# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT DINGEMAN ELEMENTARY SCHOOL

## 2022-23

37-68338-6112726
CDS Code

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

**Principal:** Pedrotti, Dusty
**Contact Person:** Pedrotti, Dusty
**Position:** Principal
**Telephone Number:** 858-549-4437
**Address:** 11840 Scripps Creek Dr, Dingeman Elementary, San Diego, CA, 92131-3701
**E-mail Address:** dpedrotti@sandi.net

**The following items are included:**
☒ Recommendations and Assurances
☒ Data Reports
☒ 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: **Dingeman Elementary** PHONE: **619.605.4100** FAX: _____

SITE CONTACT PERSON: **Linnea Miller** E-MAIL ADDRESS: **lcaldera@sandi.net**

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

☐ Title I Schoolwide Programs (SWP)     ☐ CSI School     ☐ ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☑ English Learner Advisory Committee (ELAC)                Date of presentation: **9/26/22**

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

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

☐ Site Governance Team (SGT)                              Date of presentation: _____

☐ 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: **10/5/2022**

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

**Dusty Pedrotti**
Type/Print Name of School Principal

**Kimberly Ferguson-Walter**
Type/Print Name of SSC Chairperson

**Sun Hee Lee**
Type/Print Name of ELAC Representative

**Monika Hazel**
Type/Print Name of Area Superintendent

_____ **9/27/22**
Signature of School Principal / Date

_____ **10/3/22**
Signature of SSC Chairperson / Date

_____ **9/27/22**
Signature of ELAC Representative / Date

_____ **11/1/22**
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

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## SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

### PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements for a non-Title I school.

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

### PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

*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

At Dingeman Elementary, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-22, stakeholders were involved in the 2022-23 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SSC, SGT, FFC, ELAC, Principal Coffee Chats, as well as staff meetings held throughout the year.

School wide Principal Coffee Chat was held over the summer before the first week of school, as well as UTK. Kindergarten Orientation and Back to School Night for the 2022-23 school year.

January 13th, 2022- Staff met to analyze data and provided budget recommendations.
February 10th, 2022 - SSC /SGT met to discuss the evaluation and assessment survey.
February 10th, 2022 - SSC/ SGT reviewed and approved the 2022-23 budget.
June 15th, 2022 - SSC /SGT Review/Approval School Parent Compact and Parent and Family Engagement Policy.
September 16th, 2022 - SSC/SGT parent officers were elected.
September 16th, 2022- SSC/SGT staff officers elected.
September 21, 2022- SSC/SGT reviewed data in preparation for 2022-23 SPSA.
September 26th, 2022 - ELAC reviewed and approved 2022-23 SPSA.
September 28th, 2022 - Staff reviewed data and draft SPSA in preparation for 2022-23 SPSA.
October 5th, 2022 - SSC/SGT Approved 2022-23 SPSA.

**RESOURCE INEQUITIES**

Dingeman's root cause analysis involved examining data from state and district data: DEMI Math, FAST Reading, CORE SEL, ELPAC, CAASPP, California Dashboard, California Healthy Kids Survey, Hoonuit, California Parent Survey and a review of the 2021-22 SPSA. We also examined site data from Fountas and Pinnell reading levels and attendance data including chronic absenteeism.

The 2018-19 3rd-5th grade students met or exceeded grade level standards at 84% in ELA and 94% in math. Due to the COVID-19 pandemic there was no CAASPP state testing for the 2019-20 and 2020-21 school year. Testing resumed in the spring of 2021-22 school year. None of the students in this 3rd-5th grade group had taken the CAASPP. Students in 3rd-5th grade met or exceeded grade level standards at 86% in ELA and 89% in math. Over the 2018-19 through the 2021-22 school years, ELA in 3rd-5th grade increased 2%. Over the 2018-19 through the 2021-22 school years, Math in 3rd-5th grade decreased by 5%.

The 2021-22 3rd grade student group met or exceeded grade level standards at 80% in ELA and 88% in math. The 2021-22 4th grade student group met or exceeded grade level standards at 88% in ELA and 88% in math. The 2021-22 5th grade student group met or exceeded grade level standards at 91% in ELA and 89% in math.

In 2021-22, 53% of students with disabilities met or exceeded standards in ELA and 59% in Math. 29% of English language learners met or exceeded standards in ELA and 40% in math. Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our students with disabilities and English language learners.

**TK-2nd Grade Fountas and Pinnell Reading Assessments**
Our 2021-22 end of year F&P (formally DRA) data assessments for grade TK-2nd show that 88% of our students are reading at or above grade level. Our 2020-21 end of year DRA data assessments for grades TK-2nd show that 84% of our students are reading at or above grade level. This is an increase of 4% from the 2020-21 to 2021-22 school year.

**2nd-5th FAST Reading Assessments**
Our 2021-22 FAST reading assessment shows that 93% of students in grades 2-5 were proficient in reading at the end of the 2021-22 school year. According to the 2020-2021 FAST reading assessments showed that 91% of students in grades 2-5 were proficient in reading at the end of the 2020-21 school year. This is an increase of 2% from the 2020-21 to 2021-22 school year.

## Subgroups

**Black Youth**
While examining our Black Youth we saw growth over the year in the areas of Ela and math. We are not sharing baseline percentages because the value reflects only a few students and is not a valid representation on the CAASPP, FAST and F&P.

**Students with Disabilities**
While examining our Students with Disabilities 53% of students met or exceeded standards in ELA and 59% in Math. 60% of our students with disabilities in grades TK-2nd grade are reading at or above grade level.

**English Learners**
While examining our English language learners 29% of students met or exceeded standards in ELA and 40% in Math. 51% of our English language learners in grades TK-2nd grade are reading at or above grade level.

As a result of this data analysis, there are inequities in the areas of both ELA and Math with regards to our English language learners and our students with disabilities. Resources last year were primarily focused on supporting the development of collaborative PLCs and establishing a culture of data use through multiple measures as well as understanding how to create learning partnerships with specific students. This plan addresses the inequities by focusing on professional development in the areas of building core instructional practices, implementation of coaching cycles in both ELA and Math. Administration and staff will monitor student achievement within these sub groups through focused walk-throughs, grade level PLCs, whole staff professional development and our RTI process. Additionally, a group of teachers will be participating in the E3 and focus on specific goals for supporting all students, including these subgroups, by supporting student progress towards meeting the standards and improving student achievement. The plan provides resources, specifically for these students.

## SCHOOL SITE COUNCIL MEMBERSHIP

| Member Name | Role |
|---|---|
| Viswa Mohanty | Parent |
| Shubham Mehta | Parent |
| Christine Daleo | Classroom Teacher |
| Joe Marsella | Other School Representative |
| Adrienne Asdal | Classroom Teacher |
| Dusty Pedrotti | Principal |
| Christina Liu | Parent |
| Karthika Arunachalam | Parent |
| Kimberly Ferguson-Walter | Parent |
| Kathy Leichty | Classroom Teacher |

# 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).

We set goals in the 2021-22 school year to decrease chronic absenteeism, increase attendance and an improved sense of belonging as measured on CA Healthy Kids Survey based on CA Dashboard data. Ongoing pandemic conditions presented challenges to implementation and adversely affected student and staff attendance along with chronic absenteeism rates.  Despite best efforts an analysis of attendance data show student chronic absenteeism rates increased from 4.3% school wide in 2019 on the CA Dashboard to 15% school wide in 2022 as reported by Hoonuit.

Although we did not have CA Dashboard data for 2021-2022 we used district Hoonuit attendance data and CORE SEL survey data to determine that there was a need to continue to focus on providing a safe, collaborative and inclusive school culture and decreasing chronic absenteeism.  We plan to do this by focusing on overall attendance, chronic absenteeism, social emotional needs of students and providing opportunities to collaborate with families.

### *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).

Although students returned to in-person learning for the entire 2021-22 school year, the district's mandated health and safety protocols continued to negatively affect student attendance.

