

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **DOYLE ELEMENTARY** SCHOOL

2020-21

37-68338-6099055
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: Moore, Kimberly

Contact Person: Moore, Kimberly

Position: Principal

Telephone Number:

Address: 3950 Berino Ct, Doyle Elementary, San Diego, CA, 92122-1601,

E-mail Address: kmoore@sandi.net

The following items are included:

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

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

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

SCHOOL NAME: Doyle Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Kimberly N. Moore

PHONE: (858) 455-6230

FAX: (858) 455-9486

E-MAIL ADDRESS: kmoore@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:

- English Learner Advisory Committee (ELAC) Information Mtg. Date of presentation: 9/30/2020
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: N/A
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: N/A
- Site Governance Team (SGT) Date of presentation: N/A
- Other (list): SSC Mtg., Parent Coffee, Staff Meeting Date of presentation: 9/24/2020, 10/1/2020/
10/5/2020

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: 10/15/2020

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.

Kimberly N. Moore
Type/Print Name of School Principal

Kimberly N. Moore 10/15/2020
Signature of School Principal / Date

Shauna Woodward
Type/Print Name of SSC Chairperson

/Shauna Woodward/ 10/15/2020
Signature of SSC Chairperson / Date

N/A
Type/Print Name of ELAC Chairperson

N/A
Signature of ELAC Chairperson / Date

LAMONT JACKSON
Type/Print Name of Area Superintendent

[Signature] 10/22/20
Signature of Area Superintendent / Date

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

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

This SPSA fulfills the requirements of a non-Title I school.

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)

Doyle Elementary staff, parents, and community engage in a collaborative process to review, revise, and develop our School Plan for Student Achievement. In the 2019-2020 school year, stakeholders were invited to engage in a series of opportunities to provide identify priorities, provide input and give feedback on 2019-2020 school year budget development process. The first set of meetings we shared state budget projections and district wide budget implications. We reviewed site allocations and discussed priorities. Stakeholder feedback was used to create two budget scenarios that were shared, reviewed, and discussed during the second set of meetings. All meetings were advertised as open meetings; they were announced through weekly messages and emails. Meetings were held in the morning before school and after school to accommodate families and staff.

- January 16, 2019--ELAC Meeting (Shared District/School Budget Information/Discussed Priorities)
- January 17, 2019--SSC Meeting (Shared District/School Budget Information/Discussed Priorities)
- February 4, 2019--Staff Meeting (Shared District/School Budget Information/Discussed Priorities)
- February 5, 2019--Parent Budget (Shared District/School Budget Information/Discussed Priorities)
- February 6, 2019--Staff Meeting (Reviewed Potential Budget Scenarios)
- February 7, 2019--Parent Budget Meeting (Reviewed Potential Budget Scenarios)
- February 7, 2019--SSC Meeting (Approved 2019-2020 Budget)

At the beginning of the 2020-2021 school year, we used a similar process of open meetings to encourage staff and parent engagement, feedback, and collaborative revision of the 2020-2021 SPSA for Doyle Elementary. On September 24, 2020, the current Doyle School Site Council met to do the following:

- Review SPSA goals from 2019-2020, analyze Goal 1: Safe, Collaborative, Inclusive Culture and Goal 5: Students with Disabilities
- Discuss Goal 6: Supporting Black Youth
- Discuss considerations for online learning

At that meeting, we decided to engage staff and parents in similar opportunities to give feedback on the goals we created, progress we have made, actions we have taken, and to make revisions. We devised a schedule of input meetings starting with Parents of Students Learning English on September 30, 2020, All Parents on October 1, 2020, school staff on October 5, and again with new SSC members on October 15. During the October 15 meeting, we will share the feedback received from each group. All meetings were advertised as open meeting for all parents and staff to attend and give feedback

RESOURCE INEQUITIES

Doyle Elementary 's root cause analysis involved examining multiple data points including, CAASPP, California Dashboard, California Healthy Kids Survey, California Parent Survey, site based common assessments, grade level monitoring data, and a review of the 2017-2019 SPSA.

Analysis of CAASPP grade level data showed a 3% increase in percentage of students in Grades 3-5 meeting and exceeding grade levels standards. Student group data shows greater increases for Students with Disabilities (20% in ELA, 7% in Math), Students Living at our Below the Poverty Line (3% in ELA, 7% in Math), Students Learning English (6% in ELA, and 7% in Math).

The California Dashboard provides a higher level of data analysis for school wide and student group achievement data. In English Language Arts school wide, students are performing 53.3 above standards (an increase of 5.3 points). In Mathematics, students are performed 51.8 points above standard (an increase of 7.4 points). Our equity reports showed increases for Students Learning English performed 28.1 points above standard (an increase of 7.2 points), and Socioeconomically Disadvantaged Students performed 87.8 points above standard (an increase of 33.9 points). Students with Disabilities performed 39.9 points below standard in ELA (a decline of 7 points); Hispanic Students scored 2.8 points above standard (a decline of 23.9 points). Equity reports for mathematics performance show Asian Students scored 96.2 points above standard (an increase of 25.8 points) which is 44.4 points higher than school wide performance. English Learners performed 32.3 points above standard (an increase of 9.7 points), Socioeconomically Disadvantaged Students scored 21.9 points above standard (and maintained a 2.5 point decrease), Hispanic Students performed 2.1 points above standard (a decline of 14.5 points), and Students with Disabilities scored 24 points below standard (a decline of 3 points).

In English Language Arts, current English Learners performed 26.1 points below standard (an increased 24.7 Points); Reclassified English Learners scored 72.6 points above standard (an increase of 13.2 Points) which is 19.3 points more above standard than all students 3-5. In Mathematics current English Learners performed 2.8 points below standard (maintaining a -0.1 point decrease): Reclassified English Learners scored 65.5 points above standard (an increase of 23.3 points).

English Learner Progress as measured by The English Language Proficiency Assessments for California (ELPAC) shows 33% performing at Level 4--Well Developed, 24.4% at Level 3--Moderately Developed, 20.1% at Level 2--Somewhat Developed, and 22.6% at Level 1--Beginning Stage. Chronic Absenteeism is an indicator of academic engagement for schools. According to the California Dashboard, 7.4% of our students were chronically absent, meaning they were absent 10% of the school year or more. Specifically, 13.2 % of Hispanic Students, 12.1% of Students with

Disabilities, 10.7% of Socioeconomically Disadvantaged Students, 6.8 % of Multi-racial Students, and 6.5% of Asian Students were chronically absent.

Suspension Rates are one indicator of a school climate. 0.4% of students were suspended at least once during the school year. We focus on proactive strategies to teach students expected behaviors and acknowledge them through Dolphin Dollars and other incentives when they demonstrate those taught behaviors.

The California Healthy Kids Survey is another indicator of student engagement at school. At Doyle Elementary, 64% of 5th grade students took the California Healthy Kids Survey in spring 2019. Survey results were as follows:

- 31% of survey respondents felt they had meaningful participation in school for the 2017-2018 school year. In 2018-2019 that indicator increased by 12 points to 43%, however, this continues to be a lagging indicator. Staff perception meaningful participation was much higher; this suggests that we may have different definitions of meaningful engagement that our students.
- 59% of survey respondents reported caring relationships in school for the 2017-2018 school year. In 2018-2019 that indicator increased by 13 points to 72%; however, this indicator is still below the state average.
- 73% reported feeling connected to school in 2017-2018; this grew four points to 77% in 2018-2019.
- 79% reported high expectations at school in 2017-2018; this grew three points to 82% in 2018-2019. 87% of students reported feeling safe at school.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Kimberly N. Moore	Principal
Jennifer Hagaman	Classroom Teacher
Katrina Hinke	Parent Representative
Amy Jennings	Other School Personnel
Karen Puthuvalil	Parent Representative
Melina Remesha	Parent Representative
Juleen Ricci	Classroom Teacher
Celina Suarez	Parent Representative
Shauna Woodward	Classroom Teacher

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**

An analysis of the 19/20 Cumulative Attendance Percentages For The UC Cluster School shows our baseline attendance percentage for the first month of school as 97%. This was lower than district elementary schools with an average of 97.34% and UC cluster elementary schools at 97.6%. We began the 2019-2020 school year ranked 75th out of 118 elementary schools and 5th out of the five cluster schools. As a School Site Committee, we identified attendance as a critical area of focus for the school year. We reviewed data from Power School and Orbit to identify students missing the most days of school. We created messages for families about the importance of attendance that were shared in weekly updates, on our website, and on our marquee. We continued to emphasize the importance of attendance when meeting with families individually, in small groups, and as a large group. We continued to recognize classrooms by grade level with the highest percentage of attendance at monthly awards ceremonies. For specific students with significant absences, we worked closely with families to identify barriers to school attendance and we created plans to overcome or eliminate those barriers. During RTI Meetings, Parent Conferences, and IEPs, we shared individual attendance data with families, and we problem solved how to increase the attendance of the specific students. We ensured parents were aware of the Independent Study Contract for absences longer than five days; and that students must complete the work to get academic and attendance credit.

Despite not implementing those specific strategies, through communicating our goal of increasing attendance widely and meeting individually with families through the structures identified in the first paragraph, we were able to improve our attendance ranking in the district and in the cluster. Our rankings increased positively from the first month to the second month of school. We moved from a rank of 75th to 28th out of 118 district elementary schools and from 5th to 2nd out of UC cluster elementary schools. By the sixth month of school, we ranked 21st out of 118 district elementary schools and maintained our ranking of 2nd out of UC cluster elementary schools.

***Major Differences**

We did not implement the following strategies as identified in our SPSA: create an attendance committee that met weekly to monitor attendance; we worked with individual teachers, case managers, and service providers to support families on a one to one basis. We did not get the attendance incentive program off the ground, as we realized a team was needed to do this, not just one person.

***Changes**

In the 2020-2021 school year, we plan to create an attendance committee with the following members: principal, vice principal, school counselor, school nurse, and attendance assistant. The attendance committee will meet weekly to review student attendance data, analyze patterns and trends to identify individual, student group, grade level, and school wide needs. We will communicate with parents about the revised attendance guidelines during online learning and ensure that all families understand how students receive attendance credit. We will use existing site structures such as monthly parent coffees, ELAC Meetings, SSC Meetings, RTI Meetings, PTA Meetings, and parent conferences to explain attendance guidelines and offer our support for families of students struggling to engage in online learning. To this end, we will incorporate SDUSD's Three-Tiered Family and Student Outreach Plan, which provides a continuum of site actions to re-engage students in online learning.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Decrease chronic absenteeism rate by 50%	9.1%	5%	Chronic Absenteeism	Annually

***Identified Need**

Chronic Absenteeism is an indicator of academic engagement for schools. According to the 2019 California Dashboard, 9.1% of our students were chronically absent, meaning they were absent 10% of the school year or more. This is an increase of 1.7% from 2018. This puts the site in the Orange Performance Level for All Students. We have no student groups in the Red Performance Level and four student groups in the Orange Performance Level: Asian (7.6% chronically absent), Socioeconomically Disadvantaged (12.1%), Two or More Races (11.7%) and White (9.7%). All of these student groups had increases in chronic absenteeism between 2018 and 2019.

In support of district wide initiatives, we are also going to include AMOs for English Learners, Students with Disabilities and African American student groups. On the 2019 CA Dashboard, our English Learners were in the Yellow Performance Level at 7.8% chronically absent (maintained from 2018) and Students with Disabilities were in the Green Performance Level at 8.1% chronically absent (declined 4% from 2018). Our African American student group does not have a performance color for 2019 but for that year, we had 0% of students in this group chronically absent.

***Online Learning Implications**

We know and understand that online learning is challenging for many students and their families. We will continue to focus on the Quality Learning Interaction of Welcoming through the school year. By welcoming students and families in the virtual learning space, we create safe, collaborative, and inclusive environments where all students are valued and feel that they belong. Through daily check-ins, icebreakers, and morning meetings, we provide

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a predictable routine of how school starts every day. In addition, our counselor will visit virtual classrooms to teach Tier 1 social-emotional learning lessons and units of instruction TK-5. We have created a parent survey that we send weekly with our school updates, so families can reach out to the school counselor and school psychologist for social emotional support. We have continued our partnership with San Diego County to provide mental health referrals and services to families with limited to no insurance.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	Decrease chronic absenteeism rate by 50%	8.1%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate by 50%	12.1%	6%	Chronic Absenteeism	Annually
June 2021	TK-5	Two or More Races	Decrease chronic absenteeism rate by 50%	11.7%	6%	Chronic Absenteeism	Annually
June 2021	TK-5	Asian	Decrease chronic absenteeism rate by 50%	7.6%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	English Learners	Decrease chronic absenteeism rate	7.8%	4%	Chronic Absenteeism	Annually
June 2021	TK-5	Black or African American	Maintain chronic absenteeism rate	0%	0%	Chronic Absenteeism	Annually

Attendance Committee

*Students to be served by this Strategy/Activity

All students will benefit from a school wide focus on reducing the percentage of students with chronic absenteeism. Specifically, monitoring and support for Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, Students of Two or More Races, and Asian Students with low rates of attendance will increase in many ways.

*Strategy/Activity - Description

Create Attendance Committee to identify students experiencing chronic absenteeism, monitor attendance data, and communicate with families, teachers, and support staff.

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*Proposed Expenditures for this Strategy/Activity								
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
F008722	School Counselor	0.30000	\$26,121.60	\$37,663.02	0087-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	The School Counselor provides intervention services for students experiencing academic and personal/social barriers to learning. The SC provides guidance and information to students and families to ensure success in student attendance, behavior, and promotion.
*Additional Supports for this Strategy/Activity								
Work with Nurse and Health Technician to create Individual Health Plans to support students with illnesses/medical conditions influencing attendance to school.								
Site Attendance Intervention Meetings								
*Students to be served by this Strategy/Activity								
All students will benefit from a school wide focus on reducing the percentage of students with chronic absenteeism. Specifically, monitoring and support for Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, Students of Two or More Races, and Asian Students with low rates of attendance will increase in many ways.								
*Strategy/Activity - Description								
Engage parents of students experiencing chronic absenteeism in site attendance intervention meetings to identify and resolve barriers to school attendance. Develop individual attendance incentive programs to motivate students to attend school.								
Parent and Family Engagement								
*Students to be served by this Strategy/Activity								
All students will benefit from a school wide focus on reducing the percentage of students with chronic absenteeism. Specifically, monitoring and support for Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, Students of Two or More Races, and Asian Students with low rates of attendance will increase in many ways.								
*Strategy/Activity - Description								
Educate parents through workshops, meetings, and conferences about the importance of school attendance and the negative impact on student social/emotional and academic achievement.								

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

All students will benefit from a school wide focus on reducing the percentage of students with chronic absenteeism. Specifically, monitoring and support for Hispanic, Students with Disabilities, Socioeconomically Disadvantaged, Students of Two or More Races, and Asian Students with low rates of attendance will increase in many ways.

