

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **DOYLE ELEMENTARY** SCHOOL

**2022-23**

37-68338-6099055

CDS Code

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

**Principal:** Lopez, Armando

**Contact Person:** Lopez, Armando

**Position:** Principal

**Telephone Number:** 619/605-4500;

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

**E-mail Address:** alopez11@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: Doyle Elementary      PHONE: 619-605-4500      FAX: 858-455-9486

SITE CONTACT PERSON: Armando Lopez  
or *Enadalupe Velez (ESA)*      E-MAIL ADDRESS: alopez11@sandi.net  
gvelez@sandi.net

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

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

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

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

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

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC)                         | Date of presentation: <u>9-27-22</u> |
| <input type="checkbox"/>            | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/>            | Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input type="checkbox"/>            | Site Governance Team (SGT)  | Date of presentation: _____          |
| <input type="checkbox"/>            | Other (list): _____   | Date of presentation: _____          |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/29/22

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

Armando Lopez  
Type/Print Name of School Principal

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

Karen Puthurathil - secretary  
Type/Print Name of SSC Chairperson

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

Michelle Radley  
Type/Print Name of ELAC Representative

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

[Signature]  
Type/Print Name of Area Superintendent

[Signature] 10/7/22  
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 SPSA fulfills the requirements of a Title I School.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

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

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

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**ENGAGING EDUCATIONAL PARTNERS**

Doyle Elementary staff, parents, and community engage in a collaborative process to review, revise, and develop our School Plan for Student Achievement. In the 2021-2022 school year, stakeholders were invited to engage in a series of opportunities to provide identify priorities, provide input and give feedback on 2022-2023 school year budget development process. In the first set of meetings we shared state budget projections and district-wide budget implications. We reviewed site allocations and discussed priorities. Stakeholder feedback was used to create two budget scenarios that were shared, reviewed, and discussed during the second set of meetings. All meetings were advertised as open meetings; they were announced through weekly messages and emails. Meetings were held in the morning before school and after school to accommodate families and staff.

-February 2nd, 2022-Preliminary Budget Meeting with all staff

-February 15th, 2022-ELAC-Meeting-Budget Survey Review

-February 17th, 2022-Coffee with the Principal-Budget Survey Review

-February 17th, 2022-SSC Meeting-Review of Budget Surveys

-March 17th, 2022-Title I Comprehensive Site Program Meeting

-September 27th, 2022-ELAC Meeting to review SPSA Goals

-September 29th, 2022-SSC Meeting Approval of SPSA.

**RESOURCE INEQUITIES**

Doyle Elementary's root cause analysis involved examining multiple data points including, CAASPP, California Dashboard, California Healthy Kids Survey, Core Social-Emotional Learning Assessment, California Parent Survey, site-based common assessments, grade level monitoring data, and a review of the 2021-2022 SPSA.

**CAASPP**

As the COVID-19 pandemic affected the administration of the CAASPP assessment, students were not asked to take the assessment for two years (2019-2020 and the 2020-2021). During the 2021-2022 school year, schools were directed to administer the test resulting in a two year window of limited data based on the CAASPP. As limited preliminary data has been disseminated to districts, Doyle has established a baseline for performance on CAASPP and will continue to monitor growth for years to come.

The most recent analysis of the 2021-2022 CAASPP showed that our students overall scored 63% meeting or exceeding the grade level standards in grades 3-5 in English Language Arts (ELA). Student group data shows that our English Learners scored at 21%, our Students with Disabilities scored at 40%, and our Black Youth scored at 40%.

When considering the content area of mathematics, our students in grades 3-5 scored 69% meeting or exceeding the grade level expectations. Furthermore, our English Learners scored at 46%, Students with Disabilities scored at 40%, and our Black Youth scored at 40%.

**FAST aReading-**

During the last trimester of the 2021-2022 school year, Doyle administered the FAST aReading Diagnostic Assessment. This assessment is administered to students in 3rd grade through 5th grade. The data demonstrates that that all students in grades 3-5 scored 69% at or above the grade level expectations (decrease of 7 % compared to the previous year). English Learners scored 54% (increase of 8% compared to the previous year). Students with Disabilities scored at 54% (decrease of 12% compared to the previous year).

**DRA-**

The Diagnostic Reading assessment is administered 6 times a year at Doyle. Although this is an overall reading assessment, the comprehension component is a limited diagnostic tool.

The data from the assessment showed that all students in TK-2nd grade were 64% at or above grade level in 21-22 compared to 60.13% in the 20-21 school year increase of approximately 3%. English Learners were at 34% at or above grade level for the 21-22 school year compared to 54.43% in the 20-21 school year (decrease of 20.43%) and Students with Disabilities were at 47% at or above grade level in the 21-22 school year compared to 42.69% in the 20-21 school year (increase of 4.31%).

**DEMI-**

The District Essential Math Indicators Assessment (DEMI) focuses on core mathematical content from a grade span and offers an opportunity to analyze what students know about essential mathematics, how they can apply essential mathematics, and how they communicate about essential mathematics. During the 3rd trimester of the 2021-2022 school year, all 3rd-5th grade students were assessed.

When reviewing the DEMI data, evidence of knowledge, application, and communication were analyzed. The data shows that the category of Communication is an area of need especially for Students with Disabilities, English Learners, and African American Students.

**Knowledge Category-**This was an area of strength and proficiency as 90% of all students scored proficient but a 2% decrease compared 92% of all students in the 20-21 school year. 86% of students with disabilities were proficient in the 21-22 school year similar to 86% for Students with Disabilities in the 20-21 school year. 79% of English Learners were proficient in the 21-22 school year compared to 87% of English Learners scoring proficient, and 100% of Black Youth at Doyle were proficient in the Knowledge category compared to 75% for Black Youth in the 20-21 school year (a decrease of 25%).

**Application Category**-This was also an area of strength and proficiency as all students in grades 3-5 were 86% proficient in the 21-22 school year. There has been a decrease of 10% demonstrated by 96% of all students scoring proficient in the 20-21 school year. In the 21-22 school year, 71% of Students with Disabilities scored proficient compared to 93% for Students with Disabilities in the 20-21 school year (decrease of 22%). 79% of English Learners scored proficient in the 21-22 school year as 95% of English Learners scored proficient in the 20-21 school year. When considering our Black Youth, 80% of students scored proficient in the 21-22 school year compared to 100% for all Black Youth in the 20-21 school year.

**Communication Category**-This was an area of strength and proficiency for 65% of all students in the 21-22 school year compared to all students scoring at 60% proficiency/strength in the 20-21 school year (increase of 10%). 57% of students scored proficient/strength in the 21-22 school year compared to Students with Disabilities scoring 38% proficiency/strength in the 20-21 school year (increase of 19%). 64% of English Learners scored proficient/strength in the 21-22 school year compared to 47% of English Learners scoring proficient/strength in the 20-21 school year (increase of 17%). 40% of Black Youth scored proficient/strength compared to 50% for Black Youth scoring proficient/strength (decrease of 10%).

#### **ELPAC-**

**LEVEL 4 (Well Developed)**-English Learner Progress as measured by The English Language Proficiency Assessments for California (ELPAC) shows 9% scoring at a level 4 for the 21-22 school year compared to 33% performing at Level 4 in the 20-21 school year.

**LEVEL 3 (Moderately Developed)**-In the 21-22 school year 43% of English Learners scored at a Level 3 compared to 33% of English Learners scoring at a level 3 in the 20-21 school year (increase of 10%).