The residual effects of the ongoing pandemic along with continually changing and stringent guidelines, often caused strained relationships among student, parent and school staff. In addition, chronic absenteeism adversely affected students' ability to develop positive peer and school relationships.

**\*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.

While COVID pandemic conditions are still present, the health and safety guidelines are less restrictive and should therefore increase student enrollment and attendance.

In addition, we now have a Family Services Assistant, who will work alongside our counselor and attendance team to assist in supporting students and families with attendance issues.

In the fall of 2021 we intensified our commitment to Social Emotional Learning by adopting the Leader in Me program and carving out time every week for all classes to have a Social Emotional Learning lesson. We will continue this work in the 2022-23 school year.

**\*Identified Need**

We looked at our chronic absenteeism (students with more than 20 attendance days of absence codes per year, not including contracts and major illnesses) and determined that there was 15%, or 87 students, in the school who fall into this category. This includes 33% of students with individualized education plans, 11% English language learners and 29% black youth.

We also looked at our suspension rate for the suspension rate during the 2021-22 school year. We had a total of 0% suspensions. We are going to keep a goal of 0% suspensions.

Lastly, we looked at improving a sense of belonging as measured on the 2021-22 Healthy Kids Survey.86% of 5th grade students felt a sense of belonging when completing the survey.

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

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|
| June 2023 | 5th | Improved sense of belonging as measured on CA Healthy Kids Survey | 86% | 90% | Other (Describe in Objective) | Annual |
| June 2023 | UTK-5th | Increase Attendance | 96% | 98% | Attendance | Annual |
| June 2023 | UTK-5th | Decrease percentage of chronically absent as noted in Hoonuit | 15% | 4% | Chronic Absenteeism | Annual |
| June 2023 | UTK-5th | Maintain Current Suspension Rate | 0% | 0% | Suspension | Annual |

| \*Annual Measurable Outcomes (Closing the Equity Gap) | | | | | | | |
|---|---|---|---|---|---|---|---|
| **By Date** | **Grade** | **Student Group** | **Objective** | **Baseline Percentage** | **Target Percentage** | **Measure of Success** | **Frequency** |
| June 2023 | UTK-5th | English Learner | Decrease percentage of chronically absent as noted on Hoonuit | 11% | 5% | Chronic Absenteeism | Annually |
| June 2023 | UTK-5th | Students with Disabilities | Decrease percentage of chronically absent as noted on Hoonuit | 33% | 5% | Chronic Absenteeism | Annually |
| June 2023 | UTK-5th | Black or African American | Decrease percentage of chronically absent as noted on Hoonuit | value reflects only a few students and is not a valid representation | 5% | Chronic Absenteeism | Annually |
| June 2023 | UTK-5th | Socioeconomically Disadvantaged | Decrease percentage of chronically absent as noted on Hoonuit | \*baseline | 5% | Chronic Absenteeism | Annually |
| June 2023 | UTK-5th | English Learner | Maintain percentage of suspensions as noted on Hoonuit | 0% | 0% | Suspension | Annually |
| June 2023 | UTK-5th | Black or African American | Maintain percentage of suspensions as noted on Hoonuit | value reflects only a few students and is not a valid representation | 0% | Suspension | Annually |
| June 2023 | UTK-5th | Students with Disabilities | Decrease percentage of suspensions as noted on Hoonuit. | 0% | 0% | Suspension | Annually |

| June 2023 | UTK-5th | Socioeconomically Disadvantaged | Decrease percentage of suspensions as noted on Hoonuit. | *baseline | 0% | Suspension | Annually |
|---|---|---|---|---|---|---|---|

## Supporting Black Youth - Additional Goals

✓  1. Dingeman's Site Equity Team 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 Dingeman 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. Dingeman'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, Dingeman 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. Dingeman 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. Dingeman's Site Equity Team 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. Dingeman 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. Dingeman 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 No Place for Hate

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

All students at Dingeman will benefit from being a No Place for Hate school. The implementation of No Place for Hate will help in creating a school that is welcoming and inclusive for all staff, students and families.

## *Strategy/Activity - Description

No Place for Hate® is one of ADL's signature education initiatives. ADL is a leading anti-hate organization.

**What is No Place for Hate®?**
No Place for Hate® is an organizing framework for K-12 schools committed to creating sustainable change that leads to improved school climate. Participating schools are able to incorporate ADL's anti-bias and anti-bullying resources with their existing programming to form one powerful message that all students have a place to belong. Over 1,800 schools across the country participate in No Place for Hate® annually.

**What is the goal of No Place for Hate®?**

The goal of No Place for Hate® is to inspire a national movement led by students and educators who are committed to using the power of positive peer influence to build inclusive and safe schools in which all students can thrive.

**No Place for Hate®at Dingeman**

At the beginning of the year all the students at Dingeman sign the No Place for Hate pledge, promising to be part of a friendly and inclusive community. We will have three activities throughout the year beginning with "Start with Hello" week in September and including another activity in both January and March.  In May the entire school will be invited to participate in the No Place for Hate walk in San Diego.

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

**\*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 |
|---|---|---|---|---|---|---|---|---|---|
| N00866V | Supplies | | $9,827.00 | $9,827.00 | 0086-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Supplies for the three No Place Events throughout the 2022-23 school year (i.e. Start with Hello stickers, books for classroom lessons, etc.). |

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

Our No Place for Hate® and Social Emotional Learning committee will lead this strategy with teacher leaders and student groups.  All classroom teachers will ensure that their classes participates in each of the events.

## Strategy/Activity 2 Counselor Support

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, our Black Youth, as well as our socioeconomically disadvantaged students.

**\*Strategy/Activity - Description**

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

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

- Individuals and small groups, as well as other responsive supports for students based on identified needs.
- Classroom lessons (evidence based such as Second Step) focused on socio-emotional needs, bullying, tolerance, and emotional regulation.

- Hold 504/SST meetings.
- Attendance data review with school clerk and meets with students/parents to promote positive school attendance.
- Problem solving peer conflicts through a positive and productive process.
- Supports through students and their families through conferencing, communication and connecting to community resources.

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

- Continue positive parent communication.
- Use school messenger, SRCA newsletter, and Principal Coffee Chat and stakeholder meetings to highlight positive happenings at school to promote our safe, collaborative and inclusive culture.

## Strategy/Activity 3 - Leader in Me

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, our Black Youth, as well as our socioeconomically disadvantaged students.

**\*Strategy/Activity - Description**

All students and staff will benefit from participating in the Leader in Me program.  The goal of this program focuses on create school wide language for the 7 habits of healthy kids.  It also uses 5 core paradigms:
- Everyone a leader
- Everyone has genius
- Change starts with me
- Educators empower students to lead their own learning
- Develop the whole person

**\*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 |
|---|---|---|---|---|---|---|---|---|---|
| | Supplies | | | | 0086-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District \| Ref Id : N00866V | Supplies for the yearlong LiM plan (i.e. monthly assemblies books for classroom lessons, etc.). |

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

To meet the needs of the Dingeman community, our teacher leaders will meet with the Leader in Me coach throughout the 2022-23 school year. Teacher leaders will share this information with grade level teachers and plan for implementation.

## Strategy/Activity 4 - Home School Connections

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, our Black Youth, as well as our socioeconomically disadvantaged students.

**\*Strategy/Activity - Description**

Support staff and certificated teachers will:
- Review attendance data and implement a plan to decrease chronic absenteeism rate (SARB, parent connection, school/home communication).
- Plan parent workshops for families based on community needs.
- Actively communicate through School Messenger, email and social media.
- Postage stamps will be purchased to support school/home communication using mailers, postcards and important documents to families.
- In-service supplies will be purchased to encourage families to attend parent meetings in person when health and safety guidelines allow.

