

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **DINGEMAN ELEMENTARY** SCHOOL

2020-21

37-68338-6112726
CDS Code

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

Principal: Pedrotti, Dusty

Contact Person: Pedrotti, Dusty

Position: Vice Principal

Telephone Number: (858) 549-4437

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

E-mail Address: dpedrotti@sandi.net

The following items are included:

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

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

SCHOOL NAME: **Dingeman Elementary School**

DUE: October 5, 2020

SITE CONTACT PERSON: **Dusty Pedrotti**

PHONE: (858) 549-4437

FAX:

E-MAIL ADDRESS: dpedrotti@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: 10/02/2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <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: 10/01/2020

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.

Dusty Pedrotti
Type/Print Name of School Principal

/Dusty Pedrotti/ 10/02/2020
Signature of School Principal / Date

Mary Russell
Type/Print Name of SSC Chairperson

/Mary Russell/ 10/02/2020
Signature of SSC Chairperson / Date

Type/Print Name of ELAC Chairperson

Signature of ELAC Chairperson / Date

Monika Hazel

Type/Print Name of Area Superintendent

Monika Hazel

Signature of Area Superintendent / Date 11/17/20

Submit Document With Electronic 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 for a non-Title I school.

Staff and community at Dingeman strive for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Dingeman work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to ensure that students are academically and socio-emotionally prepared for their next level of schooling by cultivating a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Dingeman Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-20, stakeholders were involved in the 2020-2021 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, FFC, and staff meetings held throughout the year.

School wide Parent Meetings were held over the summer and during the first week of school, including Back to School Night. For the 2020-21 school year.

- January 30th, 2020- Staff met to analyze data and provided budget recommendations.
- February 5th, 2020- SSC /SGT met to discuss the evaluation and assessment survey.
- February 5th, 2020-SSC/ SGT reviewed and approved the 2020-21 budget.
- September 21st, 2020 - SSC/SGT officers were elected.
- September 24th, 2020 SSC /SGT Review/Approval School Parent Compact and Parent and Family Engagement Policy.
- October 1st, 2020- SSC/SGT developed and approved 2020-21 SPSA.
- October 2nd, 2020 - ELAC reviewed and approved 2020-21 SPSA.

RESOURCE INEQUITIES

Dingeman's root cause analysis involved examining data from CAASPP, the California Dashboard, California Healthy Kids Survey, California Parent Survey, site data; and a review of the 2018-19 SPSA. An analysis of the student groups (3rd-5th) CAASPP results indicate overall growth in the area of ELA.

The 2016-2017 3rd grade student cohort group met or exceeded grade level standards at 83.7% (ELA) and 90.3% (Math). The same group of students moved up to 4th grade in 2017-2018 and their performance met or exceeded grade level standards at 84.4% (ELA) and at 88.4% (Math). During the 2018-2019 school year, their performance in ELA met or exceeded grade level standards at 84.4 % (ELA) and 83.7% (Math).

Over the 2015 through the 2018/19 school years, ELA in 3rd grade increased 2.9%. Over the 2015 through the 2018/19 school years, Math in 3rd grade increased 20.7%.

The 2016-2017 4th grade student group met or exceeded grade level standards at 91.4% (ELA) and 92.7% (Math). The same group of students moved up to 5th grade in 2017-2018 and their performance met or exceeded grade level standards at 89% (ELA) and at 88.4% (Math).

Over the 2015 through the 2018/19 school years, ELA scores decreased by 8.3% and in Math 4th grade scores increased 2.9%.

The 2018-19 5th grade student group met or exceeded grade level standards at 84.4% (ELA) and 83.7% (Math).

Over the 2015 through the 2018/19 school years, ELA in 5th grade decreased 6.5%. Over the 2015 through the 2018/19 school years, Math in 5th grade increased 2.0%.

The school's overall data for the 2017/18 school year indicates 86.9% of 3rd-5th grade students met or exceeded standards in ELA and 88.9% in Math. In the 2018/19 school year, the data indicates 83.9% of 3rd-5th grade students met or exceeded grade level standards in ELA and 90.2% in Math. There was a decrease of 3% in the area of ELA from 2018 to 2019 and a 1.3% increase in Math.

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities. Between 2017/18 and 2018/19 there was a 6.5% ELA decrease and a 6.3% decrease in Math for this subgroup. Review data also shows a need for attention in the varied performance levels of our Males. Historically, there is a relatively small gap that has existed between Males and Female in both ELA and Math (approximately 1-3%) However, the 2018-19 data shows that there is a significant gap in the percentage of students proficient with 14.5% more females are meeting/exceeding ELA standards.

The data also indicates that there is an achievement gap with students who are socioeconomically disadvantaged. In ELA, this gap has remained relatively the same at 6%. However, in Math the gap has decreased from 2015 to 2019. In 2015, the gap in Math was 24%, the current gap is 8.1%.

Subgroups

ECONOMICALLY DISADVANTAGED As a result of this focus, there are inequities in the area of ELA in the subgroups of Economically disadvantaged and students with disabilities. When examining these groups of students as they move from 3rd to 5th grade both groups of dropped in met or exceeded grade level standards. 7.8% in ELA for Econ Disadv. and 6.5% for our students with disabilities. The inequities in the area of math for our economically disadvantaged students decreased by 1.1% and students with disabilities decreased by 6.3%.

HISPANIC Data shows that we are making progress at closing the achievement gap with our Hispanic students in both ELA and Math. In 2015, there was a 22.5% gap in ELA and currently there is a 1.5% gap. In 2015, there was a 16.4% gap and currently there is a 2% gap.

STUDENTS WITH DISABILITIES

Since 2015, our SWD have ranged from 37.9%-47.6% at or above grade level. 2019 data shows 38.1% of SWD as being at/above grade level.

ENGLISH LEARNERS

The historical gap with English Learner performance continues with 25% at or above grade level in ELA and 75% in Math.

FILIPINO

Last year we noted that there was a 14.7% gap in the performance of our Filipino student group in ELA and 11.1% in Math. Our 2019 data shows that the gap was eliminated and the Filipino subgroup outperformed the all grade performance by 5% in ELA and 4.2% in Math.

As a result of this data analysis, there are inequities in the areas of both ELA and Math with regards to our Economically Disadvantaged students, ELs and our students with disabilities. Resources last year were primarily focused on supporting the development of collaborative PLCs and establishing a culture of data use through multiple measures as well as understanding how to create learning partnerships with specific students. This plan addresses the inequities by focusing on professional development in the areas of building core instructional practices, implementation of coaching cycles in both ELA and Math. Moreover, coaching cycles in Math focused on Number Talks and formative assessments. Administration and staff will monitor student achievement within these sub-groups through focused walk-throughs, PLCs, and our SST/IEP process.

Additionally, a large number of students will be participating in the E3 Pilot and focus on specific goals for supporting all students, including these subgroups, by supporting student progress towards meeting the standards and improving student achievement. The plan provides resources specifically for these subgroups.

Due to school closures, teachers will collaborate virtually in professional learning communities, as well as attend site and district professional development.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Shannon Kellogg	Parent
Samantha Rand-Gaines	Parent
Nilesh Patel	Parent
Sirisha Bhamidipati	Parent
Morgan DaVersa	Parent
Annette Radogna	Classroom Teacher
Kris Lee	Classroom Teacher
Kenyon Patterson	Other School Representative
Mary Russell	Classroom Teacher
Dusty Pedrotti	Principal

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.

In the 2020-21 school year, Dingeman will continue to support a safe, collaborative and inclusive culture by focusing on attendance, social emotional supports and providing opportunities to collaborate with families.

*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.

Online learning may present challenges to implementation within a virtual setting. We have added a goal for our Black and African American students. Due to a small number of students and privacy, we will not put a baseline percentage.

*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.

In 2020 due to Online Learning, the school will provide students with online lessons for No Place for Hate, Allies in Action and Club Move.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5th	Improved sense of belonging as	74%	95%	Other (Describe in Objective)	Annual

Dingeman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		measured on CA Healthy Kids Survey				
June 2021	TK-5th	Increase Attendance	97%	98%	Attendance	Monthly
June 2021	TK-5th	Decrease percentage of chronically absent as noted on CA dashboard baseline	5%	2%	Chronic Absenteeism	Monthly

***Identified Need**

After reviewing our data from the 2018-19 California Healthy Kids Survey and the California Dashboard, 74% of students felt a sense of belonging, an attendance rate of 97%, with a chronically absent rate of 5%. We used this data to identify where our greatest areas of need are in creating a safe, collaborative and inclusive culture.

Our goal is to create a culture of inclusion and connectedness within our classrooms, school and community. It is also focused on including those who may be dealing with feeling socially isolated. Social isolation is the overwhelming feeling of being left out, lonely, or treated as if you are invisible. It is a growing epidemic in the United States and within our schools. Excessive feelings of isolation can lead to negative outcomes. Young people who are isolated can become victims of bullying, violence and/ or mental illnesses such as depression or anxiety. As a result, many pull away from society, struggle with learning and social development and/or choose to hurt themselves or others. We want every staff, student and family to feel a sense of belonging to our school and to ensure that others feel included.

***Online Learning Implications**

Attendance/Chronic Absenteeism related

- 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	TK-5th	English Learner	Decrease percentage of chronically	5.7%	2%	Chronic Absenteeism	Monthly

Dingeman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			absent as noted on CA dashboard				
June 2021	TK-5th	Students with Disabilities	Decrease percentage of chronically absent as noted on CA dashboard	7.5%	2%	Chronic Absenteeism	Monthly
June 2021	TK-5th	Black or African American	Maintain percentage of chronically absent as noted on CA dashboard	*baseline	0%	Chronic Absenteeism	Monthly
June 2021	TK-5th	Socioeconomically Disadvantaged	Decrease percentage of chronically absent as noted on CA dashboard	8.9%	3%	Chronic Absenteeism	Monthly
June 2021	TK-5th	Two or More Races	Decrease percentage of suspensions as noted on CA Dashboard	2.8%	0%	Suspension	Monthly
June 2021	TK-5th	English Learner	Maintain percentage of suspensions as noted on CA Dashboard	*baseline	0%	Suspension	Monthly
June 2021	TK-5th	Black or African American	Maintain percentage of suspensions as	*baseline	0%	Suspension	Monthly

Dingeman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			noted on CA Dashboard				
June 2021	TK-5th	Students with Disabilities	Decrease percentage of suspensions as noted on CA Dashboard	5.6%	0%	Suspension	Monthly

Strategy/Activity 1 No Place for Hate

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, African American youth, socioeconomically disadvantaged students, as well as students with two or more races.

***Strategy/Activity - Description**

This goal addresses the needs based on the number and reasons for referrals/suspensions. Our students need to have more opportunities to understand how to be inclusive and respectful of diversity.

No Place for Hate® is one of ADL’s signature education initiatives. ADL is a leading anti-hate organization. No Place for Hate® is an organizing framework for K-12 schools committed to creating sustainable change that leads to improved school climate. Participating schools are able to incorporate ADL’s anti-bias and anti-bullying resources with their existing programming to form one powerful message that all students have a place to belong. Over 1,800 schools across the country participate in No Place for Hate® annually. The goal of No Place for Hate® is to inspire a national movement led by students and educators who are committed to using the power of positive peer influence to build inclusive and safe schools in which all students can thrive.

No Place for Hate® at Dingeman and the Scripps Ranch Cluster

All schools in the Scripps Ranch Cluster are committed to being a No Place for Hate school. At the beginning of the year all the students at Dingeman signed the No Place for Hate pledge, promising to be part of a friendly and inclusive community. There will three activities throughout the year in October, January and April. In May the entire school will be invited to participate in the No Place for Hate walk in San Diego.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00862Z	Supplies		\$3,360.00	\$3,360.00	0086-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase supplies and materials for No Place for Hate lessons.

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

The Vice Principal will lead this strategy with teacher leaders and student groups. All classroom teachers will ensure that their classes participate in each of the events.

Strategy/Activity 2 Allies in Action

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, African American youth, socioeconomically disadvantaged students, as well as students with two or more races.

***Strategy/Activity - Description**

During the 2018-19 school year, all upper grades participated in Allies in Action assembly where they were introduced to the concept of the bullied, bullies, bystanders, and allies. The assembly also emphasized the importance that no one feels alone and everyone feels safe. This year, we launched with a theme on belonging. The Allies in Action coordinator will return in February to continue the work. Included, will be a student leadership group to help establish a culture of allies on campus. The fourth grade classes will all receive training and experiences from the district coordinator to develop the awareness, empathy and confidence to become Allies. They will then lead other students in learning about how to be an ally. This will build student leadership capacity to continue the focus in the 2020-21 school year as well.

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

District Resource Teacher from Children and Youth in Transition to lead and facilitate.
School Site Counselor and Vice Principal to lead, facilitate, and follow up.