***Strategy/Activity - Description**

Attendance Messaging- through marquee, weekly message, websites, parent meetings. Make attendance goals public.

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

The following focus questions guided our work in the 2019-2020 School Year:

- How do we create inclusive cultures of belonging for our students and ourselves?
- How do we ensure equitable access to grade level standards for ALL students?
- How do we leverage learning partnerships into learning alliances for students outside the sphere of success?

Our plan continued the strategies from the previous school year with the following refinements:

- Used proficiency scales to determine specific learning targets into "I Can Statements" for lessons (or series of lessons). Use Level 2 Learning Targets to develop lessons for students who have not yet met proficiency expectations in specific critical concepts
- Refined common assessments to include formative assessments more closely aligned with the critical concepts taught in each trimester to ensure our students are meeting and exceeding standards.
- Identified the accommodations Students with Disabilities need to access and demonstrate their understanding of the learning target and to demonstrate proficiency in the identified critical concepts
- Ensured Specialized Academic Instruction outside of the general education environment was connected to the learning targets and critical concepts their peers are working towards in class.
- Engage in student-centered coaching cycle to align reading behaviors to critical concepts, develop learning targets, language objectives, and lesson designed to include all learners. In addition, we created formative assessments that show students' progress towards targets and concepts.
- Introduced/tried on/facilitated different co-teaching models to maximize strengths of co-teacher and general education teacher.

We funded these strategies in 2019-2020:

- 4 Full Day Instructional Leadership Team Release Days
- 4-1/2 PLCs for classroom teachers and education specialists

*Major Differences

We implemented a majority of the strategies outlined in our plan. Due to the COVID-19 Pandemic, we were not able to implement all strategies. These strategies were not fully implemented in the 2019-2020 School Year:

- Though we were able to engage in professional learning about co-teaching models with the ILT and through the student-centered coaching cycle, we were unable to take to the learning to the whole staff as originally planned for April 2020
- We were unable to finish the student-centered coaching cycle due to the pandemic and share the outcomes for focus students with the staff.
- The ILT and PLCs only had three out of four release days/times due to school closure.
-

*Changes

Our focused has not changed for the 2020-2021 School Year: We are still about widening the sphere of success to include all learners by doing the following:

- Creating inclusive and welcoming classroom cultures (focusing on welcoming as we teach and learn in virtual spaces)
- Providing equitable access to grade level standards and curriculum (using critical concepts and proficiency scales as we design learning and assessments throughout the year)
- Leveraging learning partnerships between students, teachers and special education providers into learning alliances

We continue to refine the strategies implemented last school year as they support our goals:

- ILT and PLC meetings are held in the afternoon versus providing release time during the school day for teachers and education specialists
- We are examining the typical formative assessments used to ensure they inform us of student learning in a virtual setting
- SAI outside of general education is still connected to grade level critical concepts and learning targets
-

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or Exceed Grade Level Standards	77%	81%	CAASPP ELA	Yearly

*Identified Need

As the CAASPP was not administered in the spring of 2020, we do not have new data to base our goals on for this school year. The CA Dashboard data was updated from the 19-20 SPSA. For Doyle, we are at the Blue Performance Level for the Academic Performance: English Language Arts indicator at

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All Students being 65.4 points above standard. This is an increase of 12.1 points from 2018. We have no student groups in the Red, Orange, or Yellow Performance Level Indicators.

In 2018-2019, 78% of our students in Grade 3-5 met or exceeded grade level standards in English Arts (a gain of 3% from 2017-2018). Our cohort data (same group of students from 2016-2017) shows an increase of 8% from 2017-2018. As we drill down to grade level data, 83% of Third Graders, 75% of 4th Graders, and 77% of 5th Graders met or exceeded standards.

However, we continue to have student groups outside the sphere of success. The achievement gap for our African American, Students with Disabilities, Hispanic Students, English Learners, and Socioeconomically Disadvantaged Students continues to exist.

*Online Learning Implications

We have the following structures in place to monitor and evaluate the effectiveness of supports to students in the acceleration on English Language Arts:

- We will continue to monitor the progress of each and every student in English Language Arts using our school wide progress monitoring process. Every six weeks, teachers formally update the progress of each student in English Language Arts using DRA, Grade Level Common Assessments, and work samples. PLCs meet during this time to evaluate the progress of students towards mastery of standards and discuss intervention and acceleration strategies to implement.

- Three times a year, we will continue to administer the DRA (TK-3/4-5 below grade level) and the FAST Assessment (3-5) to screen all learners and identify students in need of additional support.

- Grade levels will use this data to determine candidates for onsite learning opportunities pending staff availability to provide this service.

- Teachers have flexibility to provide both whole, small group, and individual instruction based on student need.

- We follow a TK-5 online learning schedule providing common times for English Language Arts instruction, which allows us to maximize support for students with disabilities across classrooms and grade levels.

*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	Black or African American	Meet or Exceed Standards	17%	81%	CAASPP ELA	Yearly
June 2021	3-5	English Learner	Meet or Exceed Standards	43%	81%	CAASPP ELA	Yearly
June 2021	3-5	Students with Disabilities	Meet or Exceed Standards	51%	81%	CAASPP ELA	Yearly
June 2021	3-5	Socioeconomically Disadvantaged	Meet or Exceed Standards	67%	81%	CAASPP ELA	Yearly

Professional Development

*Students to be served by this Strategy/Activity

Unduplicated students/All students are served with this strategy. When we focus on equity, we focus on all students meeting and exceeding standards. The specific student groups supported with this strategy include the following: African American Students, English Learners, Students with Disabilities, Socio-economically Disadvantaged Students.

*Strategy/Activity - Description

Visiting Teachers will be used to do the following:

- Release Instructional Leadership Team Members 4 full days a year. During these times, representatives from TK-5 and Special Education review school wide, student group, grade level, and individual student data to identify patterns/trends and to monitor effectiveness of strategies we've implemented to widen the sphere of success. ILT members are receiving coaching and support from the principal to facilitate PLC meetings including--data analysis, consensus building, healthy conflict, and leadership voice.

- Professional Learning Communities meet 4-1/2 a year to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre- and post-writing samples; student notebooks in ELA, Math, and Science.

School Counselor/Response to Intervention--The work done by the counselor to help identify students form intervention support will support the work done during PLCs and ILT meetings. During these meetings, the teachers will work together to identify additional instructional materials that could be purchased to facilitate work done for classroom and intervention supports for the primary benefit of our unduplicated students while also benefiting all students.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N008754	Prof&Curriclm Dev Vist Tch	\$10,794.00	\$13,199.99	0087-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting Teachers release classroom teachers so they make work as professional learning communities and as instructional leadership team representatives.
N00876D	Supplies	\$5,301.33	\$5,301.33	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.

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	School Counselor			0087-09800-00- 1210-3110-0000- 01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F008722	Counselor facilitates RTI Process to identify students not experiencing success at school; develop intervention plans based on strengths; monitor progress towards goals; provide resources to families.
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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

The following focus questions guided our work in the 2019-2020 School Year:

- How do we create inclusive cultures of belonging for our students and ourselves?
- How do we ensure equitable access to grade level standards for ALL students?
- How do we leverage learning partnerships into learning alliances for students outside the sphere of success?

Our plan continued the strategies from the previous school year with the following refinements:

- Used proficiency scales to determine specific learning targets into "I Can Statements" for lessons (or series of lessons). Use Level 2 Learning Targets to develop lessons for students who have not yet met proficiency expectations in specific critical concepts
- Refined common assessments to include formative assessments more closely aligned with the critical concepts taught in each trimester to ensure our students are meeting and exceeding standards.
- Identified the accommodations Students with Disabilities need to access and demonstrate their understanding of the learning target and to demonstrate proficiency in the identified critical concepts
- Ensured Specialized Academic Instruction outside of the general education environment was connected to the learning targets and critical concepts their peers are working towards in class.
- Engage in student-centered coaching cycle to align reading behaviors to critical concepts, develop learning targets, language objectives, and lesson designed to include all learners. In addition, we created formative assessments that show students' progress towards targets and concepts.
- Introduced/tried on/facilitated different co-teaching models to maximize strengths of co-teacher and general education teacher.

We funded these strategies in 2019-2020:

- 4 Full Day Instructional Leadership Team Release Days
- 4-1/2 PLCs for classroom teachers and education specialists

***Major Differences**

We implemented a majority of the strategies outlined in our plan. Due to the COVID-19 Pandemic, we were not able to implement all strategies. These strategies were not fully implemented in the 2019-2020 School Year:

- Though we were able to engage in professional learning about co-teaching models with the ILT and through the student-centered coaching cycle, we were unable to take to the learning to the whole staff as originally planned for April 2020
- We were unable to finish the student-centered coaching cycle due to the pandemic and share the outcomes for focus students with the staff.
- The ILT and PLCs only had three out of four release days/times due to school closure.

***Changes**

Our focused has not changed for the 2020-2021 School Year: We are still about widening the sphere of success to include all learners by doing the following:

- Creating inclusive and welcoming classroom cultures (focusing on welcoming as we teach and learn in virtual spaces)
- Providing equitable access to grade level standards and curriculum (using critical concepts and proficiency scales as we design learning and assessments throughout the year)
- Leveraging learning partnerships between students, teachers and special education providers into learning alliances

We continue to refine the strategies implemented last school year as they support our goals:

- ILT and PLC meetings are held in the afternoon versus providing release time during the school day for teachers and education specialists
- We are examining the typical formative assessments used to ensure they inform us of student learning in a virtual setting
- SAI outside of general education is still connected to grade level critical concepts and learning targets

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Meet or Exceed Standards	77%	80%	CAASPP Math	Yearly

***Identified Need**

As the CAASPP was not administered in the spring of 2020, we will use the FAST Assessment in Grades 3-5, DRA and Math Common Assessments in Grades TK-3 to benchmark the progress of our students in ELA and Math.

The CA Dashboard data was updated from the 19-20 SPSA. For Doyle, we are at the Blue Performance Level for the Academic Performance: Mathematics indicator at All Students being 70.8 points above standard. This is an increase of 19 points from 2018. We have no student groups in the Red, Orange, or Yellow Performance Level Indicators.

In 2018-2019, 77% of our students in Grade 3-5 met or exceed grade level standards in English Arts (a gain of 3% from 2017-2018). Our cohort data (same group of students from 2016-2017) shows a decrease of 13% from 2017-2018 and 21% since 2016-2019. As we drill down to grade level data, 84% of Third Graders, 81% of 4th Graders, and 64% of 5th Graders met or exceed standards. These scores combined with our cohort data show that student performance in mathematics declines as they move up the grade span. A deeper look at the data shows communicating reasoning and problem solving & modeling/data are claims that our students are struggling with compared to strengths in concepts and procedures.

Though 60% of our students school wide exceeded standards and 17% met the standard, student groups including African American, Hispanic/Latino, English Learner, and Students with Disabilities, and Socioeconomically Disadvantaged Students were much further away from meeting and exceeding standards:

- 33% of African American
- 54% of Hispanic/Latino
- 62% of English Learners
- 42% of Students with Disabilities
- 68% of Socioeconomically Disadvantaged

However, we continue to have student groups outside the sphere of success. The achievement gap for our African American, Students with Disabilities, Hispanic Students, English Learners, and Socio-economically Disadvantaged Students continues to exist.

***Online Learning Implications**

We have the following structures in place to monitor and evaluate the effectiveness of supports to students in the acceleration of Mathematics:

- We will continue to monitor the progress of every student in Mathematics using our school wide progress monitoring process. Every six weeks, teachers formally update the progress of each student in Mathematics using End of Topic Assessments, Grade Level Common Assessments, and work samples. PLCs meet during this time to evaluate the progress of students towards mastery of standards and discuss intervention and acceleration strategies to implement.
- Summative Assessments for TK-2 (need to determine) and the FAST Assessment in Grades 3-5 is administered to assess student mastery towards grade level standards.
- Grade levels will use this data to determine candidates for onsite learning opportunities pending staff availability to provide this service.
- Teachers have flexibility to provide both whole, small group, and individual instruction based on student need.
- We follow a TK-5 online learning schedule providing common times for Mathematics instruction, which allows us to maximize support for students with disabilities across classrooms and grade levels.

*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	Black or African American	Meet or Exceed Standards	33%	80%	CAASPP Math	Yearly
June 2021	3-5	English Learner	Meet or Exceed Standards	62%	80%	CAASPP Math	Yearly
June 2021	3-5	Students with Disabilities	Meet or Exceed Standards	42%	80%	CAASPP Math	Yearly
June 2021	3-5	Socioeconomically Disadvantaged	Meet or Exceed Standards	68%	80%	CAASPP Math	Yearly

Professional Development

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

Unduplicated students/All students are served with this strategy. When we focus on equity, we focus on all students meeting and exceeding standards. The specific student groups supported with this strategy include the following: African American Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students.

***Strategy/Activity - Description**

Visiting Teachers will be used to do the following:

- Release Instructional Leadership Team Members 4 full days a year. During these times, representatives from TK-5 and Special Education review school wide, student group, grade level, and individual student data to identify patterns/trends and to monitor effectiveness of strategies we've implemented to widen the sphere of success. ILT members are receiving coaching and support from the principal to facilitate PLC meetings including--data analysis, consensus building, healthy conflict, and leadership voice.

- Professional Learning Communities meet 4-1/2 a year to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre- and post-writing samples; student notebooks in ELA, Math, and Science.

School Counselor/Response to Intervention--The work done by the counselor to help identify students form intervention support will support the work done during PLCs and ILT meetings. During these meetings, the teachers will work together to identify additional instructional materials that could be purchased to facilitate work done for classroom and intervention supports for the primary benefit of our unduplicated students while also benefiting all students.

*Proposed Expenditures for this Strategy/Activity						
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0087-09800-00- 1192-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N008754	Visiting Teachers release classroom teachers so they make work as professional learning communities and as instructional leadership team representatives.
	Supplies	0087-09800-00- 4301-1000-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 2 - English Language Arts Ref Id : N00876D	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.
	School Counselor	0087-09800-00- 1210-3110-0000- 01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low- Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F008722	Counselor facilitates RTI Process to identify students not experiencing success at school; develop intervention plans based on strengths; monitor progress towards goals; provide resources to families.
Guaranteed and Viable Curriculum						
*Students to be served by this Strategy/Activity						
All students are served with this strategy. When we focus on equity, we focus on all students meeting and exceeding standards. The specific student groups supported with this strategy include the following: African American Students, English Learners, Students with Disabilities, Socio-economically Disadvantaged Students.						
*Strategy/Activity - Description						
Lesson Design focused on the NCTM's Effective Mathematics Teaching Practices <ul style="list-style-type: none"> - Establish Learning Targets to focus learning and instruction - Implement tasks that promote reasoning and problem solving. - Use and connect multiple representations 						
Tier 1 Instruction						
*Students to be served by this Strategy/Activity						
All students are served with this strategy. When we focus on equity, we focus on all students meeting and exceeding standards. The specific student groups supported with this strategy include the following: African American Students, English Learners, Students with Disabilities, Socioeconomically Disadvantaged Students.						
*Strategy/Activity - Description						
Align mathematical practices to critical concepts to ensure students receive instruction in the math strategies/habits of mind needed to develop the processes and proficiencies needed to persevere through challenging mathematical content TK-5.						