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

School wide events that promote school community and connection between home and school will also be coordinated with FFC.
- Back to School Night
- Family Movie Night
- Fall Boo Bash
- Dingeman School Spirit Gear Sales
- Holiday Events
- Spring Jog-a-thon
- Book Fair
- Family Art Nights
- Family Science Nights
- Spring Open House
- Monthly Tiger Rally

## 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).

In order to meet ELA/Math/ELD goals, during the 2021-2022 school year we have implemented a Cycle of Professional Learning to strengthen teaching in all academic areas. Teachers work in grade level Professional Learning Communities for approximately 6 half days a year.  The purpose of the Professional Learning Communities is to analyze achievement and identify areas of need. We then design lessons and assessments aligned to the CCSS. During our PLCs we set aside time to discuss our struggling students.  We determine which interventions to use and plan intervention cycles. In addition, we analyze data to determine which students are not making expected progress. We have a thorough RTI process which has been in place since 2019.

In order to support our ELA goals we planned the following:
-Student instructional reading levels (Fountas and Pinnel) were collected monthly and used to monitor student progress.  This provided a means to determine if students were making adequate progress in reading (with the assumption the data being collected was valid). It also allowed our teams to discuss the areas of need and next steps, including implementing our Student Study Team process.
-Benchmark Advance provided all students' access to standards based curriculum.
-3-5th Grade teachers implemented FAST aReading Screener Assessment three times a year and the online Achieve 3000 monthly reading assessments to collect data and pinpoint student needs as well as monitor student reading progress.
-UTK- 2nd grade teachers implemented the F&P Reading Assessment three times across the year. This F&P assessment helped us determine how our students progressed over the course of the school year.

In addition to our monthly PLC meetings we also have monthly professional development once a month. This professional development is planned by our Instructional Leadership Team to make sure that it is meeting the needs of all students and teachers.
Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards is similar to data in the 2018-19 school year. The overall percentage of students meeting or exceeding standards in ELA in the 2021-22 school year increased by 2% to 86%.
Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards is similar to data in the 2018-19 school year. The overall percentage of students meeting or exceeding standards in Math in the 2021-22 school year decreased 2% to 88%.

### *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).

Although students returned to in-person learning for the entire 2021-22 school year, the district's mandated health and safety protocols continued to negatively affect student attendance.

The residual effects of the ongoing pandemic along with continually changing and stringent guidelines, often caused students and staff to miss multiple days of school due to illness or COVID-19 exposure. Although students were able to receive limited live instruction and were provided school work at home, missing school days had a negative impact.

In addition, without a maximum day requirement for travel contracts, many families traveled both in and out of the country for longer than 14 days. Students missing school for this period of time had a negative impact.

Due to the increase in staff absenteeism during the 2021-22 school year and the shortage of visiting teachers our PLCs were sometimes less frequent during the 2021-2022 school year than in previous years.

**\*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.

Due to a shortage of visiting teachers our PLCs were sometimes less frequent during the 2021-2022 school year than in previous years. We hope to get back to a regular PLC schedule this year.  We will use FAST data, as well as CAASPP data to monitor students.

**\*Identified Need - English Language Arts**

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards is similar to data in the 2018-19 school year. The overall percentage of students meeting or exceeding standards in ELA in the 2021-22 school year increased by 2% to 86%.

To support students who did not meet standards we will focus on further development of formative assessments during professional development, as well as supporting student self-assessment and goal setting. There will also be a particular focus on understanding the conceptual understanding our students currently have, supporting their development and incorporating meta cognitive strategies to deepen understanding. During professional learning we will focus on curriculum, instruction and assessments that are aligned with grade level standards.

**\*Goal 2 - English Language Arts**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3-5 | Increase % meeting ELA standard | 86% | 95% | CAASPP ELA | Annual |
| June 2023 | 3-5 | Increase % Meeting ELA FAST Standard | 91% | 95% | FAST aReading | Three Time a Year |
| June 2023 | Tk-2 | F&P At/Above Grade Level | 88% | 95% | Fountas and Pinnel | Three Time a Year |

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

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|---|
| June 2023 | 3-5 | English Learner | Improve Performance | 29% | 50% | CAASPP ELA | Annual |
| June 2023 | 3-5 | Students with Disabilities | Improve Performance | 53% | 75% | CAASPP ELA | Annual |
| June 2023 | 3-5 | Black or African American | Improve Performance | value reflects only a few students and is not a valid representation | 100% | CAASPP ELA | Three Times a Year |
| June 2023 | K-2 | English Learner | Meeting Standard | 60% | 85% | Fountas and Pinnel | Three Times a Year |
| June 2023 | K-2 | Students with Disabilities | Meeting Standard | 56% | 85% | Fountas and Pinnel | Three Times a Year |
| June 2023 | K-2 | Black or African American | Improve Performance | value reflects only a few students and is not a valid representation | 85% | Fountas and Pinnel | Three Times a Year |

**\*Identified Need - Math**

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards is similar to data in the 2018-19 school year. The overall percentage of students meeting or exceeding standards in Math in the 2021-22 school year decreased 2% to 88%.

To support students who did not meet standards we will focus on further development of formative assessments during professional development, as well as supporting student self-assessment and goal setting. There will also be a particular focus on understanding the conceptual understanding our students currently have, supporting their development and incorporating meta cognitive strategies to deepen understanding. During professional learning we will focus on curriculum, instruction and assessments that are aligned with grade level standards

**\*Goal 3 - Mathematics**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---|---|---|---|---|---|---|
| June 2023 | 3-5 | Improve Performance | 88% | 95% | CAASPP Math | Annual |

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

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3-5 | English Learner | Improve Performance | 40% | 60% | CAASPP Math | Annual |
| June 2023 | 3-5 | Students with Disabilities | Improve Performance | 59% | 79% | CAASPP Math | Annual |
| June 2023 | 3-5 | Black or African American | Improve Performance | value reflects only a few students and is not a valid representation | 85% | CAASPP Math | Annual |

## *Identified Need - English Learners

While examining our SBAC data for our English language learners 29% of students met or exceeded standards in ELA and 40% in Math. 51% of our English language learners in grades TK-2nd grade are reading at or above grade level. In addition, 93% of English language learners eligible for reclassification were reclassified during the 2021-22 school year. Although this is a high percentage of our ELL's, we would like to see 100% of students eligible for reclassification be reclassified. Lastly, 60% of our English learners progressed one proficiency level.

During the 2022-23 school year we will take a close look at all English language learners at each grade level PLC. We will see what is working, and what supports need to be put in place (i.e. additional dELD & iELD).

## *Goal 4 - English Learners

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | TK-5 | English Learner | Increase number of students that RFEP | 93% | 100% | Reclassification Rates | annually |
| June 2023 | TK-5 | English Learner | Increase one proficiency level | 60% | 90% | Summative ELPAC | annually |

## *Identified Need - Graduation/Promotion Rate

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

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

**\*Goal 5- Graduation/Promotion Rate**

| By Date | Grade | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3-5 | Improved ELA Performance | 86% | 95% | CAASPP ELA | Annual |
| June 2023 | 3-5 | Improved Math Performance | 88% | 95% | CAASPP Math | Annual |

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

| By Date | Grade | Student Group | Objective | Baseline Percentage | Target Percentage | Measure of Success | Frequency |
|---------|-------|---------------|-----------|---------------------|-------------------|--------------------|-----------|
| June 2023 | 3-5 | English Learner | Improve Performance to At/Above Grade Level | 29% | 49% | CAASPP ELA | Annually |
| June 2023 | 3-5 | Students with Disabilities | Improve Performance to At/Above Grade Level | 53% | 73% | CAASPP ELA | Annually |
| June 2023 | 3-5 | Black or African American | Improve Performance to At/Above Grade Level | value reflects only a few students and is not a valid representation | 100% | CAASPP ELA | Annually |
| June 2023 | 3-5 | English Learner | Improve Performance At/Above to Grade Level | 40% | 60% | CAASPP Math | Annually |
| June 2023 | 3-5 | Students with Disabilities | Improve Performance At/Above Grade Level | 59% | 79% | CAASPP Math | Annually |
| June 2023 | 3-5 | Black or African American | Improve Performance At/Above Grade Level | value reflects only a few students and is not a valid representation | 85% | CAASPP Math | Annually |

## Strategy/Activity 1 Professional Learning Communities

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

All students will benefit from the increased effectiveness of teacher practice brought about through PLCs. Also, all struggling students will benefit from the data monitoring taking place during PLCs.

