunities for all staff , distance learning and Benchmark ,as well as Mindfulness PD to develop a safe, collaborative, inclusive culture at Dewey. We will call upon district and community experts in these fields as resources to accelerate our learning.

### **Professional Learning Community**

Professional Learning Community opportunities will occur seven times a year (roughly monthly) and will focus on creating an inclusive community of proficient students in all areas with a focus on ELLs, African American, and SWD to close achievement gaps. We will monitor students with disabilities' math and ELA goals to ensure they are meeting them. This will be done in the professional learning community forum by using a google doc as a monitoring sheet.

### **Monitoring Student Growth**

At PLCs , the grade level teams and I will analyze data from common assessments given as agreed upon in our comprehensive assessment plan to determine and act upon trends, individual student progress as well as grade-level progress. This will be done over the short term and long term in formative and summative ways.

### **Organizational Leadership**

I have developed structures at Dewey to support social, emotional, and academic growth. The staff has readily taken on our Inclusion Movement. All students with special needs are included daily for the first 30 minutes in a general education classroom. This has begun to promote increased verbal skills for our communication challenged students as well as a strong sense of community in the general education classrooms. We all participate in professional learning opportunities with a special focus on serving students with special needs, African American, and English Language Learners. There is a monthly

half-day PLC structure in place for all grade levels. We are also spending time to support emotional/social adjustment by having many extracurricular activities for students to access like character education, mindfulness, yoga, guitars in the classroom, gardening, STEAM block for TK-2, Liberty School for grades 2,3,4 , many mental health supports ( school counselor, Military Family Life Counselor, Guidance Assistant, and a licensed therapist through Family Forces), Operation Bigs ( a big brother/big sister program fo military dependents) and the Dewey Ambassador program.

**Parent and Community Involvement**

We recently partnered with The San Diego Padres and the USO to renovate a classroom to provide a beautiful space for our students and families to enjoy together while connecting with their family members that are away. We hold weekly parent coffees on Mondays, Coffee and connections, to provide parents space and time to connect and debrief the weekend with friends and our MFLC. We have an active PTO, SSC, and SGT. I send out weekly parent updates to inform and connect with our families, in multiple languages.

**Online Learning Leadership**

- Teachers accessed a wide variety of training opportunities provided by the district in order to support online learning.
- Teachers were encouraged to participate in a minimum of 10 training sessions that aligned with their individual job assignments/responsibilities.
- Teachers attended professional development presented by Doug Fisher in order to support the continuation of online learning.
- Teachers were also provided with a copy of Dr. Fisher's ebook to facilitate ongoing study and professional development opportunities within their specific grade levels.
- Teachers are supporting each other by meeting regularly to share curriculum, instructional strategies, and digital resources with their colleagues.
- Meetings to facilitate ILT, RTI and IEP meetings are being conducted online in order to include all participants and ensure continuing support for teachers and students.

## **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**

# Dewey Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 58,321
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)	\$ 126,938

## 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)	\$32,680
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$32,680

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)	\$35,937
[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): \$ 35,937

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$126,938

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Dewey Elementary	09800 LCFF Intervention Support	Guidance Asst	2404	Guidance/Attendance Asst	0.3098	\$ 10,071.83		
		Guidance Asst	3000			\$ 11,021.15		
		Library Asst	2231	Other Support Prsnl PARAS	0.2000	\$ 5,781.60		
		Library Asst	3000			\$ 1,923.53		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 932.21		
			2151	Classroom PARAS Hrly		\$ 3,765.00		
			3000			\$ 1,442.34		
			4301	Supplies		\$ 500.00		
			5733	Interprogram Svcs/Paper		\$ 500.00		
		<b>09800 LCFF Intervention Support Total</b>					<b>0.5098</b>	<b>\$ 35,937.66</b>
			30100 Title I Basic Program	Guidance Asst	2404	Guidance/Attendance Asst	0.2528	\$ 8,218.42
				Guidance Asst	3000			\$ 8,993.03
					1189	Retired Clsrm Teacher Hrly		\$ 30,674.00
					3000			\$ 6,837.24
					4301	Supplies		\$ 2,001.00
<b>30100 Title I Basic Program Total</b>					<b>0.2528</b>	<b>\$ 56,723.69</b>		
	30103 Title I Parent Involvement		2955	Other Nonclsrm PARAS Hrly		\$ 527.00		
			3000			\$ 172.81		
			4301	Supplies		\$ 200.00		
			4304	Inservice supplies		\$ 397.00		
			5733	Interprogram Svcs/Paper		\$ 300.00		
<b>30103 Title I Parent Involvement Total</b>						<b>\$ 1,596.81</b>		
	30106 Title I Supplmnt Prog Imprvmnt		1189	Retired Clsrm Teacher Hrly		\$ 9,358.00		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 15,730.00		
			3000			\$ 5,592.13		
			4301	Supplies		\$ 2,000.00		
<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>						<b>\$ 32,680.13</b>		
<b>Grand Total</b>					<b>0.7625</b>	<b>\$ 126,938.29</b>		

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



***Dewey Elementary***  
**TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2020-2021**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

***Dewey Elementary*** has developed a written Title I parent and family engagement policy with input from Title I parents. This plan was developed with parent input at School Site Council meetings, Site Governance Team meetings, and PTO meetings.

It has distributed the policy to parents of Title I students by including this on Curriculum Night at the beginning of the year as well as including it in the parent handbook and parent newsletter.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). This policy complies with (ESSA Section 1116[b][1]) and is:

- distributed annually in the parent handbook in Spanish and English
- posted in Spanish and English on the parent communication board
- reviewed and revised annually at the first SSC meeting.

To involve parents in the Title I, Part A programs, the following practices have been established:

- Monthly SSC meetings
- Annual Title I meeting
- Monthly PTO meetings
- ELAC meetings
- Connections Coffees
- Monday Morning Assemblies

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).

This meeting takes place within the first few weeks of school at Curriculum Night.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]).