**LEVEL 2 (Somewhat Developed)**-In the 21-22 school year 24% of English Learners scored in the category of Level 2 and 16% of English Learner scored at a Level 2 in the 20-21 school year (8% increase).

**LEVEL 1 (Beginning Stage)**-In the 21-22 school year 24% of English Learners scored at a Level 1 compared to 18% of English Learners scoring at Level 1 in the 20-21 school year (increase of 6%).

#### **Chronic Absenteeism-**

Chronic Absenteeism is an indicator of academic engagement for schools. According to Hoonuit District Data Management System, in the 21-22 school year, 26.25% of all students were chronically absent compared to 6.46% of our students being chronically absent during the 20-21 school year (increase of 19.79%), meaning that these students were absent 10% of the school year or more. Specifically, 43.7% of Hispanic Students were chronically absent during the 21-22 school year compared to 10.91% of Hispanic students being chronically absent during the 20-21 school year (increase of 35.9%). 39.13% of Students with Disabilities were chronically absent during the 21-22 school year compared to 19.18% of Students with Disabilities being chronically absent during the 20-21 school year (increase of 19.95). During the 21-22 school year, 34.75% of Socioeconomically Disadvantaged Students were chronically absent compared to 12.15% of Socioeconomically Disadvantaged Students being chronically absent in the 20-21 school year (increase of 22.6%). In the 21-22 school year, 20.75% of Multi-racial Students were chronically absent compared to 7.84% of Multi-racial Students being chronically absent during the 20-21 school year (increase of 12.91%). 15.61% of Asian Students were chronically absent during the 21-22 school year compared to and 2.68% of Asian students being chronically absent during the 20-21 school year (increase of 12.93%).

**Suspension Rates-**

Suspension rates are one indicator of a school climate. During the 21-22 school year, students were suspended at a 0.9% rate resulting in 5 days of suspension. In the 20-21 school year, 0.0% of students were suspended at least once during the school year (increase of 0.9% or 5 days of suspension). We focus on proactive strategies to teach students expected behaviors and acknowledge them through Dolphin Dollars and other incentives when they demonstrate those taught behaviors.

**CORE SEL**

When considering social-emotional learning, the CORE SEL assessment showed that students who had taken the assessment responded favorably to the categories of Growth Mindset (82.9% 21-22 SY) compared to (87.7% 20-21 SY) an decrease of 4.8%, Self Management (70.7% 21-22 SY) compared to (79.9% 20-21 SY) an decrease of 9.2%, and Self-efficacy (75% 21-22 SY) compared to (79.9% 20-21 SY) a decrease of 4.9%.

The areas in need were the overall Culture and Climate (57.9% 21-22 SY) compared to (66.2% 20-21 SY) a decrease of 8.3% and Social-Awareness (66.4% 21-22 SY) compared to (61% 20-21 SY) an increase of 5.4%.

The subgroups of English Learners and Students with Disabilities all fell below the average for all categories.

The school counselor will model lessons and support teachers in selecting resources that support the aforementioned areas of need.

<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
Armando Lopez	Principal
Shauna Woodward	Classroom Teacher
Megan Nielsen	Classroom Teacher
Renee Oswald	Classroom Teacher
Karen Puthavali	Other School Representative
Maria Gonzalez Moa	Parent
Celina Suarez	Parent
Sara Sameni	Parent
Alan Tormey	Parent
Emily Wassink	Parent



**GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

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

**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

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

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

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

Vaccinations and updated health and safety guidelines allowed for “in-person learning” at Doyle Elementary for the 2021-2022 school year. As some families were eager to have their children come to school, there were also some families that were hesitant to have their children potentially exposed to the COVID-19 virus.

Working with the office staff and counselor, we created messages for families about the importance of attendance that were shared in weekly updates, on our website, and on our marquee. These efforts continued to yield lowered enrollment, lowered daily attendance, and increased chronic absenteeism.

We continued to emphasize the importance of attendance when meeting with families individually, in small groups, and as a large group.

During RTI Meetings, Parent Conferences, and IEPs, we shared individual attendance data with families, and we problem solved how to increase the attendance of the specific students.

We continued to make parents aware of the Independent Study Contract for absences longer than five days; and that students must complete the work to get academic and attendance credit.

**\*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).

Throughout the 21-22 school year with the challenges of COVID, the amount of days for students and staff to stay quarantined ranged from 9-15 days depending on the severity of symptoms and positive results of COVID tests.

When comparing Chronic Absenteeism between the 2021-2022 school year and the 2020-2021 school year, the percentage of chronically absent students increased significantly by 19.79% resulting in 26.25% of Doyle being overall chronically absent.

**\*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.

As the outlier of COVID-19 affected chronic absenteeism throughout the United States in the 21-22 school year, we have already seen an increase in enrollment and are hopeful that attendance will improve in the 22-23 school year. There will be no major changes in the attendance strategies and interventions as we establish a baseline of attendance and chronic absenteeism during the 22-23 school year.

**\*Identified Need**

Chronic Absenteeism is an indicator of academic engagement for schools. Currently, the data from the California Dashboard is not available. Equally is pertinent is the chronic absenteeism data from Hoonuit.

According to Hoonuit Data Management Systems, 26.25% of our students were chronically absent, meaning they were absent 10% of the school year or more. We also reviewed the chronic absenteeism data for Doyle and its subgroups. 43.7% Hispanic students, 39.13% of Students with Disabilities, 34.75% of Socioeconomically Disadvantaged Students, 20.75% of Multi-racial Students, and 15.61% of Asian students were chronically absent.

All of Doyle's subgroups did not meet their targets in Doyle's chronic absenteeism in the 2021-2022 school year.

**Hispanic students** -Did not meet the target

-2020-2021 Target 6.6%

-2020-2021 Results 43.7% (59 students)

**Students with Disabilities** -Did not meet target

-2020-2021 Target 6%

-2020-2021 Results 39.13% (27 students)

**Asian** -Did not meet target

-2020-2021 Target 3.3%

-2020-2021 Results 15.61% (32 students)

**Socio-Economically Disadvantaged** -Did not meet the target

-2020-2021 Target 5.4%

-2020-2021 Results 34.75% (98 students)

**Two or More Races** -Did not meet the target

-2020-2021 Target 3.4%

-2020-2021 Results 20.75% (11 total students)

**Strategy (strategy continued from previous year)-**

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

Work with Nurse and Health Technician to create Individual Health Plans to support students with illnesses/medical conditions impacting attendance to school.

Funding an additional day will allow for the counselor to support the attendance committee, support groups for students who have experienced trauma, and SEL lessons for all students.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease chronic absenteeism rate by 50%	26.25%	9.5%	Chronic Absenteeism	Trimester

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

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Hispanic or Latino	Decrease chronic absenteeism rate by 34.2%	43.7%	9.5%	Chronic Absenteeism	Annually
June 2023	TK-5	Students with Disabilities	Decrease chronic absenteeism rate by 29.63%	39.13%	9.5%	Chronic Absenteeism	Annually
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate by 25.25%	34.75%	9.5%	Chronic Absenteeism	Annually
June 2023	TK-5	Two or More Races	Decrease chronic absenteeism rate by 11.25%	20.75%	9.5%	Chronic Absenteeism	Annually
June 2023	TK-5	Asian	Decrease chronic absenteeism rate by 6.11%	15.61%	9.5%	Chronic Absenteeism	Annually
June 2023	TK-5	Black or African American	Decrease chronic absenteeism rate by 53%	62.5%	9.5%	Chronic Absenteeism	Annually

**Supporting Black Youth - Additional Goals**

1. Doyle Elementary’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
2. The staff diversity goal at Doyle Elementary 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. Doyle Elementary’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, Doyle Elementary 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. Doyle Elementary 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. Doyle Elementary’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
6. Doyle Elementary 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. Doyle Elementary will increase access to advanced classes--gate, seminar, advanced placement for black youth.
8. Doyle Elementary will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**Attendance Committee**

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

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

**\*Strategy/Activity - Description**

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

Work with Nurse and Health Technician to create Individual Health Plans to support students with illnesses/medical conditions impacting attendance to school.

