THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT DAILARD ELEMENTARY SCHOOL

2022-23

37-68338-6096879
CDS Code

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

Principal: Fitzpatrick, Beverly
Contact Person: Fitzpatrick, Beverly
Position: Principal
Telephone Number: 619-286-1550
Address: 6425 Cibola Rd, Dailard Elementary, San Diego, CA, 92120-2125
E-mail Address: bfitzpatrick@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ SPSA Assessment and Evaluation Summary
☒ Parent & Family Engagement Policy
☒ School Parent Compact

Board Approval: January 24, 2023

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: DAILARD Elementary PHONE: 619-860-5900 FAX: 619-286-8395

SITE CONTACT PERSON: Beverly Fitzpatrick E-MAIL ADDRESS: bfitzpatrick@sandi.net

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

☐ Title I Schoolwide Programs (SWP) ☐ CSI School ☐ ATSI 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 composed correctly, and 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) Date of presentation: _____

☐ Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____

☐ Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____

☒ Site Governance Team (SGT) Date of presentation: 9/29/22

☐ Other (list): _____ Date of presentation: _____

1. 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.

2. The site plan composition is rooted in 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.

3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22

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

Beverly Fitzpatrick	Beverly Fitzpatrick 9/30/22
Type/Print Name of School Principal	Signature of School Principal / Date
Michael McEwen	Michael McEwen 9/30/22
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
NA	
Type/Print Name of ELAC Representative	Signature of ELAC Representative / Date
MONIKA HAZEL	Monika Hazel 10/6/22
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

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

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

LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
LCAP Goal 2: Access to Broad and Challenging Curriculum
LCAP Goal 3: Accelerating Student Learning With High Expectations for All
LCAP Goal 4: Quality Leadership, Teaching and Learning
LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

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

10/21/21, 1/20/22, 2/24/22, 3/17/22, 5/19/22, 9/29/22 - SSC
- Review of data from site based assessments and allocated budget for LCFF funds. We discussed our present data and discussed the academic needs of our struggling students and strategies to apply with the LCFF funds to increase student academic data. SSC members were allowed the opportunity to provide feedback, ask questions and vote on the expenditure of LCC funds.
10/21/21 and1/20/22 and 9/29/22 SGT
- Administration presented site based data and the spending of LCFF funds to meet the goals of our SPSA. SGT members were allowed the opportunity to provide feedback.

Stakeholders were provided an opportunity for feedback relating to budget and SPSA goals at the following meetings:

1/11/22 and 8/9/22 DSF - Administration presented site assessment data and the updated budget information and allocation of expenditure for LCFF funds. Parents were allowed the opportunity to ask questions and provide feedback.
10/20/21, 3/2/22 and 9/18/22 ILT - ILT members were provided with information relating to site based assessment data and the allocation of LCFF funds. Discussions were held to ensure that strategies used with the LCFF monies would provide the best use of funds to increase academic achievement.
3/8/22 and 4/19/22 and 10/4/22 Staff- LCFF budget and goals were discussed with staff for the upcoming year. Staff were provided an opportunity for suggestions and feedback.
09/29 SSC Mtg. to review, give feedback and approve SPSA.

RESOURCE INEQUITIES

2022 Data:
Dailard's root cause analysis involved examining data from Hoonuit, California Healthy Kids Survey, California Parent Survey, CAASPP and a review of the 2021-2022 SPSA.
Our students have had a full year of in-school learning after being out for an extended period of time due to COVID. This has affected students in multiple ways struggling with technology issues, not having adult support within the home, missing key academic standards at their grade level, and the social emotional health of our students. Since we have been back on campus full time for over a year now, we have been able to implement most of our strategies that we use on a daily basis to ensure academic and social success. Our counselor allocation time has increased from a .5 to a .6 allowing an additional two days a month at Dailard to assist with emotional/social issues that have been amplified due to the pandemic. The district has also contracted with SAY San Diego, a group of mental health specialists that will be working with Dailard to support our neediest students with emotional and mental health issues, mainly due to COVID related problems.

Our LCFF budget was spent supporting and servicing students identified as not meeting grade level standards in English Language Arts, specifically reading skills in our primary grades. We spent 85% of our funds on additional support personnel to use research-based strategies in small groups with identified students in order to close the achievement gap in reading and writing. Additional funds from other programs and budgets were used to supplement resources and programs to meet the needs of our struggling students. Which was identified as a need by teachers through teacher observation and site-based assessments. Students in first grade now at grade level in reading received multiple rounds of small group intervention from our additional support teacher, as well as receiving small group instruction in the classroom. A program, "Words Their Way" was used through the school year for grades K-2 and fully implemented with teacher input through data monitoring. Through research based strategies, we decided this would be important for our students to increase student knowledge of phonics, vocabulary and how words work as part of a program to ensure that all students become fully literate individuals.

Our data in spring, 2022 demonstrated an overall increase in scores in most grade levels and most subject areas from the last year tested. Overall, our 3-5 students scored 78% proficient or advanced in ELA and 75% proficient or advanced in math. Reviewing our subgroups, 68% of our 34 Hispanic students scored proficient or advanced in ELA and 71% in math, 67% of our three black American youth scored proficient or advanced in ELA and 33% in math, one out of our two EL students scored proficient in math and they scored just below proficiency in ELA, and 8% of our sped students tested scored proficient in ELA and 33% were proficient in math.