Strategy/Activity 3 Club Move

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

Students with Disabilities and their peers

***Strategy/Activity - Description**

APE teacher and 4th grade teachers are collaborating to provide Club Move Activities, which will increase connectivity between students with disabilities (mod/.sev) and peers. The strategy includes providing lessons and supports for students about inclusion, understanding and respecting individual differences and effective communication and social skills. In addition, students will participate in a field trip for the Special Olympics.

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

APE Teacher, facilities availability

Strategy/Activity 4 Professional Development

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, African American youth, socioeconomically disadvantaged students, as well as students with two or more races.

***Strategy/Activity - Description**

Our school year launch for professional learning was focused on creating a culture where students, staff and families feel like they belong. Last year we followed up with a professional learning around Zoretta Hammond Williams video and learning pit theory. We have continued with school wide activities such as Start with Hello Week. In addition, we hosted a professional learning around mindfulness. We will continue to deepen our understanding of the Learning Partnership Bridge concept from NEP and bring in the circle of purpose as well.

Counselor

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, African American youth, socioeconomically disadvantaged students, as well as students with two or more races.

***Strategy/Activity - Description**

Administrator, counselor, and school clerk will collect and analyze absenteeism data by student name to identify students who need support. Supports for groups of students and/or individuals will be collaboratively designed based on needs in. Parents have access to Parent Portal for up to date information.

To support all students at Dingeman Elementary the school site counselor facilities:

- individuals and small groups as well as other responsive supports for students based on identified needs
- Classroom lessons (evidence based such as Second Step) focused on socio-emotional needs, bullying, tolerance, and emotional regulation.
- 504/SST meetings
- Allies in Action in collaboration with the Youth and Advocacy Department to implement Allies in Action
- attendance data review with school clerk and meets with students/parent to promote positive school attendance
- problem solving peer conflicts through a positive and productive process
- supports through students and their families through conferencing, communication and connecting to community resources.

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

- Strengthening tier 1 instruction – designing tier 1 instruction to meet the needs of individual learners; differentiation, asset based
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment to ensure students feel safe and confident throughout the instructional day
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Strengthen the Learning Partnership Bridge and broaden teachers’ intervention toolbox to support vulnerable learners
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed are equally responsible; integrated delivery of related services; Para educator training
- Ed Specialists to participate in collaborative planning, PD, grade level inquiries, etc.
- Co-teaching (students/staff); student empowerment/agency
- Promote student agency and goal setting through facilitating metacognitive processes
- Tiger Rally - student leaders provide PSAs
- Continue positive parent communication
- Use school messenger, SRCA newsletter, stakeholder meetings to highlight positive happenings at school to promote our safe, collaborative and inclusive culture

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.

In 2018, we set the following goals.

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

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

Student Performance on SBAC 2019

84.4% of 5th graders met or exceeded ELA standards

87.1% of 3rd graders met or exceeded ELA standards

Strategies:

- Clearly define the current reality through walkthroughs, observations, collaborative reflection and inquiry, develop and implement strategic plan
- Set 3 areas of focus:
 - High quality teaching practices: Learning Partnership Bridge, Clarity of Purpose and Checking for Understanding
 - PLCs Analyzing Student Work, collaborative planning for Tier 1 and Tier 2 instruction, CFAs (some grade levels GVC)
 - Comprehensive Assessment: grade level design, universal screeners, interpreting FAST, CFA

***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.

In general, there are no major differences. All available budget was allocated to support PLCs through the VAPA AEP, therefore there is little funding to support ILT development and content specific professional learning.

Online learning may present challenges to implementation within a virtual setting.

***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.

This year we will continue to:

- Clearly define the current reality through walkthroughs, observations, collaborative reflection and inquiry, develop and implement strategic plan
- Provide grade levels with PLC time through the Arts Enrichment Program
- Set 3 areas of focus:
 - High quality teaching practices: Learning Partnership Bridge, Clarity of Purpose and Checking for Understanding
 - PLCs Analyzing Student Work, collaborative planning for Tier 1 and Tier 2 instruction, CFAs (some grade levels GVC)
 - Comprehensive Assessment: grade level design, universal screeners, interpreting FAST, CFAs

Professional Learning Opportunities (beyond contract PD on minimum days and PLC release time)

- Additional Professional Learning Opportunities for All Staff
 - providing additional ELD curriculum resources
 - revisit GVC/CFAs in PLCs
 - ELA/ELD standards, proficiency levels, language targets, core teaching practices to provide standards based instruction access and opportunity
 - vertical alignment, grade level calibration
 - continuing to develop components of a Comprehensive assessment system
 - design thinking, meta cognition

Variety of Coaching Opportunities

- micro modeling and/or side by side coaching conferring with students, lesson design, guided reading, formative assessment, responsive teaching
- EL coaching cycle
- 18 teachers participating in E3 Professional Growth and Development Pilot

Monitoring classroom focus students, student specific goal setting and planning for support

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In 2020-21, our site will use Benchmark Advance in all grade levels to ensure students access to a guaranteed and viable curriculum. Due to online learning teachers will meet for an hour a week for their PLCs instead of meeting for one half day month. We have added a FAST goal so that we can track student achievement with the CAASP data on hold.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Improve performance	83.9	90	CAASPP ELA	Annual
June 2021	2-5	Percentage Meeting Standard	*baseline	90	FAST aReading	Three Time a Year

*Identified Need

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has been similar across the last few years when looking at all grade levels. The overall percentage of student meeting or exceeding standards in the 2018-19 school year was 83.9%. However, analysis of last year's data shows a significant decrease in the percentage of students meeting/exceeding standards in last year's 4th grade class, this year's 5th grade class. To support underperforming students we will focus on further development of formative assessments during professional development as well as supporting student self-assessment and goal setting. There will also be a particular focus on understanding the conceptual understanding our students currently have, supporting their development and incorporating meta cognitive strategies to deepen understanding. During professional learning, we will focus on curriculum, instruction and assessments that are aligned with grade level standards.

*Online Learning Implications

- 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

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Improve Performance	25%	50%	CAASPP ELA	Annual
June 2021	3-5	Students with Disabilities	Improve Performance	38%	50%	CAASPP ELA	Annual
June 2021	3-5	English Learner	Meeting Standard	*baseline	50%	FAST aReading	Three Times a Year

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June 2021	3-5	Students with Disabilities	Meeting Standard	*baesline	50%	FAST aReading	Three Times a Year
June 2021	3-5	Black or African American	Meeting Standard	*baseline	85%	FAST aReading	Three Times a Year
June 2021	3-5	Black or African American	Improve Performance	*baseline	85%	CAASPP ELA	Three Times a Year

Strategy/Activity 1 PLCs

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities and Black and African American youth.

***Strategy/Activity - Description**

Professional learning is a top priority for our school community. Our goal to ensure that every child meets or exceeds the standards requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities so that teachers and staff are able to learn with and from each other in order to improve instructional practice and achieve equitable outcomes for all students.

While the teachers are working in their PLCs throughout the year, we will be sent visiting teachers from the VAPA Arts Education Program and students will be rotated through a variety of different arts classes.

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

Our administrative team and ILT work collaboratively to support a continuous improvement model, which includes vertical articulation, common practices and monitoring progress.

Strategy/Activity 2 Student Centered Coaching Cycle

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

Targeted EL students during the cycle

ALL Students will benefit from teacher professional learning about how to develop academic language and express thinking.

***Strategy/Activity - Description**

Student-Centered Coaching Cycle Focused on ELD Standards, dELD curriculum, instructional strategies and target student progress

- Areas of Focus- Selected to align with ELA areas of focus and goals
- 1. Students engage in a variety of collaborative discussions. They contribute to class, group, and partner discussions by providing relevant, coherent, and well-articulated comments.
- 2. Students participate with peers in sustained dialogue on a variety of topics and content areas: explain their thinking; construct arguments and justify their positions with sound evidence.
- Cycle Includes
 - Analyze data, select students and teachers, conduct walkthrough with observation tool
 - Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
 - Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice
 - Professional development for whole staff provided by OLA
 - Evaluation of post data and implementation (Post On Demand Writing Assessment based

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N008670	Non Clsrn Tchr Hrly		\$8,000.00	\$9,783.20	0086-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide visiting teachers to support teacher release time in learning cycles.

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

OLA department support and release time for teachers and coach to meet.

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.

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

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

Student Performance on SBAC 2019

83.7% of 5th graders met or exceeded ELA standards

98.4% of 3rd graders met or exceeded ELA standards

Strategies:

- Clearly define the current reality through walkthroughs, observations, collaborative reflection and inquiry, develop and implement strategic plan
- Appreciative Inquiry into 3rd grade PLC and classroom practices to support high quality teaching and learning: Observation, evidence and qualitative data collected and shared with the staff during PD
- ST Math- partial implementation
- Set 3 areas of focus:
 - High quality teaching practices: Learning Partnership Bridge, Clarity of Purpose and Checking for Understanding
 - PLCs Analyzing Student Work, collaborative planning for Tier 1 and Tier 2 instruction, CFAs (some grade levels GVC)
 - Comprehensive Assessment: grade level design, universal screeners, interpreting FAST, CFAs

***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.

In general, there are no major differences. All available budget was allocated to support PLCs through the VAPA AEP, therefore there is little funding to support ILT development and content specific professional learning.

Online learning may present challenges to implementation within a virtual setting.

***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.

This year we will continue to:

- Clearly define the current reality through walkthroughs, observations, collaborative reflection and inquiry, develop and implement strategic plan
- Provide grade levels with PLC time through the Arts Enrichment Program
- Set 3 areas of focus:
 - High quality teaching practices: Learning Partnership Bridge, Clarity of Purpose and Checking for Understanding
 - PLCs Analyzing Student Work, collaborative planning for Tier 1 and Tier 2 instruction, CFAs (some grade levels GVC)
 - Comprehensive Assessment: grade level design, universal screeners, interpreting FAST, CFAs

Professional Learning Opportunities (beyond contract PD on minimum days and PLC release time)

- Additional Professional Learning Opportunities for All Staff
 - providing additional ELD curriculum resources
 - revisit GVC/CFAs in PLCs
 - ELA/ELD standards, proficiency levels, language targets, core teaching practices to provide standards based instruction access and opportunity
 - vertical alignment, grade level calibration
 - continuing to develop components of a comprehensive assessment system
 - design thinking, meta cognition

Variety of Coaching Opportunities

- micro modeling and/or side by side coaching conferring with students, lesson design, guided reading, formative assessment, responsive teaching
- Upper grade math coaching cycle
- 18 teachers participating in E3 Professional Growth and Development Pilot

Monitoring classroom focus students, student specific goal setting and planning for support

Set EL focus in EL Coaching Cycle to align with Math Practice Standards

Designing ST Math implementation, supports, and monitoring classroom/student progress

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Improve Performance	90.2%	95%	CAASPP Math	Annual
June 2021	3-5	Meeting Standard	*baseline	95%	FAST aMath	Three Times a Year

***Identified Need**

The number of students meeting or exceeding standards in math is above the state and district average. In 2018-19, 3rd grade achieved the greatest percentage of students meeting or exceeding grade level standards on the SBAC. Historically, our percentages plateau or drop in 4th and 5th grade. Our goal is to maintain the performance of last year's 3rd graders, for this year's 3rd grade and now in 4th graders. Our goal is to also match this performance in 5th grade. In particular, our students with disabilities and English Learners need additional support and monitoring throughout the year in order to meet/exceed standards.

***Online Learning Implications**

- 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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Improve Performance	75%	80%	CAASPP Math	Annual
June 2021	3-5	Students with Disabilities	Improve Performance	52.4%	58%	CAASPP Math	Annual
June 2021	3-5	Black or African American	Improve Performance	*baseline	85%	CAASPP Math	Annual
June 2021	3-5	English Learner	Meeting Standard	*baseline	80%	FAST aMath	Three Times a Year
June 2021	3-5	Students with Disabilities	Meeting Standard	*baseline	58%	FAST aMath	Three Times a Year
June 2021	3-5	Black or African American	Meeting Standard	*baseline	85%	FAST aMath	Three Times a Year

Strategy/Activity 1 PLCs

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities and Black African American youth.

***Strategy/Activity - Description**

Professional learning is a top priority for our school community. Our goal to ensure that every child meets or exceeds the standards requires ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities so that teachers and staff are able to learn with and from each other in order to improve instructional practice and achieve equitable outcomes for all students.

Strategy/Activity 2 Math Student Centered Coaching Cycle

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities and Black or African American youth.