Funding an additional day will allow for the counselor to support the attendance committee, support groups for students who have experienced trauma, and SEL lessons for all students.

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F008726	School Counselor	0.40000	\$35,817.20	\$54,291.63	0087-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt			To support with Goal 1

### **Attendance Incentive Programs**

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

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

#### **\*Strategy/Activity - Description**

Engage parents of students experiencing chronic absenteeism in site attendance intervention meetings to identify and resolve barriers to school attendance. Develop individual attendance incentive programs to motivate students to attend school.

### **Parent Education**

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

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

#### **\*Strategy/Activity - Description**

Educate parents through workshops, meetings, and conferences about the importance of school attendance and the negative impact on student social/emotional and academic achievement.

No LCFF funds will be used to support this strategy this year.

### **Attendance Messaging**

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

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

#### **\*Strategy/Activity - Description**

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

No LCFF funds will be used to support this strategy this year.

## **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**

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

**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).

**The SPSA for 2021-2022 included the following strategies to meet and exceed SMART Goals:**

Teacher Release-Substitute Teachers will be used to do the following:

Release Instructional Leadership Team Members 4 full days or 8 half days a year. During these times, representatives from TK-5 and Special Education review school-wide, student group, grade level, and individual student data to identify patterns/trends and to monitor effectiveness of strategies we've implemented to widen the sphere of success.

ILT members are receiving coaching and support from the principal to facilitate PLC meetings including data analysis, consensus building, healthy conflict, and leadership voice.

Professional Learning Communities meet 8 half days a year to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; Furthermore, PLCs are utilized to co-teach co-plan to increase teacher instructional capacity.

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

**\*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).

With the intention of releasing teachers for professional development and professional learning communities, the 2021-2022 school year proved to be a year with many staff absences. Due to the staffing shortages as a result of the COVID-19 pandemic, we did not have the adequate staff to release teachers for professional learning communities and professional development. Substitutes were reassigned to cover classroom teacher absences. This impacted the release of teachers for the entire school year during the school day.

**\*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.

August 2022, the Instructional Leadership Team (ILT) met to determine the next steps to support our students. Due to the lack of professional development and professional learning communities occurring in the 21-22 school year, Doyle Instructional Leadership team elected to continue our strategic focus from 21-22 school year into the 22-23 school year. The following areas were determined to be the strategies to be focused on during the

2022-2023 school year.

**Multi-Tiered Systems of Support (MTSS) for students**

- Creating clear academic plans school wide based on a variety of data
- Creating schoolwide systems of diagnosing and screening students
- Creating systems of teacher inquiry during PLC to reflect on instruction, analyze data, and to collaborate with interdependent professional groups

**Increasing Teacher Capacity**

- Quality Learning Indicators (QLIs)-Welcoming and Connecting (ongoing throughout the entire school year creating inclusive and welcoming classroom cultures while constantly creating and maintaining connections with students and staff members resulting in students feel “seen” and “heard” in the classroom)
- Quality Teaching Practices (QTPs)-Clarity of Purpose (Learning Targets and Success Criteria)
- PLCs-Coaching, Co-Planning, Co-teaching, Specific Feedback (collaboratively with grade level teams and administration)

**Social Emotional Learning (SEL)**

- School wide common SEL curriculum of Second Step implementation
- ILT and all staff data analysis of current SEL strategies in place (I.E counseling, Morning Meeting, Restorative Circles)
- Implementation of new character traits program school wide
- Implementation of new behavioral expectations system school wide

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

After the 2018-2019 school year, CASSPP Testing stopped and was most recently administered in May of the 2021-2022 school year. With approximately two years between CAASPP a new baseline has been created with the data from the 2021-2022 school year data.

In 2021-2022, 63% of our students in Grade 3-5 met or exceeded grade level standards in English Arts. As we drill down to grade level data, 59% of Third Graders, 60% of 4th Graders, and 68% of 5th Graders met or exceeded standards.

**FAST aReading-**

During the last trimester of the 2021-2022 school year Doyle administered the FAST aReading Diagnostic Assessment. This assessment is administered to students in 3rd grade through 5th grade.

The data from the assessment showed that the all students in 3rd-5th grade were 69% at or above grade level. English Learners were 27% at or above grade level in the 21-22 compared to 46% at or above grade level in the 20-21 school year. Students with disabilities were 54% at or above grade level in the 21-22 school year compared to 66% at or above grade level in the 20-21 school year. During the 21-22 school year a baseline for Black Youth was established at 50% at or above grade level in the FAST aReading Assessment.

**Fountas and Pinnell-**

The Fountas and Pinnell Diagnostic Reading Assessment is administered 3 times a year at Doyle to all students TK-2nd grade. As the 21-22 school year was the initial year Fountas and Pinnell was administered, a data baseline was established. During the third and final administration of the 21-22 school year, 64% of all students overall were at or above grade level. 47% of students with Special Needs were at or above grade level. 34% of English Learners were at or above grade level and 55% of our Black Youth were at or above grade level.



<b>*Goal 2 - English Language Arts</b>						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Meet or Exceed Grade Level Standards	63%	70%	CAASPP ELA	Yearly
June 2023	3-5	Meet or Exceed Grade Level Standards	69%	75%	FAST aReading	Yearly
June 2023	TK-2nd	Meet or Exceed Grade Level Standards	64%	70%	DRA 2	Yearly

<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Meet or Exceed Standards	40%	45%	CAASPP ELA	Yearly
June 2023	3-5	English Learner	Meet or Exceed Standards	21%	26%	CAASPP ELA	Yearly
June 2023	3-5	Students with Disabilities	Meet or Exceed Standards	40%	45%	CAASPP ELA	Yearly

**\*Identified Need - Math**

CAASPP  
 In 2021-2022, 69% of our students in Grade 3-5 met or exceeded grade-level standards in Math. As we drill down to grade level data, 73% of Third Graders, 62% of 4th Graders, and 69% of 5th Graders met or exceeded standards.  
 Though 69% of our students school-wide met or exceeded standards, student groups including Black Youth, English Learner, and Students with Disabilities were much further away from meeting and exceeding standards and continue to be focus groups during professional learning communities:  
 - 40% of Black Youth  
 - 40% of Students with Disabilities  
 - 46% of English Learners

DEMI-  
 The District Essential Math Indicators Assessment (DEMI) focuses on core mathematical content from a grade span and offers an opportunity to analyze what students know about essential mathematics, how they can apply essential mathematics, and how they communicate about essential mathematics. During the 3rd trimester of the 2021-2022 school year, all 3rd-5th grade students were assessed.  
 When reviewing the DEMI data, evidence of knowledge, application, and communication were analyzed. The data shows that the category of Communication is an area of need especially for Students with Disabilities, English Learners, and our Black Youth.