We need to focus our attention to ensuring that these students receive extra support in class with small group instruction, individualized instruction and pull out intervention as necessary. We will be utilizing our resident visiting teacher for this purpose and LCFF funds to provide release time for teachers to review site data and create effective strategies for the resident visiting teacher to utilize in small groups.

Analysis of 2020-2021 school climate data:
The survey taken by our 5th grade students showed an increase across all areas from the previous three years. Students scored significantly high recognizing the school for:
- Connectedness
- Academic motivation
- Caring relationships
- High expectations
- Perceived school safety
- Low violence victimization
- Fairness
- Rule clarity
- Social Emotional Learning supports
- Anti-Bullying Climate
- Positive behavior
- Facilities Upkeep
More than 96% finished all school assignments, 92% felt safe at school and 89% of their parents asked them about school.

Analysis of 2022 academic data:
We will be using our results from site based assessments such as the FAST/DEMI and Learning Headquarters for on demand writing rubrics to determine specific student needs this year, as well as results from our spring 2022 state testing.
Two of our subgroups, African American and English Learners, are significantly small in comparison to the district number of students. We have three identified African Americans and five English Learners in grades 3-5, which is the grades that we analyze data for the purpose of the school site plan.

Most of our results outperform the district average. The results from the spring 2022 DEMI demonstrated a proficient knowledge in the area of Knowledge and Application, but not in the area of communication, which is also the lowest-scoring area for the district.
In order to address the needs of our specific grade levels and subgroups, we will employ the following strategies:

- Designate the one extra visiting teacher on campus to focus mainly on intervention strategies in identified areas of need on campus.
- Provide release time for teachers to identify and focus on group
- Increase the number of social emotional groups with our increased allocated counselor.
- Bring back our school-wide character education program.
- Recognize each and every child for success!

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Beverly Fitzpatrick	Principal
Katie Kozlik	Parent
Melissa Grammier	Parent
Elvy Morey	classified (DAC Rep)
Michael McEwen	Classroom Teacher
Ky Bach	Classroom Teacher
Kathy Ryan	Classroom Teacher
Megan Beall	Parent
Megan Secviar	Parent
Jessica Wise	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

During the 2021-22 school year Dailard focused on increasing student agency and school engagement.
5th grade students led class lessons and developed school videos to promote a positive school community and inclusive environment for all.
5th grade students were also provided multiple opportunities to provide input and feedback related to their participation in their educational environment through surveys and class discussions.

The 2021 Healthy Kids Survey indicated the following:
- An increasing number of students feel a sense of school connectedness (85%), high expectations (91%) and a sense of school safety (92%).
- 50% of students felt that they had meaningful participation in the school community.
- Although all questions have communicated an increase in positive school climate by our students, only 76% reported an anti-bullying climate and 76% reported there were social emotional learning supports.

*Major Differences
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s). No major differences we were able to implement all strategies and actions planned.

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. We are back on campus full time and able to have grade level assemblies to promote a safe environment. Every child in every grade level will be recognized at an assembly and receive at least one award with certificate, free meal and celebration by the end of the school year.

*Identified Need
As measured through the 2021 Healthy Kids Survey: - An increasing number of students feel a sense of school connectedness (85%), high expectations (91%) and a sense of school safety (92%). - Although all questions have communicated an increase in positive school climate by our students, only 76% reported an anti-bullying climate and 76% reported there were social emotional learning supports. Although our 2021-2022 5th graders documented an increase in the decision-making process and we did not have any suspensions, we will continue to focus our support on these areas for this school year to ensure that everyone feels a sense of belonging and choosing to make appropriate decisions.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5th grade	Meaningful participation	50%	60%	CAL-SCHLS (CHKS)	Annually
June 2023	5th grade	Harassed at school	20%	10%	CAL-SCHLS (CHKS)	Annually
June 2023	Parents	Communication about school	49%	59%	CAL-SCHLS (CSPS)	Annually

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-5	Students with Disabilities	Maintain 0% suspension rate	0% suspended	0% suspended	Suspension	Annual
June 2023	UTK-5	English Learner	Maintain 0% suspension rate	0% suspended	0% suspended	Suspension	Annual

June 2023	UTK-5	Black or African American	Maintain 0% suspension rate	0% suspended	0% suspended	Suspension	Annual
June 2023	UTK-5	Students with Disabilities	Decrease chronic absenteeism	27.45%	10%	Chronic Absenteeism	Annual
June 2023	UTK-5	English Learner	Decrease chronic absenteeism	45%	5.8%	Chronic Absenteeism	Annual
June 2023	UTK-5	Black or African American	Decrease Chronic absenteeism	38%	15%	Chronic Absenteeism	Annual

Supporting Black Youth - Additional Goals

✓   1. Dailard's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓   2. The staff diversity goal at Dailard is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Dailard's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓   3. In the 2022-23 school year, Dailard will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓   4. Dailard will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓   5. Dailard's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓   6. Dailard will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓   7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓   8. Dailard will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Leadership Groups

*Students to be served by this Strategy/Activity

All students will benefit with an increased focus on SWD, El, and black youth.