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

We worked on our site wide focus and strategies as listed in Goals 1 and 2. To specifically support our English Language Learners we engaged in the following successfully:

- Engaged in site wide professional learning on the following concepts: ELA/ELD Framework with emphasis on content and pedagogy supporting students learning English during Designated and Integrated ELD; implementation of Benchmark Curriculum for dELD
- Site walkthroughs to ensure integrated ELD is happening throughout content areas five days a week
- ELD Coaching Cycle with first Grade Team—curriculum implementation, pedagogy and assessment supporting Designated English Language Development.

*Major Differences

We engaged in all identified strategies and actions related to this goal; however, we were unable to get a slate of officers for The English Learning Advisory Committee at Doyle Elementary.

*Changes

In the 2020-2021 School Year, we will continue to focus on providing equitable access for English Learners through daily Designated and Integrated English Language Development. We will continue to refine our implementation, pedagogy and assessment supporting dELD. We will also have a voluntary ELD coaching cycle to support all willing participants. We will continue to recruit and engage families to create an English Learner Advisory Committee at Doyle as well.

***Integrated English Language Development**

To provide Integrated English Language Development, we plan to do the following:

- Engage in site wide professional learning about the difference between Designated ELD and Integrated ELD
- Professional Learning around ELA/ELD Framework with emphasis on content and pedagogy supporting students learning English during Designated and Integrated ELD
- Site walkthroughs to ensure integrated ELD is happening throughout content areas five days a week
- Engage in a lesson design process to create lesson that integrate ELD and provide students access to the learning.

***Designated English Language Development**

To provide English Language Development five days a week for all students learning English, we plan to do the following

- Create/Publish site wide schedule for English Language Development
- Use TK-5 First 15/20 Days of Designated ELD Instruction to clarify the purpose of ELD for students and teachers, to develop routines and instructional practices that support Designated English Language Development
- Identified teachers engage in Designated ELD Coaching Cycle with support from English Learner In school Resource Teacher to build capacity in assessment, lesson design, instructional practices, and monitoring school wide.
- Conduct walkthroughs to ensure Designated ELD is implemented five days a week
- Create alignment TK-5 with Designated ELD by using Benchmark ELD Units
- Engage in site wide professional learning about the difference between Designated and Integrated ELD Instruction

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Meet or Exceed Grade Level Standards	43%	81%	CAASPP ELA	Yearly
June 2021	3-5	English Learner	Meet or Exceed Grade Level Standards	62%	80%	CAASPP Math	Yearly

***Identified Need**

As the CAASPP was not administered in the spring of 2020, we will use the FAST Assessment in Grades 3-5, DRA and Math Common Assessments in Grades TK-3 to benchmark the progress of our students in ELA and Math.

of CAASPP Student group data shows increases for Students Learning English (6% in ELA, and 7% in Math). Specifically, 44% of Student Learning English met or exceeded standards in ELA; 62% of Students Learning English met or exceeded grade level standards in Mathematics. However, a gap exists between school wide performance and student group performance in English Language Arts (38%) and Mathematics (15%).

The California Dashboard provides a higher level of data analysis for school wide and student group achievement data. The CA Dashboard data was updated from the 19-20 SPSA. In English Language Arts, English Learners were in the Green Performance Level at 36.3 points above standard, which is an increase of 8.2 points from 2018. The ELA Data Comparisons indicate that our Current English Learners are 29.4 points below standard (declined by 3.3 points) and our Reclassified English Learners are 69 points above standard (declined 3.5 point). Our Reclassified ELs performed almost the same as our English Only students in 2019, but that student group increased their performance by 17.9 points between 2018 and 2019. In Mathematics, our English Learners are in the Blue Performance Level at 67.2 points above standard, which is an increase of 34.9 points from 2018. The Math Data Comparisons show that our Current English Learners are 27.8 points above standard, which is an increase of 30.6 points from 2018 and our Reclassified English Learners are at 92.6 points above standard (increased 27.1 points). Our English Only students were at 60.2 points above standard in 2019 (increased 6 points).

The 2019 CA Dashboard English Learner Progress Indicator shows that 74.4% of the English Learners at Doyle are making progress towards English language proficiency. This is considered a Very High Performance Level. We also had 19.7% of our ELs maintaining ELPI Levels 1, 2L, 2H., 3L, and 3H and 5.4% who decreased at least one ELPI Level in 2019.

English Learner Progress as measured by The English Language Proficiency Assessments for California (ELPAC) shows 33% performing at Level 4--Well Developed, 24.4% at Level 3--Moderately Developed, 20.1% at Level 2--Somewhat Developed, and 22.6% at Level 1--Beginning Stage.

***Online Learning Implications**

We have the following structures in place to monitor and evaluate the effectiveness of supports to English Learners in the acceleration of their learning:

- Professional development will be offered district wide to all teachers across the district serving English Learners
- The English Learner Instructional Resource Teacher will collaborate with the principal, Instructional Leadership Team, and classroom educators to analyze student data in order to identify strengths, needs, develop next steps, and to share information with parents of students learning English.
- The English Learner Advisory Committee will advise the principal and School Site Council on the experience and needs of English Language Learners
- PLCs will analyze progress monitoring data with an emphasis on English Language Learners to determine acceleration and intervention strategies.
- English Learners identified as not making progress towards grade level standards and/or IEP goals will be identified for onsite appointment based learning.

Doyle Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	1-5	English Learner	Eligible for Reclassification	96%	100%	Summative ELPAC	Yearly
Professional Development							
*Students to be served by this Strategy/Activity							
Unduplicated students/All students will benefit from this strategy, especially Students Learning English and Students at Risk of Becoming Long Term English Learners.							
*Strategy/Activity - Description							
<p>Visiting Teachers will be used to do the following:</p> <ul style="list-style-type: none"> - Release Instructional Leadership Team Members 4 full days a year. During these times, representatives from TK-5 and Special Education review school wide, student group, grade level, and individual student data to identify patterns/trends and to monitor effectiveness of strategies we've implemented to widen the sphere of success. ILT members are receiving coaching and support from the principal to facilitate PLC meetings including--data analysis, consensus building, healthy conflict, and leadership voice. - Professional Learning Communities meet 4-1/2 a year to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre- and post-writing samples; student notebooks in ELA, Math, and Science. <p>School Counselor/Response to Intervention--the work done by the counselor to help identify students form intervention support will support the work done during PLCs and ILT meetings. During these meetings, the teachers will work together to identify additional instructional materials that could be purchased to facilitate work done for classroom and intervention supports for the primary benefit of our unduplicated students while also benefiting all students.</p>							
*Proposed Expenditures for this Strategy/Activity							
ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale	
	Prof&Curriclm Dev Vist Tchr	0087-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N008754	Visiting Teachers release classroom teachers so they make work as professional learning communities and as instructional leadership team representatives.	

Doyle Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

	Supplies	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00876D	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.
	School Counselor	0087-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F008722	Counselor facilitates the RTI Process to identify students not experiencing success in school; develop intervention plans based on strengths; monitor progress towards goal; provide resources to families.

*Additional Supports for this Strategy/Activity

-Parent engagement through workshops regarding ELD, ELPAC expectations, reclassification, integrated/designated ELD, and resources to support students at home

ELAC Support

*Students to be served by this Strategy/Activity

All students will benefit from this strategy, especially students designated as English Learners.

*Strategy/Activity - Description

Form a functioning English Language Learner Advisory Committee to advise the principal, staff, and SSC members on the following:

- The school's program for Students Learning English
- The school's efforts to make parents aware of the importance of regular school attendance
- The development of the School Plan for Student Achievement
- Conduct a site EL needs assessment.

Parent Education and Engagement

*Students to be served by this Strategy/Activity

All students will benefit from this strategy, especially students designated as English Language Learners

*Strategy/Activity - Description

Parent engagement through workshops regarding the English Learner Program at Doyle Elementary, ELPAC expectations, reclassification, integrated/designated ELD, and resources to support students at home

ELPAC Assessment Support

*Students to be served by this Strategy/Activity

Unduplicated students/ All students will benefit from this strategy, especially English Learners

***Strategy/Activity - Description**

- All students with home language surveys indicating a language other than English is spoken in the home are assessed each school year within the first thirty days of enrollment and again in the Spring to determine their current level of English proficiency. ELPAC Trained Retired Teachers are hired to conduct the annual and spring assessments of students speaking a language other than English. They also support with required legal tasks such as reclassification identification, monitoring, and follow up with teachers and families

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

ID	Proposed Expenditures	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N00879M	Non Clsrm Tchr Hrly	\$8,177.00	\$9,999.66	0087-09800-00-1957-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	ELPAC Trained Retired Teachers are hired to conduct the annual and spring assessments of students speaking a language other than English. They also support with required legal tasks such as reclassification identification, monitoring, and follow up with teachers and families.

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

In the 2019-2020 school year, we implemented the following strategies to meet our goals for Students with Disabilities:

- Create safe, collaborative and inclusive classroom cultures where all students belong, feel valued and capable
- Observe and monitor implementation of student accommodations and modifications
- Analyze student progress report data to determine which students are not making adequate progress towards IEP goals
- Conduct mismatch analysis on student strengths, instructional strategies, accommodations and modifications
- Focus on Co-Teaching as a strategy to provide access to high quality Tier 1 Instruction

In addition to these strategies, we participated in a student-centered coaching cycle that we leveraged to increase equitable access to grade level standards for all learners. Through the coaching cycle, two classroom teachers and two education specialists worked together alongside a coach to align reading behaviors in first and fourth grade to critical concepts; analyze student strengths in literacy using a common standardized assessment; establish learning and language goals based on critical concepts; create learning targets and identify instructional practices that would best support students in meeting learning goals.

The learning cycle immediately changed how we provided students equitable access to high quality tier one instruction, how we provided specialized academic instruction that supported students' access to core curriculum and refined the "what" and the "how" of separate small group instruction for students with disabilities. The cycle increased the collaboration between general and special educators who participated in the coaching cycle to work in partnership to meet the needs of all the students in the classroom. As a result, our target students met their learning goals. Students with Disabilities gained equitable access to grade level content standards. We revised the focus of separate small group instruction from remediation to access.

***Major Differences**

Due to the pandemic and subsequent school closure, we were unable to actualize Phase 3 of our Professional Development Plan. Phase Three continued our work on inclusion with staff conferences on what inclusion is and is not, developing our ideal state of what inclusion looks like at Doyle, and the importance of co-teaching. Phase Three focused on the learning alliances between general and special educators as well as the relationship between all educators and students with disabilities. We know this is important work and will plan to continue it in the 2020-2021 school year.

***Changes**

There are no significant changes to the strategies for 2020-2021.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Meet or Exceed Standards	51%	81%	CAASPP ELA
June 2021	3-5	Students with Disabilities	Meet or Exceed Standards	42%	80%	CAASPP Math

***Identified Need**

As the CAASPP was not administered in the spring of 2020, we will use the FAST Assessment in Grades 3-5, DRA and Math Common Assessments in Grades TK-3 to benchmark the progress of our students in ELA and Math.

Student group data from 2018-19 shows greater increases for Students with Disabilities (20% in ELA, 7% in Math). We attribute the increases through our school wide model that emphasizes inclusion of students with disabilities in General Education to the maximum extent possible to ensure equitable access to high quality Tier 1 Instruction.

51% of Students with Disabilities met and exceeded grade level standards in English Language Arts, however a 15% gap exists between this student-group and school wide data. 42% of Students with Disabilities met or exceeded grade level standards in Mathematics, however a 35% gap exists between this student group and school wide data.

There is new CA Dashboard data since goals were set for the 2019-20 SPSA. The 2019 California Dashboard provides a higher level of data analysis for school wide and student group achievement data. In English Language Arts school wide, students performed at 65.4 above standards (an increase of 12.1 points from 2018). In Mathematics, All Students performed at 70.8 points above standard (an increase of 19points from 2018). Our equity reports showed Students with Disabilities performed 6 points above standard in ELA in 2019 (an increase of 43.9 points) and they scored 3.8 points above standard (an increase of 26.7 points from 2018).

Chronic Absenteeism is an indicator of academic engagement for schools. According to the 2019 California Dashboard, 9.1% of our students were chronically absent, meaning they were absent 10% of the school year or more. Specifically, 8.1% of Students with Disabilities were chronically absent in 2019, which is a decline of 4% from 2018.

Doyle Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Suspension Rates are one indicator of a school climate. School wide, 0.5% of students were suspended at least once during the 2018-19 school year. However, 1% of Students with Disabilities were suspended at least once (an increase of 1% from 2018). We believe the focus on positive behavior supports through school wide teaching of routines, behavior expectations, positive reinforcement, social thinking curriculum, Second Step classroom lessons on self-regulation, and individualized behavior support and intervention plans have led to a reduction in suspensions school wide.

***Online Learning Implications**

We have the following structures in place to monitor and evaluate effectiveness of supports to Students with Disabilities in the acceleration of their learning:

- Observe and monitor implementation of student accommodations and modifications
- Analyze student progress report data to determine which students are not making adequate progress towards IEP goals
- Conduct mismatch analysis on student strengths, instructional strategies, accommodations and modifications
- Focus on Co-Teaching as a strategy to provide access to high quality Tier 1 Instruction
- 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.

What have the following systems in place to support the implementation of IEP services during online learning:

- 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

***Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Students with Disabilities	on progress to meet or exceed grade level standards	N/A	80%	Progress Reports on IEP Goals	Triennially

Professional Development

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

Unduplicated students/all students, especially Students with Disabilities.

***Strategy/Activity - Description**

Visiting Teachers will be used to do the following:

- Release Instructional Leadership Team Members 4 full days a year. During these times, representatives from TK-5 and Special Education review school wide, student group, grade level, and individual student data to identify patterns/trends and to monitor effectiveness of strategies we've implemented to widen the sphere of success. ILT members are receiving coaching and support from the principal to facilitate PLC meetings including--data analysis, consensus building, healthy conflict, and leadership voice.

- Professional Learning Communities meet 4-1/2 a year to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre- and post-writing samples; student notebooks in ELA, Math, and Science.

The work done by the counselor to help identify students form intervention support will support the work done during PLCs and ILT meetings. During these meetings, the teachers will work together to identify additional instructional materials that could be purchased to facilitate work done for classroom and intervention supports for the primary benefit of our unduplicated students while also benefiting all students.