Our school has a highly developed and effective RTI system for monitoring the progress of our struggling students and documenting effective interventions for each underachieving student. Time is set aside during each PLC to discuss student achievement, monitor progress and collaborate on effective interventions.

**\*Strategy/Activity - Description**

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

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

**\*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 |
|---|---|---|---|---|---|---|---|---|---|
| N0086AX | Non Clsrm Tchr Hrly | | $6,000.00 | $7,428.60 | 0086-09800-00-1957-3160-4760-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | | Additional staffing to meet UTK 12:1 ratio, visiting teachers when VAPA teachers are out. |

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

The school is spending about $40,000 a year in PLC release time. This is not categorical money.

# Strategy/Activity 2 Staff Professional Development

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, our Black Youth, as well as our socioeconomically disadvantaged students.

**\*Strategy/Activity - Description**

School wide Professional Learning will include:
- Restorative Justice Practices
- A focus on professional learning communities and the work we do to improve student outcome.
- Developing a sense of belonging and purpose through school wide events and experiences across grade levels.
- Inclusive teaching practices for engagement, access and opportunity.
- Formative assessment strategies for providing students with multiple ways to show what they know and are able to do in relation to the standards.

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

Program Manager are invited to support/participate as available. Non classroom hourly funds will be used to pay part-time classified staff to participate in monthly professional development.

# Strategy/Activity 3 EL RTI Support

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

All English language learners.

**\*Strategy/Activity - Description**

We have scheduled a certificated teacher to administer the ELPAC initial and summative assessments. In addition, all students will be reviewed for progress and potential reclassification candidates. Certificated teacher will also work in small group with English 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 |
|---|---|---|---|---|---|---|---|---|---|
| | Non Clsrm Tchr Hrly | | | | 0086-09800-00-1957-3160-4760-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All \| Ref Id : N0086AX | Visiting teacher support for ELPAC and small group RTI. |

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

Certificated teacher to administer initial and summative ELPAC, as well as RTI support.

## Strategy/Activity 4 - Instructional Materials

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

This will serve all students at Dingeman Elementary, specifically our subgroups of English learners, students with disabilities, our Black Youth, as well as our socioeconomically disadvantaged students.

**\*Strategy/Activity - Description**

Review and purchase support materials for iELD and dELD, as well as materials for RTI support.

**\*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 |
|---|---|---|---|---|---|---|---|---|---|
| | Supplies | | | | 0086-09800-00-4301-1000-1110-01000-0000 | LCFF Intervention Support | English Learners, Foster Youth, Low-Income | LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District \| Ref Id : N00866V | dELD and iELD instructional materials, guided reading library books, materials for RTI groups, intervention programs (REWARDS) |

## 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).

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

In 2019 only 21% of parents STRONGLY agreed that the school actively seeks input of parents before making decisions and according to our 2022 parent survey we increased this metric significantly to 83%.

### *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).

All activities above were successfully implemented.

### *Changes

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

No changes will be made to the processes of parent involvement; although, the specific activities change from year to year.

| *Identified Need |
|---|
| For a very active and involved community, we have relatively low numbers of parents who attend decision-making meetings. Traditionally, our SSC and SGT meetings only attract the parents who are elected.  We rarely have more than a couple parent guests.  We have had a struggle attracting parents to the ELAC meeting. Our monthly FFC foundation meeting usually only has about 10 parents in attendance and most of those are on the FFC Board.  In the spring of 2020 we transitioned the FFC meeting to be via zoom.  When the meetings were held online we were able to attract more parents. |
| In 2019, only 21% of parents STRONGLY AGREE that the school actively seeks input when making decisions. In all other related areas, we had a much higher percentage of STRONGLY AGREE. In 2022 the percentage significantly increased to 83% however this will continue to be a priority for continued improvement. |
| It is important that parents understand and know that their opinions are valued and a part of the school's decision making process. |

**\*Goal 6- Family Engagement**

| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
|---|---|---|---|---|---|
| June 2023 | Other (Describe in Objective) | Increase the % of parents who think that the school actively seeks the input of parents before making big decisions Agree or STRONGLY AGREE | 83% | 90% | CAL - SCHLS (CSPS) |

**\*Annual Measurable Outcomes**

| By Date | Participants | Objective | Baseline Percentage | Target Percentage | Measure of Success |
|---|---|---|---|---|---|
| June 2023 | SSC | Increase attendance for members | 8/10 | 10/10 | Meeting Attendance |
| June 2023 | ELAC | Increase number of parents in attendance | 4 parents | 15 parents | Meeting Attendance |
| June 2023 | Foundation | Increase number of parents in attendance at meetings | 15 parents | 25 parents | Meeting Attendance |
| June 2023 | Other (Describe in Objective) | Increase attendance at Back to School Night in PK-5th grade. | *baseline | 95% | Meeting Attendance |
| June 2023 | Other (Describe in Objective) | Increase attendance at 1st trimester parent/teacher conferences in PK-5th grade. | *baseline | 95% | Meeting Attendance |

## Strategy/Activity 1 - Communication

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

All families at Dingeman will benefit from increased parent communication.

**\*Strategy/Activity - Description**

Improve parent communication in order to get more parents participation at meetings. For a very active and involved community, we have relatively low numbers of parents who attend decision-making meetings. Traditionally, our SSC and SGT meetings only attract the parents who are elected. We rarely have more than a couple parent guests. We have had a struggle attracting parents to the ELAC meeting. Our monthly FFC foundation meeting usually only has about 10 parents in attendance and most of those are on the FFC Board. In the spring of 2020 we transitioned the FFC meeting to be via zoom. When the meeting is held online we are able to attract more parents. Moving forward we are going to continue to hold many parent meetings online.

In order to increase participation we will improve communication by:
1. Announcing the meetings and school initiatives on our school website and FFC communications.
2. Use School messenger to remind parents of upcoming meetings.
3. Advertise important meetings on the marquee.
4. Use School Messenger to remind parents of upcoming meetings.
5. Continue hosting a virtual Principal Coffee Chat every other month.
6. Hold meetings in a virtual format, such as Zoom, whenever possible.

# APPENDICES

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

# APPENDIX A

# BUDGET SUMMARY

# Dingeman Elementary Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application (30100, 30103) | $ 0 |
| Total Federal Funds Provided to the School from the LEA for CSI (31820) | $ 0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820) | $ 17,256 |

## Other Federal, State, and Local Funds

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

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

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

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

| State or Local Programs | Allocation ($) |
|---|---|
| LCFF Intervention (09800) | $ 17,256 |
| [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): $ 17,256

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 17,256

| School | Resource Description | Job Code Title | Account Description2 | Account Description | FTE | Budgeted Amount |
|---|---|---|---|---|---|---|
| Dingeman Elementary | 09800 LCFF Intervention Support | (blank) | 1957 Non Clsrm Tchr Hrly | Non Clsrm Tchr Hrly | 0 | $6,000.00 |
| Dingeman Elementary | | | 3000 Benefits | | 0 | $1,428.60 |
| Dingeman Elementary | | | 4301 Supplies | Supplies | 0 | $9,827.00 |
| Dingeman Elementary | | (blank) Total | | | 0 | $17,255.60 |
| Dingeman Elementary | 09800 LCFF Intervention Support Total | | | | 0 | $17,255.60 |

# APPENDIX B

# PARENT & FAMILY ENGAGEMENT POLICY

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

*Dingeman Elementary*

**Parent and Family Engagement Policy 2022-23**

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

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

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

To involve parents the following practices have been established:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

> - Back to School Nights
> - Parent/Teacher Conferences
> - School Messenger System
> - School Website

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

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

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

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

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

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

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

> - Teacher representatives at FFC meetings
> - Facilities rentals or usage
> - Communication of messages to parents through School Messenger

| ● Ongoing communication and collaboration with the principal |
| --- |

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

This policy was adopted by Dingeman Elementary on June 15, 2022 and will be in effect for the period of 2022-23 school year.