*Strategy/Activity - Description

Working with our counselor and 5th grade level team, we are creating leadership opportunities for all 5th graders. They will be active participants with various activities around school campus through shared decision thinking and acting.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Dailard focused on the following actions/strategies for the 2021-22 school year to increase ELA achievement.
1. Focused small group instruction using effective teaching strategies from two highly qualified credentialed teacher, focused on closing the achievement gap of all students. Students were identified using formative and informative data. Pre/Post data was gathered and collected.
2. An online program, Reading Plus, was utilized with all students in grades 3-5.
3. Fountas & Pinnell as well as the FAST test was utilized to monitor progress through the year.
4. Staff met monthly in PLC groups. They reviewed grade level data and strategies to assist struggling students. Our most struggling students received small group instruction in person for at least six weeks, four days a week from the resident visiting teacher and another visiting teacher.

Based on these strategies/actions we saw the following outcomes from the Spring 2022 CAASPP testing in ELA assessment
- 75% of all 3rd graders met or exceeded standards.
- 78% of all 5th graders met or exceeded standards
- 34.5% of 3-5 students with disabilities met or exceeded standards.
- 64% of 3-5 grade Hispanic students met or exceeded standards.
- 67% of 3-5 grade students who are classified as economically disadvantaged met or exceeded standards.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We implemented all strategies possible including student interventions and staff professional learning and PLCs online or in person as we focused on keeping everyone safe during the pandemic.
Due to inconsistency with visiting teacher availability student intervention groups were often interrupted.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No major changes are anticipated however due to a decrease in funding we will only have one intervention support staff member instead of two.

*Identified Need - English Language Arts

2021-22 CAASPP data highlights 78% of Dailard students meeting or exceeding grade level standards in ELA. This leaves 22% or approximately 49 students not meeting standard. Our goal will be to continue to focus on increasing our CAASPP scores in ELA across all subgroups in order to

close the opportunity gap. Our scores continue represent that we are not closing the achievement gap between our school wide population (78%) and our Hispanic (64%), students with disabilities (34.5%) and those classified as economically disadvantaged (67%).

We will be using data from our Fountas & Pinnell data as well the FAST assessments to monitor progress throughout the year.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd	show an increase in SBAC score	75	85	CAASPP ELA	annually
June 2023	5th	show an increase in SBAC score	78	88	CAASPP ELA	annually
June 2023	4th	show an increase in SBAC score	81	91	CAASPP ELA	annually
June 2023	3-5	show an increase in SBAC score	78	88	CAASPP ELA	annually
June 2023	3rd	Show an increase in FAST areading score	85	95	FAST aReading	3 times a year
June 2023	4th	Show an increase in FAST areading score	91.5	95	FAST aReading	3 times a year
June 2023	5th	Show an increase in FAST areading score	81	91	FAST aReading	3 times a year

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	Increase Fast areading scores	34.5	44	FAST aReading	3 times a year
June 2023	3-5	Hispanic or Latino	Increase SBAC areading scores	64	74	CAASPP ELA	3 times a year
June 2023	3-5	English Learner	Increase FAST areading scores	50	60	FAST aReading	3 times a year
June 2023	3-5	Black or African American	Increase FAST areading scores	50	60	FAST aReading	3 times a year

| June 2023 | 3-5 | Socioeconomically Disadvantaged | Increase SBAC scores | 67 | 77 | CAASPP ELA | Annually |

*Identified Need - Math

The school's overall data demonstrated a slight decrease across most grade levels in math and there continues to be a large gap of achievement level within our subgroups. Communication of mathematics will be a focus in the classrooms and small group instruction.

2021-22 CAASPP data highlights 75% of Dailard students meeting or exceeding grade level standards in Math. This leaves 25% or approximately 56 students not meeting standard. Our goal will be to continue to focus on increasing our CAASPP scores in Math across all subgroups in order to close the opportunity gap. Our scores continue represent that we are not closing the achievement gap between our school wide population (75%) and our Hispanic (58%), students with disabilities (47%) and those classified as economically disadvantaged (70%).

We will be using data from our DEMI and classroom assessments to monitor progress throughout the year.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase SBAC score	75	85	CAASPP Math	Annually
June 2023	3	Increase SBAC score	85	92	CAASPP Math	Annually
June 2023	4	Increase SBAC score	78	88	CAASPP Math	Annually
June 2023	5	Increase SBAC score	61	76	CAASPP Math	Annually

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Hispanic or Latino	Increase SBAC score	58	68	CAASPP Math	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase SBAC score	70	80	CAASPP Math	Annually
June 2023	3-5	Students with Disabilities	Increase SBAC score	47	57	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase DEMI communication score	75	85	DEMI	two times a year

June 2023	3-5	Students with Disabilities	Increase DEMI communication score	55	65	DEMI	two times a year
June 2023	3-5	English Learner	Maintain DEMI communication score	100	100	DEMI	two times a year

*Identified Need - English Learners

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

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	RFEP	Increase reclassification rates	33	50	Reclassification Rates	Annually

*Identified Need - Graduation/Promotion Rate

CAASPP ELA reading scores are a strong indicator of future graduation/promotion rate and student success in high school. We will continue to focus on supporting student literacy and ensuring all students meet grade level expectations.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Grade standard	75	85	CAASPP ELA	Annually
June 2023	4	Grade standard	81	91	CAASPP ELA	Annually
June 2023	5	Grade standard	78	88	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Hispanic or Latino	meet or exceed standards	64	74	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	meet or exceed standards	35	45	CAASPP ELA	Annually
June 2023	3-5	Socioeconomically Disadvantaged	meet or exceed standards	67	77	CAASPP ELA	Annually

| June 2023 | 3-5 | Black or African American | meet or exceed standards | 50 | 60 | FAST aReading | 3 times a year |
| June 2023 | 3-5 | English Learner | meet or exceed standards | 50 | 60 | FAST aReading | 3 times a year |

PLCs

*Students to be served by this Strategy/Activity

All students who are not meeting or exceeding grade level standards in ELA as noted from F&P scores or the FAST reading assessment, with an emphasis on students with disabilities, black youth, and English Learner students.