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

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0087-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N008754	Visiting Teachers release classroom teachers, so they make work as professional learning communities and as instructional leadership team representatives.
	Supplies	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00876D	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.
	School Counselor	0087-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F008722	Counselor facilitates the RTI Process to identify students not experiencing success in school; develop intervention plans based on strengths; monitor progress towards goal; provide resources to families.

Co-Teaching

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

ALL students will benefit from this strategy.

***Strategy/Activity - Description**

Co-Teaching is a high leverage instructional practice that meets the needs of diverse learners in classrooms. Through the use of the four co-teaching approaches: supportive co-teaching, parallel co-teaching, complementary co-teaching, and team co-teaching, students with disabilities and other learners outside the sphere of success receive equitable access to the learning.

Classroom Walkthroughs and Focused Observations

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

All students will benefit from this strategy, especially Students with Disabilities and Learners Outside the Sphere of Success.

***Strategy/Activity - Description**

Classroom walkthroughs and focused observations provide information on the implementation of student accommodations and supports necessary for Students with Disabilities to have equitable access to the learning and to meet and exceed grade level expectations. These processes also provide information about professional learning needs and implementation of inclusive education practices.

Mismatch Analysis

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

All students will benefit from this strategy, especially Students with Disabilities.

***Strategy/Activity - Description**

A mismatch analysis is a process to determine whether there is alignment between a student's identified strengths, instructional strategies used, and the accommodations/modifications listed in their IEPs. This process creates more effective IEPs, which in turn provides equitable access to learning.

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	3-5	Black or African American	Meet and/or Exceed Standards	Unknown	80%	Grades	Trimester

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

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

***Identified Need**

As of October 2020, currently 40 students identify as Black/African- American at Doyle Elementary out of a population of 618 students. This includes 22 out of 78 students who identify as multi-racial. Eleven students identifying as Black/African American (including students identified as multi-racial) receive Special Education Services. This equates to 27.5% of the total number of Black Youth at Doyle. X students are female; six students are male; four students receive special education services; and three students are English Language Learners. 27% percent of our black youth are identified as

students with disabilities. A review of previous achievement data from the 2018-2019 school year shows a need to significantly improve the percentage of black youth meeting and exceeding standards in English Language Arts, Mathematics, and Science (Grade 5 only).

***Online Learning Implications**

Our site will convene a site equity team, which will pay close attention to and respond to the experience of black youth and their families during online learning. The student support team will meet with families of black youth experiencing challenges with accessing online learning to ensure access to the internet, devices, online learning platforms and zoom sessions. Equity team members will reach out to families of black youth to listen to first-hand accounts of their experiences at Doyle Elementary.

Strategy/Activity 1

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

Our Black Youth will benefit greatly from this strategy. In addition, all students of diverse ethnic and cultural groups will benefit from this strategy.

***Strategy/Activity - Description**

Continue to refine our safe, inclusive and collaborative school community and classrooms with a lens on the experience of Black Youth through Reflection and Critical Self Awareness, Building Warm Demanding and Reciprocal Alliances, and Shifting Power (giving students voice and choice).

Strategy/Activity 2

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

Our Black Youth will benefit greatly from this strategy. In addition, all students of diverse ethnic and cultural groups will benefit from this strategy.

***Strategy/Activity - Description**

Staff participation in anti-bias/anti-racism professional learning supported by the principal and Youth Advocacy Department to develop our collective understanding of critical self-awareness, implicit/explicit bias, institutionalized racism, and other relevant topics.

Strategy/Activity 3

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

Our Black Youth will benefit greatly from this strategy. In addition, all students of diverse ethnic and cultural groups will benefit from this strategy.

***Strategy/Activity - Description**

Site Equity Team collects information from Families of Black Youth to learn their experiences at Doyle Elementary, analyzes data, shares findings, and develop an action plan for staff and school community.

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

In the 2019-2020 school year, we partnered with Family and Community Engagement Department and implemented the following strategies:

- Conducted a school wide parent survey to learn the resources, workshops, meeting preferences, and events that are important to our community
- Focused monthly parent coffees on themes generated from parent survey: Safety, Homework Help, Supporting Students with Reading, Writing, and Mathematics, English Language Development

We worked with the Office of Language Acquisition to provide information and resources for families of students learning English at School. Though we were unable to officially form an ELAC Committee, we continue to work with families monthly on the required legal tasks of ELAC.

In partnership with our Parent Teacher Association, we have created Key Contacts for the international communities represented at Doyle. In addition, this committee provides translation of important school documents to increase engagement of parents speaking a language other than English.

*Major Differences

We implemented all strategies as planned with the Family and Community Engagement Department, Doyle PTA and the Office of Language Acquisition until school closed due to the pandemic.

*Changes

For the 2020-2021 school year, we have focused on increasing parent participation on site wide committees and groups, such as, School Site Council, PTA, Site Equity Team, and PTA. We continue our monthly informal meeting structure of the Parent Coffee, weekly (and mid-week as necessary) updates on school and district wide events, recreating school website, and sending screencasts or videos of meetings including slide decks and resources.

*Goal 7- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Parents and Guardians will serve on a school committee	11%	33%	Other - Describe in objective
*Identified Need					
<p>Due to site closures, there is no new data from the CAL-SCHLS surveys from the 2019-2020 school year. Our California Healthy Kids--Parent Survey Data for 2018-2019 shows the following related to Parental Involvement in School:</p> <ul style="list-style-type: none"> - 84% of survey respondents have participated in fundraising for the school - 11% have served on a school committee - 18% have met with a guidance counselor in person. 					
*Online Learning Implications					
<ul style="list-style-type: none"> -A Welcome Week was hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all. -All Students continue to have the opportunity to pick up a district issued device to ensure access to curriculum while in a distance learning format. -Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning. -District is also supplying families with training on SEL, Wellness, Health and Safety. <ul style="list-style-type: none"> -These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. -These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups. -Parents with access to presentations and/or videos from school committee meetings via the website and/or weekly newsletter: Parent Coffee, ELAC, etc. to support families unable to attend live zoom meetings -Virtual Parent Red Folder created to house welcome week activities for parents/students, technology resources/supports, instructional schedules, The - Parent/Student Hub, and PTA information to support home/school connections. 					
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	ELAC	Parents and Guardians of English Language Learners	0%	30%	Committee Attendance

Capacity Building
*Families to be served by this Strategy/Activity
All parents and guardians will benefit from the strategy, especially parents of Students Learning English.
*Strategy/Activity - Description
Through collaborating with The Family and Community Engagement Department and Office of Language Acquisition, we will build the capacity of parents and guardians to serve on school committees.
Parent Survey
*Families to be served by this Strategy/Activity
All parents and guardians will benefit from this strategy.
*Strategy/Activity - Description
Through the support of the Doyle PTA and the Family and Community Engagement Department, we will conduct a school wide parent survey to learn the workshops, trainings and resources they would like to support their students' academic and social/emotional development. They will also share with us the dates and times that work best for them, so we can maximize parent/guardian attendance at workshops, trainings and committee meetings.
ELAC
*Families to be served by this Strategy/Activity
All families will benefit from this strategy.
*Strategy/Activity - Description
Form an English Learner Advisory Committee at Doyle Elementary to advise the principal and School Site Council on the English Learner Program at Doyle Elementary.

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

The following focus questions guided our work in the 2019-2020 School Year:

- How do we create inclusive cultures of belonging for our students and ourselves?
- How do we ensure equitable access to grade level standards for ALL students?
- How do we leverage learning partnerships into learning alliances for students outside the sphere of success?

Our plan continued the strategies from the previous school year with the following refinements:

- Used proficiency scales to determine specific learning targets into "I Can Statements" for lessons (or series of lessons). Use Level 2 Learning Targets to develop lessons for students who have not yet met proficiency expectations in specific critical concepts
- Refined common assessments to include formative assessments more closely aligned with the critical concepts taught in each trimester to ensure our students are meeting and exceeding standards.
- Identified the accommodations Students with Disabilities need to access and demonstrate their understanding of the learning target and to demonstrate proficiency in the identified critical concepts
- Ensured Specialized Academic Instruction outside of the general education environment was connected to the learning targets and critical concepts their peers are working towards in class.
- Engage in student-centered coaching cycle to align reading behaviors to critical concepts, develop learning targets, language objectives, and lesson designed to include all learners. In addition, we created formative assessments that show students' progress towards targets and concepts.
- Introduced/tried on/facilitated different co-teaching models to maximize strengths of co-teacher and general education teacher.

We funded these strategies in 2019-2020:

- 4 Full Day Instructional Leadership Team Release Days
- 4-1/2 PLCs for classroom teachers and education specialists

*Major Differences

We implemented a majority of the strategies outlined in our plan. Due to the COVID-19 Pandemic, we were not able to implement all strategies. These strategies were not fully implemented in the 2019-2020 School Year:

- Though we were able to engage in professional learning about co-teaching models with the ILT and through the student-centered coaching cycle, we were unable to take to the learning to the whole staff as originally planned for April 2020
- We were unable to finish the student-centered coaching cycle due to the pandemic and share the outcomes for focus students with the staff.

The ILT and PLCs only had three out of four release days/times due to school closure.

*Changes

Our focused has not changed for the 2020-2021 School Year: We are still about widening the sphere of success to include all learners by doing the following:

- Creating inclusive and welcoming classroom cultures (focusing on welcoming as we teach and learn in virtual spaces)
- Providing equitable access to grade level standards and curriculum (using critical concepts and proficiency scales as we design learning and assessments throughout the year)
- Leveraging learning partnerships between students, teachers and special education providers into learning alliances

We continue to refine the strategies implemented last school year as they support our goals:

- ILT and PLC meetings are held in the afternoon versus providing release time during the school day for teachers and education specialists
- We are examining the typical formative assessments used to ensure they inform us of student learning in a virtual setting

SAI outside of general education is still connected to grade level critical concepts and learning targets

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Meet or Exceed Standards	77%	81%	CAASPP ELA	Yearly
June 2021	5	Meet or Exceed	64%	80%	CAASPP Math	Yearly

*Identified Need

As the CAASPP was not administered in the spring of 2020, we will use the FAST Assessment in Grades 3-5, DRA and Math Common Assessments in Grades TK-3 to benchmark the progress of our students in ELA and Math.

2018-2019, 78% of our students in Grade 3-5 met or exceeded grade level standards in English Arts (a gain of 3% from 2017-2018). Our cohort data (same group of students from 2016-2017) shows an increase of 8% from 2017-2018. As we drill down to grade level data, 83% of Third Graders, 75% of 4th Graders, and 77% of 5th Graders met or exceeded standards. However, we continue to have student groups outside the sphere of success. The

Doyle Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

achievement gap for our African American, Students with Disabilities, Hispanic Students, English Learners, and Socio-economically Disadvantaged Students continues to exist:

- Students with Disabilities have gained 23.3% points in English Language Arts since 2015; however, they lost 9.6 % points since 2018. Students with Disabilities lost 16.5% since 2015 and 22.4% since 2018.
- The percentage of Students Learning English meeting and exceeding standards in English Language Arts was last reported in 2016 at 33.3% Scores for 2015, 2017-2019 were not reported due to a sample size of nine as the largest group. Students Learning English lost 17.1% points in Mathematics since 2015, and 1.5% since 2018.
- Students identified as Economically Disadvantaged have gained 9.3% since 2015 and 3/9% since 2018 in English Language Arts. Students identified as Economically Disadvantaged gained 13.2% since 2015 and 12.5% since 2018 in Mathematics.

Claim level analysis for Grade 5 using longitudinal data in English Language Arts shows the following trends:

- Listening is the claim with the lowest average percentage of students meeting and exceeding standards. On average, 29% score level 3 or above. 60% are near standard at Level 2.
- Research/Inquiry--on average 43% meet the standard; 45% are near standard
- Writing--on average 46% meet the standard; 44% are near standard
- Reading--on average 48% meet the standard; 38% are near standard

*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.
- School staff will closely monitor the progress of 5th Grade Students towards proficiency in English Language Arts and Mathematics, which can be barriers to performance in middle school.
- Student Support Team will facilitate RTI and IEP Meetings with families of 5th Grade Students not on track for end of year proficiency.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5	Students with Disabilities	Meet or Exceed Standards	33.3%	81%	CAASPP ELA	Yearly
June 2021	5	English Learner	Meet or Exceed Standards	33.3%	81%	CAASPP ELA	Yearly
June 2021	5	Socioeconomically Disadvantaged	Meet or Exceed Standards	72.7%	81%	CAASPP ELA	Yearly

Doyle Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Black or African American	Meet or Exceed Standards	17%	81%	CAASPP ELA	Yearly
June 2021	5	Students with Disabilities	Meet or Exceed Standards	13.3%	80%	CAASPP Math	Yearly
June 2021	5	English Learner	Meet or Exceed Standards	42.9%	80%	CAASPP Math	Yearly
June 2021	5	Socioeconomically Disadvantaged	Meet or Exceed Standards	60%	80%	CAASPP Math	Yearly
June 2021	3-5	Black or African American	Meet or Exceed Standards	33%	80%	CAASPP Math	Yearly

Universal Screener in ELA and Mathematics 3 Times A Year

*Students to be served by this Strategy/Activity

Unduplicated students/All 5th grade students will be served by this strategy; however, Black Youth, Students with Disabilities and Students Learning English will benefit the most.

*Strategy/Activity - Description

- Use the FAST (Formative Assessment System for Teachers) Universal Screeners (3 times a year) in English Language Arts and Mathematics to accurately determine student progress in meeting and exceeding grade level standards in English Language Arts and Mathematics
- Identify students at risk for not meeting grade level standards in ELA and Mathematics; analyze data to determine skills students have mastered, are developing, and future skills. Use this data to determine class wide needs
- Drill down to individual student data to inform small group and individual learning need
- Develop classroom intervention plan

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr	0087-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N008754	Visiting Teachers release classroom teachers, so they make work as professional learning communities and as instructional leadership team representatives.
	Supplies	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00876D	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.

Doyle Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

School Counselor	0087-09800-00-1210-3110-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : F008722	Counselor facilitates RTI Process to identify students not experiencing success at school; develops intervention plans based on strengths; monitors progress towards goals; provides resources to families. Counselor also prioritizes 5th grade students in the RTI process, so we are intervening early in the year to get them ready for middle school.
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Strategy/Activity 2

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

All 5th Grade Students will benefit from this strategy, especially Black Youth, Students with Disabilities, Students Learning English, and other students not yet meeting or exceeding grade level standards in English Language Arts and Mathematics.

***Strategy/Activity - Description**

Review Alignment of Instructional Tasks and Grade Level Expectations as measured by the Smarter Balanced Assessment.
 - Review instructional tasks to ensure alignment to grade level expectations in English Language Arts and Mathematics by reviewing released test items at the claim level in Listening, Research/Inquiry, Writing, and Reading.