***Strategy/Activity - Description**

Student-Centered Coaching Cycle Focused on Math Practice Standards, Math Content Standards, assessment, instructional strategies and target student progress monitoring

- Areas of Focus- Selected based on baseline assessment, Math Practice Standards and Math Content Standards (EL Coaching Cycle focus selected to align to the Math Practice Standards - explain and justify)
- Cycle Includes
 - Assessment (Pre/Post, formative, multiple)
 - Data Analysis
 - Walkthrough to describe current reality, patterns/trends, strengths
 - Selection of target students
 - Identifying Learning Targets and Teaching Practices based on assessment data and student
 - Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
 - Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice

Dingeman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Professional development for whole staff provided by OLA, math resource teacher, principal and participating teachers
- Evaluation of post data and implementation (Post On Demand Writing Assessment based)

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrn Tchr Hrly				0086-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00867O	Provide visiting teachers to support teacher release time.

*Additional Supports for this Strategy/Activity

- Math department coach support
- Release time for teachers to engage in professional learning as well as co-planning and debrief with math coach.
- Administration support for walkthroughs, coaching, reflective feedback
- Connect to whole staff PD/PLC learning

Strategy/Activity 3 EL Student Centered Coaching Cycle

*Students to be served by this Strategy/Activity

This will focus on EL students. In addition, this will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, African American youth, socioeconomically disadvantaged students, as well as students with two or more races.

*Strategy/Activity - Description

Student-Centered Coaching Cycle Focused on ELD Standards, dELD curriculum, instructional strategies and target student progress

- Areas of Focus- selected to align with Math Practice Standards
- 1. Students engage in a variety of collaborative discussions. They contribute to class, group, and partner discussions by providing relevant, coherent, and well-articulated comments.
- 2. Students participate with peers in sustained dialogue on a variety of topics and content areas: explain their thinking; construct arguments and justify their positions with sound evidence.
- Cycle Includes
 - Analyze data, select students and teachers, conduct walkthrough with observation tool
 - Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
 - Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice
 - Professional development for whole staff provided by OLA
 - Evaluation of post data and implementation (Post On Demand Writing Assessment based)

Dingeman 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
	Prof&Curriclm Dev Vist Tchr				0086-09800-00-1192- 1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 4- Supporting English Learners Ref Id : N00864K	Provide visiting teachers to support teacher release time.

*Additional Supports for this Strategy/Activity
--

OLA resource teacher as coach and release time for teacher to co-plan and debrief lessons.
--

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.

In 2018, we set a goal to reclassify 90% of our ELs.

*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.

At the end of the 2018-19 school year, we achieved a 97.1% reclassification rate.

All available budget was allocated to support PLCs through the VAPA AEP, therefore there is little funding to support ILT development and EL specific professional learning.

*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.

This year we will continue:

- to deepen our learning partnerships bridges with our students, in particular our ELs
- monitor student progress using common assessments and analysis of student work in PLCs

- focus on developing meta cognitive skills

We will also:

- engage in dELD Student-Centered Coaching Cycles with the OLA Department
- select target EL students, monitor progress
- make our learning and practice public

Professional Development was presented in August of 2020 on the topic of Integrated and designated ELD.

Created an additional goal for LTEL students to move one full proficiency level within 1 year.

Created an additional goal for 50% of students to meet standards when administering the FAST assessment.

Due to district adoption of Benchmark Advance, that include Deld curriculum, ield and Deld materials do not need to be purchased with site funds.

***Integrated English Language Development**

Professional Development

- STEAM Initiative in TK/K/1st - Trainings and Units are designed in consideration of the ELD standards and effective strategies for language development. All TK/K teachers are trained and will continue to collaboratively design units/lesson which specifically develop language and provides supports for ELs. The 2nd grade team has attended the initial training and will continue throughout the year.
- Whole Staff PD presented by the OLA department in December.
- Student-Centered Coaching Cycle with 3-4 teachers and identified target students

Focused Walkthroughs

- Admin ELIRT to look at baseline current reality, determine areas for focus, and monitor progress of students, particularly target students.
- Gather evidence that demonstrates indicators of implementation, effective teaching strategies and student progress.
- Observe and provide feedback around strengths, areas for growth and next steps

Collecting ELD Schedules

Monitor Reading Levels

Analyze writing and language samples for language use, emerging language, fluency and flexibility.

Classroom visits to observe and provide feedback to teachers and students

During PLCs, teachers will analyze student work, discuss progress and plan next steps for ELs

***Designated English Language Development**

- Student-Centered Coaching Cycle Focused on ELD Standards, dELD curriculum, instructional strategies and target student progress

- Areas of Focus

1. Students engage in a variety of collaborative discussions. They contribute to class, group, and partner discussions by providing relevant, coherent, and well-articulated comments.

2. Students participate with peers in sustained dialogue on a variety of topics and content areas: explain their thinking; construct arguments and justify their positions with sound evidence.

- Cycle Includes

Dingeman Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- Analyze data, select students and teachers, conduct walkthrough with observation tool
- Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
- Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice
- Professional development for whole staff provided by OLA
- Evaluation of post data and implementation (Post On Demand Writing Assessment based on ELPAC practice Test)
- Determination of next steps and supports for sustaining and continuous improvement

Review dELD schedules to ensure protected 30 min protected block of time for dELD

Throughout the year in PD and PLCs, participating teachers and administration will share and discuss learnings and anecdotes, effective instructional practices, celebrations around the growth of the teaching in learning in their classrooms.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Students will advance at least one proficiency band	Level 1:9, Level2: 10, Level 3:32	51 students, 100%	Summative ELPAC	Annual
June 2021	3-5	English Learner	Students will increase % met and exceeded on ELA SBA	25%	50%	CAASPP ELA	Annual
June 2021	3-5	English Learner	Students will increase % met and exceeded on Math SBA	75%	80%	CAASPP Math	Annual
June 2021	3-5	English Learner	Meeting Standard on FAST reading assessment	*baseline	50%	Other (Describe in Objective)	Three Times a Year
June 2021	3-5	English Learner	Meeting Standard on FAST math assessment	*baseline	58%	Other (Describe in Objective)	Three Times a Year

***Identified Need**

Student performance on the 2018-19 Summative ELPAC results
 Level 1:9, Level 2: 10, Level 3:32, Level 4: 22
 The data may change due to fall Initial ELPAC testing and the reclassification process.

***Online Learning Implications**

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

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Improved performance on site based assessment	22 out of 73	100%	Other (Describe in Objective)	Annual
June 2021	3-5	English Learner	Reclassify students scoring a 4	97.1%	100%	Summative ELPAC	Annual
June 2021	3-5	English Learner	Students will increase % meet or exceeded on ELA SBA	25%	50%	CAASPP ELA	Annual
June 2021	3-5	English Learner	Students will increase % meet or exceeded on Math SBA	75%	80%	CAASPP Math	Annual

Strategy/Activity ELD Coaching Cycle

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

All ELs

***Strategy/Activity - Description**

During the ELD Coaching Cycles, we will develop site-based assessments to determine current levels of performance and proficiency for our ELs (baseline, midyear and end of year). These assessments will include both oral language and written language development (language production). We will look at multiple measures to determine what students know and are able to do through video, language samples and/or student writing. We will analyze these assessments to determine next steps for learning and effective teaching practices to support student progress and growth.

- Student-Centered Coaching Cycle Focused on ELD Standards, dELD curriculum, instructional strategies and target student progress

- Areas of Focus

1. Students engage in a variety of collaborative discussions. They contribute to class, group, and partner discussions by providing relevant, coherent, and well-articulated comments.
2. Students participate with peers in sustained dialogue on a variety of topics and content areas: explain their thinking; construct arguments and justify their positions with sound evidence.

- Cycle Includes

- Analyze data, select students and teachers, conduct walkthrough with observation tool
- Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
- Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice
- Professional development for whole staff provided by OLA
- Evaluation of post data and implementation (Post On Demand Writing Assessment based on ELPAC practice Test)
- Determination of next steps and supports for sustaining and continuous improvement

Review dELD schedules to ensure protected 30 min protected block of time for dELD

Throughout the year in PD and PLCs, participating teachers and administration will share and discuss learnings and anecdotes, effective instructional practices, celebrations around the growth of the teaching in learning in their 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
N00864K	Prof&Curriclm Dev Vist Tchr		\$2,000.00	\$2,445.80	0086-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teacher release time to participate in coaching cycle.

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

OLA Department support needed for professional development and coaching.

Planning and preparation time for coach and participating teacher.

Case managers will attend training for assessing dual identified students.

Strategy/Activity ELPAC/Reclassification Testing Support

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

Initial ELs and students who meet criteria for reclassification

***Strategy/Activity - Description**

We have scheduled a certificated teacher to administer the ELPAC initial and summative assessments. In addition, all students will be reviewed for progress and potential a reclassification candidate.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Non Clsrn Tchr Hrly				0086-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners	Goal 2 - English Language Arts Ref Id : N00867O	Provide visiting teachers to support release time.

Strategy/Activity Instructional Materials

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

Novice to Moderately Developed ELs

***Strategy/Activity - Description**

Review and purchase support materials for iELD and dELD

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0086-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N00862Z	Purchase materials form iELD and dELD .

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.

Last year, findings around students' progress toward goals were shared with parents and community through SSC.

We are still collecting and analyzing data on the effectiveness of the instructional strategies that were implemented last year.

*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.

Online learning may present challenges to implementation within a virtual setting.

*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 5- Students with Disabilities							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2021	3-5	ELA Improved Performance on SBAC	38%	50%	Other (Describe in Objective)	Annual	
June 2021	3-5	MATH Improved Performance on SBAC	52.4%	58%	Other (Describe in Objective)	Annual	
*Identified Need							
38% of students with disabilities met or exceeded standard in ELA on CAASPP. 52.4% of students with disabilities met or exceeded standard in Math on CAASPP.							
*Online Learning Implications							
<ul style="list-style-type: none"> -Implementation of IEP Services in Online Learning Setting -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.). -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 Para educators. -All staff will be working as a team to support all students to accelerate their learning. 							
*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Meet IEP Goals	Varies	100%	Progress Reports on IEP Goals	Quarterly
June 2021	3-5	Students with Disabilities	ELA Improved Performance on CAASP	38%	50%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Math Improved Performance on CAASP	52%	58%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Meets Standard on FAST Reading	*baseline	50%	Other (Describe in Objective)	Three Times a Year
June 2021	3-5	Students with Disabilities	Meets Standard on FAST Math	*baseline	58%	Other (Describe in Objective)	Three Times a Year

Strategy/Activity Professional Learning

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

Students with Disabilities

***Strategy/Activity - Description**

School wide Professional Learning will include:

- developing a sense of belonging and purpose through school wide events and experiences across grade levels
- inclusive teaching practices for engagement, access and opportunity
- formative assessment strategies for providing students with multiple ways to show what they know and are able to do in relation to the standards

In addition to school wide professional learning, Special Education team members are engaged in the following professional learning this year:

- team data collection inquiry - researching best practices, developing templates, reviewing student work/data/anecdotes, reflecting on the process to determine common practices that will be consistent across our campus
- continued focus on developing standards-based goals
- student-centered classroom visits to notice and name students strengths, areas of for growth, student progress, what's working and possible supports

***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				0086-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : N00864K	Provide visiting teachers to support teacher release time.

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

Program Managers are invited to support/participate as available.

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	Tk-5	Black Youth	Improved Performance	*baseline	Meets or Exceeds	Grades	Trimester Grades
June 2021	Tk-5	Black Youth	Improved Performance	*baseline	Meets or Exceeds	Grades	Trimester Grades
June 2021	Tk-5	Black Youth	Maintain Percentage as Noted on CA Dashboard	*baseline	0%	Suspensions (Classroom and School)	Monthly

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Dingeman site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Dingeman will develop and implement a site-specific system for tracking classroom referrals.
3. Dingeman 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. Dingeman 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, Dingeman will develop and implement a site-specific system for tracking school police detainments.

6. The staff diversity goal at Dingeman is to maintain or increase the percentage of diverse educators from current year to the follow.

***Identified Need**

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

At Dingeman we understand we the need to support our Black Youth. In looking at the data that has been collected previously, we are facing some challenges in determining how to best identify and track the education supports and progress of this student group. We understand that some of these students may identify themselves as "Two or More Races" or Black (not an option) instead of using the provided "African American" option. The African American population at Dingeman is less than 10% of our student population, so state level data is not reported. We understand at our site that our Black Youth have additional needs that are not being met by the current systems we have in place and are working to move forward in establishing new systems to better support Black Youth and all students of color.

***Online Learning Implications**

- 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.
- Implement culturally responsive sustaining practices.

Strategy/Activity 1

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

Black Youth

***Strategy/Activity - Description**

The counselor will continue to support students' social and emotional being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the counselor will work collaboratively with students, parents, principal, office staff, nurse, health technician, classroom teachers and support staff to implement strategies that will decrease chronic absenteeism.

Strategy/Activity 2

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

Black Youth

***Strategy/Activity - Description**

Visiting teachers will be used to release teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies. Teachers will plan and differentiate instruction and supports for Black youth who are not yet in the sphere of success.

Dingeman 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
	Prof&Curriclm Dev Vist Tchr				0086-09800-00-1192- 1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 4- Supporting English Learners Ref Id : N00864K	Provide visiting teachers to support teacher release time.