- Monthly SSC meetings
- Monthly SGT meetings
- Monthly PTO meetings
- ELAC meetings

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).

- Monthly SSC meetings
- Monthly SGT meetings
- Monthly PTO meetings
- ELAC meetings

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]).

- Parent letters regarding reading help
- Parent Teacher Conferences
- Monthly SSC meetings
- Monthly SGT meetings
- Monthly PTO meetings
- ELAC meetings

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

- Parent Teacher Conferences
- Report Cards
- Annual SBAC results

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

- Parent Teacher Conferences
- Monthly SSC meetings
- Monthly SGT meetings
- Monthly PTO meetings
- ELAC meetings

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

- Parent Teacher Conferences
- Communication with teacher

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

- Offers Positive Parenting Classes
- Materials provided by child's teacher
- On-line programs available

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

- Opportunities for parents and teachers to work together
- Staff Meeting topic

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- Resources available in Connections Corner
- Connections Corner Coffees
- Monday Morning Assemblies

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- School Messenger and newsletter messages go out in English, Spanish, Vietnamese, and Arabic

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- Child Care provided for parent educational opportunities

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

- Information and school reports are provided in English, Spanish, Vietnamese, and Arabic

If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

This policy was adopted by Dewey Elementary on October 1, 2020 and will be in effect for the period of a year .

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 1, 2020.

/Tanya McMillin/

10/1/2020

**APPENDIX C**

**SCHOOL PARENT COMPACT**





## DEWEY ELEMENTARY

### TITLE I SCHOOL PARENT COMPACT

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

*Dewey Elementary* distributes to parents and family members of Title I, Part A students, 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 Title I, Part A students:

#### REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction and the ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

*At Dewey we teach classes using interesting and challenging lessons that promote student achievement.*

- *Endeavor to motivate my students to learn.*
- *Have high expectations and help every child to develop a love of learning.*
- *Communicate regularly with families about student progress.*
- *Provide a warm, safe and caring learning environment.*
- *Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6)*
- *Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.*

- *Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.*
- *Respect the school, students, staff, and families*

The school engages Title I, Part A 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:

- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

*You may contact your child's teacher at any time during the school year to set up a conference. In addition for the 2020-21 school year, we have scheduled Parent-Teacher Conferences for November 2020 and March 2021, which may be held virtually if in-person instruction has not resumed.*

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

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

- **Provide parents reasonable access to staff.**

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

- **Provide parents opportunities to volunteer and participate in their child's class, and observe classroom activities as follows:**

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

The school provides Title I, Part A 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 (ESSA Section 1116[e][1]) by:

- Parent Teacher Conferences
- Communication with teacher
- Report Cards 3 times a year

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- Offers Positive Parenting Classes
- Materials provided by child's teacher
- On-line programs available

With the assistance of Title I, Part A 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 (ESSA Section 1116[e][3]) in the following ways:

- Opportunities for parents and teachers to work together
- Staff Meeting topic

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in the following ways:

- Resources available in Connections Corner
- Connections Corner Coffees
- Monday Morning Assemblies

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in the following ways:

- School Messenger messages and Newsletters go out in English, Spanish, Vietnamese, and Arabic

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in the following ways:

- Child Care provided for parent educational opportunities when in-person instruction resumes
- Supports disability awareness events

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]) in which ways?

- Information and school reports are provided in English, Spanish, Vietnamese, and Arabic

This Compact was adopted by the Dewey Elementary on 10/2/19, and will be in effect for the period of one year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 2, 2019.

/Tanya McMillin/

10/1/2020

## APPENDIX D

### DATA REPORTS

Data Reports can be retrieved from

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

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

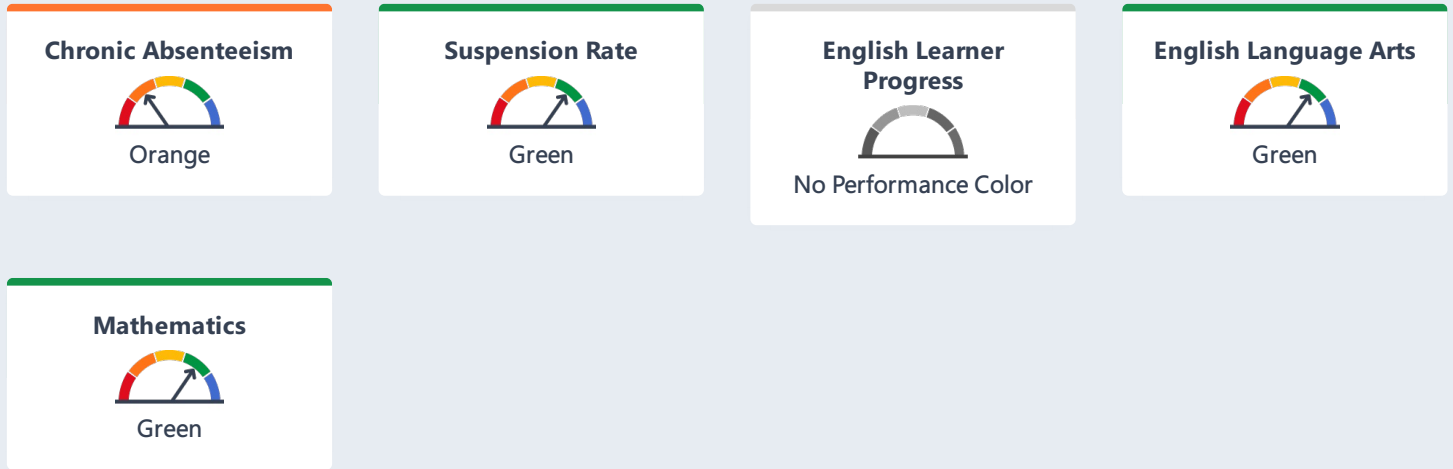
Reclassification data results can be requested from the school site.