The school will distribute the policy to all parents of students on, or before: September 10, 2022.

**APPENDIX C**

**SCHOOL PARENT COMPACT**

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

**School-Parent Compact 2022-23**

**Dingeman Elementary**

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

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

Dingeman Elementary School Faculty will:

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

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

* The Dingeman Spirit (mission philosophy): Dingeman Elementary recognized that parents, teachers, and community members function as genuine partners in the education of all children. A variety of programs encourage collaboration in the development of each and every child at the highest expectations for all children. A variety of programs encourage collaboration for the educational development of every child at Dingeman Elementary. A variety of programs encourage collaboration in developing the highest expectations for the educational development of every child at Dingeman Elementary.  We respect diversity, and promote the development of each child as a lifelong learner and a global citizen. Students are challenged to strive for excellence in a supportive, nurturing and interactive environment.

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

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

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

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

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

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

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

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

        2. Frequent reports to parents on their children's progress.

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

*Individual parent/teacher meetings (upon request)

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

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

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

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

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

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

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

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

**Provide parents opportunities to volunteer and participate in their students' classes and to observe classroom activities, as follows (following COVID health and safety guidelines):**

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

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

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

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

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.

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

This policy was adopted by Dingeman Elementary on June 15, 2022 and will be in effect for the period of 2022-23 school year.

The school will distribute the policy to all parents of students on, or before: September 10, 2022.

# 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
## Dingeman
## 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 | 439 | 86.1 | 442 | 87.1 | 396 | 86.9 | 367 | 83.9 | 322 | 86.3 | 0.2 | 2.4 | 438 | 85.4 | 443 | 89.6 | 397 | 88.9 | 367 | 90.2 | 323 | 88.2 | 2.8 | -2.0 |
| Female | 231 | 87.4 | 230 | 92.2 | 203 | 89.2 | 176 | 91.5 | 154 | 88.3 | 0.9 | -3.2 | 230 | 84.8 | 230 | 88.3 | 204 | 89.7 | 176 | 89.2 | 155 | 86.5 | 1.7 | -2.7 |
| Male | 208 | 84.6 | 212 | 81.6 | 193 | 84.5 | 191 | 77.0 | 168 | 84.5 | -0.1 | 7.5 | 208 | 86.1 | 213 | 91.1 | 193 | 88.1 | 191 | 91.1 | 168 | 89.9 | 3.8 | -1.2 |
| African American | 5 | - | 1 | - | 2 | - | 0 | - | 2 | - | - | - | 5 | - | 1 | - | 2 | - | 0 | - | 2 | - | - | - |
| Asian | 148 | 95.3 | 176 | 93.2 | 164 | 93.9 | 199 | 86.9 | 190 | 87.4 | -7.9 | 0.5 | 147 | 94.6 | 178 | 97.2 | 165 | 97.0 | 199 | 94.5 | 191 | 89.5 | -5.1 | -5.0 |
| Filipino | 20 | 95.0 | 20 | 85.0 | 18 | 72.2 | 18 | 88.9 | 18 | 100.0 | 5.0 | 11.1 | 20 | 80.0 | 20 | 85.0 | 18 | 77.8 | 18 | 94.4 | 18 | 88.9 | 8.9 | -5.5 |
| Hispanic | 34 | 79.4 | 33 | 84.8 | 25 | 84.0 | 17 | 82.4 | 15 | 86.7 | 7.3 | 4.3 | 34 | 70.6 | 33 | 87.9 | 25 | 88.0 | 17 | 88.2 | 15 | 80.0 | 9.4 | -8.2 |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 154 | 81.8 | 135 | 80.7 | 116 | 79.3 | 97 | 79.4 | 69 | 82.6 | 0.8 | 3.2 | 154 | 80.5 | 134 | 82.8 | 116 | 79.3 | 97 | 81.4 | 69 | 87.0 | 6.5 | 5.6 |
| Multiracial | 62 | 83.9 | 60 | 88.3 | 57 | 89.5 | 36 | 77.8 | 28 | 78.6 | -5.3 | 0.8 | 62 | 91.9 | 60 | 86.7 | 57 | 91.2 | 36 | 88.9 | 28 | 89.3 | -2.6 | 0.4 |
| English Learner | 15 | 40.0 | 11 | 18.2 | 12 | 58.3 | 12 | 25.0 | 14 | 28.6 | -11.4 | 3.6 | 14 | 50.0 | 13 | 38.5 | 13 | 69.2 | 12 | 75.0 | 15 | 40.0 | -10.0 | -35.0 |
| English-Speaking | 424 | 87.7 | 431 | 88.9 | 384 | 87.8 | 355 | 85.9 | 308 | 89.0 | 1.3 | 3.1 | 424 | 86.6 | 430 | 91.2 | 384 | 89.6 | 355 | 90.7 | 308 | 90.6 | 4.0 | -0.1 |
| Reclassified† | 63 | 87.3 | 70 | 91.4 | 56 | 85.7 | 64 | 82.8 | 84 | 92.9 | 5.6 | 10.1 | 63 | 93.7 | 70 | 94.3 | 56 | 92.9 | 64 | 93.8 | 84 | 92.9 | -0.8 | -0.9 |
| Initially Eng. Speaking | 361 | 87.8 | 361 | 88.4 | 328 | 88.1 | 291 | 86.6 | 224 | 87.5 | -0.3 | 0.9 | 361 | 85.3 | 360 | 90.6 | 328 | 89.0 | 291 | 90.0 | 224 | 89.7 | 4.4 | -0.3 |
| Econ. Disadv.* | 40 | 65.0 | 48 | 77.1 | 33 | 81.8 | 23 | 78.3 | 30 | 70.0 | 5.0 | -8.3 | 40 | 70.0 | 48 | 83.3 | 33 | 78.8 | 23 | 82.6 | 30 | 73.3 | 3.3 | -9.3 |
| Non-Econ. Disadv. | 399 | 88.2 | 394 | 88.3 | 363 | 87.3 | 344 | 84.3 | 292 | 88.0 | -0.2 | 3.7 | 398 | 86.9 | 395 | 90.4 | 364 | 89.8 | 344 | 90.7 | 293 | 89.8 | 2.9 | -0.9 |
| Gifted | 286 | 93.0 | 248 | 96.0 | 172 | 98.3 | 184 | 94.6 | 84 | 96.4 | 3.4 | 1.8 | 285 | 94.7 | 247 | 97.2 | 172 | 97.7 | 184 | 99.5 | 84 | 96.4 | 1.7 | -3.1 |
| Not Gifted | 153 | 73.2 | 194 | 75.8 | 224 | 78.1 | 183 | 73.2 | 238 | 82.8 | 9.6 | 9.6 | 153 | 68.0 | 196 | 80.1 | 225 | 82.2 | 183 | 80.9 | 239 | 85.4 | 17.4 | 4.5 |
| With Disabilities | 22 | 40.9 | 29 | 37.9 | 21 | 47.6 | 18 | 27.8 | 27 | 51.9 | 11.0 | 24.1 | 22 | 31.8 | 29 | 37.9 | 21 | 33.3 | 18 | 44.4 | 27 | 63.0 | 31.2 | 18.6 |
| WO Disabilities | 417 | 88.5 | 413 | 90.6 | 375 | 89.1 | 349 | 86.8 | 295 | 89.5 | 1.0 | 2.7 | 416 | 88.2 | 414 | 93.2 | 376 | 92.0 | 349 | 92.6 | 296 | 90.5 | 2.3 | -2.1 |
| Homeless | 0 | - | 3 | - | 1 | - | 1 | - | 2 | - | - | - | 0 | - | 3 | - | 1 | - | 1 | - | 2 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 13 | 92.3 | 15 | 73.3 | 18 | 61.1 | 16 | 75.0 | 13 | 61.5 | -30.8 | -13.5 | 13 | 76.9 | 15 | 73.3 | 18 | 72.2 | 16 | 81.3 | 6 | - | - | - |