**Knowledge Category**-This was an area of strength and proficiency for 90% of all of our students (92% 20-21 SY), 86% for Students with Disabilities (86% 20-21 SY), 79% for English Learners (87% 20-21 SY), and 100% for African American students (75% 20-21 SY).

**Application Category**-This was an area of strength and proficiency for 86% of all students (96% 20-21 SY), 71% for Students with Disabilities (93% 20-21 SY), 79% for English Learners (95% 20-21 SY), and 80% for all African American Students (100% 20-21 SY).

**Communication Category**-This was an area of strength and proficiency for 65% of all students (60% 20-21 SY), 57% for Students with Disabilities (38% 20-21 SY), 64% for English Learners (47% 20-21 SY), 40% for African American Students (50% 20-21 SY).

<b>*Goal 3 - Mathematics</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Meet or Exceed Standards	69%	74%	CAASPP Math	Yearly	
June 2023	3-5	DEMI KNOWLEDGE-At or Above Grade Level Standards	90%	95%	DEMI	Yearly	
June 2023	3-5	DEMI APPLICATION-At or Above Grade Level Standards	86%	91%	DEMI	Yearly	
June 2023	3-5	DEMI COMMUNICATION-At or Above Grade Level Standards	65%	70%	DEMI	Yearly	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Black or African American	Meet or Exceed Standards	40%	45%	CAASPP Math	Yearly
June 2023	3-5	English Learner	Meet or Exceed Standards	46%	51%	CAASPP Math	Yearly
June 2023	3-5	Students with Disabilities	Meet or Exceed Standards	40%	45%	CAASPP Math	Yearly
June 2023	3-5	Socioeconomically Disadvantaged	Meet or Exceed Standards	68%	73%	CAASPP Math	Yearly
<b>*Identified Need - English Learners</b>							
<b><u>CAASPP</u></b>							
Analysis of CAASPP Student group data shows a baseline for Students Learning English specifically, 21% of Student Learning English met or exceeded standards in ELA; 46% of Students Learning English met or exceeded grade-level standards in Mathematics. However, a gap exists between school-wide performance and English Learner student group performance in English Language Arts (42%) and Mathematics (23%).							
<b><u>ELPAC</u></b>							
<b><u>Level 4-Well Developed</u></b>							
English Learner Progress as measured by The English Language Proficiency Assessments for California (ELPAC) shows 9% (11 students) scoring at the Level 4 during the 21-22 school year compared to 33% of English Learners scoring at the Level 4 in the 20-21 school year.							
<b><u>Level 3-Moderately Developed</u></b>							
43% (53 students) scored at the Level 3 during the 21-22 school year compared to 33% of English Learners scoring at the Level 3 in the 20-21 school year.							
<b><u>Level 2-Somewhat Developed</u></b>							
24% (30 students) scored at the Level 2 during the 21-22 school year compared to 16% of English Learners scoring at the Level 2 in the 20-21 school year.							

**Level 1-Minimally Developed**

24% (30 students) scored at the Level 1 during the 21-22 school year compared to 18% of English Learners scoring at the Level 1 in the 20-21 school year.

**FAST aReading-**

During the last trimester of the 2021-2022 school year Doyle administered the FAST aReading Diagnostic Assessment. This assessment is administered to students in 3rd grade through 5th grade.

The data from the assessment showed that English Learners were 21% at or above grade level for the 21-22 school year compared to 46% at or above grade level during the 20-21 school year.

**Fountas and Pinnell-**

Fountas and Pinnell is administered 3 times a year at Doyle. The data from the assessment showed that English Learners were 34% at or above grade level in the 21-22 school year compared to 54.43% at or above grade level during the 20-21 school year.

**DEMI-**

When reviewing the DEMI data, evidence of knowledge, application, and communication were analyzed. The data shows that the category of Communication is an area of need, especially for English Learners.

**Knowledge Category-** This was an area of strength and proficiency for 79% of English Learners during the 21-22 school year compared to being a strength to 87% of English Learners in the 20-21 school year.

**Application Category-** This was an area of strength and proficiency for 79% of English Learners during the 21-22 school year compared to being a strength to 95% of English Learners during the 20-21 school year.

**Communication Category-** This was an area of strength and proficiency for 64% or our English Learners in the 21-22 school year compared to being a strength to 47% of English Learners during the 20-21 school year.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Meets or Exceeds Standards in CAASPP ELA	21%	26%	Other (Describe in Objective)	Yearly
June 2023	3-5	English Learner	Meets or Exceeds Standards in CAASPP Math	46%	51%	Other (Describe in Objective)	Yearly

**\*Identified Need - Graduation/Promotion Rate****CAASPP ELA**

After the 2018-2019 school year, CAASPP Testing stopped and was most recently administered in May of the 2021-2022 school year. With approximately two years between CAASPP a new baseline has been created with the data from the 2021-2022 school year data. In 2021-2022, 59% of our students in 3rd grade and 68% of our students in Grade 5 met or exceeded grade level standards in ELA.

Student groups including Black Youth, English Learner, and Students with Disabilities were much further away from meeting and exceeding standards and continue to be focus groups during professional learning communities:

-0% of Black Youth in 3rd grade (1 total student in 3rd grade taking ELA CAASPP)

-40% of Students with Disabilities in 3rd grade

-23% of English Learners in 3rd grade

-0% of Black Youth in 5th grade (1 total student in 5th grade taking ELA CAASPP)

-36% of Students with Disabilities in 5th grade

-33% of English Learners in 5th grade

**FAST aReading-**

During the last trimester of the 2021-2022 school year Doyle administered the FAST aReading Diagnostic Assessment. This assessment is administered to students in 3rd grade through 5th grade. The data from the assessment showed that the all students in 3rd grade were at 81% and 53% of 5th grade students at or above grade level and were at or above grade level in FAST aReading.

**CAASPP Math**

In 2021-2022, 73% of our 3rd graders and 69% of our students in Grade 5 met or exceed grade-level standards in Math.

Student groups including Black Youth, English Learner, and Students with Disabilities were much further away from meeting and exceeding standards and continue to be focus groups during professional learning communities:

-0% of Black Youth in 3rd grade (1 total student in 3rd grade taking Math CAASPP)

-47% of Students with Disabilities in 3rd grade

-56% of English Learners in 3rd grade

-0% of Black Youth in 5th grade (1 total student in 5th grade taking Math CAASPP)

-36% of Students with Disabilities in 5th grade

-47% of English Learners in 5th grade

**DEMI-**

The District Essential Math Indicators Assessment (DEMI) focuses on core mathematical content from a grade-span and offers an opportunity to analyze what students know about essential mathematics, how they can apply essential mathematics and how they communicate about essential mathematics.

During the 3rd trimester of the 2020-2021 school year, 5th grade students were assessed.

When reviewing the DEMI data, evidence of knowledge, application, and communication were analyzed. The data shows that the category of Communication is an area of need especially for Students with Disabilities, English Learners, and African American Students.

## Doyle Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

**Knowledge Category-** This was an area of strength and proficiency for 90% of 3rd graders.  
**Application Category-** This was an area of strength and proficiency for 85% of 3rd graders.  
**Communication Category-** This was an area of strength and proficiency for 52% of 3rd graders.

**Knowledge Category-** This was an area of strength and proficiency for 92% of 5th graders.  
**Application Category-** This was an area of strength and proficiency for 88% of 5th graders.  
**Communication Category-** This was an area of strength and proficiency for 79% of 5th graders.