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.

Dingeman Elementary is fortunate to have a large active parent base. Families participate in school activities, participate on committees and groups and volunteer in classrooms. Our Family Faculty Connection continues to support the school by planning community events to develop a strong sense of community and belonging, provide grants to grade levels so that each and every student in the grade level receive a similar benefit, lead and organize Art Corps and STEAM Lessons in the classrooms, and support school initiatives throughout the year in a variety of ways. Currently, parents provide input and feedback in casual conversations, emails to staff and/or administration, on the annual CHKS survey and in our committee meetings. Our goal is to provide multiple opportunities in a variety of ways for our parents to actively participate in our school community. We want to develop multiple methods for parents to provide input and feedback across the school year.

*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.

Online learning may present challenges to implementation within a virtual setting.

*Changes

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

Our goals is to implement new strategies throughout the year.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase the % of parents who think that the school actively seeks the input of parents before making big decisions Strongly AGREE	21%	50%	CAL - SCHLS (CSPS)
*Identified Need					
<p>Only 21% of parents STRONGLY AGREE that the school actively seeks input when making decisions. In all other related areas, we had a much higher percentage of STRONGLY AGREE.</p> <p>It is important that parents understand and know that their opinions are valued and a part of the school's decision-making process.</p>					
*Online Learning Implications					
<p>-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.</p> <p>-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.</p> <p>-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.</p> <p>-Training for parents and other caregivers through district resources.</p> <p>-Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	Increase attendance for members	3/5	5/5	Meeting Attendance
June 2021	ELAC	Increase number of parents in attendance	4 parents	10 parents	Meeting Attendance
June 2021	Foundation	Increase number of parents in attendance at meetings	15 parents	30 parents	Meeting Attendance

Strategy/Activity Communication

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

All families/parents especially our unduplicated students: ELLs, Low Income and Foster Youth.

***Strategy/Activity - Description**

In order to increase participation, we will improve communication by:

1. Announcing the meetings and school initiatives on our school website and FFC communications
2. Use School messenger to remind parents of upcoming meetings.
3. Advertise important meetings on the marquee.

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

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0086-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N00862Z	Purchase necessary supplies to communicate with families.

Strategy/Activity Seeking Input

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

All families/parents

***Strategy/Activity - Description**

To increase parent input on decisions, I will conduct mini-surveys before during family events and activities, parent conferences, Back to School Night, Open House and other opportunities as they become available. I will also create a short survey for parents to provide input to our committees, staff and administration. I will utilize multiple avenues to communicate the results of the mini surveys. I will also include information about SSC and appropriate SGT decisions in my school-to-home communication to increase transparency and to make the information public.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund PLC teams, professional development as well as EL coaching cycles.

Grade 3 and 5 reading at grade level

DRA FAST

*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.

VAPA released classroom teachers for professional learning communities.

In an effort to accelerate student progress, teachers at Dingeman will be implementing Benchmark Advanced curriculum. This shift will ensure that all students have access to a guaranteed viable curriculum. Professional development will be offered throughout the year to support teachers with this implementation.

Online learning may present challenges to implementation within a virtual setting.

***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 added goals for our Black or African American students.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Improved Performance	87.1%	90%	CAASPP ELA	Annual
June 2021	5	Improved Performance	84.4%	90%	CAASPP ELA	Annual
June 2021	3,5	Improve performance at/above grade level on FAST Reading	*Baseline	50%	FAST ELA	Three times a year

***Identified Need**

The percentage of students who meet/exceed grade level standards is higher than the state average. However, we still have students who are not meeting the standards in each grade level. Our goal is to support students early and help them to meet standards by 3rd grade. For those students who are not meeting standards by 3rd grade, our goal is to provide high quality instruction and supports so that these students meet standards by the end of 5th grade, prior to entering middle school.

To support underperforming students we will continue to support student progress in ELA in a variety of ways including teachers' professional learning, multiple measures, and progress monitoring.

***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	3-5	English Learner	Improve performance to at/below	25%	50%	CAASPP ELA	Annual
June 2021	3-5	Students with Disabilities	Improve performance at/above grade level	38%	50%	CAASPP ELA	Annual
June 2021	3-5	Black or African American	Improve performance at/above grade level	*baseline	85%	CAASPP ELA	Annual
June 2021	3-5	English Learner	Improve performance at/above grade level on FAST Reading	*baseline	50%	Other (Describe in Objective)	Three Times a Year
June 2021	3-5	Students with Disabilities	Improve performance at/above grade level on FAST Reading	*baseline	50%	Other (Describe in Objective)	Three Times a Year
June 2021	3-5	Black or African American	Improve performance at/above grade level on FAST Reading	*baseline	85%	Other (Describe in Objective)	Three Times a Year
Strategy/Activity EL Coaching Cycle							
*Students to be served by this Strategy/Activity							
ELs							
*Strategy/Activity - Description							
- Student-Centered Coaching Cycle Focused on ELD Standards, dELD curriculum, instructional strategies and target student progress							

- Areas of Focus

1. Students engage in a variety of collaborative discussions. They contribute to class, group, and partner discussions by providing relevant, coherent, and well-articulated comments.
2. Students participate with peers in sustained dialogue on a variety of topics and content areas: explain their thinking; construct arguments and justify their positions with sound evidence.

- Cycle Includes

- Analyze data, select students and teachers, conduct walkthrough with observation tool
- Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
- Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice
- Professional development for whole staff provided by OLA
- Evaluation of post data and implementation (Post On Demand Writing Assessment based on ELPAC practice Test)
- Determination of next steps and supports for sustaining and continuous improvement

Review dELD schedules to ensure protected 30 min protected block of time for dELD

Throughout the year in PD and PLCs, participating teachers and administration will share and discuss learnings and anecdotes, effective instructional practices, celebrations around the growth of the teaching in learning in their 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
	Prof&Curriclm Dev Vist Tchr				0086-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 4- Supporting English Learners Ref Id : N00864K	Provide visiting teachers to support teacher release time.

Strategy/Activity Professional Learning

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

All, including focused support for EL and Students with Disabilities

***Strategy/Activity - Description**

School wide Professional Learning will include:

- developing a sense of belonging and purpose through school wide events and experiences across grade levels
- inclusive teaching practices for engagement, access and opportunity
- formative assessment strategies for providing students with multiple ways to show what they know and are able to do in relation to the standards

In addition to school wide professional learning, Special Education team members are engaged in the following professional learning this year:

- team data collection inquiry - researching best practices, developing templates, reviewing student work/data/anecdotes, reflecting on the process to determine common practices that will be consistent across our campus
- continued focus on developing standards-based goals
- student-centered classroom visits to notice and name students strengths, areas of for growth, student progress, what's working and possible supports

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

Dingeman staff are engaged in the district STEAM Innovations Initiative

Integrated project based STEAM curriculum grounded in Next Generation Science Standards, designed to reinforce and expand literacy, numeracy, arts, computer science, entrepreneurialism and 21st century skills. Empowering students to go out and change the world.

STEAM is a collaborative, interdisciplinary, inquiry approach to learning. It enables students to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Unified TK-12 STEAM experiences are grounded in grade level standards and driven by future opportunity in the San Diego region resulting in college, career, and life readiness.

Kinder Team

- All TK/K teachers are fully trained
- Utilizes PLC time to collaboratively reflect on last year's implementation and plan lessons for this year.
- All have science Google Sites
- Receive NGSS aligned instructional materials
- Painted the STEAM colors

ALL 1st grade

- Teachers received the initial spring STEAM training and will continue throughout the year.
- Teachers will engage in learning science standards and concepts, lesson structures, embedding EL and Universal supports into lessons
- Receive NGSS aligned instructional materials
- Painted the STEAM colors

Sharing Best Practices

Team Teaching

Walkthroughs

PLCs

STEAM Committee- members include parents, foundation members, staff, administration

Community Buy In, Engagement, Support- Consistent, clear messaging to the community about the STEAM initiative

E3 Growth and Development Group Focused on

Professional Development - Variety and Choice

- Staff attend training such as Coding

Professional Learning - All Staff

- Science Talk and Science Note booking

- Meta cognition and Reflection

- Technology

Maker Space 2019

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

Implementation of SPSA- This SPSA was created using the current data and a root cause analysis. The following priorities, strategies and leadership actions will be implemented school wide at Dingeman Elementary to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC.

Dingeman's strategic plan centers around the following three areas of focus. The rationale, purpose and progress for these areas of focus will be communicated clearly and with transparency across the year.

High Functioning PLCs

High Quality Teaching

Assessment for Learning: Knowing Ourselves and Our Learners, Our Learners Knowing Themselves as Learners

Specific Leadership Actions:

- Build a positive and productive, safe and supportive, inclusive culture and climate for staff, students and families
 - promote cohesion among staff
 - promote a sense of well-being and mindfulness
 - maintain and consistently communicate clarity of purpose
 - refine our shared vision

Lead with an equity mindset and inquiry stance through a continuous improvement process

- address equity challenges with transparency and support
- understand current reality
- align resources
- set goals and plan
- monitor progress
- adjust

Design professional learning experiences

- Use data from classroom observations and common assessments to inform professional learning opportunities
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs
 - whole staff/PLCs
 - cross-visit opportunities
 - book study
 - side by side coaching, model, observational feedback

Provide opportunities to develop deeper understanding of standards, evidence based practices, and monitoring student learning

Build capacity within the Special Education Team and support student with disabilities

- Leading Learning Walks- focused on student progress and effectiveness of supports
- Developing common assessment practices
- Recording data and monitoring student progress towards goals
- Conducting collaborative staffing meetings
- Designing co-teaching

Collaboratively develop and support school wide, cross-curricular core teaching practices, monitor implementation for impact on teacher practice and student learning

Conduct Focused Walkthroughs

- Note patterns and trends in learning environment, teaching practice, student learning
- Observe student engagement and learning
- Notice and name teaching strategies and impact on student learning
- Appreciative lens for implementation of PLC/PL focus
- Monitor implementation of standards-based guaranteed and viable curriculum as well as assessments for student learning

Lead Upper Grade Math Student-Centered Coaching Cycle in collaboration with district math resource teacher

- Conduct Learning Walks
- Define current reality (culture/climate, curriculum, teaching /learning, assessment)
- Analyze baseline assessment
- Determine learning targets and instructional practices
- Identify focus students, design supports, monitor progress
- Support lesson design and planning
- Provide modeling, side by side coaching, and feedback
- Build capacity within and across grade levels

Lead ELD Coaching Cycle in collaboration with OLA department resource teacher

- Conduct Learning Walks

- Define current reality (culture/climate, curriculum, teaching /learning, assessment)
- Analyze baseline assessment
- Determine learning targets and instructional practices
- Identify focus students, design supports, monitor progress
- Support lesson design and planning
- Provide modeling, side by side coaching, and feedback
- Build capacity within and across grade levels

Conduct Learning Walks with integrated teams focused on Students with Disabilities, English Learners and Identified Target Students

Build leadership capacity among staff members and students by designing opportunities, providing support, coaching, and engaging in reflective conversations

- administrative designees
- vice principal
- EL capacity builder teachers
- Special Education team
- Administrative team
- ILT
- STEAM/Design Learning Team
- Wellness Coordinator
- multiple student leadership groups

Partner with 18 teachers in the E3 Professional Growth and Development Pilot

- align goals with district, school-wide and grade level areas of focus to build cohesion
- engage in reflective conversations around progress
- provide side by side support in lesson design, instruction, and assessment

Collect and analyze hard and soft data

Monitor student learning and progress

- refine comprehensive assessment plan
- create student monitoring document
- conduct student progress monitoring in ILT/PLCs and monitoring meetings with administration
- design instructional supports and interventions targeting specific student needs
- design multiple assessment strategies with multiple opportunities for students to demonstrate what they know and are able to do

Affirm and celebrate growth and progress of staff and students

Collaborate with parent groups to define parent engagement strategies as well as opportunities for parents/community to support student academic and socio-emotional growth and development

Provide opportunities for input from all stakeholders in meetings, conferences, focus groups, surveys, interviews

Consistently communicate school goals and progress to all stakeholders throughout the year

During Online Learning, we have an outreach team that consists of the classroom teacher, school principal, registrar, the enrollment clerk, counselor, as well as a district team member that was developed to continue to reach out to our families. In collaboration, the people outlined above are working together to ensure that students at Dingeman are actively engaged in learning this year.

Over the summer, our staff participated in a book club using the Distance Learning Playbook. We will use this book in continued learning throughout the year. In addition, during the first weeks of school staff attended a series of professional development learning opportunities to learn about student engagement and factors our students may be experiencing.

One of our goals in creating a safe, collaborative and inclusive environment for all students and staff is our staff-wide goal. Beyond the professional learning that will take place over the year, we will continue to engage staff in how we can monitor our processes. In addition, during our grade level PLC meeting time we will be reviewing students who are at risk and will utilize the outreach team to determine what resources are needed.