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

# Dewey Elementary

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



## School Details

<b>NAME</b> Dewey Elementary	<b>ADDRESS</b> 3251 Rosecrans Street San Diego, CA 92110-4835	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-4
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## Student Population

Explore information about this school's student population.



# Academic Performance

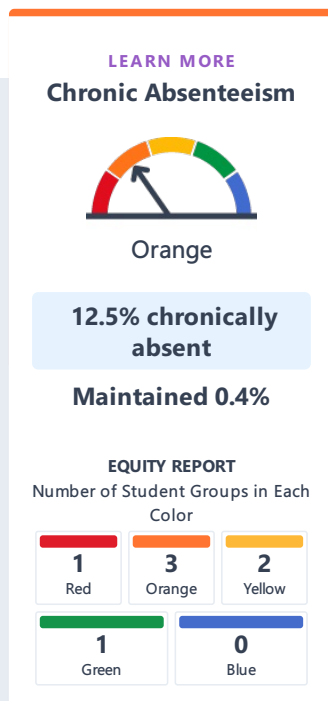
View Student Assessment Results and other aspects of school performance.



## DEWEY 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



Green

**1.1% suspended at least once**

**Declined 0.4% ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>1</b> Orange	<b>2</b> Yellow
<b>3</b> Green	<b>1</b> 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



Green

14.9 points above standard

Declined 7.4 Points ▼

Number of Students: 90

### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Socioeconomically Disadvantaged



Green

Hispanic



Blue

No Students



No Performance Color

African American

Asian

English Learners

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

### African American



No Performance Color

47 points above standard

Increased 27.8 Points ▲

Number of Students: 13

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### English Learners



No Performance Color

28 points below standard

Declined 26.1 Points ▼

Number of Students: 22

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



No Performance Color

17.6 points above standard

No Data

Number of Students: 11

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

85.5 points below standard

Declined 61.8 Points ▼

Number of Students: 15

### White



No Performance Color

4.9 points above standard

Declined 19.3 Points ▼

Number of Students: 19

### Socioeconomically Disadvantaged



Yellow

4.9 points above standard

Declined 7.7 Points ▼

Number of Students: 61

### Hispanic



Green

13.3 points above standard

Declined 15.8 Points ▼

Number of Students: 39

## 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 27.3 points above standard

22.3 points above standard

14.9 points above standard

## English Language Arts Data Comparisons: English Learners

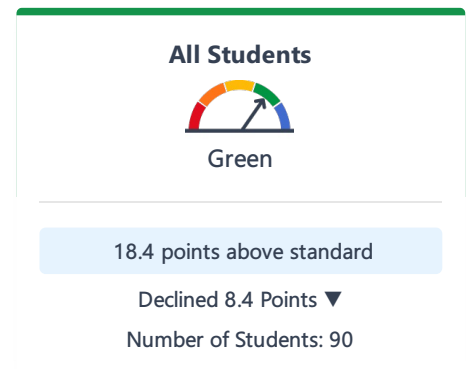
Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	Reclassified English Learners	English Only
65.5 points below standard	No Data	27.5 points above standard
Declined 34.7 Points ▼	No Data	Declined 3.3 Points ▼
Number of Students: 15	Number of Students: 7	Number of Students: 64

## 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.



### Student Group Details

#### All Student Groups by Performance Level

2 Total Student Groups

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



### African American



No Performance Color

49.2 points above standard

Increased 14.7 Points ▲

Number of Students: 13

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### English Learners



No Performance Color

1.5 points below standard

Declined 18.3 Points ▼

Number of Students: 22

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Two or More Races



No Performance Color

10.1 points above standard

No Data

Number of Students: 11

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

73.3 points below standard

Declined 69.6 Points ▼

Number of Students: 15

### White



No Performance Color

2.8 points above standard

Declined 18.3 Points ▼

Number of Students: 19

### Hispanic



Green

22.5 points above standard

Declined 16.2 Points ▼

Number of Students: 39

### Socioeconomically Disadvantaged



Green

10.6 points above standard

Declined 15.4 Points ▼

Number of Students: 61

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	36.5 points above standard	26.8 points above standard	18.4 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
32.3 points below standard	No Data	20.8 points above standard
Declined 27.9 Points ▼	No Data	Declined 8.4 Points ▼
Number of Students: 15	Number of Students: 7	Number of Students: 64

## 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**

**46.2% making progress towards English language proficiency**

**Number of EL Students: 39**

**Performance Level**  
Medium

**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.

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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ELs Who Decreased at Least One ELPI Level	15.3%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	38.4%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	46.1%

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# 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