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5	Meet or Exceed Standards	68%	73%	CAASPP ELA	Yearly
June 2023	5	Meet or Exceed Standards	69%	74%	CAASPP Math	Yearly
June 2023	3	Meet or Exceed Standards	59%	64%	CAASPP ELA	Yearly
June 2023	3	Meet or Exceed Standards	73%	78%	CAASPP Math	Yearly

**\*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	5	Students with Disabilities	Meet or Exceed Grade Level Standards	36%	41%	CAASPP ELA	Yearly
June 2023	5	English Learner	Meet or Exceed	33%	38%	CAASPP ELA	Yearly
June 2023	3	Students with Disabilities	Meet or Exceed Grade Level Standards	33%	38%	CAASPP ELA	Yearly
June 2023	5	Students with Disabilities	Meet or Exceed Grade Level Standards	36%	41%	CAASPP Math	Yearly
June 2023	5	English Learner	Meet or Exceed Grade Level Standards	47%	52%	CAASPP Math	Yearly
June 2023	3	Students with Disabilities	Meet or Exceed Grade Level Standards	47%	52%	CAASPP Math	Yearly
June 2023	3	English Learner	Meet or Exceed Grade Level Standards	23%	28%	CAASPP ELA	Yearly
June 2023	3	English Learner	Meet or Exceed Grade Level Standards	56%	61%	CAASPP Math	Yearly

### Strategy 1 - Visiting Teachers for PD and PLC

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

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

**\*Strategy/Activity - Description**

Professional Learning Communities meet 4 full days or 8 half-days a year to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre and post writing samples; student notebooks in ELA, Math, and Science. Teachers also receive professional development within the PLCs from the administration. The administration will also co-plan and co-teach with teachers.

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

ID	Proposed Expenditures	Estimated Salary/ Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Rationale
N0087A7	Prof&Curriclm Dev Vist Tchr	\$19,447.00	\$24,077.34	0087-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	PLC and PD via sub release
N0087AJ	Interprogram Svcs/VAPA	\$28,431.00	\$28,431.00	0087-30100-00-5738-1000-1110-01000-1313	Title I Basic Program		PLCs and PD via AEP

### Strategy 2 - Visiting Teachers-ILT Release

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

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

**\*Strategy/Activity - Description**

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

**\*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
N0087AI	Prof&Curriclm Dev Vist Tchr		\$8,985.00	\$11,124.34	0087-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc			PLC PD Release via AEP

**Strategy 3 - Strategic Lesson Design**

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

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

**\*Strategy/Activity - Description**

Lesson Design focused on the NCTM's Effective Mathematics Teaching Practices  
 - Establish Learning Targets to focus learning and instruction  
 - Implement tasks that promote reasoning and problem solving.  
 - Use and connect multiple representations

**\*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
	Interprogram Svcs/VAPA				0087-30100-00-5738-1000-1110-01000-1313	Title I Basic Program		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AJ	AEP Release for PD/PLC
	Prof&Currielm Dev Vist Tchr				0087-09800-00-1192-1000-1110-01000-0000	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 : N0087A7	Sub Release for PD/PLC

**Strategy 4 - Critical Concepts**

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

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

<b>*Strategy/Activity - Description</b>									
Align Critical Concepts to the learning targets and success criteria in all content areas in grades UTK-5th.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
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
	Interprogram Svcs/VAPA				0087-30100-00-5738-1000-1110-01000-1313	Title I Basic Program		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AJ	AEP Release for PLC and PD
	Prof&Curriclm Dev Vist Tchr				0087-09800-00-1192-1000-1110-01000-0000	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 : N0087A7	Sub Release for PD/PLC
<b>Strategy 5 - English Learner Coordinator English Learner Focus</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students will benefit from this strategy, especially Students Learning English and Students At Risk of Becoming Long Term English Learners.									
<b>*Strategy/Activity - Description</b>									
Release Instructional Leadership Team Members 4 full days a year. During these times, representatives from TK-5 and Special Education review school wide, student group, grade level, and individual student data to identify patterns/trends and to monitor the effectiveness of strategies we've implemented to widen the sphere of success. ILT members are receiving coaching and support from the principal to facilitate PLC meetings including--data analysis, consensus building, healthy conflict, and leadership voice.									
Professional Learning Communities meet 4-1/2 a year to identify critical concepts (learning goals), develop learning targets from proficiency scales, and success criteria. PLCs anchor their work in student data--formative common assessments that show student progress towards mastery of learning goals; on-demand pre and post-writing samples; student notebooks in ELA, Math, and Science.									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
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
N0087AM	PullOut/Push in Hrly		\$2,829.00	\$3,502.59	0087-30106-00-1159-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt			Supplemental instructional support for English Learners
<b>*Additional Supports for this Strategy/Activity</b>									
-Parent engagement through workshops regarding ELD, ELPAC expectations, reclassification, integrated/designated ELD, rand resources to support students at home									



**Strategy 6 - ELAC**

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

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

**\*Strategy/Activity - Description**

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

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

**\*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
F008727	Inschool Resource Tchr	0.13150	\$13,007.45	\$16,166.57	0087-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support English Learner students and ELAC parents
F008728	Inschool Resource Tchr	0.26850	\$26,558.95	\$33,009.32	0087-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Support English Learner students and ELAC Parents
N0087AH	Supplies		\$2,180.00	\$2,180.00	0087-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Materials, refreshments, supplies for parent meetings

**Strategy 7 - Parent Education**

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

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

**\*Strategy/Activity - Description**

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

**\*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				0087-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AH	Materials, refreshments, supplies for parent meetings

**Strategy 8 - ELPAC Assessment**

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

All students will benefit from this strategy, especially English Learners

**\*Strategy/Activity - Description**

ELPAC Assessment  
 - All students with home language surveys indicating a language other than English is spoken in the home are assessed each school year within the first thirty days of enrollment and again in the Spring to determine their current level of English proficiency.

**\*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
N0087AK	PullOut/Push in Hrly		\$4,058.00	\$5,024.21	0087-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners		retired teacher hourly to conduct ELPAC Testing

### Strategy 9 - Professional Learning

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

We believe this strategy will support ALL students, especially Students with Disabilities.

**\*Strategy/Activity - Description**

Site wide professional learning to develop a common understanding of what inclusion is and is not.

Site wide professional learning using the "Inclusive Education Checklist--A Self-Assessment of Best Practices" to identify our current reality and describe our ideal state of inclusive education practices, culture, and competencies.

Professional learning will also include equitable and inclusive teaching strategies in the classroom.

**\*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
	Interprogram Svcs/VAPA				0087-30100-00-5738-1000-1110-01000-1313	Title I Basic Program		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AJ	AEP Release for PD/PLC
	Prof&Curriclm Dev Vist Tchr				0087-09800-00-1192-1000-1110-01000-0000	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 : N0087A7	Sub Release for PD/ PLC
	Prof&Curriclm Dev Vist Tchr				0087-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AI	ILT Release via Substitute Teacher

### Strategy 10 - Co-Teaching

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

ALL students will benefit from this strategy.

