



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT DEWEY ELEMENTARY SCHOOL

2022-23

37-68338-6039481
CDS Code

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

Principal: McMillin, Tanya

Contact Person: McMillin, Tanya

Position: Principal

Telephone Number: 619/430-1800;

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

E-mail Address: tmcmillin@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: Dewey Elementary PHONE: 619-430-1800 FAX: 619-430-1849

SITE CONTACT PERSON: Tanya McMillin E-MAIL ADDRESS: tmcmilline 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:

- | | | |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: <u>9/22/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: <u>—</u> |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: <u>—</u> |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>10/6/22</u> |
| <input type="checkbox"/> | 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: 10/6/22

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.

Tanya McMillin
Type/Print Name of School Principal

Tenni Crago
Type/Print Name of SSC Chairperson

Karla D. Reyes
Type/Print Name of ELAC Representative

[Signature]
Type/Print Name of Area Superintendent

[Signature] 10/6/22
Signature of School Principal / Date

[Signature] 10/6/22
Signature of SSC Chairperson / Date

[Signature] 10/6/22
Signature of ELAC Representative / Date

[Signature] 10/6/22
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

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2021-22 SPSA Assessment and Evaluation

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

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

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & 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
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

Principal involved Instructional Leadership Team by looking at data and areas of need throughout 2021-22 school year and especially in January and February while developing the budget. Principal also met with School Site Council monthly in 2020-21, and ELAC throughout 2020-21. In January and February of 2021 a focus on school site needs based on data and budget development was the focus of these meetings with various stakeholder groups. In February 2022 SSC approved the budget. I also met with Instructional Leadership Team and Teachers in September of 2021 to review data and determine the needs and goals for our school to develop the 2021-22 SPSA. As per district policy, SSC meetings were held to continue to gather stakeholder input. The Draft for the SPSA for 2022-23 was reviewed by the ELAC and SSC on 9/22/22. The SPSA was approved by the SSC on 10/6/22.

RESOURCE INEQUITIES

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

- Student mobility - 30% transience rate due to high military population
- Inappropriate special education allocations resulting in under staffing of paras
- Lack of supplemental special education curriculum and training
- Lack of tutoring funds
- Limited funds for professional learning community time
- Chronic absences and kindergarten absences
- Lack of sufficient nursing time for parent communication, contact tracing, tracking, and follow up for Covid positive and close contacts
- Chronic absenteeism for students who participated very little in distance learning
- Lack of substitute teachers to support class coverage for PLCs.
- Academic and social gaps,

- Lack of special ed staff training
- Increased counseling support to teach social skills to those students effected by covid closures
- Lost learning time due to large numbers of unidentified disruptive special education students in need of support

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Terri Crago	Other School Personnel
Melanie Billingsley	Classroom Teacher
Tanya McMillin	Principal
Joanie Fay	Classroom Teacher
Karen Van Houten	Classroom Teacher
Anna Casey	Parent
Asia Johnson	Parent
Yanalie Perez	Parent
Angela Martin	Parent
Karla D. Reyes	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).

There was a major drop in attendance during the return to school with the mandated Covid isolation requirements. Dewey was hit hard by Covid resulting in many absences.

***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).

Mandatory Covid restrictions has affected our attendance negatively.

***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.

The covid policy for attendance to school has changed in favor of keeping students in school rather than mandatory isolation at home.

***Identified Need**

The goal to improve attendance supports all student's academic success. Monthly reports are provided by the district to the school sites to track attendance percentages. The chronic attendance data is also available on Hoonuit and the California dashboard. In 2021-22 Dewey had a 55% chronic absenteeism rate overall. ELLs have a chronic absenteeism rate of 62% and SWD have a chronic absenteeism rate of 53%.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	UTK-4	All students will increase their attendance to achieve target percentage their attendance	89%	96%	Attendance	monthly
June 2023	UTK-4	All students with moderate/severe disabilities will participate in general education classes, lunch, and recess for some period of time day	31%	50%	Other (Describe in Objective)	monthly
June 2023	UTK-4	All parents will feel like they are meaningfully engaged by participating in site surveys and CHKS	85%	95%	CAL-SCHLS (CHKS)	annually and as needed

Dewey 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 2023	All	Students with Disabilities	Reduce Chronic Absenteeism	53%	20%	Attendance	monthly
June 2023	All	English Learner	Reduce Chronic Absenteeism	62%	20%	Chronic Absenteeism	monthly
June 2023	All	Black or African American	Reduce Chronic Absenteeism	20%	10%	Chronic Absenteeism	monthly
June 2023	All	Two or More Races	Reduce Chronic Absenteeism	19%	10%	Chronic Absenteeism	monthly
June 2023	All	Socioeconomically Disadvantaged	Reduce Chronic Absenteeism	23%	10%	Chronic Absenteeism	monthly
June 2023	All	Students with Disabilities	Reduce Suspension Rates	0%	Less than 1%	Suspension	monthly
June 2023	All	Black or African American	Reduce Suspension Rates	0%	Less than 1%	Suspension	monthly
June 2023	All	English Learner	Reduce Suspension Rates	0%	Less than 1%	Suspension	monthly

Supporting Black Youth - Additional Goals

- ✓ 1. Dewey'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 Dewey Elementary School 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. Dewey'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, Dewey Elementary School 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. Dewey Elementary School 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. Dewey Elementary School'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. Dewey Elementary School 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. Dewey Elementary School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Strategy/Activity 1 - Guidance Assistant

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

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

***Strategy/Activity - Description**

Guidance Assistant

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00851R	Guidance Asst	0.28700	\$9,891.46	\$21,058.34	0085-30100-00-2404-3110-0000-01000-0000	Title I Basic Program	[no data]		GA will assist in tracking attendance rates and provide social adjustment interventions to students who are struggling.
F00851T	Guidance Asst	0.27550	\$9,495.11	\$20,214.54	0085-30106-00-2404-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		GA will assist in tracking attendance rates and provide social adjustment interventions to students who are struggling.

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

The Guidance Assistant is partially funded by the district as well (00010)

Strategy/Activity 2 - Inclusion of ALL students with disabilities

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

All students will benefit from this cultural and philosophical shift

***Strategy/Activity - Description**

Inclusion of ALL students with disabilities

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

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N008530	Other Nonclsrms PARAS Hrly		\$400.00	\$548.04	0085-09800-00-2955-3160-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly pay to supplement paraprofessional training and professional development to help support special education, to include unduplicated English Language Learner, Foster Youth, and Low income students in general education.

Strategy/Activity 3 - Parent Handbook and other communications

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

All students and parents

***Strategy/Activity - Description**

Parent Handbook and other communications

The parent handbook, weekly principal communication through the use of S'more, and various other communications keep parents informed of safety procedures and issues as they pertain to our school keeping a safe, collaborative, and inclusive culture

Strategy/Activity 4 - Digital Parent and Staff Communication Tool

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

All students will be served as this digital newsletter comes in multiple languages.