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

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

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

| Student Group | English Language Arts | | | | | | | | | | | Chg From | | Mathematics | | | | | | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 153 | 85.0 | 153 | 83.7 | 103 | 87.4 | 0 | - | 102 | 80.4 | | -4.6 | - | 153 | 88.9 | 154 | 90.3 | 104 | 90.4 | 124 | 98.4 | 102 | 88.2 | | -0.7 | -10.2 |
| Female | 89 | 84.3 | 74 | 91.9 | 47 | 89.4 | 0 | - | 55 | 78.2 | | -6.1 | - | 89 | 87.6 | 74 | 90.5 | 48 | 93.8 | 60 | 96.7 | 55 | 81.8 | | -5.8 | -14.9 |
| Male | 64 | 85.9 | 79 | 75.9 | 56 | 85.7 | 0 | - | 47 | 83.0 | | -2.9 | - | 64 | 90.6 | 80 | 90.0 | 56 | 87.5 | 64 | 100.0 | 47 | 95.7 | | 5.1 | -4.3 |
| African American | 2 | - | 0 | - | 1 | - | 0 | - | 2 | - | | - | - | 2 | - | 0 | - | 1 | - | 0 | - | 2 | - | | - | - |
| Asian | 48 | 93.8 | 82 | 91.5 | 41 | 95.1 | 0 | - | 61 | 82.0 | | -11.8 | - | 48 | 97.9 | 83 | 96.4 | 42 | 95.2 | 73 | 100.0 | 61 | 88.5 | | -9.4 | -11.5 |
| Filipino | 9 | - | 3 | - | 6 | - | 0 | - | 4 | - | | - | - | 9 | - | 3 | - | 6 | - | 8 | - | 4 | - | | - | - |
| Hispanic | 13 | 84.6 | 8 | - | 5 | - | 0 | - | 6 | - | | - | - | 13 | 84.6 | 8 | - | 5 | - | 4 | - | 6 | - | | - | - |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - |
| White | 52 | 76.9 | 36 | 75.0 | 30 | 80.0 | 0 | - | 22 | 72.7 | | -4.2 | - | 52 | 86.5 | 36 | 86.1 | 30 | 80.0 | 29 | 96.6 | 22 | 81.8 | | -4.7 | -14.8 |
| Multiracial | 22 | 81.8 | 18 | 83.3 | 17 | 94.1 | 0 | - | 7 | - | | - | - | 22 | 86.4 | 18 | 83.3 | 17 | 94.1 | 10 | 100.0 | 7 | - | | - | - |
| English Learner | 6 | - | 8 | - | 7 | - | 0 | - | 7 | - | | - | - | 6 | - | 9 | - | 8 | - | 2 | - | 7 | - | | - | - |
| English-Speaking | 147 | 85.7 | 145 | 87.6 | 96 | 87.5 | 0 | - | 95 | 84.2 | | -1.5 | - | 147 | 90.5 | 145 | 93.8 | 96 | 90.6 | 122 | 98.4 | 95 | 90.5 | | 0.0 | -7.9 |
| Reclassified† | 19 | 84.2 | 23 | 87.0 | 7 | - | 0 | - | 20 | 90.0 | | 5.8 | - | 19 | 94.7 | 23 | 100.0 | 7 | - | 28 | 100.0 | 20 | 95.0 | | 0.3 | -5.0 |
| Initially Eng. Speaking | 128 | 85.9 | 122 | 87.7 | 89 | 87.6 | 0 | - | 75 | 82.7 | | -3.2 | - | 128 | 89.8 | 122 | 92.6 | 89 | 89.9 | 94 | 97.9 | 75 | 89.3 | | -0.5 | -8.6 |
| Econ. Disadv.* | 13 | 76.9 | 17 | 52.9 | 4 | - | 0 | - | 9 | - | | - | - | 13 | 84.6 | 17 | 76.5 | 4 | - | 5 | - | 9 | - | | - | - |
| Non-Econ. Disadv. | 140 | 85.7 | 136 | 87.5 | 99 | 86.9 | 0 | - | 93 | 81.7 | | -4.0 | - | 140 | 89.3 | 137 | 92.0 | 100 | 90.0 | 119 | 98.3 | 93 | 89.2 | | -0.1 | -9.1 |
| Gifted | 90 | 90.0 | 72 | 97.2 | 40 | 97.5 | 0 | - | 84 | 96.4 | | 6.4 | - | 90 | 95.6 | 72 | 100.0 | 40 | 100.0 | 58 | 100.0 | 84 | 96.4 | | 0.8 | -3.6 |
| Not Gifted | 63 | 77.8 | 81 | 71.6 | 63 | 81.0 | 0 | - | 102 | 80.4 | | 2.6 | - | 63 | 79.4 | 82 | 81.7 | 64 | 84.4 | 66 | 97.0 | 102 | 88.2 | | 8.8 | -8.8 |
| With Disabilities | 3 | - | 12 | 25.0 | 7 | - | 0 | - | 8 | - | | - | - | 3 | - | 12 | 41.7 | 7 | - | 5 | - | 8 | - | | - | - |
| WO Disabilities | 150 | 84.7 | 141 | 88.7 | 96 | 90.6 | 0 | - | 94 | 83.0 | | -1.7 | - | 150 | 89.3 | 142 | 94.4 | 97 | 95.9 | 119 | 98.3 | 94 | 90.4 | | 1.1 | -7.9 |
| Homeless | 0 | - | 2 | - | 1 | - | 0 | - | 2 | - | | - | - | 0 | - | 2 | - | 1 | - | 1 | - | 2 | - | | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | | - | - |
| Military | 5 | - | 7 | - | 5 | - | 0 | - | 4 | - | | - | - | 5 | - | 7 | - | 5 | - | 4 | - | 1 | - | | - | - |