Co-Teaching

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

All 5th Grade Students will benefit from this strategy, especially Black Youth, Students with Disabilities, Students Learning English, and Students not yet meeting or exceeding standards in English Language Arts and Mathematics.

***Strategy/Activity - Description**

Co-Teaching in English Language Arts and Mathematics by an education specialist or para educator increases equitable access to the learning. By partnering General Education Teachers with Co-Teachers, students receive the accommodations and supports they need to meet and exceed grade level expectations.

Goal Setting Conferences with Individual Students

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

All 5th Grade Students will benefit from this strategy, especially Black Youth, Students with Disabilities, Students Learning English, and other students not yet meeting or exceeding grade level standards in English Language Arts and Mathematics.

***Strategy/Activity - Description**

- By engaging in goal setting conferences with students, we develop learning alliances focused on helping students meet and exceed grade level standards in English Language Arts and Mathematics.
 - Also, through these conferences, we deepen our relationships with students; they know we care and are committed to working with them to meet and exceed their goals.

- In these conferences, we outline the specific actions we will take how we will show up and support them through the learning pit and out on the other side. Students develop the agency needed to persevere through challenges and to positively influence their learning outcomes.

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

1. *How will you integrate the priorities and strategies you outlined in your SPSA?*

As part of the strategic planning process during the 2018-2019 school year, we engaged in the following work to inform the creation of our SPSA.

-
Identify Potential Root Causes of Student Underperformance at Doyle

- Collective Responsibility for the Learning of ALL Students (OWNERSHIP)
- Beliefs Around Equity (EQUITY v. EQUALITY)
- Guaranteed and Viable Curriculum (ACCESS)
- Equitable Access to High Quality Tier I Instruction (INSTRUCTION)

Lead a Call to Action--Widening the Sphere of Success to Include All Learners

Intention--How do we create inclusive classrooms where ALL students feel that they belong?

2. *What specific leadership actions will you take to meet or exceed your SPSA goals*

Principal shaped School Wide Focus for 2019-2020 with input and feedback from the School Site Council, Parents of English Learners, Parent Coffee Group, PTA, and The Instructional Leadership Team to include these essential questions that will help us meet or exceed our SPSA Goals:

-
How do we create *inclusive* cultures of belonging for our students and ourselves?

- All children need to feel valued and capable to do their best learning
- Disability and language learning level is just another example of human diversity
- We must presume students are competent and build on their strengths; versus assume disability and focus on deficits/skills they don't yet have.
- All students can benefit from inclusion classrooms
- In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress. These strategies are helpful for all students.
- In an inclusion classroom, general education teachers and special education teachers/para educators work together to meet the needs of students (co-teaching)

How we ensure *equitable access* to grade level standards for ALL students?

- Create a guaranteed and viable curriculum around the critical concepts all students need to meet and exceed standards
- Determine ALL students actual levels in ELA, ELD, and Math (knowing students by name and need)
- Align the reading behaviors, language skills, and math practices students need to achieve these goals
- Identify the behaviors, skills, and practices they control and approximate
- Create clear learning targets they need to master --Purpose
- Identify language demands and scaffolds needed to access the learning
- Opportunities for students to do the work--Engagement
- Differentiated support at point of need--Conferring/Small Group
- Provide students access to accommodations and supports listed in special factors
- Work with co-teachers to provide access to challenging content

How do we leverage learning partnerships into *learning alliances* for students outside the sphere of success?

- Learning Alliances include the relationship between the classroom teacher and co-teacher/para-professionals in the room.
- In the alliance phase, we use an emotional connection to create a partnership that has the teacher and student coming together as a team to tackle a specific learning challenge. Each agrees to bring their will and skill to the effort.
- When we demonstrate warmth and care with high expectations for all learners/co-teachers, we help students/co-teachers acquire the tools to become independent learners and expand their intellectual capacity.

The foundational principles from The National Institute For School Leadership including the strategic framework, strategic thinking process, provide support for the principal, vice principal, and leadership team when moving from goals to action. These principles remind us the importance of truly understanding the context, the current systems and structures supporting or preventing us from reaching our goals, and how important it is to carefully consider the many variables which can impact us along the way.

In the 2020-2021 School Year, we recommitted to our vision and decided our work was still the same even during online learning. Our work is still about widening the sphere of success to include all learners. We are still working towards creating and sustaining inclusive classroom and school wide cultures of belonging for students, families, and ourselves. We continue to focus on providing a guaranteed and viable curriculum within and across grade levels based on critical concepts that teams have identified students need to meet and exceed standards. We begin to implement a new literacy program providing an additional resource for teams to use as a vehicle to create greater alignment across the school and district. Finally, we continue to refine learning partnerships into learning alliances between classroom teachers and co-teachers in service of bringing more students into the sphere of success. The Student-Centered Coaching Cycle we launched during the 2019-2020 school year showed us that these learning alliances radically improve teaching and learning for ALL students.

Though many of our strategies are in service of the same goals we identified in 2019-2020, we are acutely aware that our context has changed. We are in the middle of a global pandemic, civil discord, racial unrest and economic uncertainty. For the first time, we have started a school year completely online. We learned a lot in the spring of 2020, and we have reviewed that data and made changes as a system and a school backed on that feedback from teachers, parents, and students. We know more than ever, how we welcome and connect with students is paramount to our success as an online learning community. As a result, we began the first week of school with a Welcome Week for students, parents, and staff. This was an opportunity to onboard all members of our school staff and community to a new way of teaching and learning. We created additional orientation meetings and presentations for new families TK-5, where in the past, we focused on TK and K only. We organized technology distribution days for all families to pick up Chromebook Devices for our students. We shared technological resources for students and families, including ways to secure free or reduced cost internet. We provided devices for all staff members on campus to increase their connection to school and to effectively perform job tasks at home. The new technology and our changing global and national context required additional professional development for all in the following areas: using learning management platforms (SeeSaw and Google Classroom), Quality Learning Interactions (strategies to help all students feel welcomed, valued, and connected in school) and Quality Instructional Practices (practices that are even more important in an online setting) and Anti-Racism/Anti-Bias Training with an emphasis on developing critical self-awareness of privilege, power, and culture.

As the school year continues, we continue to focus on connecting with students and families. We monitor student attendance data, reach out to individual families to reduce barriers to participation, including parent conferences, RTI and IEP Meetings. We provide opportunities for parents to connect in smaller groups through the monthly parent coffee, ELAC, SSC and PTA Meetings via Zoom. We share all presentations and videos from committee meetings in our weekly newsletter, as well as, on our school website. This year we created an electronic red communication folder for families housing instructional schedules, technology supports, orientation videos, welcome week materials, and PTA information. We elicit feedback from key communicators and parent groups to improve our outreach and engagement with families.

To operationalize our SPSA during online learning, we are leaning into our existing relationships, using our current structures of The Instructional Leadership Team and PLCS as a vehicle to continue the cycles of learning identified in the 2019-2020 school year. We realize that we must give staff flexibility to engage in some voluntary and some required professional learning experiences based on individual needs/goals and site wide needs and goals.

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

Doyle 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)

\$ 66,164.00

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)	\$66,164.00
[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): \$ 66,164.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$66,164.00

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Doyle Elementary	09800 LCFF Intervention Support	School Counselor	1210	Counselor	0.3000	\$ 26,121.60
		School Counselor	3000			\$ 11,541.42
			1192	Prof&Curriclm Dev Vist Tchr		\$ 10,794.00
			3000	Non Clsrm Tchr Hrly		\$ 8,177.00
			4301	Supplies		\$ 4,228.65
						\$ 5,301.33
	09800 LCFF Intervention Support Total				0.3000	\$ 66,164.00
Grand Total					0.3000	\$ 66,164.00

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



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

Zeta O. Doyle Elementary School
PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

Doyle Elementary School has developed a written parent & family engagement policy with input from parents. All parents are invited to our first School Site Council Meeting of the year where we review, discuss, and revise the parent and family engagement policy. Through collaborative conversations where we ask clarifying questions and provide critical feedback, we come to a consensus about what we will include in our policy.

It has distributed the policy to all parents and guardians. Once approved by the Doyle School Site Council, the parent and family engagement policy is disseminated in the following ways:

- School Messenger phone call and email attachment from the principal
- Presentation at October Coffee with the Principal
- Discussed at October/November PTA General Assembly Meeting
- Uploaded to the front page of our school website
- Hard copy posted in main office with additional copies available
- A hard copy will be given to NEW families as they enroll throughout the year

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

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:

- Pre-K, TK, and Kindergarten Orientations the Friday before school begins
- Principal/Parent Coffee during the second week of the school year
- September School Site Council Meeting includes the parent and family engagement policy as a topic on the agenda
- September General Assembly PTA Meeting in the second week of the school year.
- Weekly updates (call or email from principal)
- Back to School Night

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:

- Planning Dates for Parents sent home in back to school packets list all meetings for the school year
- PTA meetings are held after school, with some meetings held in the evening as well to support working parents
- School staff are available to meet with parents before and after school; later meetings are possible when scheduled with school staff.

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?

- Parents are provided an opportunity to give feedback through parent surveys translated into several different languages; results from the surveys are used to provide parent workshops on topics of interests through our monthly parent coffee and additional evening presentations
- All parents are invited via School Messenger and email to participate in school committees such as School Site Council, GATE Parent Meetings, English Learner Advisory Committee Meetings, Principal/Parent Coffees, and Parent Teacher Association Meetings to provide ongoing feedback on our programs and parent involvement policies.

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

- All parents are invited to attend meetings regarding school programs throughout the year using School Messenger, email, flyers, and personal invitation. These meetings are held before school, during school, after school, and in the evening.
- Meetings are specifically to talk about the following programs—*English Learner, GATE, and Special Education*.
- Red folders/student planners
- Classroom teachers use various means of communication to inform and update parents as needed.
- Various meetings to specifically address the following programs
- PTA and Doyle websites
- PTA newsletter, social media
- Digital Marquis

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?

- Monthly Principal/Parent Coffees provide detailed information on curriculum, assessments, and proficiency levels
- Back to School Night presentations include what students are expected to know and be able to do by the end of the school year.
- Workshops designed from parent survey feedback are another opportunity for parents to learn and ask questions.
- Bi-yearly parent/teacher conferences and meetings upon request provided detailed feedback on student progress, proficiency levels, and assessment data.
- Back to School Night/Open House
- Additional parent-teacher conferences/meeting upon request or as needed

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?

- Parents can request meetings with their child’s teacher and parent support team members to answer questions, review student progress, develop goals/interventions, and to problem solve
- School staff makes every attempt to return parent emails and phone calls within 24-48 hours
- Parent-Teacher conferences
- Additional meetings as requested or needed

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.

- Parent workshops focused on academic content standards, assessment, monitoring and improving student achievement
- Resources for parents are shared via the school website
- Back to School Night
- Parent-Teacher conferences

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

- Parents are given school library cards to check out 4-5 books a week to provide students with access to a wide range of literature and nonfiction texts
- All students have access to ST Math and RAZ Kids—an online reading program with a variety of books at their reading level
- Teachers provide parents with additional online resources and strategies to help them work with their child
- Parent workshops provide techniques, materials, and training to improve student achievement

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

- During staff meetings and professional development conferences, we discuss effective strategies for engaging parents as equal partners in the work of the school
- Parent Support Team Members work with parents to resolve concerns and respond to inquiries
- Parent concerns are discussed during staff meetings and professional learning communities

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

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

- Key communicators have been identified in at least eight of the top ten languages at Doyle to translate information related to school, meetings, and activities
- The school website features a Google Translate button to present content in many different languages
- We use the Translation Department at SDUSD to provide translation services for Response to Intervention Team Meetings, IEPs, and parent meetings whenever possible
- School messages are crafted carefully to consider format and language needed for a diverse audience

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

- Parent requests for involvement activities in alignment with our school mission and vision are considered.
- Requests are granted based on maximum impact, fiscal feasibility, and capacity building
- Interdisciplinary team
- Volunteer Tea sponsored by school staff

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

This policy was adopted by Zeta O. Doyle Elementary School on September 24, 2020 and will be in effect for the 2020-2021 School Year.

The school will distribute the policy to all parents of students on, or before: October 5, 2020.

Kimberly N. Moore

September 24, 2020

APPENDIX C

SCHOOL PARENT COMPACT



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

ZETA O. DOYLE ELEMENTARY SCHOOL

SCHOOL PARENT COMPACT

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

Zeta O. Doyle Elementary School 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 the 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?

- During Pre-K, TK, and Kindergarten orientations, we share the process to become a parent volunteer.
- All parents and guardians are invited to fill out a volunteer application. Once they have been cleared through the Megan's Law Database and finished the TB Test/screening, they are eligible to volunteer at school.
- All parents and guardians are offered the opportunity to observe the student's classroom through scheduling with their child's teacher.
- Parent Volunteers in classrooms
- Online resources (ST math and Raz-Kids)
- Parent Family Ambassadors

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?

- Parent workshops focused on academic content standards, assessment, monitoring and improving student achievement
- Resources for parents are shared via the school website
- Monthly Principal/Parent Coffees provide detailed information on curriculum, assessments, and proficiency levels
- Back to School Night presentations include what students are expected to know and be able to do by the end of the school year.
- Workshops designed from parent survey feedback are another opportunity for parents to learn and ask questions.
- Bi-yearly parent/teacher conferences and meetings upon request provided detailed feedback on student progress, proficiency levels, and assessment data.

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

- Parents are offered school library cards to check out 4-5 books a week to provide students with access to a wide range of literature and nonfiction texts
- All students have access to RAZ Kids—an online reading program with a variety of books at their reading level
- Teachers provide parents with additional online resources and strategies to help them work with their child
- Parent workshops provide techniques, materials, and training to improve student achievement

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?

- During staff meetings and professional development conferences, we discuss effective strategies for engaging parents as equal partners in the work of the school
- Parent Support Team Members work with parents to resolve concerns and respond to inquiries
- Parent concerns are discussed during staff meetings and professional learning communities

The school coordinates and integrates parental involvement program with other programs, and conduct 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?

- Monthly Parent Coffee Meetings
- ELAC meetings
- International Festival Committee Meetings
- PTA sponsored STEM night
- PTA California Reads
- Read Across America
- Extra library day (before & after school access for parents to check out books)

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?

- Key communicators have been identified in at least eight of the top ten languages at Doyle to translate information related to school, meetings, and activities
- The school website features a Google Translate button to present content in many different languages
- We use the Translation Department at SDUSD to provide translation services for Response to Intervention Team Meetings, IEPs, and parent meetings whenever possible
- School messages are crafted carefully to consider format and language needed for a diverse audience
- Parent Family ambassadors

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

- Parent requests for involvement activities in alignment with our school mission and vision are considered.
- Requests are granted based on maximum impact, fiscal feasibility, and capacity building
- District Resources
- Provide on-going Parent Interest Survey regarding topics and days/times meetings are held

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?