***Strategy/Activity - Description**

S'More is a digital tool that is used weekly to inform and engage families so that they can take advantage of all our school has to offer.

***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
N0085DA	Software License		\$149.00	\$149.00	0085-30103-00-5841-2495-1110-01000-0000	Title I Parent Involvement	[no data]		Software license (S'more) for weekly parent communication to create and foster a home school relationship.

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).

Dewey's ELA instruction is implemented by credentialed teachers who participate in monthly PLC collaboration and planning meetings. Last year we were unable to hold PLCs due to a substitute teacher shortage. Benchmark curriculum paired by Balanced Literacy reading and writing strategies was used across all grade levels in 2021-22. After school tutoring is limited and funded for students who struggle with reading and attend Primetime. Dewey uses Title I funds to fund pull out reading with 2 retired teachers in all grade levels except Transitional Kindergarten. An on line reading program (Learning A-Z) and classroom subscriptions (Nat'l Geographic/ Scholastic) is funded by the school and community partners for all students. The CAASPP was administered for the 2021-22 school year after being suspended due to covid. The baseline data below is from the CAASPP 2021-22 administration and is significantly lower than in past years. We attribute this to the covid shut downs, no PLC time for teachers to plan and analyze data to adjust for the learning. The scope and sequence was delayed in every subject due to student learning loss due to covid. The pace of teaching the curriculum was certainly effected negatively. Currently, the district has adopted Benchmark Curriculum for Reading, Phonics, and Writing to provide a research-based English Language Arts program as a guaranteed viable curriculum. We are using the mandated district curriculum.

***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 were not able to implement PLCs last year -being able to implement PLCs again will make a difference in student achievement.

***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 going to implement PLCs to tighten the continuous improvement cycle and allow time for teachers to analyze data and plan accordingly.

***Identified Need - English Language Arts**

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

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	All Students	will meet or exceed grade level standards	65%	75%	Fountas and Pinnel	annually
June 2023	3rd and 4th grade	will meet or exceed grade level standards	48%	65%	CAASPP ELA	annually
June 2023	3rd and 4th grade	will meet or exceed grade level standards	66%	75%	FAST aReading	annually

***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	TK-2	English Learner	will read at or above grade level	52%	65%	Fountas and Pinnel	3 times a year

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			as per SDUSD reading expectations				
June 2023	All	Students with Disabilities	will meet 75% of their IEP goals	incomplete data	70%	Other (Describe in Objective)	3 times per year
June 2023	TK-2	Black or African American	will read at or above grade level as per SDUSD reading expectations	87%	95%	Fountas and Pinnel	3 times per year
June 2023	3rd and 4th	English Learner	will score proficient	50%	65%	CAASPP ELA	annually
June 2023	3rd and 4th	Black or African American	will score proficient	46%	65%	CAASPP ELA	annually
June 2023	3rd and 4th	Students with Disabilities	will score proficient	35%	65%	CAASPP ELA	annually
June 2023	3rd and 4th	Two or More Races	will score proficient	55%	65%	CAASPP ELA	annually
June 2023	3rd and 4th	English Learner	will score proficient	40%	60%	FAST aReading	annually
June 2023	3rd and 4th	Two or More Races	will score proficient	83%	95%	FAST aReading	annually
June 2023	3rd and 4th	Students with Disabilities	will score proficient	56%	65%	FAST aReading	annually
June 2023	3rd and 4th	Black or African American	will score proficient	71%	80%	FAST aReading	annually

***Identified Need - Math**

60% of our students met standards on the SBAC in math. Only 34% of ELLs did and 13% of students with disabilities did.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd and 4th grade	All Students will reach proficiency on the three measures on the DEMI (Knowledge,	65%-knowledge, 51% application, 29% communication	75%-knowledge, 60% application, 50% communication	DEMI	annually

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		Application, Communication)					
June 2023	3rd and 4th grade	score proficient or advanced on the CAASPP	44%	65%	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	3rd & 4th	English Learner	All Students will reach proficiency on the three measures on the DEMI (Knowledge, Application, Communication)	64%-knowledge, 82% application, 18% communication	70%-knowledge, 90% application, 30% communication	DEMI	annually
June 2023	3rd & 4th	Students with Disabilities	All Students will reach proficiency on the three measures on the DEMI (Knowledge, Application, Communication)	88%-knowledge, 94% application, 27% communication	90%-knowledge, 96% application, 35% communication	DEMI	annually
June 2023	3rd & 4th	Black or African American	All Students will reach proficiency on the three measures on the DEMI (Knowledge, Application, Communication)	69%-knowledge, 92% application, 21% communication	75%-knowledge, 95% application, 30% communication	DEMI	annually
June 2023	3rd & 4th	English Learner	score proficient or advanced on the CAASPP	18%	50%	CAASPP Math	annually

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	3rd & 4th	Students with Disabilities	score proficient or advanced on the CAASPP	24%	50%	CAASPP Math	annually
June 2023	3rd & 4th	Black or African American	score proficient or advanced on the CAASPP	35%	65%	CAASPP Math	annually

*Identified Need - English Learners

50% of our ELLs met the achievement standard on the ELA CAASPP in 3rd and 4th grade in 2021-22. This low percentage requires that we focus on these students and increasing their academic achievement. Our school's performance level was medium which aligns with the state. 55% of our ELLs made growth on the ELPAC level. 33% maintained their ELPAC level and 12% decreased in their ELPAC level. 80% of our eligible English Language Learners were able to reclassify as Fully English Proficient.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd & 4th	English Learner	will reclassify as Fully English Proficient	80%	90%	Reclassification Rates	annually

*Identified Need - Graduation/Promotion Rate

53% of our 3rd grade students met standards on the ELA CAASPP in 2021-22. 35% of students with disabilities scored proficient or advanced on the 2021-22 CAASPP in ELA. 20% of English Language Learners scored proficient or advanced on the 2021-22 CAASPP in ELA.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Students with disabilities 3rd grade will meet or exceed grade level reading expectations	50%	65%	CAASPP ELA	annually
June 2023	3	English Language Learner 3rd grade will meet or exceed grade level reading expectations	28%	65%	CAASPP ELA	annually
June 2023	3	African American 3rd grade will meet	53%	65%	CAASPP ELA	annually

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		or exceed grade level reading expectations					
*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	3rd	English Learner	will meet or exceed reading expectancy on the FAST	0% (5 students)	50%	Grade 3 ELA Reading	annually
June 2023	3rd	Students with Disabilities	will meet or exceed reading expectancy on the FAST	40%	50%	Grade 3 ELA Reading	annually
June 2023	3rd	Black or African American	will meet or exceed reading expectancy on the FAST	88%	95%	Grade 3 ELA Reading	annually
June 2023	4th	Students with Disabilities	will promote to 5th grade	100%	100%	Graduation/Promotion	annually
June 2023	4th	English Learner	will promote to 5th grade	100%	100%	Graduation/Promotion	annually
June 2023	4th	Black or African American	will promote to 5th grade	100%	100%	Graduation/Promotion	annually

Strategy/Activity 1 - PLC , planning and collaboration time

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

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

***Strategy/Activity - Description**

Professional Learning Community Planning Days

Dewey's PLC time will occur monthly for half a day. The time together as the principal and the grade level team will be spent monitoring individual student growth, growth of African American students, students with special needs and English language learners. This is a time that curriculum and

instructional strategies will be shared, evaluated, adjusted, and assessed. PLCs are a high impact strategy that is research based and helps to promote academic achievement.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00852P	Prof&Curriclm Dev Vist Tchr		\$12,000.00	\$14,857.20	0085-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		To pay for substitute teachers while classroom teachers meet in PLCs with Principal and grade level team members to monitor student progress.