Orange

12.5% chronically absent

Maintained 0.4%

Number of Students: 432

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

English Learners



Orange

African American

Socioeconomically Disadvantaged

Two or More Races



Yellow

Students with Disabilities

Hispanic



Green

White



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Filipino



No Performance Color

0% chronically absent

Declined 11.8% ▼

Number of Students: 12

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

### Homeless



No Performance Color

41.7% chronically absent

No Data

Number of Students: 12

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### English Learners



Red

22.7% chronically absent

Increased 5% ▲

Number of Students: 66

### African American



Orange

12.9% chronically absent

Increased 2.1% ▲

Number of Students: 62

### Socioeconomically Disadvantaged



Orange

12.4% chronically absent

Increased 1% ▲

Number of Students: 306

### Two or More Races



Orange

18.5% chronically absent

Increased 6.6% ▲

Number of Students: 65

### Students with Disabilities



Yellow

20% chronically absent

Declined 0.9% ▼

Number of Students: 80

### Hispanic



Yellow

13.1% chronically absent

Declined 0.9% ▼

Number of Students: 168

### White



Green

9% chronically absent

Declined 2.3% ▼

Number of Students: 111



# 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



Green

1.1% suspended at least once

Declined 0.4% ▼

Number of Students: 443

### Student Group Details

#### All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

White



Yellow

Two or More Races

Socioeconomically Disadvantaged



Green

English Learners

Hispanic

Students with Disabilities



Blue

African American



No Performance Color

American Indian

Asian

Filipino

Homeless

Pacific Islander

### American Indian

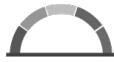


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 13

### Homeless



No Performance Color

7.1% suspended at least once

Increased 7.1% ▲

Number of Students: 14

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### White



Orange

1.8% suspended at least once

Increased 0.9% ▲

Number of Students: 113

### Two or More Races



Yellow

1.5% suspended at least once

Maintained -0.1%

Number of Students: 68

### Socioeconomically Disadvantaged



Yellow

1.6% suspended at least once

Maintained -0.1%

Number of Students: 310

### English Learners



Green

1.5% suspended at least once

Declined 1% ▼

Number of Students: 66

### Hispanic



Green

1.2% suspended at least once

Declined 1.1% ▼

Number of Students: 169

### Students with Disabilities



Green

1.2% suspended at least once

Declined 4.1% ▼

Number of Students: 83

### African American



Blue

0% suspended at least once

Declined 1.3% ▼

Number of Students: 66



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	97	53.6	90	57.8	97	63.9	99	63.6	100	56.0	2.4	-7.6	97	42.3	92	63.0	98	71.4	99	63.6	100	60.0	17.7	-3.6
Female	49	65.3	38	68.4	40	72.5	37	67.6	43	58.1	-7.2	-9.5	49	44.9	39	61.5	41	75.6	37	62.2	43	55.8	10.9	-6.4
Male	48	41.7	52	50.0	57	57.9	62	61.3	57	54.4	12.7	-6.9	48	39.6	53	64.2	57	68.4	62	64.5	57	63.2	23.6	-1.3
African American	10	50.0	15	40.0	22	63.6	20	70.0	16	62.5	12.5	-7.5	10	20.0	15	53.3	22	77.3	20	75.0	16	62.5	42.5	-12.5
Asian**	1	-	1	85.7	3	-	3	-	4	-	-	-	1	-	1	-	4	-	3	-	4	-	-	-
Filipino	8	-	5	65.4	3	-	4	-	4	-	-	-	8	-	5	-	3	-	4	-	4	-	-	-
Hispanic	54	46.3	39	51.3	37	67.6	39	61.5	43	53.5	7.2	-8.0	54	35.2	40	55.0	37	75.7	39	61.5	43	60.5	25.3	-1.0
Indochinese**	0	-	0	63.6	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	3	47.6	1	-	1	-	1	-	-	-	2	-	3	-	1	-	1	-	1	-	-	-
White	12	66.7	17	82.4	17	76.5	19	63.2	21	42.9	-23.8	-20.3	12	50.0	17	88.2	17	76.5	19	68.4	21	57.1	7.1	-11.3
Multiracial	10	70.0	10	60.0	14	50.0	13	69.2	11	72.7	2.7	3.5	10	60.0	11	54.5	14	57.1	13	53.8	11	54.5	-5.5	0.7
English Learner	26	30.8	14	14.3	10	0.0	16	12.5	15	26.7	-4.1	14.2	26	30.8	16	37.5	11	27.3	16	31.3	15	40.0	9.2	8.7
English-Speaking	71	62.0	76	65.8	87	71.3	83	73.5	85	61.2	-0.8	-12.3	71	46.5	76	68.4	87	77.0	83	69.9	85	63.5	17.0	-6.4
Reclassified†	6	-	5	57.8	6	-	10	80.0	7	-	-	-	6	-	5	-	6	-	10	70.0	7	-	-	-
Initially Eng. Speaking	65	61.5	71	63.4	81	70.4	73	72.6	78	60.3	-1.2	-12.3	65	47.7	71	66.2	81	75.3	73	69.9	78	62.8	15.1	-7.1
Econ. Disadv.*	75	49.3	64	53.1	57	57.9	61	55.7	69	50.7	1.4	-5.0	75	40.0	65	56.9	58	70.7	61	59.0	69	58.0	18.0	-1.0
Non-Econ. Disadv.	22	68.2	26	69.2	40	72.5	38	76.3	31	67.7	-0.5	-8.6	22	50.0	27	77.8	40	72.5	38	71.1	31	64.5	14.5	-6.6
Gifted	16	68.8	18	88.9	15	86.7	3	-	9	-	-	-	16	68.8	18	94.4	15	93.3	3	-	9	-	-	-
Not Gifted	81	50.6	72	50.0	82	59.8	96	62.5	91	53.8	3.2	-8.7	81	37.0	74	55.4	83	67.5	96	62.5	91	56.0	19.0	-6.5
With Disabilities	13	15.4	9	14.8	12	8.3	13	23.1	16	6.3	-9.1	-16.8	13	15.4	9	-	12	16.7	13	38.5	16	12.5	-2.9	-26.0
WO Disabilities	84	59.5	81	63.0	85	71.8	86	69.8	84	65.5	6.0	-4.3	84	46.4	83	67.5	86	79.1	86	67.4	84	69.0	22.6	1.6
Homeless	1	-	0	36.4	2	-	0	-	4	-	-	-	1	-	1	-	2	-	0	-	4	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	62	59.7	69	60.9	76	67.1	73	68.5	73	60.3	0.6	-8.2	62	43.5	71	66.2	76	75.0	73	65.8	73	67.1	23.6	1.3