*Strategy/Activity - Description

All classroom teachers will ensure daily guided reading is happening for all students in addition to high quality Tier 1 literacy instruction. All teachers will participate in site based writing professional learning to support accelerating student achievement.

A certificated teacher will work with specific targeted students based on data to service specific academic needs. Staff will look at data and common assessments monthly to monitor and identify students at risk of not meeting grade level standards. Detailed information about what a student needs will be used to create intervention groups and strategies to meet the academic standards at their level.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00781R	Prof&Curriclm Dev Vist Tchr		$6,500.00	$8,047.65	0078-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		VT will be releasing teachers to analyze data and create student groups to receive interventions in ELA and Math.
N00787E	Supplies		$130.00	$130.00	0078-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Academic supplies for curriculum support such as: chart papers, markers, journals, post-its.

*Additional Supports for this Strategy/Activity

 A daily resident visiting teacher has also been provided by the district, which the site plans to utilize for intervention when the teacher is not needed as a substitute due to substitute shortage. Teachers with smaller classes will be providing their own intervention strategies and daily guided reading within the classroom due to the class size.

RTI

*Students to be served by this Strategy/Activity

All 3rd, 4th and 5th grade students not meeting or exceeding standards. All students identified as needing support to close the achievement gap as identified by the CAASPP.
Current and new EL students will be serviced in a timely manner from a retired teacher to ensure that their social and academic needs are met.
Classroom teachers will used integrated and designated ELD support in the classroom. Utilize benchmark materials, small group instruction and other effective teaching strategies to ensure student needs are met.
All students with disabilities, black youth and EL students will be monitored and serviced..

*Strategy/Activity - Description

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

English Language Learners

Current and new EL students will be serviced in a timely manner from a retired teacher to ensure that their social and academic needs are met. Classroom teachers will used integrated and designated ELD support in the classroom. Utilize benchmark materials, small group instruction and other effective teaching strategies to ensure student needs are met. Retired teacher to conduct ELPAC testing as well and keep administrator informed through data.

Students with disabilities

- Ongoing professional development for special education resource providers.
- Site based writing professional learning
- Special education meetings to monitor progress and determine needed supports.
- attend IEP meetings.
- Fountas and Pinnell training for 2 new education specialists
- Review progress reports.
- Seek out resources such as the CORT or BSR.

Black Youth

We will continue to utilize staff that serve as mentors and positive role models to our black youth.

Professional Learning Communities: Grade levels will meet at least once a month.

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning. With this understanding, professional development time is provided within the structure of Professional Learning Communities.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0078D	Non Clsrm Tchr Hrly		$700.00	$866.67	0078-09800-00-1957-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teachers will be released from class to have time to review data from all students particular in certain subgroups, to focus on quality intervention lessons to close the equity gap for these students.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

During the 2021-22 school year we focused on ensuring parents felt connected to the school community and their child's education utilizing the following strategies/actions:
- Notifying parents of all upcoming school activities through weekly telephone calls and e-mails from the principal.
- Teachers notified parents of how to stay connected with their class through shutter fly, dojo, PowerSchool, ST math or other sources.
- Back to school night, assemblies, awards, and other activities were advertised through the website, messages and parent groups.
- Open attendance was accepted at all online parent group meetings, SSC and SGT to gain more input regarding school programs.
2021-22 CAL-SCHLS (CSPS) 46% strongly agreed and 45% agreed that Dailard encourages parents to be active partners in their child's education. 37% strongly agree parents felt welcome to participate at the school.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major differences between planned activities and executed activities. Many events were still held via zoom due to continued COVID restrictions.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Our communication and meetings continue to be both online and in person depending on the members of the meeting.

Volunteers are allowed on campus and parents are allowed before and after school for drop off and pick up. All teacher parent conferences will be done in person, except in exceptional cases. We are planning community events as much as possible keeping safety as our number one priority. We will be having monthly community and award assemblies with all parents invited.

*Identified Need

2021-22 CAL-SCHLS (CSPS) 46% strongly agreed and 45% agreed that Dailard encourages parents to be active partners in their child's education. Administration and teachers continue to meet with parent groups to listen to their needs and identify ways in which we can work together to strengthen our partnerships with parents.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	School encourages parents to be an active partner with the school in educating their child.	45% strongly agree	55% strongly agree	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents feel welcome to participate at this school	37% strongly agree	47% strongly agree	Meeting Attendance

Strategy/Parent Communication

*Families to be served by this Strategy/Activity

All Dailard families.

*Strategy/Activity - Description

Teachers will communicate about best practices and ways to be involved in their child's education through parent conferences, online communication, progress reports and newsletters. Various constituents on campus are working with individual families based on need to provide support.

Attendance at all events and meetings will be strongly encouraged through communication via phone, e-mails, and website, marquee and parent groups.