**\*Strategy/Activity - Description**

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

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits /Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
	Interprogram Svcs/VAPA				0087-30100-00-5738-1000-1110-01000-1313	Title I Basic Program		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AJ	AEP Release for PD/PLC
	Prof&Curriclm Dev Vist Tchr				0087-09800-00-1192-1000-1110-01000-0000	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 : N0087A7	Sub release for PD/PLC
	Prof&Curriclm Dev Vist Tchr				0087-00000-00-1192-1000-1110-01000-0000	Discretionary Alloc		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AI	ILT Release via Substitute Teacher

### **Strategy 11 - Classroom Walkthroughs and Focused Observations**

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

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

**\*Strategy/Activity - Description**

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

No LCFF or Title I funds will be used to support this strategy this year.

### **Strategy 12 - Safe, Collaborative, and Inclusive Culture Development**

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

All students will benefit from the strategy, especially Black Youth.

**\*Strategy/Activity - Description**

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

No LCFF or Title I funds will be used to support this strategy this year.

**Strategy 13 - Universal Screener**

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

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

**\*Strategy/Activity - Description**

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

**\*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
	Interprogram Svcs/VAPA				0087-30100-00-5738-1000-1110-01000-1313	Title I Basic Program		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AJ	AEP Release for PD/PLC
	Prof&Curriclm Dev Vist Tchr				0087-09800-00-1192-1000-1110-01000-0000	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 : N0087A7	Sub Release for PD/PLC

### Strategy 14 - Review Instructional Alignment

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

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

**\*Strategy/Activity - Description**

Review instructional tasks to ensure alignment to grade level expectations in English Language Arts and Mathematics by reviewing released test items at the claim level in Listening, Research/Inquiry, Writing, and Reading.

No LCFF or Title I funds will be used to support this strategy this year.

### Strategy 15 - Goal Setting Conferences

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

All students including 5th Grade Students will benefit from this strategy.

**\*Strategy/Activity - Description**

By engaging in goal setting conferences with students, we develop learning alliances focused on helping students meet and exceed grade level standards in English Language Arts and Mathematics.

Also, through these conferences, we deepen our relationships with students; they know we care and are committed to working with them to meet and exceed their goals.

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

**\*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	Rationale
N00872G	Supplies		\$12,923.00	\$12,923.00	0087-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal setting with all students including English Learners, Black Youth, and Students with Disabilities. Includes paper, notebooks, organizers, folders, toner, other school supplies for students and classroom projects.
N0087AL	Supplies		\$5,306.00	\$5,306.00	0087-30100-00-4301-1000-1110-01000-0000	Title I Basic Program		Goal setting with all students including English Learners, Black Youth, and Students with Disabilities. Includes paper, notebooks, organizers, folders, toner, other school supplies for students and classroom projects.

**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).

Our 2021-2022 SPSA included the following goals for parent engagement:

-By June 2022, 100% (approx. 546 families) will receive information regarding academic and citizenship progress of their children.

We used the following strategies to meet and exceed our goals

-Weekly voice and email messages from the principal regarding school and parent engagement opportunities -

-Surveys to determine parent needs for workshops

-Personal invitations from students and staff members

-Translation services to provide parents speaking a language other than English access to parent engagement events and workshops

-Provide multiple opportunities for parents to serve on school committees (SSC, ELAC, PTA, and SGT)

**\*Major Differences**

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

We did not successfully engage parents through a school-wide survey due to the challenges presented during COVID. We did create personal invitations for families; but this practice was not implemented with fidelity. We did not provide translation for parents at parent engagement events; however, we did provide translators for RTI and IEP meetings by parent request.

**\*Changes**

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

No major changes. For the 22-23 school year, we will continue with the same strategies documented in the 21-22 SPSA

**\*Identified Need**

Our California Healthy Kids--Parent Survey Data for 2021-2022 shows the following related to Parental Involvement in School:  
 -47% of parents agree and 45% of parents strongly agree (92% combined) that our school encourages parents to be an active partner with the school in educating their child.  
 -37% of parents agree and 42% of parents strongly agree (79% overall) that our school actively seeks the input of parents before making important decisions.  
 -42% of parents agree and 35% of parents strongly agree (77% overall) that parents feel welcome to participate at this school.  
 -42% of parents agree and 52% of parents strongly agree (94% overall) that school staff treat parents with respect.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Parents agree that our school actively seeks the input of parents before making important decisions based on the CHKS for Parents	79%	33%	Other - Describe in objective
June 2023	Other (Describe in Objective)	Parents agree that all parents feel welcome to participate at this school based on the CHKS for Parents.	77%	82%	Other - Describe in objective
June 2023	Other (Describe in Objective)	Parents agree that our school encourages parents to be an active partner with the school in educating their child based on the CHKS for Parents.	92%	97%	Other - Describe in objective
June 2023	Other (Describe in Objective)	Parents agree that the school staff treat parents with respect based on the CHKS for parents.	94%	100%	Other - Describe in objective

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	ELAC	Parents and Guardians of English Language Learners	0%	30%	Committee Attendance



**Strategy 1 - Capacity Building**

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

All parents and guardians will benefit from the strategy, especially parents of Students Learning English.

**\*Strategy/Activity - Description**

Through partnering with The Family and Community Engagement Department and Office of Language Acquisition, we will build the capacity of parents and guardians to serve on school committees.

No LCFF funds or Title 1 funds will be used to support this strategy this year.

**Strategy 2 - Parent Survey**

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

All parents and guardians will benefit from this strategy.

**\*Strategy/Activity - Description**

Through the support of the Doyle PTA and the Family and Community Engagement Department we will conduct a school wide parent survey to learn the workshops, trainings and resources they would like to support their students' academic and social/emotional development. They will also share with us the dates and times that work best for them, so we can maximize parent/guardian attendance at workshops, trainings and committee meetings.

No LCFF funds or Title 1 will be used to support this strategy this year.

**Strategy 3 - ELAC**

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

All families will benefit from this strategy.

**\*Strategy/Activity - Description**

Form an English Learner Advisory Committee at Doyle Elementary to advise the principal and School Site Council on the English Learner Program at Doyle Elementary.

**\*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				0087-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement		LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N0087AH	Materials, Refreshments, and Supplies for parent meetings

## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Doyle Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 68,926
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)	\$ 184,911

## 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)	\$ 57,794
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 57,794

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)	\$ 58,191
[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): \$ 58,191

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 184,911

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Doyle Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	13,007.45	0.1315	\$13,007.45
Doyle Elementary			3000 Benefits			0	\$3,159.12
Doyle Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.1315</b>	<b>\$16,166.57</b>
Doyle Elementary		(blank)	1159 Pull/Out/ Push in Hrly	Pull/Out/ Push in Hrly	4,058.00	0	\$4,058.00
Doyle Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	19,447.00	0	\$19,447.00
Doyle Elementary			3000 Benefits			0	\$5,596.55
Doyle Elementary			4301 Supplies	Supplies	12,923.00	0	\$12,923.00
Doyle Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$42,024.55</b>
Doyle Elementary	<b>09800 LCFF Intervention Support Total</b>					<b>0.1315</b>	<b>\$58,191.12</b>
Doyle Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	26,558.95	0.2685	\$26,558.95
Doyle Elementary			3000 Benefits			0	\$6,450.37
Doyle Elementary		<b>Inschool Resource Tchr Total</b>				<b>0.2685</b>	<b>\$33,009.32</b>
Doyle Elementary		(blank)	4301 Supplies	Supplies	5,306.00	0	\$5,306.00
Doyle Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	28,431.00	0	\$28,431.00
Doyle Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$33,737.00</b>
Doyle Elementary	<b>30100 Title I Basic Program Total</b>					<b>0.2685</b>	<b>\$66,746.32</b>
Doyle Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	2,180.00	0	\$2,180.00
Doyle Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$2,180.00</b>
Doyle Elementary	<b>30103 Title I Parent Involvement Total</b>					<b>0</b>	<b>\$2,180.00</b>
Doyle Elementary	30106 Title I Supplmnt Prog Imprvmt	School Counselor	1210 Counselor	Counselor	35,817.20	0.4	\$35,817.20
Doyle Elementary			3000 Benefits			0	\$18,474.43
Doyle Elementary		<b>School Counselor Total</b>				<b>0.4</b>	<b>\$54,291.63</b>
Doyle Elementary		(blank)	1159 Pull/Out/ Push in Hrly	Pull/Out/ Push in Hrly	2,829.00	0	\$2,829.00
Doyle Elementary			3000 Benefits			0	\$673.59
Doyle Elementary		<b>(blank) Total</b>				<b>0</b>	<b>\$3,502.59</b>
Doyle Elementary	<b>30106 Title I Supplmnt Prog Imprvmt Total</b>					<b>0.4</b>	<b>\$57,794.22</b>