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

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

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

| Student Group | English Language Arts 2016 N | % | 2017 N | % | 2018 N | % | 2019 N | % | 2022 N | % | Chg From 2016 % | 2019 % | Mathematics 2016 N | % | 2017 N | % | 2018 N | % | 2019 N | % | 2022 N | % | Chg From 2016 % | 2019 % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 139 | 82.0 | 151 | 91.4 | 147 | 84.4 | 0 | - | 114 | 87.7 | 5.7 | - | 139 | 82.7 | 151 | 92.7 | 147 | 88.4 | 102 | 89.2 | 115 | 87.8 | 5.1 | -1.4 |
| Female | 68 | 83.8 | 89 | 94.4 | 68 | 88.2 | 0 | - | 48 | 93.8 | 10.0 | - | 68 | 77.9 | 89 | 92.1 | 68 | 89.7 | 47 | 89.4 | 49 | 89.8 | 11.9 | 0.4 |
| Male | 71 | 80.3 | 62 | 87.1 | 79 | 81.0 | 0 | - | 66 | 83.3 | 3.0 | - | 71 | 87.3 | 62 | 93.5 | 79 | 87.3 | 55 | 89.1 | 66 | 86.4 | -0.9 | -2.7 |
| African American | 0 | - | 1 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 1 | - | 0 | - | 0 | - | 0 | - | - | - |
| Asian | 47 | 95.7 | 47 | 95.7 | 76 | 93.4 | 0 | - | 75 | 88.0 | -7.7 | - | 47 | 95.7 | 47 | 100.0 | 76 | 97.4 | 45 | 91.1 | 76 | 89.5 | -6.2 | -1.6 |
| Filipino | 8 | - | 9 | - | 3 | - | 0 | - | 6 | - | - | - | 8 | - | 9 | - | 3 | - | 8 | - | 6 | - | - | - |
| Hispanic | 13 | 84.6 | 12 | 91.7 | 10 | 80.0 | 0 | - | 7 | - | - | - | 13 | 69.2 | 12 | 91.7 | 10 | 70.0 | 7 | - | 7 | - | - | - |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| White | 46 | 76.1 | 53 | 86.8 | 36 | 66.7 | 0 | - | 20 | 85.0 | 8.9 | - | 46 | 73.9 | 53 | 86.8 | 36 | 80.6 | 31 | 83.9 | 20 | 95.0 | 21.1 | 11.1 |
| Multiracial | 20 | 75.0 | 23 | 95.7 | 17 | 88.2 | 0 | - | 6 | - | - | - | 20 | 90.0 | 23 | 91.3 | 17 | 82.4 | 11 | 90.9 | 6 | - | - | - |
| English Learner | 4 | - | 1 | - | 4 | - | 0 | - | 5 | - | - | - | 4 | - | 1 | - | 4 | - | 5 | - | 6 | - | - | - |
| English-Speaking | 135 | 84.4 | 150 | 92.0 | 143 | 86.0 | 0 | - | 109 | 89.9 | 5.5 | - | 135 | 83.7 | 150 | 93.3 | 143 | 89.5 | 97 | 90.7 | 109 | 91.7 | 8.0 | 1.0 |
| Reclassified† | 22 | 81.8 | 23 | 100.0 | 26 | 88.5 | 0 | - | 43 | 95.3 | 13.5 | - | 22 | 95.5 | 23 | 91.3 | 26 | 96.2 | 11 | 90.9 | 43 | 97.7 | 2.2 | 6.8 |
| Initially Eng. Speaking | 113 | 85.0 | 127 | 90.6 | 117 | 85.5 | 0 | - | 66 | 86.4 | 1.4 | - | 113 | 81.4 | 127 | 93.7 | 117 | 88.0 | 86 | 90.7 | 66 | 87.9 | 6.5 | -2.8 |
| Econ. Disadv.* | 15 | 60.0 | 14 | 100.0 | 15 | 66.7 | 0 | - | 11 | 72.7 | 12.7 | - | 15 | 73.3 | 14 | 92.9 | 15 | 60.0 | 8 | - | 11 | 72.7 | -0.6 | - |
| Non-Econ. Disadv. | 124 | 84.7 | 137 | 90.5 | 132 | 86.4 | 0 | - | 103 | 89.3 | 4.6 | - | 124 | 83.9 | 137 | 92.7 | 132 | 91.7 | 94 | 88.3 | 104 | 89.4 | 5.5 | 1.1 |
| Gifted | 81 | 91.4 | 88 | 96.6 | 70 | 98.6 | 0 | - | 47 | 95.7 | 4.3 | - | 81 | 95.1 | 88 | 97.7 | 70 | 98.6 | 42 | 100.0 | 47 | 93.6 | -1.5 | -6.4 |
| Not Gifted | 58 | 69.0 | 63 | 84.1 | 77 | 71.4 | 0 | - | 67 | 82.1 | 13.1 | - | 58 | 65.5 | 63 | 85.7 | 77 | 79.2 | 60 | 81.7 | 68 | 83.8 | 18.3 | 2.1 |
| With Disabilities | 14 | 28.6 | 3 | - | 12 | 41.7 | 0 | - | 12 | 41.7 | 13.1 | - | 14 | 28.6 | 3 | - | 12 | 41.7 | 5 | - | 12 | 58.3 | 29.7 | - |
| WO Disabilities | 125 | 88.0 | 148 | 91.2 | 135 | 88.1 | 0 | - | 102 | 93.1 | 5.1 | - | 125 | 88.8 | 148 | 93.2 | 135 | 92.6 | 97 | 93.8 | 103 | 91.3 | 2.5 | -2.5 |
| Homeless | 0 | - | 3 | - | 1 | - | 0 | - | 1 | - | - | - | 0 | - | 3 | - | 1 | - | 1 | - | 1 | - | - | - |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - |
| Military | 4 | - | 5 | - | 8 | - | 0 | - | 5 | - | - | - | 4 | - | 5 | - | 8 | - | 7 | - | 2 | - | - | - |

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

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

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

| Student Group | English Language Arts | | | | | | | | | | | | | | Chg From | | Mathematics | | | | | | | | | | | | | | Chg From | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 | | | | | 2016 | | 2017 | | 2018 | | 2019 | | 2022 | | 2016 | 2019 | | | | |
| | N | % | N | % | N | % | N | % | N | % | % | % | | | | | N | % | N | % | N | % | N | % | N | % | % | % | | | | |
| Total | 147 | 91.2 | 138 | 86.2 | 146 | 89.0 | 0 | - | 106 | 90.6 | -0.6 | - | | | | | 146 | 84.2 | 138 | 85.5 | 146 | 88.4 | 141 | 83.7 | 106 | 88.7 | 4.5 | 5.0 | | | | |
| Female | 74 | 94.6 | 67 | 89.6 | 88 | 89.8 | 0 | - | 51 | 94.1 | -0.5 | - | | | | | 73 | 87.7 | 67 | 80.6 | 88 | 87.5 | 69 | 82.6 | 51 | 88.2 | 0.5 | 5.6 | | | | |
| Male | 73 | 87.7 | 71 | 83.1 | 58 | 87.9 | 0 | - | 55 | 87.3 | -0.4 | - | | | | | 73 | 80.8 | 71 | 90.1 | 58 | 89.7 | 72 | 84.7 | 55 | 89.1 | 8.3 | 4.4 | | | | |
| African American | 3 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - | | | | | 3 | - | 0 | - | 1 | - | 0 | - | 0 | - | - | - | | | | |
| Asian | 53 | 96.2 | 47 | 93.6 | 47 | 93.6 | 0 | - | 54 | 92.6 | -3.6 | - | | | | | 52 | 90.4 | 48 | 95.8 | 47 | 97.9 | 81 | 91.4 | 54 | 90.7 | 0.3 | -0.7 | | | | |
| Filipino | 3 | - | 8 | - | 9 | - | 0 | - | 8 | - | - | - | | | | | 3 | - | 8 | - | 9 | - | 2 | - | 8 | - | - | - | | | | |
| Hispanic | 8 | - | 13 | 84.6 | 10 | 90.0 | 0 | - | 2 | - | - | - | | | | | 8 | - | 13 | 76.9 | 10 | 100.0 | 6 | - | 2 | - | - | - | | | | |
| Native American | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | |
| Pacific Islander | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | |
| White | 56 | 91.1 | 46 | 78.3 | 50 | 88.0 | 0 | - | 27 | 88.9 | -2.2 | - | | | | | 56 | 80.4 | 45 | 75.6 | 50 | 78.0 | 37 | 67.6 | 27 | 85.2 | 4.8 | 17.6 | | | | |
| Multiracial | 20 | 95.0 | 19 | 84.2 | 23 | 87.0 | 0 | - | 15 | 80.0 | -15.0 | - | | | | | 20 | 100.0 | 19 | 84.2 | 23 | 95.7 | 15 | 80.0 | 15 | 86.7 | -13.3 | 6.7 | | | | |
| English Learner | 5 | - | 2 | - | 1 | - | 0 | - | 2 | - | - | - | | | | | 4 | - | 3 | - | 1 | - | 5 | - | 2 | - | - | - | | | | |
| English-Speaking | 142 | 93.0 | 136 | 86.8 | 145 | 89.7 | 0 | - | 104 | 92.3 | -0.7 | - | | | | | 142 | 85.2 | 135 | 85.9 | 145 | 89.0 | 136 | 83.8 | 104 | 89.4 | 4.2 | 5.6 | | | | |
| Reclassified† | 22 | 95.5 | 24 | 87.5 | 23 | 82.6 | 0 | - | 21 | 90.5 | -5.0 | - | | | | | 22 | 90.9 | 24 | 91.7 | 23 | 87.0 | 25 | 88.0 | 21 | 81.0 | -9.9 | -7.0 | | | | |
| Initially Eng. Speaking | 120 | 92.5 | 112 | 86.6 | 122 | 91.0 | 0 | - | 83 | 92.8 | 0.3 | - | | | | | 120 | 84.2 | 111 | 84.7 | 122 | 89.3 | 111 | 82.9 | 83 | 91.6 | 7.4 | 8.7 | | | | |
| Econ. Disadv.* | 12 | 58.3 | 17 | 82.4 | 14 | 92.9 | 0 | - | 10 | 70.0 | 11.7 | - | | | | | 12 | 50.0 | 17 | 82.4 | 14 | 92.9 | 10 | 60.0 | 10 | 70.0 | 20.0 | 10.0 | | | | |
| Non-Econ. Disadv. | 135 | 94.1 | 121 | 86.8 | 132 | 88.6 | 0 | - | 96 | 92.7 | -1.4 | - | | | | | 134 | 87.3 | 121 | 86.0 | 132 | 87.9 | 131 | 85.5 | 96 | 90.6 | 3.3 | 5.1 | | | | |
| Gifted | 115 | 96.5 | 88 | 94.3 | 62 | 98.4 | 0 | - | 37 | 97.3 | 0.8 | - | | | | | 114 | 93.9 | 87 | 94.3 | 62 | 95.2 | 84 | 98.8 | 37 | 100.0 | 6.1 | 1.2 | | | | |
| Not Gifted | 32 | 71.9 | 50 | 72.0 | 84 | 82.1 | 0 | - | 69 | 87.0 | 15.1 | - | | | | | 32 | 50.0 | 51 | 70.6 | 84 | 83.3 | 57 | 61.4 | 69 | 82.6 | 32.6 | 21.2 | | | | |
| With Disabilities | 5 | - | 14 | 35.7 | 2 | - | 0 | - | 7 | - | - | - | | | | | 5 | - | 14 | 28.6 | 2 | - | 8 | - | 7 | - | - | - | | | | |
| WO Disabilities | 142 | 93.0 | 124 | 91.9 | 144 | 88.9 | 0 | - | 99 | 91.9 | -1.1 | - | | | | | 141 | 86.5 | 124 | 91.9 | 144 | 88.9 | 133 | 86.5 | 99 | 89.9 | 3.4 | 3.4 | | | | |
| Homeless | 0 | - | 1 | - | 1 | - | 0 | - | 1 | - | - | - | | | | | 0 | - | 1 | - | 1 | - | 1 | - | 1 | - | - | - | | | | |
| Foster | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | - | - | | | | |
| Military | 4 | - | 3 | - | 5 | - | 0 | - | 4 | - | - | - | | | | | 4 | - | 3 | - | 5 | - | 5 | - | 3 | - | - | - | | | | |