- Key communicators have been identified in at least eight of the top ten languages at Doyle to translate information related to school, meetings, and activities
- The school website features a Google Translate button to present content in many different languages
- We use the Translation Department at SDUSD to provide translation services for Response to Intervention Team Meetings, IEPs, and parent meetings whenever possible
- School messages are crafted carefully to consider format and language needed for a diverse audience
- Parent Family Ambassadors to interact with new families and help them access the school community.

This Compact was adopted by Zeta O. Doyle Elementary on September 24, 2020, and will be in effect for the 2020-2021 School Year.

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

Kimberly N. Moore

September 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
- CSPA 2018-2019

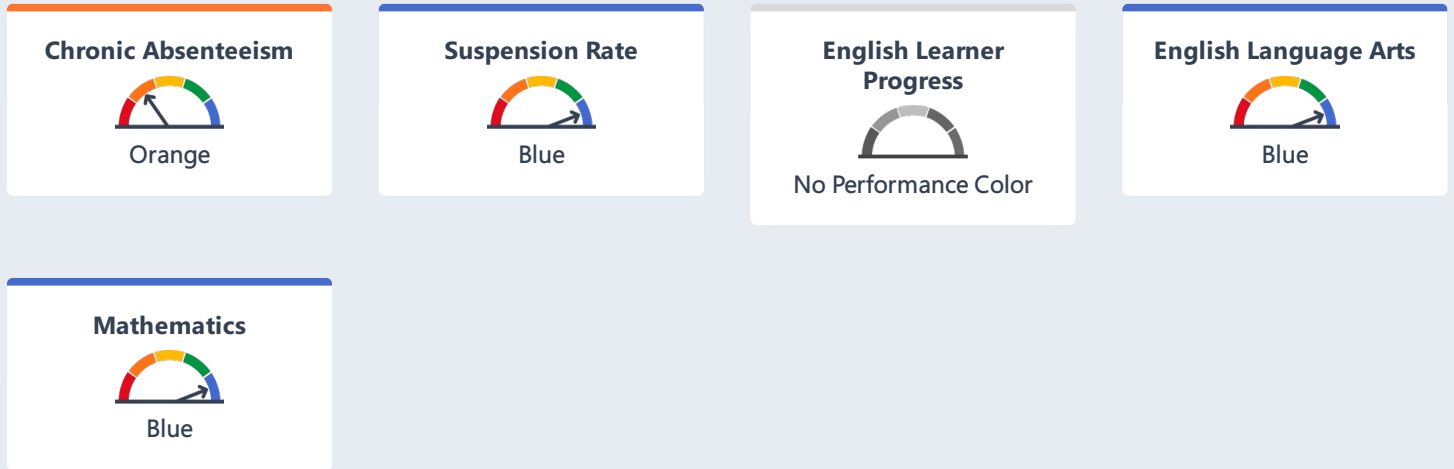
Reclassification data results can be requested from the school site.

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

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

Doyle Elementary

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

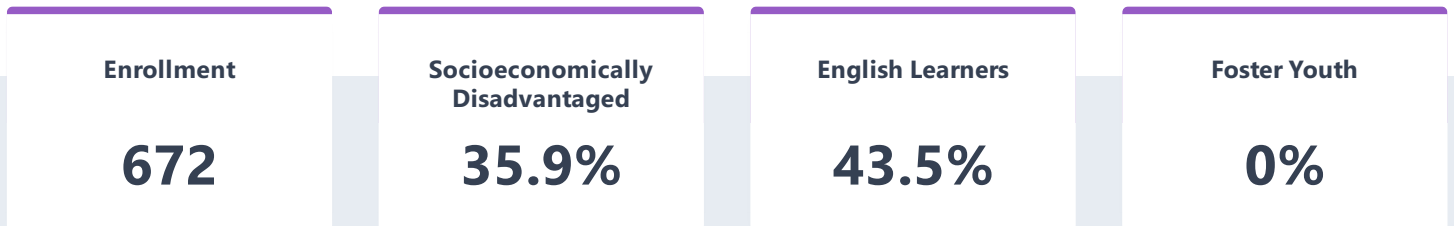


School Details

NAME Doyle Elementary	ADDRESS 3950 Berino Court San Diego, CA 92122-1601	WEBSITE http://www.sandiegouni...	GRADES SERVED K-5
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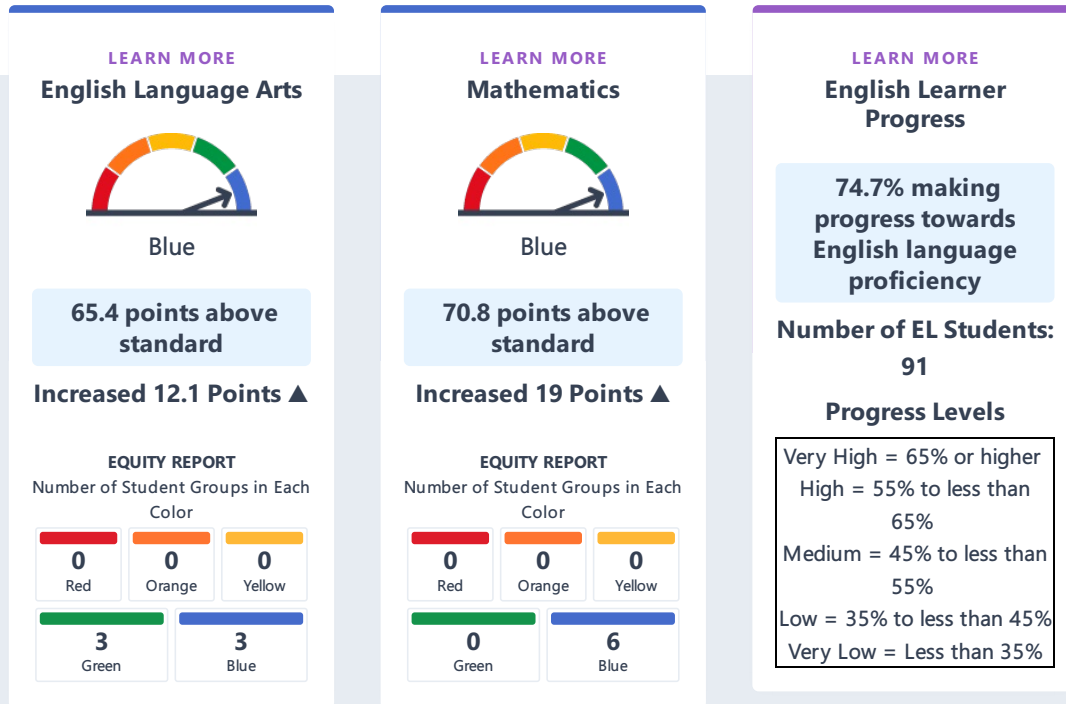
Student Population

Explore information about this school's student population.



Academic Performance

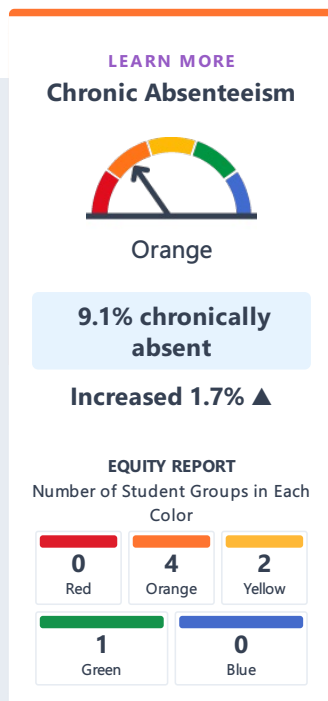
View Student Assessment Results and other aspects of school performance.



DOYLE 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



Blue

0.5% suspended at least once

Maintained 0.2%

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	1 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

65.4 points above standard

Increased 12.1 Points ▲

Number of Students: 228

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

No Students



Green

English Learners
Students with Disabilities
White



Blue

Asian
Hispanic
Socioeconomically Disadvantaged



No Performance Color

African American
Filipino
Homeless
Two or More Races



African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

108.9 points above standard

Increased 9.9 Points ▲

Number of Students: 26

English Learners



Green

36.3 points above standard

Increased 8.2 Points ▲

Number of Students: 76

Students with Disabilities



Green

6 points above standard

Increased 43.9 Points ▲

Number of Students: 38

White



Green

56.5 points above standard

Declined 6.1 Points ▼

Number of Students: 72

Asian



Blue

91.4 points above standard

Increased 3.5 Points ▲

Number of Students: 69

Hispanic



Blue

31.5 points above standard

Increased 28.7 Points ▲

Number of Students: 49

Socioeconomically Disadvantaged



Blue

41.1 points above standard

Increased 15.8 Points ▲

Number of Students: 76

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 47.9 points above standard

53.3 points above standard

65.4 points above standard

English Language Arts Data Comparisons: English Learners

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


Current English Learners	Reclassified English Learners	English Only
29.4 points below standard	69 points above standard	70.9 points above standard
Declined 3.3 Points ▼	Declined 3.5 Points ▼	Increased 17.9 Points ▲
Number of Students: 25	Number of Students: 51	Number of Students: 114

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

70.8 points above standard







Increased 19 Points ▲

Number of Students: 234

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

 Red No Students	 Orange No Students	 Yellow No Students
 Green No Students	 Blue Asian English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities	 No Performance Color African American Filipino Homeless Two or More Races

African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

96 points above standard

Maintained 0 Points

Number of Students: 28

Asian



Blue

118.9 points above standard

Increased 22.7 Points ▲

Number of Students: 76

English Learners



Blue

67.2 points above standard

Increased 34.9 Points ▲

Number of Students: 84

Hispanic



Blue

18.6 points above standard

Increased 16.5 Points ▲

Number of Students: 48

Socioeconomically Disadvantaged



Blue

41.2 points above standard

Increased 19.4 Points ▲

Number of Students: 81

Students with Disabilities



Blue

3.8 points above standard

Increased 26.7 Points ▲

Number of Students: 39

White



Blue

53.9 points above standard

Maintained 2.4 Points

Number of Students: 70

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	44.4 points above standard	51.8 points above standard	70.8 points above standard

Mathematics Data Comparisons: English Learners

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

Current English Learners	Reclassified English Learners	English Only
27.8 points above standard	92.6 points above standard	60.2 points above standard
Increased 30.6 Points ▲	Increased 27.1 Points ▲	Increased 6 Points ▲
Number of Students: 33	Number of Students: 51	Number of Students: 113

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

74.7% making progress towards English language proficiency

Number of EL Students: 91
Performance Level
Very High

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	5.4%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	19.7%