Strategy/Activity 2 - Double dose reading support

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

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

***Strategy/Activity - Description**

Double Dose Reading Groups

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

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

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
N0085BP	Retired Clsrn Teacher Hrly		\$42,281.00	\$52,348.11	0085-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	[no data]		Hourly retired teacher pay for "double dose" reading instruction for struggling readers.

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0085D8	Retired Clsrm Teacher Hrly		\$13,956.00	\$17,278.93	0085-09800-00- 1189-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly retired teacher pay for "double dose" reading instruction for struggling readers, to include unduplicated English Language Learner, Foster Youth, and Low income students.
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Strategy/Activity 3 - Software License

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

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

*Additional Supports for this Strategy/Activity

Raz- Kids is funded by donors to the school.

Strategy/Activity 4 - Supplemental Classroom Supplies and duplicating

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Classroom Supplies
Purchasing supplemental classroom supplies to support instruction.

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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
N00857D	Supplies		\$744.97	\$744.97	0085-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Purchase of supplemental school supplies such as folders, journals, binders, pencils, pens, paper, and other necessary supplies.
N0085C3	Supplies		\$943.55	\$943.55	0085-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Purchase of supplemental school supplies such as folders, journals, binders, pencils, pens, paper, and other necessary supplies.
N0085D7	Supplies		\$2,435.67	\$2,435.67	0085-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchase of supplemental school supplies such as folders, journals, binders, pencils, pens, paper, and other necessary supplies for all students to include unduplicated English Language Learner, Foster Youth, and Low income students.

Strategy/Activity 5 - ELPAC testing

*Students to be served by this Strategy/Activity

All English Language Learners

*Strategy/Activity - Description

ELPAC testing

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0085D6	Classroom Teacher Hrly		\$2,516.00	\$3,115.06	0085-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners		Teacher hourly pay to administer the ELPAC to monitor English Language Learners

Strategy/Activity 6 - Paraprofessional Professional Development

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

All students with disabilities

***Strategy/Activity - Description**

Paraprofessional Training

Dewey paraprofessionals will participate in professional development opportunities.

***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
	Other Nonclsr PARAS Hrly				0085-09800-00-2955-3160-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N008530	Paid professional development for paraprofessionals to ensure best practices are being used to support students with special needs, to include unduplicated English Language Learner, Foster Youth, and Low income students.

Strategy/Activity 7 - Teacher Professional Development

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

All students

***Strategy/Activity - Description**

Professional Development

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

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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
N0085AV	Prof&Curriclm DevHrlyClstrmTchr		\$438.00	\$542.29	0085-30106-00-1170-2140-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Hourly teacher pay for PLCs and planning to increase student reading achievement that happen outside of the school day.
Strategy/Activity 8 - Library Access									
*Students to be served by this Strategy/Activity									
All students will be served									
*Strategy/Activity - Description									
The library will be open at lunch recess and all classes will be scheduled for a period every week to come into the library and check out books. The library assistant also does instructional read alouds and maintains the library to encourage a love of books.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00851S	Library Asst –	0.18000	\$5,422.86	\$7,443.30	0085-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To support all students, to include unduplicated English Language Learner, Foster Youth, and Low income students with library access to culturally relevant materials.
Strategy/Activity 9 - Special Education Student Inclusion									
*Students to be served by this Strategy/Activity									
All students with disabilities as well as typical students will benefit socially and emotionally with the integrated model.									

*Strategy/Activity - Description
<p>Increase in students with special need in inclusive settings Adding in school wide time for inclusivity of all students with special needs to increase sense of community and encourage growth in communication.</p>
*Additional Supports for this Strategy/Activity
District financial support in funding the appropriate number of special education staff to support this Inclusive model.
Strategy/Activity 10 - Social Emotional and Relevant Cultural Academic Resources
*Students to be served by this Strategy/Activity
All African American students and all other students.
*Strategy/Activity - Description
We are focused on celebrating, supporting, and engaging our black youth by sharing many social emotional and academic resources with them and their peers.
*Additional Supports for this Strategy/Activity
Dewey has a military Family Life Counselor, School Counselor, Library Assistant, and Guidance Assistant to assist with the success of our black youth. District has supported this goal in providing relevant books.

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).

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

***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).

I will host parent meetings and principal coffees this year on campus. Due to COVID closure we did not have families on campus.

***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 hope to implement a Connections Coffee this year to be hosted monthly in our Padres/ USO room - Connections Corner now that in person meetings can resume.

*Identified Need					
Increase parent and community participation at the school.					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	As per the California Schools parent Survey (CSPS), a response of strongly agree or agree to the statements regarding parent involvement," School actively seeks the input of parents before making important decisions", "school allows input and welcomes parents' contributions", and "School encourages me to be an active partner with the school in educating my child."	85%	95%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	60% of the Parents on SSC will attend at least 6 of the meetings.	80%	90%	Committee Attendance
Strategy/Activity 1 - School Site Council Participation					
*Families to be served by this Strategy/Activity					
All families will benefit from being represented on School Site Council by being able to share their input with fellow parents to be brought back to the SSC meetings.					

***Strategy/Activity - Description**

School Site Council Representation

The parents elected to School Site Council will be speaking and voting on behalf of their constituents by attending monthly meetings throughout the school year.

Strategy/Activity 2 - Parent Handbook and Frequent Electronic Communications

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

All families because this platform allows for translation to all languages spoken here at Dewey.

***Strategy/Activity - Description**

Parent Handbook and other communications

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

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

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
	Software License				0085-30103-00-5841-2495-1110-01000-0000	Title I Parent Involvement	[no data]	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District Ref Id : N0085DA	Software purchase (S'more) for weekly principal updates to create and nurture the home school relationship.

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

Purchase of S'More on line communication tool

Strategy/Activity 3 - Family Support Offerings/ Coffee and Connections

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

All families

***Strategy/Activity - Description**

Coffee and Connections

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

***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
N008594	Inservice supplies		\$627.98	\$627.98	0085-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments such as coffee, pastries, bagels for Coffee and Connections meetings to encourage parents to connect with the school and be educated on relevant parent topics.

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

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

Strategy/Activity 4 - Parent Educational Offerings

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

All families who choose to participate

***Strategy/Activity - Description**

We will offer relevant parent educational offerings like Active Parenting Now and other helpful sessions.