Parent access is an important component to our program. We use weekly School Messenger, school supply distributions, updates on school website, principal updates, social media, FFC social media, school marquee, personal phone calls, parent meetings, monthly principal chats and more, to stay in communication with families. When applicable we are having our materials translated for access for all families.

As a leader, one of the biggest actions that I am going to take is staying present and connected to the teachers, students, staff and families. Now more than ever, all of the stakeholders involved need to know that I am available to lead, support, and provide the needed supports. It is important that I provide strong leadership that is focused on the goals that we have highlighted throughout the SPSA.

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

Dingeman ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 15,589.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 15,589.00
[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): \$ 15,589.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 15,589.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Dingeman Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 2,000.00
			1957	Non Clsrm Tchr Hrly		\$ 8,000.00
			3000			\$ 2,229.00
			4301	Supplies		\$ 3,360.00
	09800 LCFF Intervention Support Total					\$ 15,589.00
Grand Total						\$ 15,589.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Dingeman Elementary School
PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

Dingeman Elementary has developed a written parent and family engagement policy with input from parents. The Dingeman Elementary School Site Council (SSC) and Governance Team (SGT) committees, comprised of teachers, school staff members, parents and students, developed the parent involvement policy. This policy has been distributed to all parents and guardians through the school messenger system.

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

SSC (School Site Council) meets to review and develop programs to support implementation of parent policies.

During annual Back to School Nights and Principal Coffee Chats during the summer and first months of school parents are informed on ways parents can participate in their child’s education and be involved at Dingeman Elementary.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

At Dingeman Elementary, we are committed to providing a flexible number of meetings to engage parents in order to increase student achievement. We have a variety of opportunities for parents to become involved in the education of our students. We also have several committees to encourage involvement such as SSC, SGT, ELAC and the Family Faculty Connection (FFC).

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

At Dingeman Elementary, we have monthly meetings scheduled for parents to be involved with committees such as the SSC, SGT, ELAC and FFC. Topics during the meetings include (but are not limited to):

- Discussing student assessment data and student progress
- Evaluating instructional programs
- Reviewing Single Plan for Student Achievement
- Improving communication between school and home
- Understanding the school site and district budgets
- Evaluating the effectiveness of the school’s parent involvement policy to increase parent involvement

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

- Dingeman School Website and Dingeman FFC Website
- School Messenger System
- Tiger Rallies (approximately once a month)
- Scripps Ranch Newsletter
- Parent Tours (when safe)
- Back to School Night and Open House

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- SSC, SGT, ELAC, FFC
- Back to School Nights
- Parent Tours
- Parent/Teacher Conferences
- Report Cards (3 times per year)

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

- Parent/Teacher Conferences
- Student Study Team Meetings
- 504 Meetings
- Individualized Educational Plan Meetings
- SSC/SGT
- ELAC

The school engages 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 parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

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

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

- Back to School Night
- Parent/Teacher Conferences
- School Messenger System
- School Website

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

- We encourage staff members to build positive relationships with parents in order to best support our students.
- We encourage parent volunteers
- Staff members and parents communicate via e-mail, phone and conferences
- Review of District Vision 2020 and Parent Involvement Standards

The school coordinates and integrates 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.

- Schoolwide Programs for Parent Involvement: Art Corps, Family Science Nights, STEAM Lessons
- New Student Orientation Meetings
- Parent Tours (when safe)

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

Methods:

- FFC Website
- Social Media
- School Messenger System
- Digital/Paper Flyers
- Materials in languages upon request
- Translators for individualized meetings as necessary

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

- Teacher representatives at FFC meetings
- Facilities rentals or usage
- Communication of messages to parents through School Messenger
- Ongoing communication and collaboration with the principal

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

- Materials in languages other than English, upon request as available.
- Translators at individualized meetings as necessary

This policy was adopted by Dingeman Elementary on September 24, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the policy to all parents of students on, or before: 10/05/2020

Dusty Pedrotti, Principal

APPENDIX C

SCHOOL PARENT COMPACT



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

DINGEMAN ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-21

Dingeman Elementary distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their child's progress.
- Provide parents reasonable access to staff.
- Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

Dingeman Elementary School Faculty will:

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

* Fostering a nurturing, learning environment where all students feel safe to share their ideas and take risks; a learning environment that has rigorous academic standards and high expectations for all children to succeed.

* The Dingeman Spirit (mission philosophy): Dingeman Elementary recognized that parents, teachers, and community members function as genuine partners in the education of all children. A variety of programs encourage collaboration in the development of each and every child at the

highest expectations for all children. A variety of programs encourage collaboration in for the educational development of every child at Dingeman Elementary. A variety of programs encourage collaboration in developing the highest expectations for the educational development of every child at Dingeman Elementary. We respect diversity and promote the development of each child as a lifelong learner and a global citizen. Students are challenged to strive for excellence in a supportive, nurturing and interactive environment.

* To create global citizens, we believe we must provide students with opportunities to solve problems in innovative (outside the box) ways. Thus, students will become problem solvers who think critically.

* We provide programs to meet the needs of every student. We have rigorous Seminar and GATE programs and supportive Special Education programs. Our students also have many opportunities to discover their talents. Through the Arts and Education Program provided by Visual and Performing Arts Department, all students participate in choral music, visual arts, dance and theatre. Students in upper grades, 4 and 5, can participate in the instrumental music program.

* Students receive additional Visual Arts Instruction through Art Corps which provides professional artists to teach the basic essential elements of visual arts and art appreciation.

* Students experience hands on learning through our STEAM curriculum that addresses Science, Technology, Engineering and Mathematics.

* Have a Library Media Center. Our Library Media Center is staffed with a librarian who provides story time as well as lessons on effectively using the library for research. Our library is supplied with novels, dictionaries, encyclopedias and online resources.

* Parental Involvement at the site including but not limited to School Site Council, Site Governance Team and Foundation. Dingeman Elementary School is fortunate to have a very active foundation, Family Faculty Connection (FFC). The FFC provides additional funding to purchase instructional materials. Our School Site Council and Site Governance Team provide guidance to the principal in budgetary decisions as it relates to student achievement and school facilities, staffing, maintenance and operations.

Hold parent/teacher conferences during which this compact will be discussed as it relates to Dingeman Elementary and the individual student's achievement.

* All parents are offered a parent-teacher conference in the first reporting period. Additionally, minimum days for parent-teacher conferences are calendared in the spring after the second reporting period.

* Individual parent/teacher meetings (upon request)

* Student Study Teams - this meeting is an intervention to support students who are struggling academically and behaviorally (upon request)

* 504 Meetings - This meeting supports students with an identified disability (upon request)

* Individualized Educational Education Program meetings - This meeting supports students with special needs (annually or upon request).

- * Provide parents with reports on their student's progress as needed.

Provide parents reasonable access to staff.

* Dingeman Elementary School has a voicemail system and an email system where parents can leave voicemails or send email correspondence to their student's teacher and/or other staff members. All staff members will return correspondence as soon as possible and no later than three business days during the work week.

* On the Dingeman Elementary School website, <https://www.sandiegounified.org/schools/dingeman> information is available.

* Parents can also contact the administration in order to support their student academically, socially and emotionally.

Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows:

* All classroom volunteers, parent chaperones must have a TB clearance and pass a security clearance. Please contact the main office for more information.

* If a parent is interested in being a volunteer but did not return the volunteer form, parents can sign up to be a volunteer in the main office.

* Room parents serve as parent representatives in all classrooms to coordinate the flow of information between the teacher and the parents.

* Dingeman Elementary welcomes all parents to visit our classes. If you are interested in visiting our classes, please contact your child's teachers to make an appointment to visit your student's classes.

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

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

Dingeman Elementary Faculty will:

- * Outline academic and behavior expectations at Back-to-School Night.
- * Organize events such as Back to School Nights and Open House.
- * Provide ongoing feedback regarding student achievement.
- * Provide individual conferences annually and others if needed to discuss progress.

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

Dingeman Elementary School Faculty will:

- * Organize events such as Back to School Nights and Open House.
- * Provide opportunities to support families in health and wellness and being eco-friendly.

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

Dingeman Elementary School faculty will:

- * Continue to learn ways to build relationships with students and parents via professional development meetings.
- * We plan professional development around parental involvement and how to increase student engagement such as reaching your focus students, meeting all student needs through an equity lens.
- * Partnership with community organizations to promote cultural awareness (i.e. Indian Cultural Workshop).

The school coordinates and integrates 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 in which ways?

At Dingeman Elementary we have various opportunities to support our families such as:

- * School Tours (when safe)
- * Kindergarten and New Student Orientation
- * Monthly Tiger Rallies

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

At Dingeman Elementary, we will:

- * Distribute information via School Messenger, text message and email in the student's home language.
- * Distribute written information to parents in the student's home language.
- * Provide information in the main office provided in multiple languages.
- * Update the Dingeman Elementary Website and Marquee with current information.
- * Scripps Ranch Community Newsletter

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

At Dingeman Elementary, we will provide:

- * Individual parent/teacher meetings (upon request)
- * Student Study Teams - this meeting is an intervention to support students who are struggling academically and behaviorally (upon request)
- * 504 Meetings - This meeting supports students with an identified disability (upon request)
- * Individualized Educational Education Program meetings - This meeting supports students with special needs (annually or upon request).
- * Provide parents with reports on their student's progress as needed.

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

At Dingeman Elementary, we will:

- * Distribute information via School Messenger, text message and email in the student's home language.
- * Distribute written information to parents in the student's home language.
- * Provide information in the main office provided in multiple languages.
- * Provide translation services as needed.

This Compact was adopted by the Dingeman Elementary on September 24, 2020 and will be in effect for the period of the 2020-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 5, 2020.

Dusty Pedrotti, Principal 9/24/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

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

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

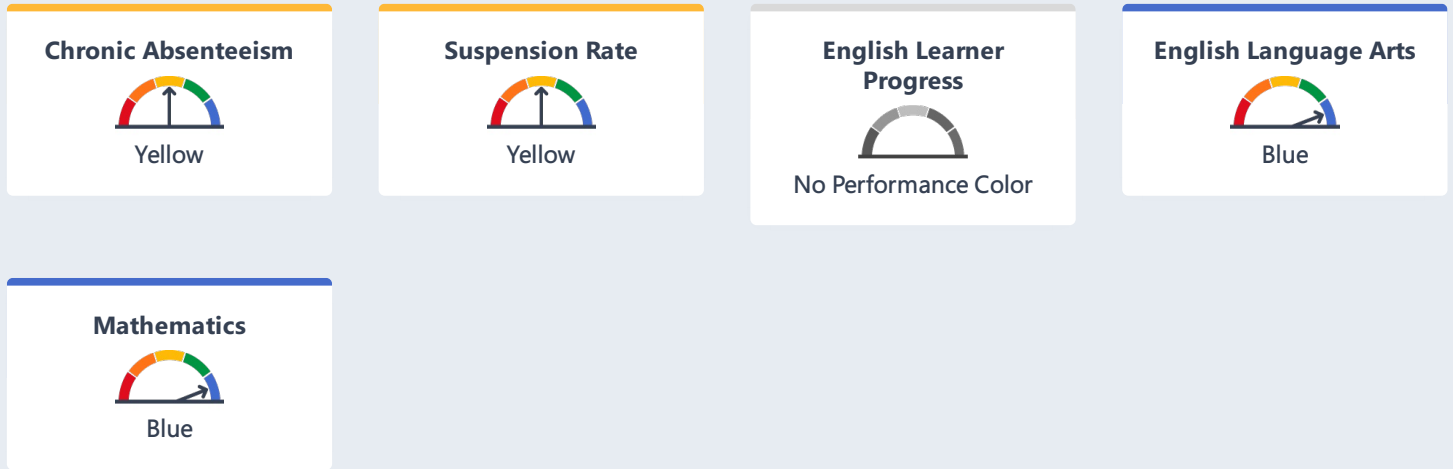
Reclassification data results can be requested from the school site.