ELs who Maintained ELPI Level 4

N/A

ELs Who Progressed at Least One ELPI Level

74.7%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Orange

9.1% chronically absent

Increased 1.7% ▲

Number of Students: 733

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Asian

Socioeconomically Disadvantaged

Two or More Races

White



Yellow

English Learners

Hispanic



Green

Students with Disabilities



Blue

No Students



No Performance Color

American Indian

African American

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

African American



No Performance Color

0% chronically absent

Declined 6.7% ▼

Number of Students: 13

Filipino



No Performance Color

5.9% chronically absent

Increased 5.9% ▲

Number of Students: 17

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: 5

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



Orange

7.6% chronically absent

Increased 1.2% ▲

Number of Students: 314

Socioeconomically Disadvantaged



Orange

12.1% chronically absent

Increased 1.4% ▲

Number of Students: 272

Two or More Races



Orange

11.7% chronically absent

Increased 4.9% ▲

Number of Students: 77

White



Orange

9.7% chronically absent

Increased 3.3% ▲

Number of Students: 186

English Learners



Yellow

7.8% chronically absent

Maintained -0.2%

Number of Students: 335

Hispanic



Yellow

11.5% chronically absent

Declined 1.8% ▼

Number of Students: 122

Students with Disabilities



Green

8.1% chronically absent

Declined 4% ▼

Number of Students: 99

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



Blue

0.5% suspended at least once

Maintained 0.2%

Number of Students: 749

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

No Students



Orange

Two or More Races

White



Yellow

Students with Disabilities



Green

No Students



Blue

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged



No Performance Color

African American

American Indian

Filipino

Homeless

Pacific Islander



African American



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 17

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



Orange

1.3% suspended at least once

Increased 1.3% ▲

Number of Students: 78

White



Orange

1.6% suspended at least once

Increased 1.6% ▲

Number of Students: 187

Students with Disabilities



Yellow

1% suspended at least once

Increased 1% ▲

Number of Students: 101

Asian



Blue

0% suspended at least once

Maintained 0%

Number of Students: 323

English Learners



Blue

0.3% suspended at least once

Maintained 0%

Number of Students: 345

Hispanic



Blue

0% suspended at least once

Declined 2.2% ▼

Number of Students: 123

Socioeconomically Disadvantaged



Blue

0.4% suspended at least once

Declined 0.7% ▼

Number of Students: 279



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Doyle
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	325	71.4	307	76.5	274	74.1	255	75.3	240	78.3	6.9	3.0	358	67.0	354	70.6	314	73.9	288	74.0	264	76.9	9.9	2.9
Female	161	72.7	158	77.8	137	75.2	136	77.2	127	79.5	6.8	2.3	175	60.6	178	65.2	156	69.2	151	75.5	140	77.9	17.3	2.4
Male	164	70.1	149	75.2	137	73.0	119	73.1	113	77.0	6.9	3.9	183	73.2	176	76.1	158	78.5	137	72.3	124	75.8	2.6	3.5
African American	7	-	6	-	12	33.3	10	40.0	6	-	-	-	7	-	6	-	13	23.1	10	40.0	6	-	-	-
Asian**	83	74.7	61	78.7	49	77.6	48	85.4	71	87.3	-	-	108	82.4	102	75.5	78	88.5	76	86.8	94	90.4	-	-
Filipino	7	-	9	-	5	-	5	-	9	-	-	-	7	-	9	-	5	-	4	-	9	-	-	-
Hispanic	72	62.5	71	67.6	68	69.1	60	58.3	49	65.3	2.8	7.0	74	48.6	74	51.4	76	60.5	66	57.6	48	54.2	5.6	-3.4
Indochinese**	5	-	6	-	4	-	6	-	-	-	-	-	5	-	6	-	4	-	6	-	-	-	-	-
Native American	3	-	4	-	4	-	2	-	1	-	-	-	3	-	4	-	4	-	2	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	109	75.2	114	78.1	100	79.0	94	84.0	77	79.2	4.0	-4.8	114	69.3	116	77.6	102	76.5	92	75.0	77	74.0	4.7	-1.0
Multiracial	39	76.9	36	83.3	32	81.3	30	86.7	27	96.3	19.4	9.6	40	62.5	37	81.1	32	84.4	32	87.5	29	86.2	23.7	-1.3
English Learner	62	33.9	47	38.3	24	16.7	30	36.7	28	42.9	9.0	6.2	93	52.7	96	58.3	63	65.1	69	60.9	54	61.1	8.4	0.2
English-Speaking	263	80.2	260	83.5	250	79.6	225	80.4	212	83.0	2.8	2.6	265	72.1	258	75.2	251	76.1	219	78.1	210	81.0	8.9	2.9
Reclassified†	51	80.4	29	86.2	51	82.4	40	82.5	52	86.5	6.1	4.0	51	76.5	29	86.2	51	72.5	40	77.5	52	90.4	13.9	12.9
Initially Eng. Speaking	212	80.2	231	83.1	199	78.9	185	80.0	160	81.9	1.7	1.9	214	71.0	229	73.8	200	77.0	179	78.2	158	77.8	6.8	-0.4
Econ. Disadv.*	116	60.3	118	64.4	101	64.4	84	64.3	83	67.5	7.2	3.2	129	49.6	142	62.7	123	67.5	98	61.2	93	67.7	18.1	6.5
Non-Econ. Disadv.	209	77.5	189	84.1	173	79.8	171	80.7	157	84.1	6.6	3.4	229	76.9	212	75.9	191	78.0	190	80.5	171	81.9	5.0	1.4
Gifted	118	85.6	137	89.1	107	90.7	87	89.7	85	90.6	5.0	0.9	128	85.2	152	88.8	109	93.6	84	94.0	89	93.3	8.1	-0.7
Not Gifted	207	63.3	170	66.5	167	63.5	168	67.9	155	71.6	8.3	3.7	230	57.0	202	56.9	205	63.4	204	65.7	175	68.6	11.6	2.9
With Disabilities	45	28.9	41	29.3	43	27.9	39	30.8	38	50.0	21.1	19.2	46	21.7	44	20.5	43	41.9	38	34.2	39	41.0	19.3	6.8
WO Disabilities	280	78.2	266	83.8	231	82.7	216	83.3	202	83.7	5.5	0.4	312	73.7	310	77.7	271	79.0	250	80.0	225	83.1	9.4	3.1
Homeless	3	-	0	-	4	-	2	-	1	-	-	-	3	-	2	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	9	-	5	-	3	-	5	-	7	-	-	-	9	-	5	-	3	-	4	-	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
Doyle
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	113	69.0	115	75.7	85	75.3	74	79.7	91	82.4	13.4	2.7	124	69.4	141	80.1	101	84.2	85	87.1	102	83.3	13.9	-3.8
Female	51	66.7	62	80.6	44	75.0	37	73.0	46	80.4	13.7	7.4	58	58.6	71	80.3	53	83.0	42	88.1	51	80.4	21.8	-7.7
Male	62	71.0	53	69.8	41	75.6	37	86.5	45	84.4	13.4	-2.1	66	78.8	70	80.0	48	85.4	43	86.0	51	86.3	7.5	0.3
African American	2	-	3	-	4	-	1	-	1	-	-	-	2	-	3	-	4	-	1	-	1	-	-	-
Asian**	29	69.0	23	78.3	20	85.0	20	90.0	31	87.1	-	-	36	80.6	43	86.0	30	100.0	31	96.8	41	90.2	-	-
Filipino	1	-	2	-	1	-	2	-	3	-	-	-	1	-	2	-	1	-	1	-	3	-	-	-
Hispanic	25	52.0	26	69.2	23	65.2	11	45.5	17	64.7	12.7	19.2	25	44.0	27	63.0	29	72.4	11	63.6	16	68.8	24.8	5.2
Indochinese**	0	-	2	-	1	-	2	-	-	-	-	-	0	-	2	-	1	-	2	-	-	-	-	-
Native American	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	0	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	42	76.2	47	74.5	27	81.5	29	86.2	27	85.2	9.0	-1.0	45	77.8	50	80.0	27	85.2	28	82.1	27	81.5	3.7	-0.6
Multiracial	12	91.7	11	81.8	8	-	9	-	11	90.9	-0.8	-	13	69.2	13	100.0	8	-	11	100.0	13	84.6	15.4	-15.4
English Learner	34	38.2	25	44.0	9	-	15	60.0	10	70.0	31.8	10.0	44	54.5	52	73.1	24	79.2	29	86.2	22	72.7	18.2	-13.5
English-Speaking	79	82.3	90	84.4	76	82.9	59	84.7	81	84.0	1.7	-0.7	80	77.5	89	84.3	77	85.7	56	87.5	80	86.3	8.8	-1.2
Reclassified†	6	-	13	92.3	11	100.0	10	100.0	26	76.9	-	-23.1	6	-	13	100.0	11	100.0	10	100.0	26	84.6	-	-15.4
Initially Eng. Speaking	73	83.6	77	83.1	65	80.0	49	81.6	55	87.3	3.7	5.7	74	77.0	76	81.6	66	83.3	46	84.8	54	87.0	10.0	2.2
Econ. Disadv.*	36	52.8	39	61.5	30	63.3	20	65.0	29	65.5	12.7	0.5	39	48.7	54	74.1	37	81.1	22	77.3	33	75.8	27.1	-1.5
Non-Econ. Disadv.	77	76.6	76	82.9	55	81.8	54	85.2	62	90.3	13.7	5.1	85	78.8	87	83.9	64	85.9	63	90.5	69	87.0	8.2	-3.5
Gifted	37	78.4	50	86.0	34	91.2	27	88.9	32	87.5	9.1	-1.4	42	83.3	58	94.8	36	94.4	25	100.0	33	97.0	13.7	-3.0
Not Gifted	76	64.5	65	67.7	51	64.7	47	74.5	59	79.7	15.2	5.2	82	62.2	83	69.9	65	78.5	60	81.7	69	76.8	14.6	-4.9
With Disabilities	14	35.7	15	33.3	13	7.7	10	20.0	16	62.5	26.8	42.5	14	35.7	16	31.3	13	38.5	9	-	17	64.7	29.0	-
WO Disabilities	99	73.7	100	82.0	72	87.5	64	89.1	75	86.7	13.0	-2.4	110	73.6	125	86.4	88	90.9	76	94.7	85	87.1	13.5	-7.6
Homeless	2	-	0	-	4	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	2	-	1	-	2	-	-	-	1	-	2	-	2	-	0	-	2	-	-	-

* 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
Doyle
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	109	72.5	96	80.2	105	74.3	81	67.9	72	75.0	2.5	7.1	120	64.2	106	66.0	117	69.2	89	69.7	81	81.5	17.3	11.8
Female	66	74.2	41	80.5	55	80.0	45	77.8	38	73.7	-0.5	-4.1	70	58.6	48	52.1	59	66.1	51	76.5	44	81.8	23.2	5.3
Male	43	69.8	55	80.0	50	68.0	36	55.6	34	76.5	6.7	20.9	50	72.0	58	77.6	58	72.4	38	60.5	37	81.1	9.1	20.6
African American	1	-	3	-	5	-	5	-	3	-	-	-	1	-	3	-	5	-	5	-	3	-	-	-
Asian**	29	72.4	19	78.9	15	66.7	14	92.9	23	82.6	-	-	39	76.9	30	70.0	24	83.3	23	82.6	32	87.5	-	-
Filipino	3	-	3	-	1	-	2	-	3	-	-	-	3	-	3	-	1	-	2	-	3	-	-	-
Hispanic	26	73.1	22	72.7	24	70.8	27	63.0	7	-	-	-	27	55.6	22	45.5	26	53.8	27	63.0	7	-	-	-
Indochinese**	3	-	0	-	2	-	2	-	-	-	-	-	3	-	0	-	2	-	2	-	-	-	-	-
Native American	1	-	2	-	1	-	0	-	0	-	-	-	1	-	2	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	36	75.0	33	84.8	45	80.0	22	68.2	28	75.0	0.0	6.8	36	55.6	33	84.8	46	69.6	21	76.2	28	75.0	19.4	-1.2
Multiracial	10	70.0	14	85.7	12	83.3	9	-	8	-	-	-	10	70.0	13	69.2	12	91.7	9	-	8	-	-	-
English Learner	23	26.1	15	33.3	9	-	11	9.1	9	-	-	-	34	47.1	27	40.7	21	57.1	22	40.9	18	61.1	14.0	20.2
English-Speaking	86	84.9	81	88.9	96	80.2	70	77.1	63	82.5	-2.4	5.4	86	70.9	79	74.7	96	71.9	67	79.1	63	87.3	16.4	8.2
Reclassified†	15	93.3	5	-	21	81.0	8	-	16	100.0	6.7	-	15	86.7	5	-	21	57.1	8	-	16	100.0	13.3	-
Initially Eng. Speaking	71	83.1	76	90.8	75	80.0	62	75.8	47	76.6	-6.5	0.8	71	67.6	74	75.7	75	76.0	59	76.3	47	83.0	15.4	6.7
Econ. Disadv.*	39	64.1	36	69.4	39	64.1	32	59.4	21	61.9	-2.2	2.5	43	53.5	42	52.4	47	63.8	36	66.7	25	68.0	14.5	1.3
Non-Econ. Disadv.	70	77.1	60	86.7	66	80.3	49	73.5	51	80.4	3.3	6.9	77	70.1	64	75.0	70	72.9	53	71.7	56	87.5	17.4	15.8
Gifted	41	92.7	31	87.1	42	90.5	27	88.9	25	96.0	3.3	7.1	43	88.4	35	85.7	42	100.0	26	88.5	27	96.3	7.9	7.8
Not Gifted	68	60.3	65	76.9	63	63.5	54	57.4	47	63.8	3.5	6.4	77	50.6	71	56.3	75	52.0	63	61.9	54	74.1	23.5	12.2
With Disabilities	21	33.3	7	-	21	33.3	15	26.7	7	-	-	-	22	9.1	7	-	21	47.6	15	40.0	7	-	-	-
WO Disabilities	88	81.8	89	82.0	84	84.5	66	77.3	65	76.9	-4.9	-0.4	98	76.5	99	68.7	96	74.0	74	75.7	74	85.1	8.6	9.4
Homeless	0	-	0	-	4	-	2	-	1	-	-	-	0	-	1	-	0	-	2	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	0	-	0	-	2	-	3	-	-	-	4	-	0	-	0	-	2	-	3	-	-	-

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

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

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



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Doyle
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	103	72.8	96	74.0	84	72.6	100	78.0	77	76.6	3.8	-1.4	114	67.5	107	62.6	96	68.8	114	67.5	81	64.2	-3.3	-3.3
Female	44	77.3	55	72.7	38	68.4	54	79.6	43	83.7	6.4	4.1	47	66.0	59	57.6	44	56.8	58	65.5	45	71.1	5.1	5.6
Male	59	69.5	41	75.6	46	76.1	46	76.1	34	67.6	-1.9	-8.5	67	68.7	48	68.8	52	78.8	56	69.6	36	55.6	-13.1	-14.0
African American	4	-	0	-	3	-	4	-	2	-	-	-	4	-	0	-	4	-	4	-	2	-	-	-
Asian**	25	84.0	19	78.9	14	78.6	14	71.4	17	94.1	-	-	33	90.9	29	65.5	24	79.2	22	77.3	21	95.2	-	-
Filipino	3	-	4	-	3	-	1	-	3	-	-	-	3	-	4	-	3	-	1	-	3	-	-	-
Hispanic	21	61.9	23	60.9	21	71.4	22	59.1	25	68.0	6.1	8.9	22	45.5	25	44.0	21	52.4	28	50.0	25	40.0	-5.5	-10.0
Indochinese**	2	-	4	-	1	-	2	-	-	-	-	-	2	-	4	-	1	-	2	-	-	-	-	-
Native American	0	-	1	-	2	-	2	-	0	-	-	-	0	-	1	-	2	-	2	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	31	74.2	34	76.5	28	75.0	43	90.7	22	77.3	3.1	-13.4	33	72.7	33	66.7	29	79.3	43	69.8	22	63.6	-9.1	-6.2
Multiracial	17	70.6	11	81.8	12	75.0	12	91.7	8	-	-	-	17	52.9	11	72.7	12	66.7	12	83.3	8	-	-	-
English Learner	5	-	7	-	6	-	4	-	9	-	-	-	15	60.0	17	41.2	18	55.6	18	44.4	14	42.9	-17.1	-1.5
English-Speaking	98	74.5	89	77.5	78	75.6	96	80.2	68	82.4	7.9	2.2	99	68.7	90	66.7	78	71.8	96	71.9	67	68.7	0.0	-3.2
Reclassified†	30	76.7	11	90.9	19	73.7	22	72.7	10	90.0	13.3	17.3	30	70.0	11	81.8	19	73.7	22	59.1	10	90.0	20.0	30.9
Initially Eng. Speaking	68	73.5	78	75.6	59	76.3	74	82.4	58	81.0	7.5	-1.4	69	68.1	79	64.6	59	71.2	74	75.7	57	64.9	-3.2	-10.8
Econ. Disadv.*	41	63.4	43	62.8	32	65.6	32	68.8	33	72.7	9.3	3.9	47	46.8	46	58.7	39	59.0	40	47.5	35	60.0	13.2	12.5
Non-Econ. Disadv.	62	79.0	53	83.0	52	76.9	68	82.4	44	79.5	0.5	-2.9	67	82.1	61	65.6	57	75.4	74	78.4	46	67.4	-14.7	-11.0
Gifted	40	85.0	56	92.9	31	90.3	33	90.9	28	89.3	4.3	-1.6	43	83.7	59	84.7	31	83.9	33	93.9	29	86.2	2.5	-7.7
Not Gifted	63	65.1	40	47.5	53	62.3	67	71.6	49	69.4	4.3	-2.2	71	57.7	48	35.4	65	61.5	81	56.8	52	51.9	-5.8	-4.9
With Disabilities	10	10.0	19	15.8	9	-	14	42.9	15	33.3	23.3	-9.6	10	30.0	21	9.5	9	-	14	35.7	15	13.3	-16.7	-22.4
WO Disabilities	93	79.6	77	88.3	75	76.0	86	83.7	62	87.1	7.5	3.4	104	71.2	86	75.6	87	72.4	100	72.0	66	75.8	4.6	3.8
Homeless	1	-	0	-	3	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	0	-	2	-	2	-	-	-	4	-	3	-	0	-	2	-	2	-	-	-

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

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

APPENDIX E**2019-20 SPSA EVALUATION OF LCFF
FUNDED ACTIONS AND ACTIVITIES**

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIESSCHOOL NAME: **DOYLE ELEMENTARY**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: **09800**SCHOOL YEAR: **2019-20****Goal 1 - Safe, Collaborative and Inclusive Culture****Counselor*****Strategy/Activity - Description**

The unduplicated pupil percentage at Doyle is 62.5%. With this in mind and knowing that these students traditionally struggle with attendance, suspension, and academic success, the site decided to use LCFF to fund this strategy that offers intervention and classroom support for the primary benefit of these students. Knowing how essential a school counselor (SC) is to a site, we believe this strategy will end up benefiting all students. While the district is funding 0.3 FTE of the counselor, the site decided to use this funding to increase the FTE to 0.6 so that more students are served. The School Counselor provides intervention services for students experiencing academic and personal/social barriers to learning. The SC provides guidance and information to students and families to ensure success in student attendance, behavior, and promotion. The counselor will also work with the administrator to help create an Attendance Committee that will work together to identify students experiencing chronic absenteeism, monitor attendance data, and communicate with families, teachers, and support staff.