Dewey Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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
N00859Y	Other Nonclsrn PARAS Hrly		\$535.00	\$733.02	0085-30103-00-2955-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Child care cost hourly so parents can engage fully in the curriculum and educational experience.
N0085D9	Interprogram Svcs/Paper		\$200.00	\$200.00	0085-30103-00-5733-2495-1110-01000-0000	Title I Parent Involvement	[no data]		supplemental paper cost to curriculum for parent workshops

APPENDICES

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

APPENDIX A**BUDGET SUMMARY**

Dewey Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 76,060
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)	\$ 143,240

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)	\$ 36,359
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 36,359

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)	\$ 30,821
[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): \$ 30,821

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 143,240

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Dewey Elementary	09800 LCFF Intervention Support	Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	0.18	\$5,422.86
Dewey Elementary			3000 Benefits		0	\$2,020.44
Dewey Elementary		Library Asst Total			0.18	\$7,443.30
Dewey Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$2,516.00
Dewey Elementary			1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	0	\$13,956.00
Dewey Elementary			2955 Other Nonclsm PARAS Hrly	Other Nonclsm PARAS Hrly	0	\$400.00
Dewey Elementary			3000 Benefits		0	\$4,070.03
Dewey Elementary			4301 Supplies	Supplies	0	\$2,435.67
Dewey Elementary		(blank) Total			0	\$23,377.70
Dewey Elementary	09800 LCFF Intervention Support Total				0.18	\$30,821.00
Dewey Elementary	30100 Title I Basic Program	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.287	\$9,891.46
Dewey Elementary			3000 Benefits		0	\$11,166.88
Dewey Elementary		Guidance Asst Total			0.287	\$21,058.34
Dewey Elementary		(blank)	1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	0	\$42,281.00
Dewey Elementary			3000 Benefits		0	\$10,067.11
Dewey Elementary			4301 Supplies	Supplies	0	\$943.55
Dewey Elementary		(blank) Total			0	\$53,291.66
Dewey Elementary	30100 Title I Basic Program Total				0.287	\$74,350.00
Dewey Elementary	30103 Title I Parent Involvement	(blank)	2955 Other Nonclsm PARAS Hrly	Other Nonclsm PARAS Hrly	0	\$535.00
Dewey Elementary			3000 Benefits		0	\$198.02
Dewey Elementary			4304 Inservice supplies	Inservice supplies	0	\$627.98
Dewey Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$200.00
Dewey Elementary			5841 Software License	Software License	0	\$149.00
Dewey Elementary		(blank) Total			0	\$1,710.00
Dewey Elementary	30103 Title I Parent Involvement Total				0	\$1,710.00
Dewey Elementary	30106 Title I Supplmnt Prog Imprvmt	Guidance Asst	2404 Guidance/Attendance Asst	Guidance/Attendance Asst	0.2755	\$9,495.11
Dewey Elementary			3000 Benefits		0	\$10,719.43
Dewey Elementary		Guidance Asst Total			0.2755	\$20,214.54
Dewey Elementary		(blank)	1170 Prof&Curriclm DevHrlyClsrmTchr	Prof&Curriclm DevHrlyClsrmTchr	0	\$438.00
Dewey Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$12,000.00
Dewey Elementary			3000 Benefits		0	\$2,961.49
Dewey Elementary			4301 Supplies	Supplies	0	\$744.97
Dewey Elementary		(blank) Total			0	\$16,144.46
Dewey Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0.2755	\$36,359.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Dewey Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-23

2.0 With approval from the local governing board, Dewey Elementary School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) This school policy complies with (ESSA Section 1116[b][1]) and is distributed annually in the parent handbook and weekly bulletin in Spanish and English, posted in Spanish and English on the parent communication board , and reviewed and revised annually at the first SSC meeting.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Dewey Elementary school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) To involve parents in the Title I, Part A programs, the following opportunities for collaboration have been established: Monthly SSC meetings, Annual Title I meeting, Monthly SGT meetings, ELAC meetings, Connections Coffees, and Monday Morning Assemblies.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20

U.S.C. § 6318[c][2]) The importance of communication between teachers and parents on an ongoing basis is achieved through (ESSA sections 1116[d][2][A-D]):

- (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- (B) frequent reports to parents on their children's progress;
- (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- (D) ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]) The following opportunities for collaboration have been established: Monthly SSC meetings, Annual Title I meeting, Monthly SGT meetings, ELAC meetings, Connections Coffees, and Monday Morning Assemblies.

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

We review data throughout the school year at the School Site Council meeting to ensure Title I funds are resulting in raising student achievement for struggling learners.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

Dewey implements a Guaranteed Viable Curriculum by using the state adopted math and ELA curriculum, as well as Benchmark for English Language Development instruction.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

We will hold various parent education events both on site and through the Point Loma Cluster. We will be offering Connections Coffee on Monday mornings as well as holding monthly School Site Council meetings and School Governance Team meetings.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5]) We will do this by sharing parent comments in the appropriate manner required as per district procedure.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic

achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

We will do this by holding parent teacher conferences focused on the above topics, including individual student achievement progress.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

We will do this by accessing district resources as well as resources from our Military Family Life Counselor to offer parent education opportunities. We also will coordinate with the Point Loma Cluster Schools Foundation to offer cluster wide parent educational opportunities.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

We will do this by including the ways to leverage parent partnerships to increase student achievement in professional developments, bulletins, and staff meetings.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

We will coordinate with the Point Loma Cluster Schools Foundation to offer cluster wide parent educational opportunities. We will do this by accessing district resources as well as resources from our Military Family Life Counselor

to offer parent education opportunities to take place in our Connections Corner.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

We do this by publishing a multilingual Weekly Principal's Update to all families using the S'more platform.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

We have a bilingual clerk (Spanish), a bilingual Guidance Assistant (Vietnamese), and a Military Family Life Counselor to assist families if they need help.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Dewey Elementary School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

We will provide information in English and Spanish as that is the dominant languages of our school.

APPENDIX C

SCHOOL PARENT COMPACT



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

Title I School-Parent Compact 2022-23
Dewey Elementary School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part 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 requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as 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. (20 U.S.C. § 6318[d][1])

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

- *Endeavor to motivate my students to learn.*
- *Have high expectations and help every child to develop a love of learning.*
- *Communicate regularly with families about student progress.*
- *Provide a warm, safe and caring learning environment.*
- *Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6)*
- *Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.*
- *Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.*
- *Respect the school, students, staff, and families*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

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. (20 U.S.C. § 6318[d][2][A])

Our teachers send home progress reports on a weekly/ monthly basis, if necessary . Please discuss your individual expectations with your child’s teacher.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

Our teachers are available to parents by class dojo, email, or phone to discuss student progress whenever the need arises. You may contact your child’s teacher at any time during the school year to set up a conference. In addition for the 2022-23 school year, we have scheduled Parent-Teacher Conferences for November 2022 and March 2023.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

We encourage volunteering both in and out of classrooms. Our teachers have an “open door” policy when it comes to parent involvement. If you want to volunteer in your child’s classroom, please arrange the times with your child’s teacher. In addition, please come to the office and fill out a volunteer application. Please ensure that you sign in at the office when you come to volunteer. This serves two purposes, we need to know who is on campus at all times for security reasons and we keep a count of volunteer hours for our end-of-the-year volunteer appreciation awards.