**APPENDIX B****PARENT & FAMILY ENGAGEMENT POLICY**



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

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*Zeta O. Doyle Elementary School*  
**PARENT & FAMILY ENGAGEMENT POLICY 2022-2023**

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

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

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

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

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

**To involve parents the following practices have been established:**

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

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

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

- Planning Dates for Parents sent home in back to school packets list all meetings for the school year
- We have created a Parent/Student online HUB for families to always have access to the calendar and other important information
- PTA meetings are held after school, with some meetings held in the evening as well to support working parents
- School staff are available to meet with parents before and after school; later meetings are possible when scheduled with school staff.

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This policy will be adopted by Zeta O. Doyle Elementary School on September 29, 2022 and will be in effect for the 2022-2023 School Year.

The school will distribute the policy to all parents of students on, or before: October 8, 2022.

Armando Lopez

September 29, 2022

**APPENDIX C**

**SCHOOL PARENT COMPACT**



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

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ZETA O. DOYLE ELEMENTARY SCHOOL

**SCHOOL PARENT COMPACT**

This School Parent Compact is in effect year 2022-2023.

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

**REQUIRED SCHOOL PARENT COMPACT PROVISIONS**

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

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

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

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

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

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

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

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

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

The school coordinates and integrates parental involvement program with other programs, and conduct other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

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

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

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

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

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

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

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

This Compact will be adopted by Zeta O. Doyle Elementary on September 29, 2022, and will be in effect for the 2022-2023 School Year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 8, 2022.

Armando Lopez

September 29, 2022

## APPENDIX D

### DATA REPORTS

Data Reports: Attached Data comes

from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](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**  
**Doyle**  
**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	%	%	%
<b>Total</b>	307	76.5	274	74.1	255	75.3	240	78.3	223	62.8	-13.7	-15.5	354	70.6	314	73.9	288	74.0	264	76.9	244	69.3	-1.3	-7.6
<b>Female</b>	158	77.8	137	75.2	136	77.2	127	79.5	105	62.9	-14.9	-16.6	178	65.2	156	69.2	151	75.5	140	77.9	117	65.8	0.6	-12.1
<b>Male</b>	149	75.2	137	73.0	119	73.1	113	77.0	118	62.7	-12.5	-14.3	176	76.1	158	78.5	137	72.3	124	75.8	127	72.4	-3.7	-3.4
<b>African American</b>	6	-	12	33.3	10	40.0	6	-	5	-	-	-	6	-	13	23.1	10	40.0	6	-	6	-	-	-
<b>Asian</b>	61	78.7	49	77.6	48	85.4	70	87.1	62	71.0	-7.7	-16.1	102	75.5	78	88.5	76	86.8	93	90.3	78	79.5	4.0	-10.8
<b>Filipino</b>	9	-	5	-	5	-	9	-	4	-	-	-	9	-	5	-	4	-	9	-	4	-	-	-
<b>Hispanic</b>	71	67.6	68	69.1	60	58.3	49	65.3	53	45.3	-22.3	-20.0	74	51.4	76	60.5	66	57.6	48	54.2	54	48.1	-3.3	-6.1
<b>Native American</b>	4	-	4	-	2	-	1	-	0	-	-	-	4	-	4	-	2	-	1	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	114	78.1	100	79.0	94	84.0	78	79.5	67	67.2	-10.9	-12.3	116	77.6	102	76.5	92	75.0	78	74.4	69	75.4	-2.2	1.0
<b>Multiracial</b>	36	83.3	32	81.3	30	86.7	27	96.3	32	71.9	-11.4	-24.4	37	81.1	32	84.4	32	87.5	29	86.2	33	72.7	-8.4	-13.5
<b>English Learner</b>	47	38.3	24	16.7	30	36.7	28	42.9	38	26.3	-12.0	-16.6	96	58.3	63	65.1	69	60.9	54	61.1	58	48.3	-10.0	-12.8
<b>English-Speaking</b>	260	83.5	250	79.6	225	80.4	212	83.0	185	70.3	-13.2	-12.7	258	75.2	251	76.1	219	78.1	210	81.0	186	75.8	0.6	-5.2
<b>Reclassified†</b>	29	86.2	51	82.4	40	82.5	52	86.5	50	68.0	-18.2	-18.5	29	86.2	51	72.5	40	77.5	52	90.4	50	82.0	-4.2	-8.4
<b>Initially Eng. Speaking</b>	231	83.1	199	78.9	185	80.0	160	81.9	135	71.1	-12.0	-10.8	229	73.8	200	77.0	179	78.2	158	77.8	136	73.5	-0.3	-4.3
<b>Econ. Disadv.*</b>	118	64.4	101	64.4	84	64.3	83	67.5	106	50.0	-14.4	-17.5	142	62.7	123	67.5	98	61.2	93	67.7	117	56.4	-6.3	-11.3
<b>Non-Econ. Disadv.</b>	189	84.1	173	79.8	171	80.7	157	84.1	117	74.4	-9.7	-9.7	212	75.9	191	78.0	190	80.5	171	81.9	127	81.1	5.2	-0.8
<b>Gifted</b>	137	89.1	107	90.7	87	89.7	85	90.6	36	86.1	-3.0	-4.5	152	88.8	109	93.6	84	94.0	89	93.3	36	94.4	5.6	1.1
<b>Not Gifted</b>	170	66.5	167	63.5	168	67.9	155	71.6	187	58.3	-8.2	-13.3	202	56.9	205	63.4	204	65.7	175	68.6	208	64.9	8.0	-3.7
<b>With Disabilities</b>	41	29.3	43	27.9	39	30.8	35	45.7	41	31.7	2.4	-14.0	44	20.5	43	41.9	38	34.2	36	36.1	41	39.0	18.5	2.9
<b>WO Disabilities</b>	266	83.8	231	82.7	216	83.3	205	83.9	182	69.8	-14.0	-14.1	310	77.7	271	79.0	250	80.0	228	83.3	203	75.4	-2.3	-7.9
<b>Homeless</b>	0	-	4	-	2	-	1	-	7	-	-	-	2	-	4	-	2	-	1	-	4	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
<b>Military</b>	5	-	3	-	5	-	7	-	4	-	-	-	5	-	3	-	4	-	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**  
**Doyle**  
**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	%	%	%
<b>Total</b>	115	75.7	85	75.3	74	79.7	0	-	77	59.7	-16.0	-	141	80.1	101	84.2	85	87.1	102	83.3	83	74.7	-5.4	-8.6
Female	62	80.6	44	75.0	37	73.0	0	-	39	61.5	-19.1	-	71	80.3	53	83.0	42	88.1	51	80.4	43	72.1	-8.2	-8.3
Male	53	69.8	41	75.6	37	86.5	0	-	38	57.9	-11.9	-	70	80.0	48	85.4	43	86.0	51	86.3	40	77.5	-2.5	-8.8
African American	3	-	4	-	1	-	0	-	1	-	-	-	3	-	4	-	1	-	1	-	2	-	-	-
Asian	23	78.3	20	85.0	20	90.0	0	-	20	60.0	-18.3	-	43	86.0	30	100.0	31	96.8	41	90.2	24	83.3	-2.7	-6.9
Filipino	2	-	1	-	2	-	0	-	1	-	-	-	2	-	1	-	1	-	3	-	1	-	-	-
Hispanic	26	69.2	23	65.2	11	45.5	0	-	21	47.6	-21.6	-	27	63.0	29	72.4	11	63.6	16	68.8	21	52.4	-10.6	-16.4
Native American	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	1	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	47	74.5	27	81.5	29	86.2	0	-	22	77.3	2.8	-	50	80.0	27	85.2	28	82.1	27	81.5	22	86.4	6.4	4.9
Multiracial	11	81.8	8	-	9	-	0	-	12	58.3	-23.5	-	13	100.0	8	-	11	100.0	13	84.6	13	92.3	-7.7	7.7
English Learner	25	44.0	9	-	15	60.0	0	-	14	28.6	-15.4	-	52	73.1	24	79.2	29	86.2	22	72.7	20	60.0	-13.1	-12.7
English-Speaking	90	84.4	76	82.9	59	84.7	0	-	63	66.7	-17.7	-	89	84.3	77	85.7	56	87.5	80	86.3	63	79.4	-4.9	-6.9
Reclassified†	13	92.3	11	100.0	10	100.0	0	-	19	73.7	-18.6	-	13	100.0	11	100.0	10	100.0	26	84.6	19	84.2	-15.8	-0.4
Initially Eng. Speaking	77	83.1	65	80.0	49	81.6	0	-	44	63.6	-19.5	-	76	81.6	66	83.3	46	84.8	54	87.0	44	77.3	-4.3	-9.7
Econ. Disadv.*	39	61.5	30	63.3	20	65.0	0	-	33	48.5	-13.0	-	54	74.1	37	81.1	22	77.3	33	75.8	36	63.9	-10.2	-11.9
Non-Econ. Disadv.	76	82.9	55	81.8	54	85.2	0	-	44	68.2	-14.7	-	87	83.9	64	85.9	63	90.5	69	87.0	47	83.0	-0.9	-4.0
Gifted	50	86.0	34	91.2	27	88.9	0	-	36	86.1	0.1	-	58	94.8	36	94.4	25	100.0	33	97.0	36	94.4	-0.4	-2.6
Not Gifted	65	67.7	51	64.7	47	74.5	0	-	77	59.7	-8.0	-	83	69.9	65	78.5	60	81.7	69	76.8	83	74.7	4.8	-2.1
With Disabilities	15	33.3	13	7.7	10	20.0	0	-	14	35.7	2.4	-	16	31.3	13	38.5	9	-	14	57.1	14	42.9	11.6	-14.2
WO Disabilities	100	82.0	72	87.5	64	89.1	0	-	63	65.1	-16.9	-	125	86.4	88	90.9	76	94.7	88	87.5	69	81.2	-5.2	-6.3
Homeless	0	-	4	-	1	-	0	-	2	-	-	-	1	-	4	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	1	-	0	-	1	-	-	-	2	-	2	-	0	-	2	-	0	-	-	-