***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.

We have identified patterns and trends to identify the 73 students who are chronically absent at school. Of these 73 students, 28 are Asian, 16 Hispanic/Latino, and 10 identify as multiracial. In addition, we have identified the grade levels with the highest percentage of absences: Kindergarten (23 students or 16% of students), Second Grade (11%) and Fifth Grade (12%). The majority of absences are coded as absence/illness. We have continued to recognize the classroom with the highest percentage of attendance per grade level per month. Through the RTI Process, we have identified 22 students TK-5 in need of additional intervention and support. This process includes a brainstorming meeting with the teacher to design interventions, a meeting including the parents to share results of those interventions, and to discuss next steps.

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.

We recognize the need for a more structured approach to monitor student attendance, meet with families, and create a plan to reduce the number of absences at school. Next steps include continuing attendance messages on the marquee and during monthly assemblies; new strategies include establishing an attendance committee; Site Attendance Review Team Meetings with parents to reduce barriers to

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

attendance and create individual intervention plans; monthly updates to tell what amount of ADA has been lost due to unexcused student absences.

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, SBB2512699	0.30000	\$30,347.22	09800-1210	Increase in FTE for counselor	<ul style="list-style-type: none"> Classroom Second Step lessons in Kindergarten Expanding Second Step lesson to First Grade 		<ul style="list-style-type: none"> Increase access to Second Step Curriculum to include all grade levels with at least one unit on self-regulation

Note/Reminders (optional):

Goal 2 - English Language Arts

Professional Development/Student Monitoring

*Strategy/Activity - Description

The unduplicated pupil percentage at Doyle is 62.5%. With this in mind and knowing that these students traditionally struggle with attendance, suspension, and academic success, the site decided to use LCFF to fund this strategy that offers professional development and related intervention and classroom support for the primary benefit of these students. Knowing how essential well-trained teachers are to a site, we believe this strategy will end up benefiting all students.

Visiting Teachers

- Release Instructional Leadership Team Members 4 full days a year. During these times, representatives from TK-5 and Special Education review school wide, student group, grade level, and individual student data to identify patterns/trends and to monitor effectiveness of strategies we've implemented to widen the sphere of success. ILT members are receiving coaching and support from the principal to facilitate PLC meetings including--data analysis, consensus building, healthy conflict, and leadership voice.

- Professional Learning Communities meet for half a day, four times a year, to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre and post writing samples; student notebooks in ELA, Math, and Science.

*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.

We have successfully implemented the following strategies from our SPSA: The Instructional Leadership Team has met twice out of our four scheduled released days this school year. Each time we meet, we review focus student, classroom, grade level, and school wide data to identify trends/patterns and monitor the strategies we employ to widen the sphere of success. In addition, we have built a common understanding of what inclusion is and is not. We have identified our current reality and ideal state; we also made an action plan we are following to creating inclusive cultures where all students valued, viewed as capable, and feel they belong.

We have had two out of four half-day release days for PLCs. These PLCs focus on student learning, monitoring student progress, and planning for increased engagement of students outside sphere of success. PLCs review grade level critical concepts, analyze common assessment data, create learning targets, and develop lessons/materials in support of students meeting and exceeding grade level standards.

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.

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

There are not any major differences between our intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$19,523.20	09800-1192	Visiting Teachers release classroom teachers so they make work as professional learning communities and as instructional leadership team representatives.	This strategy is effective. It allows our Instructional Leadership Team and Professional Learning Communities to meet within the school day to focus on teaching and learning.	N/A	N/A
Supplies		\$14,627.58	09800-4301	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.	This strategy is effective in that it provides instructional supplies needed to support teaching and learning in the classroom.	N/A	N/A
School Counselor - NEW POSN, SBB2512699	--	--	09800-1210	The School Counselor provides intervention	This strategy is effective in that it gives the counselor	N/A	N/A

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

services for additional time to
students coordinate our
experiencing response to
academic and intervention
personal/social services, Second
barriers to Step Classroom
learning. The SC Lessons, and to
provides guidance develop a site
and information to attendance review
students and committee.
families to ensure
success in student
attendance,
behavior, and
promotion.

Note/Reminders (optional):

Goal 3 - Mathematics**Professional Development/Student Monitoring*****Strategy/Activity - Description**

The unduplicated pupil percentage at Doyle is 62.5%. With this in mind and knowing that these students traditionally struggle with attendance, suspension, and academic success, the site decided to use LCFF to fund this strategy that offers professional development and related intervention and classroom support for the primary benefit of these students. Knowing how essential well-trained teachers are to a site, we believe this strategy will end up benefiting all students.

Visiting Teachers

- Release Instructional Leadership Team Members 4 full days a year. During these times, representatives from TK-5 and Special Education review school wide, student group, grade level, and individual student data to identify patterns/trends and to monitor effectiveness of strategies we've implemented to widen the sphere of success. ILT members are receiving coaching and support from the principal to facilitate PLC meetings including--data analysis, consensus building, healthy conflict, and leadership voice.
- Professional Learning Communities meet for half a day, four times a year, to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre and post writing samples; student notebooks in ELA, Math, and Science.

***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.

We have successfully implemented the following strategies from our SPSA: The Instructional Leadership Team has met twice out of our four scheduled released days this school year. Each time we meet, we review focus student, classroom, grade level, and school wide data to identify trends/patterns and monitor the strategies we employ to widen the sphere of success. In addition, we have built a common understanding of what inclusion is and is not. We have identified our current reality and ideal state; we also made an action plan we are following to creating inclusive cultures where all students valued, viewed as capable, and feel they belong.

We have had two out of four half-day release days for PLCs. These PLCs focus on student learning, monitoring student progress, and planning for increased engagement of students outside sphere of success. PLCs review grade level critical concepts, analyze common assessment data, create learning targets, and develop lessons/materials in support of students meeting and exceeding grade level standards.

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.

There are not any major differences between our intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting Teachers release classroom teachers for Professional Learning Communities and as Instructional Leadership Team Representatives.	This strategy is effective. It allows our Instructional Leadership Team and Professional Learning Communities to meet within the school day to focus on teaching and learning.	N/A	N/A
Supplies	--	--	09800-4301	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.	This strategy is effective in that it provides instructional supplies needed to support teaching and learning in the classroom.	N/A	N/A
School Counselor - NEW POSN, SBB2512699	--	--	09800-1210	School Counselor coordinates Response to Intervention Process where students needing additional time and support are identified;	This strategy is effective in that it gives the counselor additional time to coordinate our response to intervention services, Second	N/A	N/A

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

develops Step Classroom
intervention plans Lessons, and to
based on student develop a site
strengths, attendance review
monitors progress committee.
towards goals, and
provides resources
to families.

Note/Reminders (optional):

Goal 4- English Learners

Professional Development/Student Monitoring

***Strategy/Activity - Description**

The unduplicated pupil percentage at Doyle is 62.5%. With this in mind and knowing that these students traditionally struggle with attendance, suspension, and academic success, the site decided to use LCFF to fund this strategy that offers professional development and related intervention and classroom support for the primary benefit of these students. Knowing how essential well-trained teachers are to a site, we believe this strategy will end up benefiting all students.

Visiting Teachers--Visiting Teachers release Classroom Teachers and Education Specialists so they can engage in Professional Learning during the school day.

***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.

We have provided two professional development sessions for teachers on the new ELD program, ELD proficiency levels, and ELPAC expectations for students learning English. We are in the process of implementing designated English Language Development using the Benchmark curriculum five days a week for all students learning English. Our First Grade Team continues to participate in an ELD Coaching Cycle with English Learner Instructional Resource Teacher to build our capacity as school in teaching designated ELD.

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.

There are not any major differences between our intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting Teachers release Classroom Teachers and Education Specialists to	This strategy is effective. It allows our Instructional Leadership Team and Professional	N/A	N/A

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				work in Professional Learning Communities.	Learning Communities to meet within the school day to focus on teaching and learning.		
Supplies	--	--	09800-4301	Supplies to support district wide curriculum, access to Common Core State Standards, and to enhance teaching and learning in the classroom.	This strategy is effective in that it provides instructional supplies needed to support teaching and learning in the classroom.	N/A	N/A
School Counselor - NEW POSN, SBB2512699	--	--	09800-1210	The School Counselor provides intervention services for students experiencing academic and personal/social barriers to learning. The SC provides guidance and information to students and families to ensure success in student attendance,	This strategy is effective in that it gives the counselor additional time to coordinate our response to intervention services, Second Step Classroom Lessons, and to develop a site attendance review committee.	N/A	N/A



Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

behavior, and
promotion.

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Professional Development

*Strategy/Activity - Description

The unduplicated pupil percentage at Doyle is 62.5%. With this in mind and knowing that these students traditionally struggle with attendance, suspension, and academic success, the site decided to use LCFF to fund this strategy that offers professional development and related intervention and classroom support for the primary benefit of these students. Students dually identified as unduplicated and as a student with a disability have additional educational needs that we think require focused efforts. Knowing how essential well-trained teachers are to a site, we believe this strategy will end up benefiting all students.

Professional Learning

- Site wide professional learning to develop a common understanding of what inclusion is and is not
- Site wide professional learning using the "Inclusive Education Checklist--A Self-Assessment of Best Practices" to identify our current reality and describe our ideal state of inclusive education practices, culture, and competencies.

*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.

We have engaged in the following strategies to achieve our articulated goal: Create safe, collaborative, and inclusive classroom cultures where all students belong, feel valued and capable; observe and monitor implementation of student accommodations and modifications; analyze student progress report data to determine which students are not making adequate progress towards IEP goals; conduct mismatch analysis on student strengths, instructional strategies, accommodations and modifications; and focus on Co-Teaching as a strategy to provide access to quality Tier 1 Instruction. In addition, we have used the "Inclusive Education Checklist" to identify our current reality and describe our ideal state of inclusive education, practices, culture and competencies.

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.

There are not any major differences between our intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting Teachers release classroom teachers and education specialists to engage in professional learning communities during the school day.	This strategy is effective. It allows our Instructional Leadership Team and Professional Learning Communities to meet within the school day to focus on teaching and learning.	N/A	N/A

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate**Professional Development - Student Monitoring*****Strategy/Activity - Description**

The unduplicated pupil percentage at Doyle is 62.5%. With this in mind and knowing that these students traditionally struggle with attendance, suspension, and academic success, the site decided to use LCFF to fund this strategy that offers professional development and related intervention and classroom support for the primary benefit of these students. Knowing how essential well trained teachers are to a site, we believe this strategy will end up benefiting all students

Universal Screener in ELA and Mathematics 3 Times A Year

- Use the FAST (Formative Assessment System for Teachers) Universal Screeners (3 times a year) in English Language Arts and Mathematics to accurately determine students' progress in meeting and exceeding grade level standards in English Language Arts and Mathematics
- Identify students at risk for not meeting grade level standards in ELA and Mathematics; analyze data to determine skills students have mastered, are developing, and future skills. Use this data to determine class wide needs
- Drill down to individual student data to inform small group and individual learning need
- Develop classroom intervention plan

***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.

We have implemented the following strategies/activities to achieve our articulated goal: we in the process of administering the FAST Universal Screener for the second out of three times this school year. We have identified students at risk for not meeting grade level standards through our RTI Process, created learning contracts and intervention plans detailing our actions to help students meet grade level expectations. We are also monitoring individual student data every six weeks.

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.

There are not any major differences between our intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Visiting Teachers release classroom teachers and education specialists to meet in professional learning communities.	This strategy is effective. It allows our Instructional Leadership Team and Professional Learning Communities to meet within the school day to focus on teaching and learning	N/A	N/A

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

1. *How will you integrate the priorities and strategies you outlined in your SPSA?*

- **Identify Potential Root Causes of Student Underperformance at Doyle**
 - **Collective Responsibility for the Learning of ALL Students (OWNERSHIP)**
 - **Beliefs Around Equity (EQUITY v. EQUALITY)**
 - **Guaranteed and Viable Curriculum (ACCESS)**
 - **Equitable Access to High Quality Tier I Instruction (INSTRUCTION)**
- **Lead a Call to Action--Widening the Sphere of Success to Include All Learners**
- **Intention--How do we create inclusive classrooms where ALL students feel that they belong?**

2. *What specific leadership actions will you take to meet or exceed your SPSA GOALS?*

Principal created Doyle Focus for 2019-2020 including these essential questions that will help us meet or exceed our SPSA Goals:

- How do we create *inclusive* cultures of belonging for our students and ourselves?
 - All children need to feel valued and capable to do their best learning
 - Disability and language learning level is just another example of human diversity
 - We must presume students are competent and build on their strengths; versus assume disability and focus on deficits/skills they do not yet have.

Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

- All students can benefit from inclusion classrooms
- In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress. These strategies are helpful for all students.
- In an inclusion classroom, general education teachers and special education teachers/para educators work together to meet the needs of students (co-teaching)

- How we ensure *equitable access* to grade level standards for ALL students?
 - Create a guaranteed and viable curriculum around the critical concepts all students need to meet and exceed standards
 - Determine ALL students actual levels in ELA, ELD, and Math (knowing students by name and need)
 - Align the reading behaviors, language skills, and math practices students need to achieve these goals
 - Identify the behaviors, skills, and practices they control and approximate
 - Create clear learning targets they need to master --Purpose
 - Identify language demands and scaffolds needed to access the learning
 - Opportunities for students to do the work--Engagement
 - Differentiated support at point of need--Conferring/Small Group
 - Provide students access to accommodations and supports listed in special factors
 - Work with co-teachers to provide access to challenging content

- How do we leverage learning partnerships into *learning alliances* for students outside the sphere of success?
 - Learning Alliances include the relationship between the classroom teacher and co-teacher/paraprofessionals in the room
 - In the alliance phase, we use an emotional connection to create a partnership that has the teacher and student coming together as a team to tackle a specific learning challenge. Each agrees to bring their will and skill to the effort.
 - When we demonstrate warm and care with high expectations for all learners/co-teachers, we help students/co-teachers acquire the tools to become independent learners and expand their intellectual capacity.