In person events will be planned as much as possible for community participation and building. Monthly meetings with opportunity to provide feedback to the school will be held on campus and via zoom through parent meetings, SSC/SGT and surveys.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Dailard Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 9,044

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$ 9,044
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 9,044

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 9,044

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Dailard Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	$6,500.00
Dailard Elementary			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	$700.00
Dailard Elementary			3000 Benefits		0	$1,714.32
Dailard Elementary			4301 Supplies	Supplies	0	$130.00
Dailard Elementary		(blank) Total			0	$9,044.32
Dailard Elementary	09800 LCFF Intervention Support Total				0	$9,044.32

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Dailard Elementary School

Parent and Family Engagement Policy 2022-23

Dailard has developed a written parent and family engagement policy with input from parents. The school collects data through surveys and parent meetings.

It is distributed to all parents and families each year in December through school messenger after being updated and approved by the school site council annually in September. It is posted on our website and hard copies are available upon request.

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 practical, provided in a language the parents can understand? How is the policy is 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.

- Back to School night
- Open House
- Fall & Spring Parent Teacher Conferences
- Parent mixers

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

- Back to School night and Open House
- Dailard School Foundation board and committee meetings
- Dads Assisting Dailard Students monthly meetings
- School Site Council Meetings (SSC)
- School Governance Meetings (SGT)
- Welcome Wednesday assemblies

- Activities and Events meetings

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

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

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

- Bulletin Boards
- Marquee
- School website
- Peach jar flyers
- Weekly principal emails and phone calls
- Welcome Wednesday assemblies

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

- ·   Back to School Night
- ·   Parent/Teacher Conferences
- ·   School Site Council

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

- ·   Conferences
- ·   Student Study Teams
- ·   Individualized Education Program (IEP) Meetings
- ·   School Site Council
- ·   School Governance Team

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/Teacher conferences
- Online Class communication such as Bloomz, Class Dojo, etc.
- District learning opportunities

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

- Parent/Teacher conferences
- Weekly communication sent home from teacher and/or school.
- Computer and/or computer programs provided to improve achievement
- District learning opportunities

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

- Bulletin
- Grade level meetings
- Staff meetings
- Professional Development
- Professional Learning Committee Meetings
- Individual conferences

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

- Numerous school-wide events that encourage parent involvement.
- Purposeful recruiting activities for parent volunteers.
- Social Media
- Activities and Events meeting

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

- Bulletin boards
- Peach Jar flyers
- Hard copy flyers
- Marquee
- Website
- Weekly phone calls and emails from the principal

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

- Dads assisting Dailard students
- Dailard School Foundation teacher representatives assigned
- Henry Cluster meetings
- Robotics
- 5th grade committee
- Activities and Events meeting

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 as needed.

This policy was adopted by Dailard Elementary on September 29, 2022 and will be in effect through June 15, 2023.

The school will distribute the policy to all parents of students on, or before December 18, 2022.

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

School-Parent Compact 2022-2023
Dailard Elementary

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following:

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

- Volunteer applications approved in a timely manner.
- Parent Teacher conferences
- Classroom communication such as Bloomz, Dojo, etc.
- Back to School night
- Open House
- Student attendance
- Student is on time to school.
- After school programs
- Robotics
- Needed materials are provided by the teacher or school.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.

- Fall and Spring Parent/Teacher Conferences will be held.
- Back to school night
- Open House

2. Frequent reports to parents on their children's progress.
- November, February and June report cards will be sent.
- Classroom communication such as Bloomz, dojo, etc.
- Teachers available on a daily basis for communication with families.
- Emails to parents

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

- Walking program-all parents welcome on campus
- Monthly community assemblies
- Monthly award assemblies
- Volunteer applications processed in a timely manner.
- Parents are welcome to observe at any time with a 24 hour notice.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- All emails are responded to in a timely manner within 24 hours by staff.
- Phones are answered when personnel are in the office instead of an answering machine for quick service.
- All staff are available and visible in the morning to the community before school for quick conversations.
- Parent information is updated annually and as needed by office staff.