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

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

Dingeman Elementary

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



School Details

NAME Dingeman Elementary	ADDRESS 11840 Scripps Creek Drive San Diego, CA 92131-3701	WEBSITE http://www.dingeman.net	GRADES SERVED K-5
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DINGEMAN ELEMENTARY

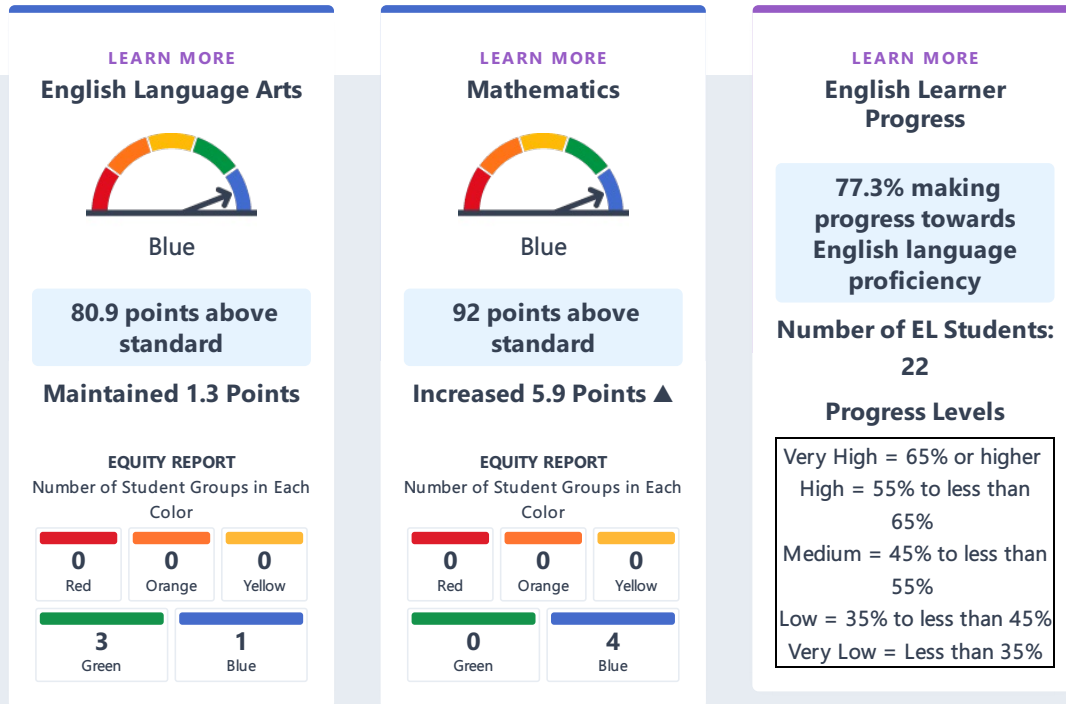
Student Population

Explore information about this school's student population.



Academic Performance

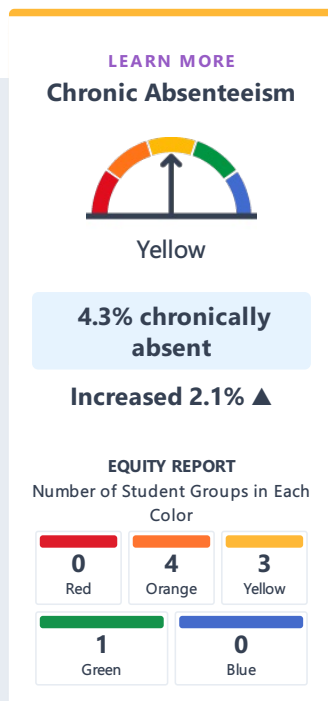
View Student Assessment Results and other aspects of school performance.



DINGEMAN ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Yellow

1% suspended at least once

Increased 0.8% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	2 Yellow
0 Green	4 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Blue

80.9 points above standard

Maintained 1.3 Points

Number of Students: 367

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

Asian
English Learners
Two or More Races



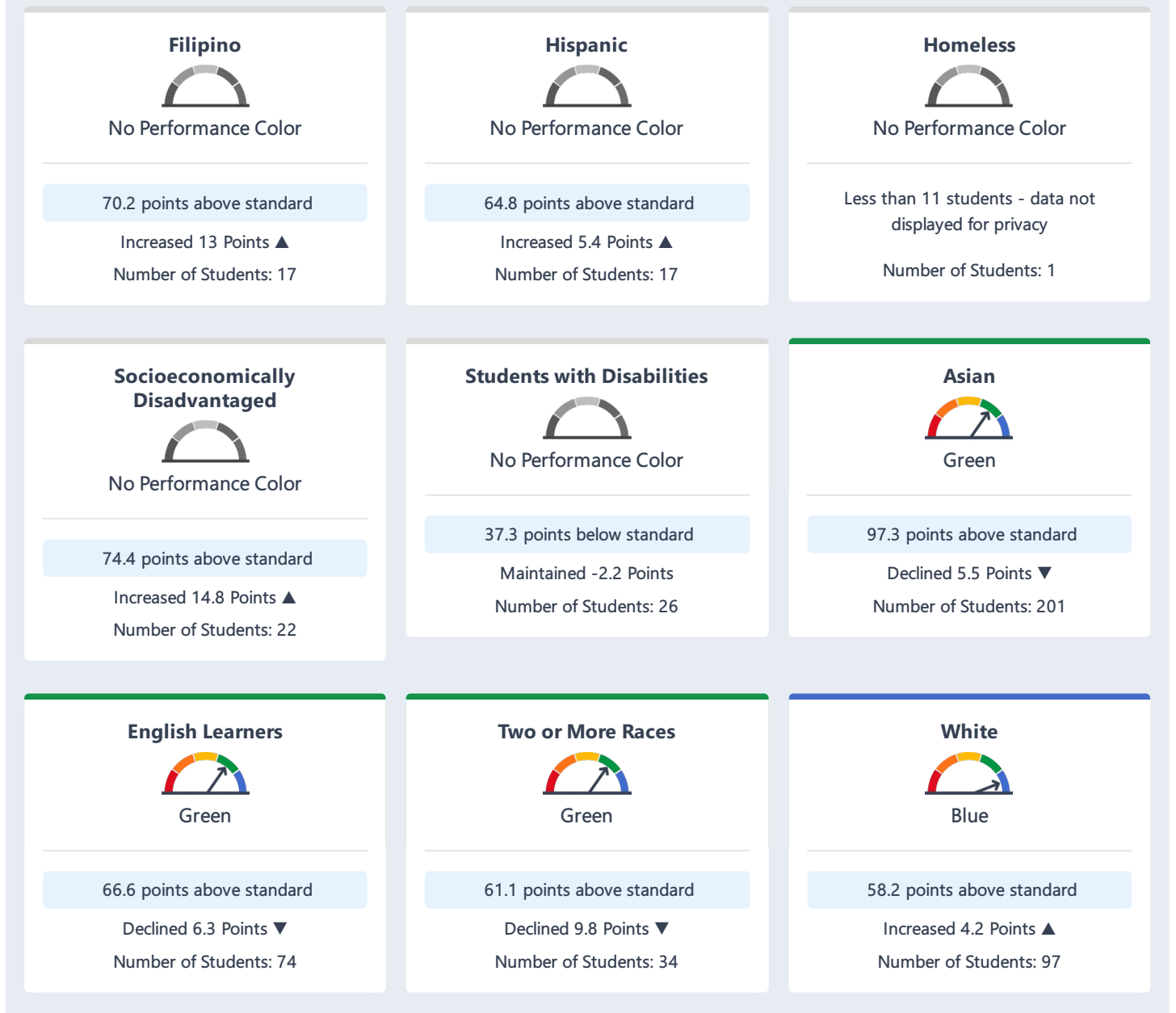
Blue

White



No Performance Color

Filipino
Hispanic
Homeless
Socioeconomically Disadvantaged
Students with Disabilities



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	77.4 points above standard	79.6 points above standard	80.9 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

27 points below standard

Declined 47.1 Points ▼

Number of Students: 11

Reclassified English Learners

83 points above standard

Declined 4.4 Points ▼

Number of Students: 63

English Only

67.1 points above standard

Maintained 2.6 Points

Number of Students: 189

Mathematics

All Students

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

All Students



Blue

92 points above standard

Increased 5.9 Points ▲

Number of Students: 366

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

No Students



Blue

Asian

English Learners

Two or More Races

White



No Performance Color

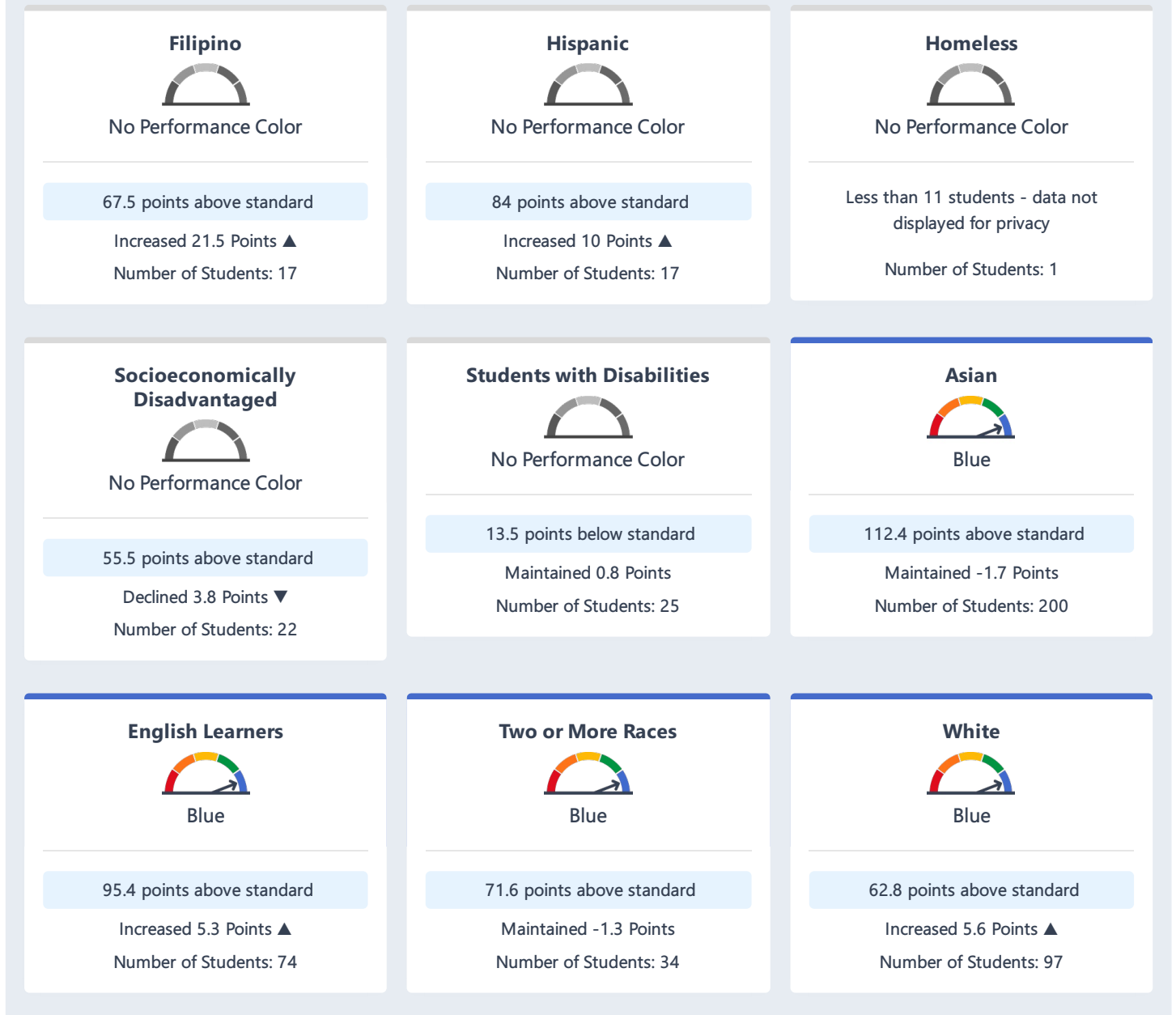
Filipino

Hispanic

Homeless

Socioeconomically Disadvantaged

Students with Disabilities



Distance From Standard (Mathematics)

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	86.8 points above standard	86.1 points above standard	92 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

28.5 points above standard

Declined 38.7 Points ▼

Number of Students: 11

Reclassified English Learners

107.1 points above standard

Increased 10.7 Points ▲

Number of Students: 63

English Only

71.4 points above standard

Increased 3.1 Points ▲

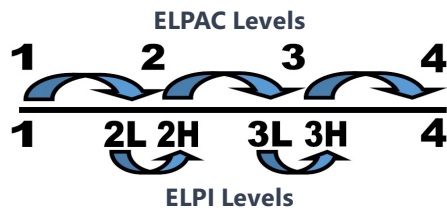
Number of Students: 188

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.

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.