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. (20 U.S.C. § 6318[d][2][D])

Our teachers are available to parents by class dojo, email, or phone to discuss student progress whenever the need arises.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- 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
Dewey
All Grades Combined

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	90	57.8	97	63.9	99	63.6	100	56.0	108	48.1	-9.7	-7.9	92	63.0	98	71.4	99	63.6	100	60.0	109	44.0	-19.0	-16.0
Female	38	68.4	40	72.5	37	67.6	43	58.1	54	42.6	-25.8	-15.5	39	61.5	41	75.6	37	62.2	43	55.8	55	34.5	-27.0	-21.3
Male	52	50.0	57	57.9	62	61.3	57	54.4	54	53.7	3.7	-0.7	53	64.2	57	68.4	62	64.5	57	63.2	54	53.7	-10.5	-9.5
African American	15	40.0	22	63.6	20	70.0	16	62.5	26	46.2	6.2	-16.3	15	53.3	22	77.3	20	75.0	16	62.5	26	34.6	-18.7	-27.9
Asian	1	-	3	-	3	-	4	-	2	-	-	-	1	-	4	-	3	-	4	-	3	-	-	-
Filipino	5	-	3	-	4	-	4	-	3	-	-	-	5	-	3	-	4	-	4	-	3	-	-	-
Hispanic	39	51.3	37	67.6	39	61.5	43	53.5	46	47.8	-3.5	-5.7	40	55.0	37	75.7	39	61.5	43	60.5	46	50.0	-5.0	-10.5
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	1	-	1	-	1	-	1	-	-	-	3	-	1	-	1	-	1	-	1	-	-	-
White	17	82.4	17	76.5	19	63.2	21	42.9	21	57.1	-25.3	14.2	17	88.2	17	76.5	19	68.4	21	57.1	21	42.9	-45.3	-14.2
Multiracial	10	60.0	14	50.0	13	69.2	11	72.7	9	-	-	-	11	54.5	14	57.1	13	53.8	11	54.5	9	-	-	-
English Learner	14	14.3	10	0.0	16	12.5	15	26.7	14	28.6	14.3	1.9	16	37.5	11	27.3	16	31.3	15	40.0	15	40.0	2.5	0.0
English-Speaking	76	65.8	87	71.3	83	73.5	85	61.2	94	51.1	-14.7	-10.1	76	68.4	87	77.0	83	69.9	85	63.5	94	44.7	-23.7	-18.8
Reclassified†	5	-	6	-	10	80.0	7	-	2	-	-	-	5	-	6	-	10	70.0	7	-	2	-	-	-
Initially Eng. Speaking	71	63.4	81	70.4	73	72.6	78	60.3	92	50.0	-13.4	-10.3	71	66.2	81	75.3	73	69.9	78	62.8	92	43.5	-22.7	-19.3
Econ. Disadv.*	64	53.1	57	57.9	61	55.7	69	50.7	70	42.9	-10.2	-7.8	65	56.9	58	70.7	61	59.0	69	58.0	71	42.3	-14.6	-15.7
Non-Econ. Disadv.	26	69.2	40	72.5	38	76.3	31	67.7	38	57.9	-11.3	-9.8	27	77.8	40	72.5	38	71.1	31	64.5	38	47.4	-30.4	-17.1
Gifted	18	88.9	15	86.7	3	-	9	-	1	-	-	-	18	94.4	15	93.3	3	-	9	-	1	-	-	-
Not Gifted	72	50.0	82	59.8	96	62.5	91	53.8	107	47.7	-2.3	-6.1	74	55.4	83	67.5	96	62.5	91	56.0	108	43.5	-11.9	-12.5
With Disabilities	9	-	12	8.3	13	23.1	14	7.1	22	36.4	-	29.3	9	-	12	16.7	13	38.5	14	14.3	22	31.8	-	17.5
WO Disabilities	81	63.0	85	71.8	86	69.8	86	64.0	86	51.2	-11.8	-12.8	83	67.5	86	79.1	86	67.4	86	67.4	87	47.1	-20.4	-20.3
Homeless	0	-	2	-	0	-	4	-	7	-	-	-	1	-	2	-	0	-	4	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	69	60.9	76	67.1	73	68.5	73	60.3	86	48.8	-12.1	-11.5	71	66.2	76	75.0	73	65.8	73	67.1	32	43.8	-22.4	-23.3

* 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.



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	53	54.7	50	70.0	58	62.1	0	-	54	53.7	-1.0	-	54	59.3	51	74.5	58	65.5	48	47.9	54	51.9	-7.4	4.0
Female	17	58.8	25	84.0	21	61.9	0	-	17	41.2	-17.6	-	17	47.1	26	84.6	21	57.1	23	43.5	17	29.4	-17.7	-14.1
Male	36	52.8	25	56.0	37	62.2	0	-	37	59.5	6.7	-	37	64.9	25	64.0	37	70.3	25	52.0	37	62.2	-2.7	10.2
African American	8	-	15	73.3	11	63.6	0	-	13	53.8	-	-	8	-	15	80.0	11	63.6	7	-	13	38.5	-	-
Asian	0	-	2	-	1	-	0	-	0	-	-	-	0	-	3	-	1	-	3	-	0	-	-	-
Filipino	3	-	2	-	2	-	0	-	1	-	-	-	3	-	2	-	2	-	0	-	1	-	-	-
Hispanic	22	54.5	16	81.3	22	54.5	0	-	20	60.0	5.5	-	22	59.1	16	81.3	22	63.6	22	50.0	20	65.0	5.9	15.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	0	-	1	-	-	-
White	12	75.0	8	-	16	68.8	0	-	14	50.0	-25.0	-	12	83.3	8	-	16	75.0	9	-	14	50.0	-33.3	-
Multiracial	7	-	7	-	5	-	0	-	5	-	-	-	8	-	7	-	5	-	7	-	5	-	-	-
English Learner	6	-	4	-	6	-	0	-	7	-	-	-	7	-	5	-	6	-	9	-	7	-	-	-
English-Speaking	47	59.6	46	76.1	52	67.3	0	-	47	57.4	-2.2	-	47	63.8	46	78.3	52	69.2	39	48.7	47	48.9	-14.9	0.2
Reclassified†	0	-	3	-	6	-	0	-	1	-	-	-	0	-	3	-	6	-	1	-	1	-	-	-
Initially Eng. Speaking	47	59.6	43	74.4	46	67.4	0	-	46	56.5	-3.1	-	47	63.8	43	76.7	46	69.6	38	47.4	46	47.8	-16.0	0.4
Econ. Disadv.*	39	51.3	25	64.0	37	51.4	0	-	38	52.6	1.3	-	39	51.3	26	73.1	37	62.2	33	51.5	38	52.6	1.3	1.1
Non-Econ. Disadv.	14	64.3	25	76.0	21	81.0	0	-	16	56.3	-8.0	-	15	80.0	25	76.0	21	71.4	15	40.0	16	50.0	-30.0	10.0
Gifted	12	83.3	6	-	2	-	0	-	1	-	-	-	12	91.7	6	-	2	-	3	-	1	-	-	-
Not Gifted	41	46.3	44	68.2	56	60.7	0	-	54	53.7	7.4	-	42	50.0	45	73.3	56	64.3	45	44.4	54	51.9	1.9	7.5
With Disabilities	9	-	7	-	7	-	0	-	13	46.2	-	-	5	-	7	-	7	-	10	10.0	13	46.2	-	36.2
WO Disabilities	48	60.4	43	81.4	51	68.6	0	-	41	56.1	-4.3	-	49	63.3	44	86.4	51	68.6	38	57.9	41	53.7	-9.6	-4.2
Homeless	0	-	2	-	0	-	0	-	2	-	-	-	1	-	2	-	0	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	42	57.1	41	73.2	43	67.4	0	-	44	52.3	-4.8	-	43	62.8	41	80.5	43	67.4	36	52.8	15	53.3	-9.5	0.5