\* 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**  
**Dewey**  
**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	%	%	%
<b>Total</b>	45	57.8	53	54.7	50	70.0	58	62.1	48	47.9	-9.9	-14.2	45	51.1	54	59.3	51	74.5	58	65.5	48	47.9	-3.2	-17.6
Female	21	76.2	17	58.8	25	84.0	21	61.9	23	47.8	-28.4	-14.1	21	52.4	17	47.1	26	84.6	21	57.1	23	43.5	-8.9	-13.6
Male	24	41.7	36	52.8	25	56.0	37	62.2	25	48.0	6.3	-14.2	24	50.0	37	64.9	25	64.0	37	70.3	25	52.0	2.0	-18.3
African American	5	-	8	40.0	15	73.3	11	63.6	7	-	-	-	5	-	8	-	15	80.0	11	63.6	7	-	-	-
Asian**	1	-	0	85.7	2	-	1	-	3	-	-	-	1	-	0	-	3	-	1	-	3	-	-	-
Filipino	3	-	3	65.4	2	-	2	-	0	-	-	-	3	-	3	-	2	-	2	-	0	-	-	-
Hispanic	23	56.5	22	54.5	16	81.3	22	54.5	22	45.5	-11.0	-9.0	23	52.2	22	59.1	16	81.3	22	63.6	22	50.0	-2.2	-13.6
Indochinese**	0	-	0	63.6	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	47.6	0	-	1	-	0	-	-	-	2	-	1	-	0	-	1	-	0	-	-	-
White	6	-	12	75.0	8	-	16	68.8	9	-	-	-	6	-	12	83.3	8	-	16	75.0	9	-	-	-
Multiracial	5	-	7	60.0	7	-	5	-	7	-	-	-	5	-	8	-	7	-	5	-	7	-	-	-
English Learner	14	50.0	6	14.3	4	-	6	-	9	-	-	-	14	50.0	7	-	5	-	6	-	9	-	-	-
English-Speaking	31	61.3	47	59.6	46	76.1	52	67.3	39	51.3	-10.0	-16.0	31	51.6	47	63.8	46	78.3	52	69.2	39	48.7	-2.9	-20.5
Reclassified†	0	-	0	57.8	3	-	6	-	1	-	-	-	0	-	0	-	3	-	6	-	1	-	-	-
Initially Eng. Speaking	31	61.3	47	59.6	43	74.4	46	67.4	38	50.0	-11.3	-17.4	31	51.6	47	63.8	43	76.7	46	69.6	38	47.4	-4.2	-22.2
Econ. Disadv.*	33	54.5	39	51.3	25	64.0	37	51.4	33	45.5	-9.0	-5.9	33	48.5	39	51.3	26	73.1	37	62.2	33	51.5	3.0	-10.7
Non-Econ. Disadv.	12	66.7	14	64.3	25	76.0	21	81.0	15	53.3	-13.4	-27.7	12	58.3	15	80.0	25	76.0	21	71.4	15	40.0	-18.3	-31.4
Gifted	9	-	12	83.3	6	-	2	-	3	-	-	-	9	-	12	91.7	6	-	2	-	3	-	-	-
Not Gifted	36	55.6	41	46.3	44	68.2	56	60.7	45	48.9	-6.7	-11.8	36	41.7	42	50.0	45	73.3	56	64.3	45	44.4	2.7	-19.9
With Disabilities	8	-	9	14.8	12	8.3	7	-	12	8.3	-	-	8	-	5	-	12	16.7	7	-	12	8.3	-	-
WO Disabilities	37	67.6	48	60.4	43	81.4	51	68.6	36	61.1	-6.5	-7.5	37	59.5	49	63.3	44	86.4	51	68.6	36	61.1	1.6	-7.5
Homeless	1	-	0	36.4	2	-	0	-	4	-	-	-	1	-	1	-	2	-	0	-	4	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	29	55.2	42	57.1	41	73.2	43	67.4	36	52.8	-2.4	-14.6	29	44.8	43	62.8	41	80.5	43	67.4	36	52.8	8.0	-14.6

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

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

\*\* 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**  
**Dewey**  
**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	52	50.0	37	62.2	47	57.4	41	65.9	52	63.5	13.5	-2.4	52	34.6	38	68.4	47	68.1	41	61.0	52	71.2	36.6	10.2
Female	28	57.1	21	76.2	15	53.3	16	75.0	20	70.0	12.9	-5.0	28	39.3	22	72.7	15	60.0	16	68.8	20	70.0	30.7	1.2
Male	24	41.7	16	43.8	32	59.4	25	60.0	32	59.4	17.7	-0.6	24	29.2	16	62.5	32	71.9	25	56.0	32	71.9	42.7	15.9
African American	5	-	7	40.0	7	-	9	-	9	-	-	-	5	-	7	-	7	-	9	-	9	-	-	-
Asian**	0	-	1	85.7	1	-	2	-	1	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-
Filipino	5	-	2	65.4	1	-	2	-	4	-	-	-	5	-	2	-	1	-	2	-	4	-	-	-
Hispanic	31	38.7	17	47.1	21	57.1	17	70.6	21	61.9	23.2	-8.7	31	22.6	18	50.0	21	71.4	17	58.8	21	71.4	48.8	12.6
Indochinese**	0	-	0	63.6	0	-	0	-	-	-	-	-	0	-	0	-	0	-	0	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	47.6	1	-	0	-	1	-	-	-	0	-	2	-	1	-	0	-	1	-	-	-
White	6	-	5	75.0	9	-	3	-	12	41.7	-	-	6	-	5	-	9	-	3	-	12	75.0	-	-
Multiracial	5	-	3	60.0	7	-	8	-	4	-	-	-	5	-	3	-	7	-	8	-	4	-	-	-
English Learner	12	8.3	8	14.3	6	-	10	10.0	6	-	-	-	12	8.3	9	-	6	-	10	30.0	6	-	-	-
English-Speaking	40	62.5	29	75.9	41	65.9	31	83.9	46	69.6	7.1	-14.3	40	42.5	29	75.9	41	75.6	31	71.0	46	76.1	33.6	5.1
Reclassified†	6	-	5	57.8	3	-	4	-	6	-	-	-	6	-	5	-	3	-	4	-	6	-	-	-
Initially Eng. Speaking	34	61.8	24	70.8	38	65.8	27	81.5	40	70.0	8.2	-11.5	34	44.1	24	70.8	38	73.7	27	70.4	40	77.5	33.4	7.1
Econ. Disadv.*	42	45.2	25	56.0	32	53.1	24	62.5	36	55.6	10.4	-6.9	42	33.3	26	65.4	32	68.8	24	54.2	36	63.9	30.6	9.7
Non-Econ. Disadv.	10	70.0	12	75.0	15	66.7	17	70.6	16	81.3	11.3	10.7	10	40.0	12	75.0	15	66.7	17	70.6	16	87.5	47.5	16.9
Gifted	7	-	6	83.3	9	-	1	-	6	-	-	-	7	-	6	-	9	-	1	-	6	-	-	-
Not Gifted	45	46.7	31	54.8	38	50.0	40	65.0	46	58.7	12.0	-6.3	45	33.3	32	62.5	38	60.5	40	60.0	46	67.4	34.1	7.4
With Disabilities	5	-	4	14.8	5	-	6	-	16	6.3	-	-	5	-	4	-	5	-	6	-	4	-	-	-
WO Disabilities	47	53.2	33	66.7	42	61.9	35	71.4	48	68.8	15.6	-2.6	47	36.2	34	73.5	42	71.4	35	65.7	48	75.0	38.8	9.3
Homeless	0	-	0	36.4	2	-	0	-	2	-	-	-	0	-	0	-	2	-	0	-	2	-	-	-
Foster	0	-	0	50.0	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	33	63.6	27	66.7	35	60.0	30	70.0	37	67.6	4.0	-2.4	33	42.4	28	71.4	35	68.6	30	63.3	37	81.1	38.7	17.8