[LEARN MORE](#)

English Learner Progress

77.3% making progress towards English language proficiency

Number of EL Students: 22

Performance Level

Very High

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



Yellow

4.3% chronically absent

Increased 2.1% ▲

Number of Students: 760

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

Asian

Filipino

White



Green

Two or More Races



Blue

No Students



No Performance Color

American Indian

African American

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Students with Disabilities



Orange

7.5% chronically absent

Increased 4.2% ▲

Number of Students: 53

English Learners



Orange

5.7% chronically absent

Increased 1.9% ▲

Number of Students: 141

Hispanic



Orange

6.1% chronically absent

Increased 1.7% ▲

Number of Students: 33

Socioeconomically Disadvantaged



Orange

8.9% chronically absent

Increased 5.9% ▲

Number of Students: 45

Asian



Yellow

4.5% chronically absent

Increased 3% ▲

Number of Students: 419

Filipino



Yellow

2.9% chronically absent

Increased 2.9% ▲

Number of Students: 35

White



Yellow

4% chronically absent

Increased 1.4% ▲

Number of Students: 201

Two or More Races



Green

4.2% chronically absent

Declined 0.9% ▼

Number of Students: 71

Conditions and Climate

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

Suspension Rate

All Students

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

All Students



Yellow

1% suspended at least once

Increased 0.8% ▲

Number of Students: 766

Student Group Details

All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

Two or More Races
Students with Disabilities



Yellow

Asian
White



Green

No Students



Blue

English Learners
Filipino
Hispanic
Socioeconomically Disadvantaged



No Performance Color

African American
American Indian
Homeless



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races



Orange

2.8% suspended at least once

Increased 2.8% ▲

Number of Students: 71

Students with Disabilities



Orange

5.6% suspended at least once

Increased 3.9% ▲

Number of Students: 54

Asian



Yellow

1% suspended at least once

Increased 0.7% ▲

Number of Students: 421

White



Yellow

1% suspended at least once

Increased 1% ▲

Number of Students: 203

English Learners



Blue

0% suspended at least once

Maintained 0%

Number of Students: 141

Filipino



Blue

0% suspended at least once

Maintained 0%

Number of Students: 36

Hispanic



Blue

0% suspended at least once

Declined 2.1% ▼

Number of Students: 33

Socioeconomically Disadvantaged



Blue

0% suspended at least once

Maintained 0%

Number of Students: 47



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	417	87.5	439	86.1	442	87.1	396	86.9	367	83.9	-3.6	-3.0	416	82.0	438	85.4	443	89.6	397	88.9	367	90.2	8.2	1.3
Female	203	89.7	231	87.4	230	92.2	203	89.2	176	91.5	1.8	2.3	203	79.3	230	84.8	230	88.3	204	89.7	176	89.2	9.9	-0.5
Male	214	85.5	208	84.6	212	81.6	193	84.5	191	77.0	-8.5	-7.5	213	84.5	208	86.1	213	91.1	193	88.1	191	91.1	6.6	3.0
African American	3	-	5	-	1	-	2	-	0	-	-	-	3	-	5	-	1	-	2	-	0	-	-	-
Asian**	147	91.2	148	95.3	176	93.2	164	93.9	199	86.9	-	-	146	94.5	147	94.6	178	97.2	165	97.0	199	94.5	-	-
Filipino	15	93.3	20	95.0	20	85.0	18	72.2	18	88.9	-4.4	16.7	15	66.7	20	80.0	20	85.0	18	77.8	18	94.4	27.7	16.6
Hispanic	32	75.0	34	79.4	33	84.8	25	84.0	17	82.4	7.4	-1.6	32	65.6	34	70.6	33	87.9	25	88.0	17	88.2	22.6	0.2
Indochinese**	15	80.0	16	56.3	17	76.5	14	85.7	-	-	-	-	15	60.0	16	68.8	17	82.4	14	92.9	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	152	87.5	154	81.8	135	80.7	116	79.3	97	79.4	-8.1	0.1	152	75.7	154	80.5	134	82.8	116	79.3	97	81.4	5.7	2.1
Multiracial	53	86.8	62	83.9	60	88.3	57	89.5	36	77.8	-9.0	-11.7	53	88.7	62	91.9	60	86.7	57	91.2	36	88.9	0.2	-2.3
English Learner	20	25.0	15	40.0	11	18.2	12	58.3	12	25.0	0.0	-33.3	20	35.0	14	50.0	13	38.5	13	69.2	12	75.0	40.0	5.8
English-Speaking	397	90.7	424	87.7	431	88.9	384	87.8	355	85.9	-4.8	-1.9	396	84.3	424	86.6	430	91.2	384	89.6	355	90.7	6.4	1.1
Reclassified†	69	94.2	63	87.3	70	91.4	56	85.7	64	82.8	-11.4	-2.9	68	91.2	63	93.7	70	94.3	56	92.9	64	93.8	2.6	0.9
Initially Eng. Speaking	328	89.9	361	87.8	361	88.4	328	88.1	291	86.6	-3.3	-1.5	328	82.9	361	85.3	360	90.6	328	89.0	291	90.0	7.1	1.0
Econ. Disadv.*	35	71.4	40	65.0	48	77.1	33	81.8	23	78.3	6.9	-3.5	35	60.0	40	70.0	48	83.3	33	78.8	23	82.6	22.6	3.8
Non-Econ. Disadv.	382	89.0	399	88.2	394	88.3	363	87.3	344	84.3	-4.7	-3.0	381	84.0	398	86.9	395	90.4	364	89.8	344	90.7	6.7	0.9
Gifted	260	92.7	286	93.0	248	96.0	172	98.3	184	94.6	1.9	-3.7	259	93.8	285	94.7	247	97.2	172	97.7	184	99.5	5.7	1.8
Not Gifted	157	79.0	153	73.2	194	75.8	224	78.1	183	73.2	-5.8	-4.9	157	62.4	153	68.0	196	80.1	225	82.2	183	80.9	18.5	-1.3
With Disabilities	27	40.7	22	40.9	29	37.9	21	47.6	18	27.8	-12.9	-19.8	27	22.2	22	31.8	29	37.9	21	33.3	18	44.4	22.2	11.1
WO Disabilities	390	90.8	417	88.5	413	90.6	375	89.1	349	86.8	-4.0	-2.3	389	86.1	416	88.2	414	93.2	376	92.0	349	92.6	6.5	0.6
Homeless	0	-	0	-	3	-	1	-	1	-	-	-	0	-	0	-	3	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	14	92.9	13	92.3	15	73.3	18	61.1	16	75.0	-17.9	13.9	14	78.6	13	76.9	15	73.3	18	72.2	16	81.3	2.7	9.1

* 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
Dingeman
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	139	84.2	153	85.0	153	83.7	103	87.4	124	87.1	2.9	-0.3	139	77.7	153	88.9	154	90.3	104	90.4	124	98.4	20.7	8.0
Female	65	86.2	89	84.3	74	91.9	47	89.4	60	96.7	10.5	7.3	65	75.4	89	87.6	74	90.5	48	93.8	60	96.7	21.3	2.9
Male	74	82.4	64	85.9	79	75.9	56	85.7	64	78.1	-4.3	-7.6	74	79.7	64	90.6	80	90.0	56	87.5	64	100.0	20.3	12.5
African American	0	-	2	-	0	-	1	-	0	-	-	-	0	-	2	-	0	-	1	-	0	-	-	-
Asian**	40	97.5	48	93.8	82	91.5	41	95.1	73	86.3	-	-	40	100.0	48	97.9	83	96.4	42	95.2	73	100.0	-	-
Filipino	8	-	9	-	3	-	6	-	8	-	-	-	8	-	9	-	3	-	6	-	8	-	-	-
Hispanic	14	78.6	13	84.6	8	-	5	-	4	-	-	-	14	71.4	13	84.6	8	-	5	-	4	-	-	-
Indochinese**	5	-	7	-	6	-	3	-	-	-	-	-	5	-	7	-	6	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	50	78.0	52	76.9	36	75.0	30	80.0	29	86.2	8.2	6.2	50	64.0	52	86.5	36	86.1	30	80.0	29	96.6	32.6	16.6
Multiracial	22	81.8	22	81.8	18	83.3	17	94.1	10	100.0	18.2	5.9	22	86.4	22	86.4	18	83.3	17	94.1	10	100.0	13.6	5.9
English Learner	10	50.0	6	-	8	-	7	-	2	-	-	-	10	50.0	6	-	9	-	8	-	2	-	-	-
English-Speaking	129	86.8	147	85.7	145	87.6	96	87.5	122	88.5	1.7	1.0	129	79.8	147	90.5	145	93.8	96	90.6	122	98.4	18.6	7.8
Reclassified†	15	100.0	19	84.2	23	87.0	7	-	28	85.7	-14.3	-	15	100.0	19	94.7	23	100.0	7	-	28	100.0	0.0	-
Initially Eng. Speaking	114	85.1	128	85.9	122	87.7	89	87.6	94	89.4	4.3	1.8	114	77.2	128	89.8	122	92.6	89	89.9	94	97.9	20.7	8.0
Econ. Disadv.*	16	68.8	13	76.9	17	52.9	4	-	5	-	-	-	16	56.3	13	84.6	17	76.5	4	-	5	-	-	-
Non-Econ. Disadv.	123	86.2	140	85.7	136	87.5	99	86.9	119	86.6	0.4	-0.3	123	80.5	140	89.3	137	92.0	100	90.0	119	98.3	17.8	8.3
Gifted	78	93.6	90	90.0	72	97.2	40	97.5	58	98.3	4.7	0.8	78	91.0	90	95.6	72	100.0	40	100.0	58	100.0	9.0	0.0
Not Gifted	61	72.1	63	77.8	81	71.6	63	81.0	66	77.3	5.2	-3.7	61	60.7	63	79.4	82	81.7	64	84.4	66	97.0	36.3	12.6
With Disabilities	14	42.9	3	-	12	25.0	7	-	5	-	-	-	14	21.4	3	-	12	41.7	7	-	5	-	-	-
WO Disabilities	125	88.8	150	84.7	141	88.7	96	90.6	119	88.2	-0.6	-2.4	125	84.0	150	89.3	142	94.4	97	95.9	119	98.3	14.3	2.4
Homeless	0	-	0	-	2	-	1	-	1	-	-	-	0	-	0	-	2	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	5	-	7	-	5	-	4	-	-	-	4	-	5	-	7	-	5	-	4	-	-	-

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

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

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dingeman
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	146	87.7	139	82.0	151	91.4	147	84.4	102	79.4	-8.3	-5.0	146	86.3	139	82.7	151	92.7	147	88.4	102	89.2	2.9	0.8
Female	72	90.3	68	83.8	89	94.4	68	88.2	47	87.2	-3.1	-1.0	72	86.1	68	77.9	89	92.1	68	89.7	47	89.4	3.3	-0.3
Male	74	85.1	71	80.3	62	87.1	79	81.0	55	72.7	-12.4	-8.3	74	86.5	71	87.3	62	93.5	79	87.3	55	89.1	2.6	1.8
African American	2	-	0	-	1	-	0	-	0	-	-	-	2	-	0	-	1	-	0	-	0	-	-	-
Asian**	55	85.5	47	95.7	47	95.7	76	93.4	45	84.4	-	-	55	94.5	47	95.7	47	100.0	76	97.4	45	91.1	-	-
Filipino	3	-	8	-	9	-	3	-	8	-	-	-	3	-	8	-	9	-	3	-	8	-	-	-
Hispanic	5	-	13	84.6	12	91.7	10	80.0	7	-	-	-	5	-	13	69.2	12	91.7	10	70.0	7	-	-	-
Indochinese**	5	-	5	-	6	-	5	-	-	-	-	-	5	-	5	-	6	-	5	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	59	89.8	46	76.1	53	86.8	36	66.7	31	74.2	-15.6	7.5	59	81.4	46	73.9	53	86.8	36	80.6	31	83.9	2.5	3.3
Multiracial	17	88.2	20	75.0	23	95.7	17	88.2	11	63.6	-24.6	-24.6	17	100.0	20	90.0	23	91.3	17	82.4	11	90.9	-9.1	8.5
English Learner	6	-	4	-	1	-	4	-	5	-	-	-	6	-	4	-	1	-	4	-	5	-	-	-
English-Speaking	140	91.4	135	84.4	150	92.0	143	86.0	97	81.4	-10.0	-4.6	140	88.6	135	83.7	150	93.3	143	89.5	97	90.7	2.1	1.2
Reclassified†	18	94.4	22	81.8	23	100.0	26	88.5	11	63.6	-30.8	-24.9	18	100.0	22	95.5	23	91.3	26	96.2	11	90.9	-9.1	-5.3
Initially Eng. Speaking	122	91.0	113	85.0	127	90.6	117	85.5	86	83.7	-7.3	-1.8	122	86.9	113	81.4	127	93.7	117	88.0	86	90.7	3.8	2.7
Econ. Disadv.*	6	-	15	60.0	14	100.0	15	66.7	8	-	-	-	6	-	15	73.3	14	92.9	15	60.0	8	-	-	-
Non-Econ. Disadv.	140	89.3	124	84.7	137	90.5	132	86.4	94	78.7	-10.6	-7.7	140	86.4	124	83.9	137	92.7	132	91.7	94	88.3	1.9	-3.4
Gifted	100	89.0	81	91.4	88	96.6	70	98.6	42	85.7	-3.3	-12.9	100	95.0	81	95.1	88	97.7	70	98.6	42	100.0	5.0	1.4
Not Gifted	46	84.8	58	69.0	63	84.1	77	71.4	60	75.0	-9.8	3.6	46	67.4	58	65.5	63	85.7	77	79.2	60	81.7	14.3	2.5
With Disabilities	4	-	14	28.6	3	-	12	41.7	5	-	-	-	4	-	14	28.6	3	-	12	41.7	5	-	-	-
WO Disabilities	142	88.0	125	88.0	148	91.2	135	88.1	97	83.5	-4.5	-4.6	142	88.0	125	88.8	148	93.2	135	92.6	97	93.8	5.8	1.2
Homeless	0	-	0	-	3	-	1	-	1	-	-	-	0	-	0	-	3	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	4	-	5	-	8	-	7	-	-	-	4	-	4	-	5	-	8	-	7	-	-	-