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

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

# APPENDIX E

# 2021-22 SPSA ASSESSMENT AND EVALUATION

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

| Goal 1 - Safe, Collaborative and Inclusive Culture |
|:---|
| Strategy/Activity 5 - Leader in Me |

**\*Strategy/Activity - Description**

All students and staff will benefit from participating in the Leader in Me program.  The goal of this program focuses on create school wide language for the 7 habits of healthy kids.  It also uses 5 core paradigms:
- Everyone a leader
- Everyone has genius
- Change starts with me
- Educators empower students to lead their own learning
- Develop the whole person

**\*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 | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

**Dingeman Elementary** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

| | | | | | monitoring results, etc.). | progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Prof&Curriclm Dev Vist Tchr | | $2,396.20 | 09800-1192 | professional development for Leader in Me team leads twice throughout the school year. | In the 2021-22 school year Dingeman completed their 1st year of being recognized as a Leader in Me School. Our lighthouse team worked to support grade levels and building the program. | N/A | We will purchase read aloud books to use school wide when we focus on one of the habits a month. |

## Goal 2 - English Language Arts

| Strategy/Activity 1 PLCs |
|---|

**\*Strategy/Activity - Description**

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

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

**\*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. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | progress monitoring results, etc.). | assessments, pre/post test, progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | | $9,584.80 | 09800-1957 | non-classroom hourly will be used for additional plc time to collect and analyze data, as well as lesson planning. | During the 2021-22 school year we had extra RTI supports for students in grades tk-2, as well as any 3rd-5th grade student not meeting grade level standards. | N/A | No modifications |

## Goal 3 - Mathematics

### Strategy/Activity 1 Professional Learning Communities

**\*Strategy/Activity - Description**

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

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

**\*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 (curriculum assessments, pre/post test, progress | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |

| | | | | | monitoring results, etc.). | progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | -- | -- | 09800-1957 | non-classroom hourly will be used for additional plc time to collect and analyze data, as well as lesson planning. | During the 2021-22 school year we had extra RTI supports for students in grades tk-2, as well as any 3rd-5th grade student not meeting grade level standards. | N/A | No modifications |

| Goal 4- Supporting English Learners |
|---|

| Strategy/Activity 1 - Professional Learning Communities |
|---|

**\*Strategy/Activity - Description**

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

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

**\*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 | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | monitoring results, etc.). | progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | -- | -- | 09800-1957 | non-classroom hourly will be used for additional plc time to collect and analyze data, as well as lesson planning. | During the 2021-22 school year we had extra RTI supports for students in grades tk-2, as well as any 3rd-5th grade student not meeting grade level standards. | N/A | No modifications |

| Strategy/Activity 3 Instructional Materials |
|---|

| **\*Strategy/Activity - Description** |
|---|
| Review and purchase support materials for iELD and dELD |

| **\*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** | **What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,** | **Modifications based on qualitative and quantitative data.** |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | monitoring results, etc.). | progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Supplies | | $9,313.00 | 09800-4301 | instructional materials to help to support students with reclassification (i.e. Okapi book sets, hands on activities for kinder dELD lessons, etc.). | Book sets through Okapi were purchased, as well as hands on manipulatives. In addition students used Smarty Ants in Grades Tk-2nd and Achieve3000 in grades 3rd-5th. | N/A | No modifications |

## Goal 5 - Supporting Students with Disabilities

### Strategy/Activity Professional Learning

**\*Strategy/Activity - Description**

School wide Professional Learning will include:

- developing a sense of belonging and purpose through school wide events and experiences across grade levels

- inclusive teaching practices for engagement, access and opportunity

- formative assessment strategies for providing students with multiple ways to show what they know and are able to do in relation to the standards

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

- team data collection inquiry - researching best practices, developing templates, reviewing student work/data/anecdotes, reflecting on the process to determine common practices that will be consistent across our campus

- continued focus on developing standards-based goals

- student-centered classroom visits to notice and name students strengths, areas of for growth, student progress, what's working and possible supports

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

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. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | | monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | -- | -- | 09800-1957 | non-classroom hourly will be used for additional plc time to collect and analyze data, as well as lesson planning. | Additional non-classroom hourly was provided to ed specialists and para educators to have release time to attend PLCs and staff development. | N/A | No modifications |

## Goal 8- Graduation/Promotion Rate

| Strategy/Activity 1 |
|---|

**\*Strategy/Activity - Description**

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

**\*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 | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | monitoring results, etc.). | progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | -- | -- | 09800-1957 | non-classroom hourly will be used for additional plc time to collect and analyze data, as well as lesson planning. | Additional non-classroom hourly was provided to certificated staff to meet outside school hours for grade level meetings and ILT. | N/A | No modifications. |
| | | | | | | | |

## Goal 6 - Supporting Black Youth

| Strategy/Activity 2 - PLC | | | | | | | |
|---|---|---|---|---|---|---|---|

**\*Strategy/Activity - Description**

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

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

**\*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 | What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, | Modifications based on qualitative and quantitative data. |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| | | | | | monitoring results, etc.). | progress monitoring results, etc.). | |
|---|---|---|---|---|---|---|---|
| Non Clsrm Tchr Hrly | -- | -- | 09800-1957 | non-classroom hourly will be used for additional plc time to collect and analyze data, as well as lesson planning. | Additional non-classroom hourly was provided to certificated staff to meet outside school hours for grade level meetings and ILT. | N/A | No modifications |