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

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

\*\* 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**

**SCHOOL NAME: DEWEY ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Guidance Assistant**

Dewey's guidance assistant helps to support social adjustment. She also tracks attendance and awards are given individually by the week as well as classroom awards weekly.

**\*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.
Guidance Asst -	0.25275	\$16,312.97	30100-2404	Guidance assistant to help support social adjustment and attendance	Effective , use for emotional regulation and academic intervention	n/a	Continue to fund

Note/Reminders (optional):

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

### Strategy/Activity 2

**\*Strategy/Activity - Description**

**Inclusion of ALL students with disabilities**

Inclusion of ALL students with disabilities in general education opportunities daily to include classroom time, lunch, and recess. This will require some professional development for the paraprofessionals working with these students.

**\*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.
Classroom PARAS Hrly	--	--	30106-2151	professional development hourly pay for paraprofessionals to participate in professional development specifically around students with disabilities and inclusion	Effective; did not use as much as budgeted	Need to offer more opportunities for 2020-21	Continue to fund

Note/Reminders (optional):



**Strategy/Activity 3**

**\*Strategy/Activity - Description**

**Parent Handbook and other communications**

The parent handbook and various other communications keep parents informed of safety procedures and issues as they pertain to our school keeping a safe, collaborative, and inclusive culture

**\*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.
Interprogram Svcs/Duplicating		\$237.00	30103-5721	printing of parent handbook	Effective ; communication with parents	n/a	Will fund from another source

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Professional Learning Community Planning Days**

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual student growth, growth of students with special needs and English language learners. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

**\*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.

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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		\$13,895.63	30106-1192	release time for teachers for PLCs	Effective , Use for planning and PLC time – visiting teachers	n/a	Continue to fund

Note/Reminders (optional):

### Strategy/Activity 2

**\*Strategy/Activity - Description**

**Double Dose Reading Groups**

K-4th grade students who are struggling with reading will receive pull out reading support from retired reading specialists during the school day, as well as their classroom teacher( double dose). We have funded this in the past with results that show growth in reading levels.We also use this as an RtI strategy to help determine if more supports are necessary.

**\*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.
Retired Clsrm Teacher Hrly		\$56,329.31	30100-1189	retired teacher hourly- double dose reading	Effective; Targeted intervention support from retired credentialed teachers to help struggling readers.	n/a	Continue to fund
Classroom Teacher Hrly		\$3,168.87	30106-1157	teacher hourly- double dose reading	Effective; Targeted intervention support from retired credentialed	n/a	Continue to fund

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					teachers to help struggling readers.		
Retired Clsrm Teacher Hrly		\$5,000.38	30106-1189	retired teacher hourly- double dose reading	Effective; Targeted intervention support from retired credentialed teachers to help struggling readers.	n/a	Continue to fund

Note/Reminders (optional):

### Strategy/Activity 3

#### \*Strategy/Activity - Description

#### Lucy Calkins Phonics Curriculum - 1st grade

Dewey was not getting the results we wanted in using the Phonics for Reading curriculum that we had used for the past two years. After looking at data and conferring with two other schools who had piloted the new curriculum for a year we decided to purchase and implement this phonics curriculum. It aligns with Lucy Calkins Reading and Writing Units we already use.

#### \*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.
Supplies		\$101.00	30100-4301	purchase new phonics curriculum for 1st grade	Purchased but not implemented	Not implemented ; too many new initiatives (STEAM, ELD) and resource materials not purchased	Do not fund-supplement resource materials
Supplies		\$1,000.00	30106-4301	purchase new phonics curriculum for 1st grade	Purchased but not implemented	Not implemented ; too many new initiatives (STEAM, ELD) and resource	Do not fund-supplement resource materials

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						materials not purchased	
Note/Reminders (optional):							
<b>Strategy/Activity 4</b>							
<b>*Strategy/Activity - Description</b>							
<b>Software License</b>							
Learning A-Z was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<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.
Software License		\$3,000.00	30106-5841	reading software license purchase to improve reading achievement	Did not use funds-donations or district funded	n/a	Do not fund for 2020-21
Note/Reminders (optional):							
<b>Strategy/Activity 5</b>							
<b>*Strategy/Activity - Description</b>							
<b>Classroom Supplies</b>							
Purchasing classroom supplies to support instruction.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<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.							