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

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

** 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
Dingeman
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	132	90.9	147	91.2	138	86.2	146	89.0	141	84.4	-6.5	-4.6	131	81.7	146	84.2	138	85.5	146	88.4	141	83.7	2.0	-4.7
Female	66	92.4	74	94.6	67	89.6	88	89.8	69	89.9	-2.5	0.1	66	75.8	73	87.7	67	80.6	88	87.5	69	82.6	6.8	-4.9
Male	66	89.4	73	87.7	71	83.1	58	87.9	72	79.2	-10.2	-8.7	65	87.7	73	80.8	71	90.1	58	89.7	72	84.7	-3.0	-5.0
African American	1	-	3	-	0	-	1	-	0	-	-	-	1	-	3	-	0	-	1	-	0	-	-	-
Asian**	52	92.3	53	96.2	47	93.6	47	93.6	81	88.9	-	-	51	90.2	52	90.4	48	95.8	47	97.9	81	91.4	-	-
Filipino	4	-	3	-	8	-	9	-	2	-	-	-	4	-	3	-	8	-	9	-	2	-	-	-
Hispanic	13	69.2	8	-	13	84.6	10	90.0	6	-	-	-	13	61.5	8	-	13	76.9	10	100.0	6	-	-	-
Indochinese**	5	-	4	-	5	-	6	-	-	-	-	-	5	-	4	-	5	-	6	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	43	95.3	56	91.1	46	78.3	50	88.0	37	78.4	-16.9	-9.6	43	81.4	56	80.4	45	75.6	50	78.0	37	67.6	-13.8	-10.4
Multiracial	14	92.9	20	95.0	19	84.2	23	87.0	15	73.3	-19.6	-13.7	14	78.6	20	100.0	19	84.2	23	95.7	15	80.0	1.4	-15.7
English Learner	4	-	5	-	2	-	1	-	5	-	-	-	4	-	4	-	3	-	1	-	5	-	-	-
English-Speaking	128	93.8	142	93.0	136	86.8	145	89.7	136	86.8	-7.0	-2.9	127	84.3	142	85.2	135	85.9	145	89.0	136	83.8	-0.5	-5.2
Reclassified†	36	91.7	22	95.5	24	87.5	23	82.6	25	88.0	-3.7	5.4	35	82.9	22	90.9	24	91.7	23	87.0	25	88.0	5.1	1.0
Initially Eng. Speaking	92	94.6	120	92.5	112	86.6	122	91.0	111	86.5	-8.1	-4.5	92	84.8	120	84.2	111	84.7	122	89.3	111	82.9	-1.9	-6.4
Econ. Disadv.*	13	84.6	12	58.3	17	82.4	14	92.9	10	60.0	-24.6	-32.9	13	53.8	12	50.0	17	82.4	14	92.9	10	60.0	6.2	-32.9
Non-Econ. Disadv.	119	91.6	135	94.1	121	86.8	132	88.6	131	86.3	-5.3	-2.3	118	84.7	134	87.3	121	86.0	132	87.9	131	85.5	0.8	-2.4
Gifted	82	96.3	115	96.5	88	94.3	62	98.4	84	96.4	0.1	-2.0	81	95.1	114	93.9	87	94.3	62	95.2	84	98.8	3.7	3.6
Not Gifted	50	82.0	32	71.9	50	72.0	84	82.1	57	66.7	-15.3	-15.4	50	60.0	32	50.0	51	70.6	84	83.3	57	61.4	1.4	-21.9
With Disabilities	9	-	5	-	14	35.7	2	-	8	-	-	-	9	-	5	-	14	28.6	2	-	8	-	-	-
WO Disabilities	123	95.9	142	93.0	124	91.9	144	88.9	133	88.0	-7.9	-0.9	122	86.1	141	86.5	124	91.9	144	88.9	133	86.5	0.4	-2.4
Homeless	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	4	-	3	-	5	-	5	-	-	-	6	-	4	-	3	-	5	-	5	-	-	-

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

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

** 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

Dingeman Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: DINGEMAN ELEMENTARY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

*Strategy/Activity – Description

Administrator, counselor and school clerk will collect and analyze absenteeism data by student name to identify students who need support. Supports for groups of students and/or individuals will be collaboratively designed based on needs. Parents have access to Parent Portal for up to date information.

To support all students at Dingeman Elementary the school site counselor facilitates:

- individuals and small groups as well as other responsive supports for students based on identified needs
- classroom lessons (evidence based such as Second Step) focused on socio-emotional needs, bullying, tolerance, and emotional regulation
- 504/SST meetings
- Allies in Action in collaboration with the Youth and Advocacy Department to implement Allies in Action
- attendance data review with school clerk and meets with students/parent to promote positive school attendance
- problem solving peer conflicts through a positive and productive process
- supports through students and their families through conferencing, communication and connecting to community resources.

*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.
School Counselor - NEW POSN, SBB2512377	0.10000	\$10,115.73	09800-1210	Cost of counselor	<ul style="list-style-type: none"> • Having a counselor two days a week has offered additional support to individual students, groups of students, as well as staff and parents. • The counselor has the opportunity to provide 	<ul style="list-style-type: none"> • Multiple temporary counselors made it difficult to have consistency and build relationships with students and families. 	<ul style="list-style-type: none"> • In knowing that the counselor position is allocated, but counselor in position may change, creating a working

Dingeman Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>lessons in classrooms focused on tolerance and emotional regulation.</p> <ul style="list-style-type: none"> • Having the counselor on site two days a week on different days than the vice principal, as well as having constant communication, allowed for follow through with incidents taking place throughout the week. The counselor and vice principal were able to collaborate when working with students and families in order to provide them with necessary resources. 	<ul style="list-style-type: none"> • Counselors not having access inputting 504s. 	<p>document noting students and families that have been worked with to create consistency is necessary.</p> <ul style="list-style-type: none"> • Have SST meetings with 504 needs be scheduled on days the counselor is present. • Implementing small group work earlier in the year for students that will benefit.
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Note/Reminders (optional):

Goal 3 – Mathematics

Strategy/Activity 2 Math Student Centered Coaching Cycle

*Strategy/Activity – Description

Student-Centered Coaching Cycle Focused on Math Practice Standards, Math Content Standards, assessment, instructional strategies and target student progress monitoring

- Areas of Focus- Selected based on baseline assessment, Math Practice Standards and Math Content Standards (EL Coaching Cycle focus selected to align to the Math Practice Standards - explain and justify)

- Cycle Includes

- Assessment (Pre/Post, formative, multiple)

- Data Analysis

- Walkthrough to describe current reality, patterns/trends, strengths

Dingeman Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- Selection of target students
- Identifying Learning Targets and Teaching Practices based on assessment data and student
- Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
- Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice
- Professional development for whole staff provided by OLA, math resource teacher, principal and participating teachers
- Evaluation of post data and implementation

***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.
Travel Conference		\$3,423.00	09800-5207	Will be moved to pay for visiting teachers for the Math coaching cycle	<ul style="list-style-type: none"> • Using CAASP data and current classroom observation data to determine grade level of focus. • Baseline walkthrough to notice student strengths, areas of need and trends across classrooms • Providing release time and professional development to grade level. • Relationship between teachers and coach to trust 	<ul style="list-style-type: none"> • Getting full buy in from teachers working in coaching cycle. • Time constraints due to scheduling • Ed specialist not always part of release time and observations. 	<ul style="list-style-type: none"> • Maximizing time with math coach so that teachers are able to collaborate and design number talks. • Provide professional development around work in 4th grade to all grade levels. • Provide funding for ed specialist to have same amount of release time to co-plan and co-teach.

Dingeman Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

and try on new practices.

Note/Reminders (optional):

Goal 4- English Learners

Strategy/Activity ELD Coaching Cycle

*Strategy/Activity – Description

During the ELD Coaching Cycles, we will develop site based assessments to determine current levels of performance and proficiency for our ELs (baseline, midyear and end of year). These assessments will include both oral language and written language development (language production). We will look at multiple measures to determine what students know and are able to do through video, language samples and/or student writing. We will analyze these assessments to determine next steps for learning and effective teaching practices to support student progress and growth.

- Student-Centered Coaching Cycle Focused on ELD Standards, dELD curriculum, instructional strategies and target student progress

- Areas of Focus

1. Students engage in a variety of collaborative discussions. They contribute to class, group, and partner discussions by providing relevant, coherent, and well-articulated comments.
2. Students participate with peers in sustained dialogue on a variety of topics and content areas: explain their thinking; construct arguments and justify their positions with sound evidence.

- Cycle Includes

- Analyze data, select students and teachers, conduct walkthrough with observation tool
- Co-teaching/modeling use of curriculum and effective strategies, collect and analyze formative assessments (in all domains) to determine next steps for teaching and learning
- Co-planning, co-teaching and side by side coaching -gathering evidence, discussing problems of practice
- Professional development for whole staff provided by OLA
- Evaluation of post data and implementation (Post On Demand Writing Assessment based on ELPAC practice Test)
- Determination of next steps and supports for sustaining and continuous improvement

Review dELD schedules to ensure protected 30 min protected block of time for dELD

Throughout the year in PD and PLCs, participating teachers and administration will share and discuss learnings and anecdotes, effective instructional practices, celebrations around the growth of the teaching in learning in their classrooms.

*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:

Dingeman Elementary SPSA EVALUATION OF LCFF 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.
Prof&Curriculum Dev Visiting Teacher		\$2,440.40	09800-1192	Visiting teachers to support coaching cycle work.	<ul style="list-style-type: none"> • Beginning at the start of the school year. • Using data to create to find areas of strength and need to inform work. • Selecting a focus to ground our work. • Beginning with an informal walkthrough. • Providing professional development to entire staff. • Having and fostering positive relationships with the coach and staff. • Willingness of teachers selected to work with El coach. • Time and trust for trying on practices. 	<ul style="list-style-type: none"> • School wide beliefs and historical practice. • Need to foundational understanding of language development and necessary supports to facilitate growth and acceleration. 	<ul style="list-style-type: none"> • Add specific release time for teachers to plan with coach and or team around Els.

Note/Reminders (optional):

Strategy/Activity ELPAC/Reclassification Testing Support

***Strategy/Activity – Description**

We have scheduled a certificated teacher to administer the ELPAC initial and summative assessments. In addition, all students will be reviewed for progress and potential reclassification candidate.

Dingeman Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***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&Curricl m Dev Vist Tchr		\$2,440.40	09800-1192	Will move to hourly pay for an ELPAC testing coordinator	<ul style="list-style-type: none"> • Able to have a consistent non-classroom hourly visiting teacher to attend training, coordinate and test students in initial and summative ELPAC. • Working with vice principal to strategically plan testing times to maximize time of coordinator. 	<ul style="list-style-type: none"> • With ELPAC being administered on the computer and requiring 1:1 testing for student in tk-2 increased amount of time needed to test. • Time does not allow for person in position to work on alternate/potential reclassification or follow-ups on reclassified students. 	<ul style="list-style-type: none"> • Allocate additional funds in order to provide time for all testing • Utilize transitional kindergarten teacher to provide instruction to El students, as well as take on roles in reclassification work and follow-ups.

Note/Reminders (optional):

Strategy/Activity Instructional Materials

***Strategy/Activity – Description**

Review and purchase support materials for iELD and dELD

***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:

Dingeman Elementary SPSA EVALUATION OF LCFF 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.
Supplies		\$3,000.00	09800-4301	Instructional Materials for students	<ul style="list-style-type: none"> District provided El materials for all grade levels. Purchased Lucy Calkins phonics kits for teachers to try on and share out with colleagues. Purchases books in library that represent cultures and backgrounds of our students in content and illustrations. 	<ul style="list-style-type: none"> El materials provided by district are new and teachers need time to explore and try on. Deployment/number of El students in each class to provide small group dELD. 	<ul style="list-style-type: none"> Depending on district provided curriculum, looking into providing Lucy Calkins phonics to additional grade levels. Provide time in professional development around curriculum provided to teachers. Strategically plan classes to provide maximum supports for Els.

Note/Reminders (optional):

What are my leadership strategies in service of the goals?