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

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



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	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	37	62.2	47	57.4	41	65.9	0	-	54	42.6	-19.6	-	38	68.4	47	68.1	41	61.0	52	71.2	55	36.4	-32.0	-34.8
Female	21	76.2	15	53.3	16	75.0	0	-	37	43.2	-33.0	-	22	72.7	15	60.0	16	68.8	20	70.0	38	36.8	-35.9	-33.2
Male	16	43.8	32	59.4	25	60.0	0	-	17	41.2	-2.6	-	16	62.5	32	71.9	25	56.0	32	71.9	17	35.3	-27.2	-36.6
African American	7	-	7	-	9	-	0	-	13	38.5	-	-	7	-	7	-	9	-	9	-	13	30.8	-	-
Asian	1	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	1	-	3	-	-	-
Filipino	2	-	1	-	2	-	0	-	2	-	-	-	2	-	1	-	2	-	4	-	2	-	-	-
Hispanic	17	47.1	21	57.1	17	70.6	0	-	26	38.5	-8.6	-	18	50.0	21	71.4	17	58.8	21	71.4	26	38.5	-11.5	-32.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	1	-	0	-	-	-
White	5	-	9	-	3	-	0	-	7	-	-	-	5	-	9	-	3	-	12	75.0	7	-	-	-
Multiracial	3	-	7	-	8	-	0	-	4	-	-	-	3	-	7	-	8	-	4	-	4	-	-	-
English Learner	8	-	6	-	10	10.0	0	-	7	-	-	-	9	-	6	-	10	30.0	6	-	8	-	-	-
English-Speaking	29	75.9	41	65.9	31	83.9	0	-	47	44.7	-31.2	-	29	75.9	41	75.6	31	71.0	46	76.1	47	40.4	-35.5	-35.7
Reclassified†	5	-	3	-	4	-	0	-	1	-	-	-	5	-	3	-	4	-	6	-	1	-	-	-
Initially Eng. Speaking	24	70.8	38	65.8	27	81.5	0	-	46	43.5	-27.3	-	24	70.8	38	73.7	27	70.4	40	77.5	46	39.1	-31.7	-38.4
Econ. Disadv.*	25	56.0	32	53.1	24	62.5	0	-	32	31.3	-24.7	-	26	65.4	32	68.8	24	54.2	36	63.9	33	30.3	-35.1	-33.6
Non-Econ. Disadv.	12	75.0	15	66.7	17	70.6	0	-	22	59.1	-15.9	-	12	75.0	15	66.7	17	70.6	16	87.5	22	45.5	-29.5	-42.0
Gifted	6	-	9	-	1	-	0	-	1	-	-	-	6	-	9	-	1	-	6	-	1	-	-	-
Not Gifted	31	54.8	38	50.0	40	65.0	0	-	53	41.5	-13.3	-	32	62.5	38	60.5	40	60.0	46	67.4	54	35.2	-27.3	-32.2
With Disabilities	4	-	5	-	6	-	0	-	9	-	-	-	4	-	5	-	6	-	4	-	9	-	-	-
WO Disabilities	33	66.7	42	61.9	35	71.4	0	-	45	46.7	-20.0	-	34	73.5	42	71.4	35	65.7	48	75.0	46	41.3	-32.2	-33.7
Homeless	0	-	2	-	0	-	0	-	5	-	-	-	0	-	2	-	0	-	2	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	27	66.7	35	60.0	30	70.0	0	-	42	45.2	-21.5	-	28	71.4	35	68.6	30	63.3	37	81.1	17	35.3	-36.1	-45.8

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

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: DEWEY ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Guidance Assistant

***Strategy/Activity - Description**

Guidance Assistant

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

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

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.

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Guidance Asst -	0.25275	\$17,512.24	30100-2404	Guidance Assistant will help students adjust emotionally to being back in school. The GA also helps to track and follow up with attendance for the school as well as chronic absenteeism.	Effective – GA assisted students with social adjustment due to returning to in person school. She also helped students after transitioning back from long absences due to Covid illness.	Attendance was hit hard due to Covid so our attendance percentage was much lower than expected.	Guidance Asst. will work closely with counselor and Family Services Asst. to be proactive in increasing attendance.
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Inclusion of ALL students with disabilities

***Strategy/Activity - Description**

Inclusion of ALL students with disabilities

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

***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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Other Nonclsr PARAS Hrly		\$798.54	30103-2955	To provide extra pay to paraprofessionals who take part in professional development to integrate students with special needs into the classroom instructional environment.	Paraprofessionals did attend PD to help students with literacy strategies to help increase student achievement for students with special needs	Students with special needs, as well as all other students, did not perform well on the ELA CAASPP	During PLCs we need to determine specific strategies for each student that paras can be trained on so they can effectively target each student's learning needs; can only do this if staffed appropriately.
Parent Handbook and other communications							
*Strategy/Activity - Description							
Parent Handbook and other communications							
The parent handbook and various other communications keep parents informed of safety procedures and issues as they pertain to our school keeping a safe, collaborative, and inclusive culture							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and	What is not working (ineffective indicators) and why? Include qualitative (Survey,	Modifications based on qualitative and quantitative data.