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$7,751.00	30106-4301	classroom supplies	Effective, need instructional supplies for supplemental instructional materials to include interventions	n/a	Continue to fund

Note/Reminders (optional):

### Strategy/Activity 7

**\*Strategy/Activity - Description**

**Paraprofessional Training**

Dewey paraprofessionals will participate in paid professional development opportunities.

**\*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.
Classroom PARAS Hrly		\$1,284.35	30106-2151	hourly paraprofessional pay for professional development opportunities	Effective; did not use as much as budgeted	Need to offer more opportunities for 2020-21	Continue to fund

Note/Reminders (optional):

### Strategy/Activity 8

**\*Strategy/Activity - Description**

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**Professional Development**

Professional development opportunities for teachers to learn more about how to increase student reading achievement.

**\*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	--	--	30106-1192	pay for substitutes for release time of teacher for PD.	Effective , Use for planning and PLC time – visiting teachers	n/a	Continue to fund

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Professional Learning Community Planning Days**

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual student growth, growth of students with special needs and English language learners. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

**\*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	--	--	30106-1192	release time for Professional Learning Community planning days	Effective, Use for planning and PLC time – visiting teachers	n/a	continue to fund

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

**Professional Development**

Professional development opportunities for teachers to learn more about how to increase student math achievement.

**\*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.

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	--	--	30106-1192	substitute pay to release teachers for professional development .	Effective , Use for planning and PLC time – visiting teachers	n/a	Continue to fund

Note/Reminders (optional):



**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Professional Learning Community Planning Days**

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual ELL student growth. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

**\*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.
Classroom Teacher Hrly	--	--	30106-1157	to support PLC and planning time specifically focused on increasing ELL achievement. Includes tutoring support for ELs.	Effective; Targeted intervention support from retired credentialed teachers to help struggling readers.	n/a	Continue to fund
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	to support PLC and planning time specifically focused on increasing ELL achievement.	Effective, Use for planning and PLC time – visiting teachers	n/a	Continue to fund

Note/Reminders (optional):

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

**Double Dose Reading Groups**  
K-4th grade students who are struggling with reading will receive pull out reading support from retired reading specialists during the school day, as well as their classroom teacher( double dose). We have funded this in the past with results that show growth in reading levels.We also use this as an RtI strategy to help determine if more supports are necessary.

**\*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.
Retired Clsrm Teacher Hrly	--	--	30100-1189	teacher hourly to support struggling ELL in reading	Effective; Targeted intervention support from retired credentialed teachers to help struggling readers.	n/a	Continue to fund
Retired Clsrm Teacher Hrly	--	--	30106-1189	teacher hourly to support struggling ELL in reading	Effective; Targeted intervention support from retired credentialed teachers to help struggling readers.	n/a	Continue to fund

Note/Reminders (optional):

**Goal 5 - Students with Disabilities**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

**Professional Development specifically on inclusion**

General Education teachers, Special Education Teachers and paraprofessionals will take part in side by side professional development to promote communication and inclusion for all students with disabilities.

**\*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.
Classroom PARAS Hrly	--	--	30106-2151	hourly pay for paraprofessionals to participate in professional development specifically around students with disabilities and inclusion	Effective; did not use as much as budgeted	Need to offer more opportunities for 2020-21	Continue to fund

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/ Activity 1**

**\*Strategy/Activity - Description**

Families will attend a 3 part series on Positive Parenting Program put on by JFS through a partnership with SDUSD.

**\*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.
Inservice supplies		\$530.00	30103-4304	supplies to support family parenting class	Effective; purchase of supplemental learning materials and light snacks for parent ed workshops	n/a	Continue to fund

Note/Reminders (optional):

**Strategy/ Activity 3**

**\*Strategy/Activity - Description**

**PTO Involvement**

Parents will attend monthly PTO meetings while child care is provided.

**\*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	Modification based on
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## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

		\$980.94	30103-2955	Child care for parent events and meetings	Effective; allows parents to focus during meetings and parent educational opportunities	(ineffective) & why? n/a	evaluation results. Continue to fund
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Note/Reminders (optional):

### Strategy/Activity 4

**\*Strategy/Activity - Description**

**Parent Handbook and other communications**

keep parents informed of safety procedures and issues as they pertain to our school keeping a safe, collaborative, and inclusive culture

**\*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.
Interprogram Svcs/Duplicating	--	--	30103-5721	printing of parent handbooks	Effective; aids in parent communication	n/a	Will fund from another source for 2020-21

Note/Reminders (optional):

### Strategy/Activity 5

**\*Strategy/Activity - Description**

**Connections and Coffee**

Every Monday morning after assembly parents will be invited for coffee in Connections Corner.

**\*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:

## Dewey Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Inservice supplies	--	--	30103-4304	to supply light refreshments and resource materials for parents	Effective; purchase of supplemental learning materials and light snacks for parent ed workshops	n/a	Continue to fund

Note/Reminders (optional):

<b>Goal 7- Graduation/Promotion Rate</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
<p><b>Double Dose Reading Groups</b>            3rd grade students who are struggling with reading will receive pull out reading support from retired reading specialists during the school day, as well as their classroom teacher( double dose). We have funded this in the past with results that show growth in reading levels.We also use this as an RtI strategy to help determine if more supports are necessary.</p>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Analysis:</u>            Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><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.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) &amp; why?</b>	<b>What is not working (ineffective) &amp; why?</b>	<b>Modification based on evaluation results.</b>
Retired Clsrm Teacher Hrly	--	--	30100-1189	teacher hourly for double dose reading groups for 3rd grade students that are struggling with reading at grade level.	Effective; Targeted intervention support from retired credentialed teachers to help struggling readers.	n/a	Continue to fund
Retired Clsrm Teacher Hrly	--	--	30106-1189	teacher hourly for double dose reading groups for 3rd grade students that are struggling with reading at grade level	Effective; Targeted intervention support from retired credentialed teachers to help struggling readers.	n/a	Continue to fund
Note/Reminders (optional):							
<b>Strategy/Activity 2</b>							
<b>*Strategy/Activity - Description</b>							

## Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<b>Software License</b>							
Learning A-Z was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<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.
Software License	--	--	30106-5841	On line reading programs to improve reading .	Did not purchase-donated or district funded	n/a	Do not fund for 2020-21
Note/Reminders (optional):							
<b>Strategy/Activity 3</b>							
<b>*Strategy/Activity - Description</b>							
<b>Classroom Supplies</b>							
Purchasing classroom supplies to support instruction.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<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.
Supplies	--	--	30100-4301	Purchasing classroom supplies to support instruction.	Effective, need instructional supplies for supplemental	n/a	Continue to fund



## Dewey Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					instructional materials to include interventions		
Supplies	--	--	30106-4301	Purchasing classroom supplies to support instruction.	Effective, need instructional supplies for supplemental instructional materials to include interventions	n/a	Continue to fund
Supplies	--	--	30106-4301	Purchasing classroom supplies to support instruction.	Effective, need instructional supplies for supplemental instructional materials to include interventions	n/a	Continue to fund

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

**SCHOOL NAME: DEWEY ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Guidance Assistant**

Dewey's guidance assistant helps to support social adjustment. She also tracks attendance and awards are given individually by the week as well as classroom awards weekly.

**\*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.
Guidance Asst	0.30975	\$19,991.86	09800-2404	Guidance assistant to help support social adjustment and attendance	Effective , use for emotional regulation and academic intervention	n/a	Continue to fund

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Professional Learning Community Planning Days**

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual student growth, growth of students with special needs and English language learners. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

**\*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.
Classroom Teacher Hrly		\$11,331.99	09800-1157	teacher hourly for PLC time/ ILT time	Effective, Use for planning and PLC time out of school hours	Used minimal amount	Fund less for 2020-21

Note/Reminders (optional): mainly 4<sup>th</sup> grade

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

**Lucy Calkins Phonics Curriculum - 1st grade**

Dewey was not getting the results we wanted in using the Phonics for Reading curriculum that we had used for the past two years. After looking at data and conferring with two other schools who had piloted the new curriculum for a year we decided to purchase and implement this phonics curriculum. It aligns with Lucy Calkins Reading and Writing Units we already use.

**\*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.

## Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$2.00	09800-4301	purchase new phonics curriculum for 1st grade	Purchased but not implemented	Not implemented ; too many new initiatives (STEAM, ELD) and resource materials not purchased	Do not fund-supplement resource materials

Note/Reminders (optional): purchase resource materials

### Strategy/Activity 5

**\*Strategy/Activity - Description**

**Classroom Supplies**

Purchasing classroom supplies to support instruction.

**\*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.
Interprogram Svcs/Paper		\$2,000.00	09800-5733	paper for supplemental classroom activities/ curriculum	Effective, need paper for supplemental instructional materials to include interventions	n/a	Continue to fund

Note/Reminders (optional):

## Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

### Strategy/Activity 6

**\*Strategy/Activity - Description**

**ELPAC testing**

Initial and Summative ELPAC testing to ensure monitoring and growth of all English Language Learners.

**\*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.
Classroom PARAS Hrly		\$6,539.50	09800-2151	Hourly pay to paras to administer ELPAC tests	Effective; necessary expense to monitor progress of ELLs	n/a	Continue to fund

Note/Reminders (optional):

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Professional Learning Community Planning Days**

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual student growth, growth of students with special needs and English language learners. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

**\*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.
Classroom Teacher Hrly	--	--	09800-1157	teacher hourly for PLC/ ILT time	Effective, Use for planning and PLC time out of school hours	Used minimal amount	Fund less for 2020-21

Note/Reminders (optional): mainly 4<sup>th</sup> grade

**Goal 4- English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

**Professional Learning Community Planning Days**

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual ELL student growth. This is a time that curriculum and instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

**\*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.
Classroom Teacher Hrly	--	--	09800-1157	to support PLC and planning time specifically focused on increasing ELL achievement. Includes tutoring support for ELs.	Effective, Use for planning and PLC time out of school hours	Used minimal amount	Fund less for 2020-21

Note/Reminders (optional):

**Strategy/Activity 5**

**\*Strategy/Activity - Description**

**ELPAC Testing**

to monitor achievement of ELL students

**\*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.

## Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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.
Classroom PARAS Hrly	--	--	09800-2151	hourly pay to administer ELPAC initial and summative tests to ELL students as required by state	Effective; necessary expense to monitor progress of ELLs	n/a	Continue to fund

Note/Reminders (optional):



**Goal 5 - Students with Disabilities**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

**Professional Development specifically on inclusion**

General Education teachers, Special Education Teachers and paraprofessionals will take part in side by side professional development to promote communication and inclusion for all students with disabilities.

**\*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.
Classroom PARAS Hrly	--	--	09800-2151	hourly pay for paraprofessionals to participate in professional development specifically around students with disabilities and inclusion	Effective; did not use as much as budgeted	Need to plan more opportunities	Continue to fund and expand opportunities for 2020-21

Note/Reminders (optional):

**Goal 7- Graduation/Promotion Rate**

**Strategy/Activity 3**

**\*Strategy/Activity - Description**

**Classroom Supplies**

Purchasing classroom supplies to support instruction.

**\*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.
Supplies	--	--	09800-4301	Purchasing classroom supplies to support instruction.	Effective, need instructional supplies for supplemental instructional materials to include interventions	n/a	Continue to fund

Note/Reminders (optional):

**Strategy/Activity 4**

**\*Strategy/Activity - Description**

**ELPAC testing**

Initial and Summative ELPAC testing to ensure monitoring and growth of all English Language Learners.

**\*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.

## Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom PARAS Hrly	--	--	09800-2151	hourly pay to administer ELPAC initial and summative tests to ELL students as required by state	Effective; necessary expense to monitor progress of ELLs	n/a	Continue to fund

Note/Reminders (optional):

What are my leadership strategies in service of the goals?