Aᴘᴘᴇɴᴅɪx D

Dᴀᴛᴀ Rᴇᴘᴏʀᴛs

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

• Illuminate
• California Dashboard

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

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
All Grades Combined

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	242	78.5	227	67.8	235	68.9	247	74.9	223	78.5	0.0	3.6	242	73.1	227	70.0	235	72.8	247	78.1	223	74.9	1.8	-3.2
Female	119	84.0	114	69.3	121	74.4	122	74.6	106	79.2	-4.8	4.6	119	69.7	114	68.4	121	68.6	122	71.3	106	69.8	0.1	-1.5
Male	123	73.2	113	66.4	114	63.2	125	75.2	117	77.8	4.6	2.6	123	76.4	113	71.7	114	77.2	125	84.8	117	79.5	3.1	-5.3
African American	9	-	8	-	10	30.0	6	-	4	-	-	-	9	-	8	-	10	30.0	6	-	4	-	-	-
Asian	6	-	2	-	3	-	11	72.7	6	-	-	-	6	-	2	-	3	-	11	90.9	6	-	-	-
Filipino	4	-	3	-	3	-	5	-	4	-	-	-	4	-	3	-	3	-	5	-	4	-	-	-
Hispanic	43	65.1	47	57.4	53	67.9	49	67.3	50	64.0	-1.1	-3.3	43	55.8	47	51.1	53	60.4	49	57.1	50	58.0	2.2	0.9
Native American	0	-	0	-	1	-	3	-	0	-	-	-	0	-	0	-	1	-	3	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	143	81.8	133	71.4	130	70.0	150	79.3	127	84.3	2.5	5.0	143	80.4	133	76.7	130	80.0	150	83.3	127	79.5	-0.9	-3.8
Multiracial	32	87.5	27	88.9	25	80.0	23	73.9	32	84.4	-3.1	10.5	32	68.8	27	77.8	25	80.0	23	95.7	32	81.3	12.5	-14.4
English Learner	6	-	9	-	7	-	4	-	2	-	-	-	6	-	9	-	7	-	4	-	2	-	-	-
English-Speaking	236	79.7	218	70.2	228	71.1	243	75.7	221	79.2	-0.5	3.5	236	74.2	218	71.6	228	75.0	243	79.0	221	75.1	0.9	-3.9
Reclassified†	11	81.8	7	-	7	-	8	-	7	-	-	-	11	63.6	7	-	7	-	8	-	7	-	-	-
Initially Eng. Speaking	225	79.6	211	71.1	221	71.5	235	76.2	214	79.9	0.3	3.7	225	74.7	211	72.0	221	75.1	235	78.7	214	75.7	1.0	-3.0
Econ. Disadv.*	57	63.2	42	33.3	47	42.6	44	43.2	30	66.7	3.5	23.5	57	61.4	42	35.7	47	48.9	44	50.0	30	70.0	8.6	20.0
Non-Econ. Disadv.	185	83.2	185	75.7	188	75.5	203	81.8	193	80.3	-2.9	-1.5	185	76.8	185	77.8	188	78.7	203	84.2	193	75.6	-1.2	-8.6
Gifted	95	93.7	69	85.5	43	83.7	53	90.6	13	92.3	-1.4	1.7	95	86.3	69	85.5	43	88.4	53	90.6	13	100.0	13.7	9.4
Not Gifted	147	68.7	158	60.1	192	65.6	194	70.6	210	77.6	8.9	7.0	147	64.6	158	63.3	192	69.3	194	74.7	210	73.3	8.7	-1.4
With Disabilities	16	50.0	17	23.5	20	15.0	24	33.3	17	35.3	-14.7	2.0	16	43.8	17	29.4	20	30.0	24	33.3	17	47.1	3.3	13.8
WO Disabilities	226	80.5	210	71.4	215	74.0	223	79.4	206	82.0	1.5	2.6	226	75.2	210	73.3	215	76.7	223	83.0	206	77.2	2.0	-5.8
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	10	90.0	6	-	11	63.6	13	76.9	10	80.0	-10.0	3.1	10	60.0	6	-	11	63.6	13	76.9	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
Grade 3

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	82	74.4	71	66.2	85	64.7	0	-	73	75.3	0.9	-	82	78.0	71	76.1	85	74.1	88	77.3	73	84.9	6.9	7.6
Female	42	81.0	36	63.9	42	76.2	0	-	31	80.6	-0.4	-	42	76.2	36	75.0	42	69.0	42	64.3	31	90.3	14.1	26.0
Male	40	67.5	35	68.6	43	53.5	0	-	42	71.4	3.9	-	40	80.0	35	77.1	43	79.1	46	89.1	42	81.0	1.0	-8.1
African American	4	-	2	-	0	-	0	-	1	-	-	-	4	-	2	-	0	-	1	-	1	-	-	-
Asian	0	-	1	-	1	-	0	-	3	-	-	-	0	-	1	-	1	-	2	-	3	-	-	-
Filipino	1	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	2	-	2	-	-	-
Hispanic	19	63.2	11	54.5	21	71.4	0	-	14	57.1	-6.1	-	19	73.7	11	45.5	21	66.7	19	57.9	14	71.4	-2.3	13.5
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	43	81.4	45	68.9	50	62.0	0	-	42	85.7	4.3	-	43	81.4	45	82.2	50	78.0	54	81.5	42	88.1	6.7	6.6
Multiracial	12	83.3	8	-	6	-	0	-	11	63.6	-19.7	-	12	91.7	8	-	6	-	9	-	11	90.9	-0.8	-
English Learner	4	-	5	-	2	-	0	-	1	-	-	-	4	-	5	-	2	-	1	-	1	-	-	-
English-Speaking	78	75.6	66	69.7	83	66.3	0	-	72	76.4	0.8	-	78	79.5	66	78.8	83	75.9	87	78.2	72	84.7	5.2	6.5
Reclassified†	2	-	1	-	2	-	0	-	1	-	-	-	2	-	1	-	2	-	1	-	1	-	-	-
Initially Eng. Speaking	76	75.0	65	70.8	81	66.7	0	-	71	77.5	2.5	-	76	78.9	65	80.0	81	76.5	86	77.9	71	85.9	7.0	8.0
Econ. Disadv.*	21	57.1	9	-	18	50.0	0	-	8	-	-	-	21	66.7	9	-	18	55.6	16	43.8	8	-	-	-
Non-Econ. Disadv.	61	80.3	62	72.6	67	68.7	0	-	65	76.9	-3.4	-	61	82.0	62	83.9	67	79.1	72	84.7	65	86.2	4.2	1.5
Gifted	24	95.8	17	94.1	13	84.6	0	-	13	92.3	-3.5	-	24	95.8	17	94.1	13	76.9	19	94.7	13	100.0	4.2	5.3
Not Gifted	58	65.5	54	57.4	72	61.1	0	-	73	75.3	9.8	-	58	70.7	54	70.4	72	73.6	69	72.5	73	84.9	14.2	12.4
With Disabilities	7	-	4	-	9	-	0	-	4	-	-	-	7	-	4	-	9	-	8	-	4	-	-	-
WO Disabilities	75	76.0	67	68.7	76	71.1	0	-	69	76.8	0.8	-	75	80.0	67	79.1	76	77.6	80	81.3	69	84.1	4.1	2.8
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	2	-	4	-	0	-	3	-	-	-	4	-	2	-	4	-	4	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
Grade 4