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Duplicating		\$100.00	30103-5721	Costs associated with printing the parent handbook to ensure all families are engaged and informed of school policies.	Effective- weekly communication goes out	Readership approximately 450 per week out of 320 students	continue

Goal 2 - English Language Arts

PLC , planning and collaboration time

*Strategy/Activity - Description

Professional Learning Community Planning Days

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

*Proposed Expenditures for this Strategy/Activity

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	What is not working	Modifications based on
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Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teacher pay for PLCs so teachers can focus on instruction and monitoring ELLs in a continuous cycle of improvement.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no PLC time.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no PLC time.	Continue to support
Double dose reading support							
*Strategy/Activity - Description							
<p>Double Dose Reading Groups K-4th grade students who are struggling with reading will receive pull out reading support from retired reading specialists during the school day, as well as their classroom teacher (double dose). We have funded this in the past with results that show growth in reading levels. We also use this as an RTI strategy to help determine if more supports are necessary.</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p>							

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Retired Clsrm Teacher Hrly	--	--	30106-1189	Retired reading specialist teachers to provide double dose reading intervention groups for struggling grade readers.	This is an effective strategy- 99 K-4 th grade students were served with double dose guided reading throughout the school year. They identified 5 students who needed to be assessed and 75% moved up at least 2 levels	It is working	Continue to support
Retired Clsrm Teacher Hrly	--	--	30100-1189	Retired reading specialist teachers to provide double	This is an effective strategy- 99 K-4 th grade students	It is working	Continue to support

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>dose reading intervention groups for struggling grade readers.</p>	<p>were served with double doe guided reading throughout the school year. They identified 5 students who needed to be assessed and 75% moved up at least 2 levels</p>		
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Supplemental Classroom Supplies and duplicating

***Strategy/Activity - Description**

Classroom Supplies

Purchasing classroom supplies to support instruction.

***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	Modifications based on qualitative and quantitative data.

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$1,000.00	30106-4301	Supplemental classroom supplies such as folders, pencils, writing journals, copy paper, instructional supplemental workbooks, and classroom magazine subscriptions to enhance state adopted materials.	Effective- students use supplemental supplies to support the Guaranteed Viable Curriculum that teachers are teaching.	Working	Continue to support

Paraprofessional Professional Development

***Strategy/Activity - Description**

Paraprofessional Training

Dewey paraprofessionals will participate in paid professional development opportunities.

***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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other Nonclsr PARAS Hrly	--	--	30103-2955	Hourly pay for paraprofessionals to participate in literacy acceleration professional development after their work hours to support struggling students.	Paraprofessionals did attend PD to help students with literacy strategies to help increase student achievement for students with special needs	Students with special needs, as well as all other students, did not perform well on the ELA CAASPP	During PLCs we need to determine specific strategies for each student that paras can be trained on so they can effectively target each student's learning needs; can only do this if staffed appropriately.

Teacher Professional Development

***Strategy/Activity - Description**

Professional Development

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

***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,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Funding for visiting teacher so teachers can participate in professional development around research based literacy strategies.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	Continue to support

Goal 3 - Mathematics

PLCs and Planning Days

*Strategy/Activity - Description

Professional Learning Community Planning Days

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

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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	--	--	30106-1192	Visiting teacher pay for PLCs so teachers can focus on instruction and monitoring ELLs in a continuous cycle of improvement.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	Continue to support

Teacher Professional Development

***Strategy/Activity - Description**

Professional Development

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

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***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	--	--	30106-1192	Visiting teacher funding to support teachers to take part in professional learning in math.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	Continue to support

Supplemental School Supplies

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

*Strategy/Activity - Description							
Supplemental classroom supplies such as folders, pencils, writing journals, copy paper, instructional supplemental workbooks, and classroom magazine subscriptions to enhance state adopted materials.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
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.
Supplies		\$928.00	30100-4301	Supplemental classroom supplies such as folders, pencils, writing journals, copy paper, instructional supplemental workbooks, and	Effective- students use supplemental supplies to support the Guaranteed Viable Curriculum that teachers are teaching.	Working	Continue to support

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				classroom magazine subscriptions to enhance state adopted materials.			
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Goal 4- Supporting English Learners

PLC and Planning days

*Strategy/Activity - Description

Professional Learning Community Planning Days

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

*Proposed Expenditures for this Strategy/Activity

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	Modifications based on qualitative and quantitative data.

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teacher pay for PLCs so teachers can focus on instruction and monitoring ELLs in a continuous cycle of improvement. Teachers will also participate in professional development in support of English Language Learner students.	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	monitoring results, etc.).	Historically, we have used this strategy and this been effective. This year we were unable to get substitute teachers to cover the classroom teachers. This resulted in no additional PD time.	Continue to support
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Double Dose Reading groups

***Strategy/Activity - Description**

Double Dose Reading Groups

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

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

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,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.
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Dewey Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Retired Clsrm Teacher Hrly		\$45,007.83	30100-1189	Funding to pay for retired teacher reading specialists to provide double dose reading intervention for struggling ELL readers.	We used this as part of our MTSS process. 99 students participated in Double Dose Reading and 80% improved at least 3 levels. Some were identified for special education assessment and qualified.	It is effective	Continue to support

Goal 5 - Supporting Students with Disabilities

Professional Development for Teachers and Paraprofessionals

***Strategy/Activity - Description**

Professional Development specifically on inclusion

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

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

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.
Other Nonclsrn PARAS Hrly	--	--	30103-2955	Hourly pay for paraprofessionals to participate in literacy acceleration professional			

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				development after their work hours to support struggling students.			
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Goal 7 - Family Engagement

Parent Handbook and Frequent Communications

***Strategy/Activity - Description**

Parent Handbook and other communications

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

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

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.

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Postage Expense		\$300.00	30103-5920	Postage costs associated with sending vital documents and important communication to parents.			
Interprogram Svcs/Duplicating	--	--	30103-5721	Duplication costs associated with parent handbook to engage and inform all parents of Dewey's policies.			

Family Support Offerings/ Connections and Coffee

***Strategy/Activity - Description**

Connections and Coffee

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

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

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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Inservice supplies		\$335.00	30103-4304	To support parent and family engagement and education by providing parenting resources and light refreshments during parent education events.			

Goal 8- Graduation/Promotion Rate

Double Dose Reading Groups

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

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	What is not working (ineffective indicators) and	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Retired Clsrm Teacher Hrly		\$19,255.86	30106-1189	Retired reading specialist teachers to provide double dose reading intervention groups for struggling 3rd grade readers.			

Goal 6 - Supporting Black Youth

Social Emotional and Relevant Cultural Academic Resources

*Strategy/Activity - Description

We are focused on celebrating, supporting, and engaging our black youth by sharing many social emotional and academic resources with them and their peers.

*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.

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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.
Guidance Asst -	--	--	30100-2404	Our Guidance Assistant assists with social adjustment, positive mental health, and attendance for our black youth.			
Culturally Relevant Professional Development for all staff							
*Strategy/Activity - Description							
All staff will participate in Restorative Justice and other social justice professional development opportunities to ensure that we are continuous learners about how to support black youth and all other marginalized groups.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							

Dewey Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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		\$14,399.96	30106-1192	Visiting teacher pay to support culturally relevant professional learning for our teachers through professional development or professional learning communities.			

What are my leadership strategies in service of the goals?

SCHOOL NAME: DEWEY ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Guidance Assistant

***Strategy/Activity - Description**

Guidance Assistant

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

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

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.

Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Guidance Asst -	0.30975	\$21,461.58	09800-2404	Guidance Assistant will help students adjust emotionally to being back in school. The GA also helps to track and follow up with attendance for the school as well as chronic absenteeism.	Effective – GA assisted students with social adjustment due to returning to in person school. She also helped students after transitioning back from long absences due to Covid illness.	Attendance was hit hard due to Covid so our attendance percentage was much lower than expected.	Guidance Asst. will work closely with counselor and Family Services Asst. to be proactive in increasing attendance.
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Inclusion of ALL students with disabilities

***Strategy/Activity - Description**

Inclusion of ALL students with disabilities

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

***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,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Classroom PARAS Hrly		\$665.45	09800-2151	to provide extra pay to paraprofessionals who take part in professional development to integrate students with special needs into the classroom instructional environment.	Paraprofessionals did attend PD to help students with literacy strategies to help increase student achievement for students with special needs	Students with special needs, as well as all other students, did not perform well on the ELA CAASPP	During PLCs we need to determine specific strategies for each student that paras can be trained on so they can effectively target each student's learning needs; can only do this if staffed appropriately.
Digital Parent and Staff Communication Tool							
*Strategy/Activity - Description							
S'More is a digital tool that is used weekly to inform and engage families so that they can take advantage of all our school has to offer.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.

Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License		\$150.00	09800-5841	software license for S'more to be used weekly to inform and engage parents and staff in the positive environment at Dewey.	Effective- weekly communication goes out	Readership approximately 450 per week out f 320 students	continue

Goal 2 - English Language Arts

Software License Raz-Kids

*Strategy/Activity - Description

Software License

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

*Proposed Expenditures for this Strategy/Activity

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,	What is not working (ineffective indicators) and why? Include	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software License	--	--	09800-5841	supplemental reading program to use for all students, especially struggling students to increase reading proficiency such as Raz-Kids-Learning A-Z	Effective; Students use this program Our reading levels for F&P went up	working	continue

Supplemental Classroom Supplies and duplicating

***Strategy/Activity - Description**

Classroom Supplies

Purchasing classroom supplies to support instruction.

***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	What is not working	Modifications based on
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Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Interprogram Svcs/Duplicating		\$250.00	09800-5721	supplemental costs for district printing to support our re-written ELA and STEAM units	Effective- students use supplemental supplies to support the Guaranteed Viable Curriculum that teachers are teaching.	Working	Continue to support
ELPAC testing							
*Strategy/Activity - Description							
ELPAC testing							
Initial and Summative ELPAC testing to ensure monitoring and growth of all English Language Learners.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include	What is not working (ineffective)	Modifications based on

Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	qualitative and quantitative data.
Other Nonclsrn PARAS Hrly	--	--	09800-2955	Paraprofessional pay to test 3rd grade ELL students on the ELPAC.	Effective- helps us track progress for our English Language Learners	Its working	none

Library Access

***Strategy/Activity - Description**

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

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

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,	What is not working (ineffective indicators) and why? Include qualitative	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	(Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Library Asst -	--	--	09800-2231	Our library assistant plays an active role in supporting our black youth by doing weekly read alouds to all of our kids with a focus on cultural celebration. She also assists black youth in finding culturally relevant reading material for them.	Effective- our Black Youth are engaged and doing well academically at ELA and Math	It is working	Continue to support

Goal 4- Supporting English Learners							
ELPAC Assessment							
*Strategy/Activity - Description							
<p>ELPAC Testing to monitor achievement of ELL students</p>							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
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.
Other Nonclsrms PARAS Hrly	--	--	09800-2955	para hourly to fund ELPAC testing for our English Language Learners .	Effective- helps us track progress for our English Language Learners	Its working – we reclassified 80% of those eligible	Continue to support

Goal 7 - Family Engagement

Parent Handbook and Frequent Communications

***Strategy/Activity - Description**

Parent Handbook and other communications

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

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

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.
Software License	--	--	09800-5841	S'more is a digital communication tool we use to communicate and engage parents in multiple	It is working – 450 people readership weekly	It is working	Continue to support

Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					languages on a weekly basis.		
Goal 8- Graduation/Promotion Rate							
Software Purchase Raz Kids							
*Strategy/Activity - Description							
Software License							
Learning A-Z was purchased for all students to use as a supplemental support to increase academic achievement in reading fluency, comprehension, and decoding.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
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.
Software License		\$3,976.00	09800-5841	supplemental reading program	Effective;	It is working	Continue to support

Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				to use for all students, especially struggling students to increase reading proficiency such as Raz-Kids-Learning A-Z	Students use this program Our reading levels for Fast went up		
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Supplemental classroom materials and supplies

***Strategy/Activity - Description**

Classroom Supplies
Purchasing classroom supplies to support instruction.

***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	Modifications based on qualitative and quantitative data.

Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$2,225.00	09800-4301	Supplemental classroom supplies such as folders, pencils, writing journals, copy paper, instructional supplemental workbooks, and classroom magazine subscriptions to enhance state adopted materials.	Effective- students use supplemental supplies to support the Guaranteed Viable Curriculum that teachers are teaching.	It is working	Continue to support

ELPAC Testing

***Strategy/Activity - Description**

ELPAC testing

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

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

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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other Nonclsrms PARAS Hrly	--	--	09800-2955	Paraprofessional pay to test 3rd grade ELL students on the ELPAC.	Effective- helps us track progress for our English Language Learners	It is working- we reclassified 80% of those eligible	Continue supporting

Goal 6 - Supporting Black Youth

Social Emotional and Relevant Cultural Academic Resources

*Strategy/Activity - Description

We are focused on celebrating, supporting, and engaging our black youth by sharing many social emotional and academic resources with them and their peers.

*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	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and	Modifications based on qualitative and quantitative data.
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Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					(curriculum assessments, pre/post test, progress monitoring results, etc.).	minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Library Asst -	0.05000	\$1,934.68	09800-2231	Our library assistant plays an active role in supporting our black youth by doing weekly read alouds to all of our kids with a focus on cultural celebration. She also assist black youth in finding culturally relevant reading material for them.	Effective- our Black Youth are engaged and doing well academically at ELA and Math	It is working	Continue to support
Guidance Asst -	--	--	09800-2404	Our Guidance Assistant assists with social adjustment, positive mental health, and attendance for our black youth.	Effective- our African American students do well academically and socially and are engaged in school community	It is working	Continue to support

Culturally Relevant Professional Development for all staff

***Strategy/Activity - Description**

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

Dewey Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

***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.
Other Nonclsrn PARAS Hrly		\$3,992.70	09800-2955	hourly pay to support culturally relevant professional learning for our paraprofessionals.	Not able to implement due to covid, lack of subs, and no coverage for sped staffing	Not working	Re-think this money and re-allocate

What are my leadership strategies in service of the goals?