Student Group	English Language Arts											Chg From		Mathematics											Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	83	75.9	78	70.5	74	73.0	0	-	81	81.5	5.6	-	83	75.9	78	71.8	74	73.0	84	76.2	81	77.8	1.9	1.6
Female	38	81.6	42	69.0	37	70.3	0	-	36	80.6	-1.0	-	38	76.3	42	64.3	37	64.9	42	76.2	36	72.2	-4.1	-4.0
Male	45	71.1	36	72.2	37	75.7	0	-	45	82.2	11.1	-	45	75.6	36	80.6	37	81.1	42	76.2	45	82.2	6.6	6.0
African American	1	-	5	-	5	-	0	-	2	-	-	-	1	-	5	-	5	-	1	-	2	-	-	-
Asian	2	-	0	-	2	-	0	-	1	-	-	-	2	-	0	-	2	-	5	-	1	-	-	-
Filipino	2	-	0	-	1	-	0	-	1	-	-	-	2	-	0	-	1	-	2	-	1	-	-	-
Hispanic	15	53.3	21	66.7	11	72.7	0	-	18	77.8	24.5	-	15	53.3	21	61.9	11	45.5	19	52.6	18	72.2	18.9	19.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	2	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	54	77.8	38	81.6	45	75.6	0	-	50	80.0	2.2	-	54	83.3	38	81.6	45	80.0	49	83.7	50	78.0	-5.3	-5.7
Multiracial	8	-	11	81.8	7	-	0	-	9	-	-	-	8	-	11	81.8	7	-	6	-	9	-	-	-
English Learner	2	-	3	-	3	-	0	-	1	-	-	-	2	-	3	-	3	-	2	-	1	-	-	-
English-Speaking	81	77.8	75	73.3	71	76.1	0	-	80	82.5	4.7	-	81	77.8	75	73.3	71	76.1	82	78.0	80	78.8	1.0	0.8
Reclassified†	5	-	2	-	2	-	0	-	4	-	-	-	5	-	2	-	2	-	3	-	4	-	-	-
Initially Eng. Speaking	76	77.6	73	74.0	69	75.4	0	-	76	82.9	5.3	-	76	77.6	73	72.6	69	75.4	79	77.2	76	78.9	1.3	1.7
Econ. Disadv.*	16	50.0	21	38.1	10	40.0	0	-	9	-	-	-	16	68.8	21	47.6	10	40.0	16	56.3	9	-	-	-
Non-Econ. Disadv.	67	82.1	57	82.5	64	78.1	0	-	72	84.7	2.6	-	67	77.6	57	80.7	64	78.1	68	80.9	72	79.2	1.6	-1.7
Gifted	31	83.9	20	90.0	16	87.5	0	-	13	92.3	8.4	-	31	87.1	20	90.0	16	93.8	14	85.7	13	100.0	12.9	14.3
Not Gifted	52	71.2	58	63.8	58	69.0	0	-	81	81.5	10.3	-	52	69.2	58	65.5	58	67.2	70	74.3	81	77.8	8.6	3.5
With Disabilities	4	-	8	-	6	-	0	-	8	-	-	-	4	-	8	-	6	-	9	-	8	-	-	-
WO Disabilities	79	77.2	70	75.7	68	77.9	0	-	73	89.0	11.8	-	79	77.2	70	75.7	68	77.9	75	81.3	73	83.6	6.4	2.3
Homeless	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	3	-	0	-	2	-	-	-	4	-	3	-	3	-	4	-	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.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Dailard
Grade 5

Student Group	English Language Arts											Chg From		Mathematics											Chg From	
	2016		2017		2018		2019		2022			2016	2019	2016		2017		2018		2019		2022			2016	2019
	N	%	N	%	N	%	N	%	N	%		%	%	N	%	N	%	N	%	N	%	N	%		%	%
Total	77	85.7	78	66.7	76	69.7	0	-	69	78.3		-7.4	-	77	64.9	78	62.8	76	71.1	75	81.3	69	60.9		-4.0	-20.4
Female	39	89.7	36	75.0	42	76.2	0	-	39	76.9		-12.8	-	39	56.4	36	66.7	42	71.4	38	73.7	39	51.3		-5.1	-22.4
Male	38	81.6	42	59.5	34	61.8	0	-	30	80.0		-1.6	-	38	73.7	42	59.5	34	70.6	37	89.2	30	73.3		-0.4	-15.9
African American	4	-	1	-	5	-	0	-	1	-		-	-	4	-	1	-	5	-	4	-	1	-		-	-
Asian	4	-	1	-	0	-	0	-	2	-		-	-	4	-	1	-	0	-	4	-	2	-		-	-
Filipino	1	-	2	-	0	-	0	-	1	-		-	-	1	-	2	-	0	-	1	-	1	-		-	-
Hispanic	9	-	15	46.7	21	61.9	0	-	18	55.6		-	-	9	-	15	40.0	21	61.9	11	63.6	18	33.3		-	-30.3
Native American	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
White	46	87.0	50	66.0	35	74.3	0	-	35	88.6		1.6	-	46	76.1	50	68.0	35	82.9	47	85.1	35	71.4		-4.7	-13.7
Multiracial	12	83.3	8	-	12	91.7	0	-	12	91.7		8.4	-	12	50.0	8	-	12	83.3	8	-	12	66.7		16.7	-
English Learner	0	-	1	-	2	-	0	-	0	-		-	-	0	-	1	-	2	-	1	-	0	-		-	-
English-Speaking	77	85.7	77	67.5	74	71.6	0	-	69	78.3		-7.4	-	77	64.9	77	63.6	74	73.0	74	81.1	69	60.9		-4.0	-20.2
Reclassified†	4	-	4	-	3	-	0	-	2	-		-	-	4	-	4	-	3	-	4	-	2	-		-	-
Initially Eng. Speaking	73	86.3	73	68.5	71	73.2	0	-	67	79.1		-7.2	-	73	67.1	73	64.4	71	73.2	70	81.4	67	61.2		-5.9	-20.2
Econ. Disadv.*	20	80.0	12	33.3	19	36.8	0	-	13	76.9		-3.1	-	20	50.0	12	25.0	19	47.4	12	50.0	13	69.2		19.2	19.2
Non-Econ. Disadv.	57	87.7	66	72.7	57	80.7	0	-	56	78.6		-9.1	-	57	70.2	66	69.7	57	78.9	63	87.3	56	58.9		-11.3	-28.4
Gifted	40	100.0	32	78.1	14	78.6	0	-	13	92.3		-7.7	-	40	80.0	32	78.1	14	92.9	20	90.0	13	100.0		20.0	10.0
Not Gifted	37	70.3	46	58.7	62	67.7	0	-	56	75.0		4.7	-	37	48.6	46	52.2	62	66.1	55	78.2	56	51.8		3.2	-26.4
With Disabilities	5	-	5	-	5	-	0	-	5	-		-	-	5	-	5	-	5	-	7	-	5	-		-	-
WO Disabilities	72	88.9	73	69.9	71	73.2	0	-	64	79.7		-9.2	-	72	68.1	73	65.8	71	74.6	68	86.8	64	62.5		-5.6	-24.3
Homeless	0	-	0	-	0	-	0	-	1	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Foster	0	-	0	-	0	-	0	-	0	-		-	-	0	-	0	-	0	-	0	-	0	-		-	-
Military	2	-	1	-	4	-	0	-	5	-		-	-	2	-	1	-	4	-	5	-	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.

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: DAILARD ELEMENTARY SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800 SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

All classroom teachers will ensure daily guided reading is happening for all students in addition to high quality Tier 1 literacy instruction. All teachers will participate in the Literacy Acceleration Training to support accelerating student achievement.

A certificated teacher will work with specific targeted students based on data to service specific academic needs. Staff will look at data and common assessments monthly to monitor and identify students at risk of not meeting grade level standards. Detailed information about what a student needs will be used to create intervention groups and strategies to meet the academic standards at their level.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Prof&Curriclm Dev Vist Tchr		$7,787.65	09800-1192	Funding for intervention teacher. Teacher will do small group reading intervention and math in the Spring.	Certificated teacher worked closely with teachers in primary grade levels to assess students in reading and writing. Small groups were created with teachers and visiting teacher to service our neediest students, most of them affected by being at home from the COVID restrictions. Formative and informative assessments, notes, observations, conferences were done throughout the year to assess progress. Students given 30 minutes a day of small group instruction made significant progress in reading, writing or math.	NA	No modifications necessary.
Supplies		$782.00	09800-4301	Funding for support materials such as paper, books, pencils, etc.	Materials for small group activities were provided such as paper, pencils, journals, stickers, charts, etc.	NA	No modification necessary.

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description
Staff will look at data and common assessments monthly to monitor and identify students at risk of not meeting grade level standards. ST math and small group instruction and intervention will be implemented to meet student needs and close the achievement gap.

*Proposed Expenditures for this Strategy/Activity

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	Provide intervention strategies to close the gap.	Certificated teacher worked closely with teachers in primary grade levels to assess students in reading and writing. Small groups were	NA	No modifications needed.

					created with teachers and visiting teacher to service our neediest students, most of them affected by being at home from the COVID restrictions. Formative and informative assessments, notes, observations, conferences were done throughout the year to assess progress. Students given 30 minutes a day of small group instruction made significant progress in reading and/or writing.		

Goal 4- Supporting English Learners

Strategy/Activity 1

*Strategy/Activity - Description

Current and new EL students will be serviced in a timely manner from a retired teacher to ensure that their social and academic needs are met. Classroom teachers will used integrated and designated ELD support in the classroom. Utilize benchmark materials, small group instruction and other effective teaching strategies to ensure student needs are met.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		$838.67	09800-1957	To provide support to incoming and current EL learners.	Retired teacher assessed all newly designated and current EL students during the year as required. She	NA	No modifications needed. It's working.

					communicated with the district, attended all trainings as needed and supported teachers and students with strategies throughout the year for the EL students. She did the testing for reclassification and notified parents.		