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† 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**  
**Doyle**  
**Grade 4**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	96	80.2	105	74.3	81	67.9	0	-	75	60.0	-20.2	-	106	66.0	117	69.2	89	69.7	81	81.5	84	63.1	-2.9	-18.4
<b>Female</b>	41	80.5	55	80.0	45	77.8	0	-	32	50.0	-30.5	-	48	52.1	59	66.1	51	76.5	44	81.8	39	53.8	1.7	-28.0
<b>Male</b>	55	80.0	50	68.0	36	55.6	0	-	43	67.4	-12.6	-	58	77.6	58	72.4	38	60.5	37	81.1	45	71.1	-6.5	-10.0
<b>African American</b>	3	-	5	-	5	-	0	-	3	-	-	-	3	-	5	-	5	-	3	-	3	-	-	-
<b>Asian</b>	19	78.9	15	66.7	14	92.9	0	-	19	78.9	0.0	-	30	70.0	24	83.3	23	82.6	32	87.5	26	73.1	3.1	-14.4
<b>Filipino</b>	3	-	1	-	2	-	0	-	1	-	-	-	3	-	1	-	2	-	3	-	1	-	-	-
<b>Hispanic</b>	22	72.7	24	70.8	27	63.0	0	-	20	35.0	-37.7	-	22	45.5	26	53.8	27	63.0	7	-	21	42.9	-2.6	-
<b>Native American</b>	2	-	1	-	0	-	0	-	0	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	33	84.8	45	80.0	22	68.2	0	-	24	62.5	-22.3	-	33	84.8	46	69.6	21	76.2	28	75.0	25	72.0	-12.8	-3.0
<b>Multiracial</b>	14	85.7	12	83.3	9	-	0	-	8	-	-	-	13	69.2	12	91.7	9	-	8	-	8	-	-	-
<b>English Learner</b>	15	33.3	9	-	11	9.1	0	-	13	23.1	-10.2	-	27	40.7	21	57.1	22	40.9	18	61.1	21	33.3	-7.4	-27.8
<b>English-Speaking</b>	81	88.9	96	80.2	70	77.1	0	-	62	67.7	-21.2	-	79	74.7	96	71.9	67	79.1	63	87.3	63	73.0	-1.7	-14.3
<b>Reclassified†</b>	5	-	21	81.0	8	-	0	-	17	64.7	-	-	5	-	21	57.1	8	-	16	100.0	17	76.5	-	-23.5
<b>Initially Eng. Speaking</b>	76	90.8	75	80.0	62	75.8	0	-	45	68.9	-21.9	-	74	75.7	75	76.0	59	76.3	47	83.0	46	71.7	-4.0	-11.3
<b>Econ. Disadv.*</b>	36	69.4	39	64.1	32	59.4	0	-	38	47.4	-22.0	-	42	52.4	47	63.8	36	66.7	25	68.0	42	54.8	2.4	-13.2
<b>Non-Econ. Disadv.</b>	60	86.7	66	80.3	49	73.5	0	-	37	73.0	-13.7	-	64	75.0	70	72.9	53	71.7	56	87.5	42	71.4	-3.6	-16.1
<b>Gifted</b>	31	87.1	42	90.5	27	88.9	0	-	20	80.0	-7.1	-	35	85.7	42	100.0	26	88.5	27	96.3	20	95.0	9.3	-1.3
<b>Not Gifted</b>	65	76.9	63	63.5	54	57.4	0	-	55	52.7	-24.2	-	71	56.3	75	52.0	63	61.9	54	74.1	64	53.1	-3.2	-21.0
<b>With Disabilities</b>	7	-	21	33.3	15	26.7	0	-	14	28.6	-	-	7	-	21	47.6	15	40.0	7	-	14	42.9	-	-
<b>WO Disabilities</b>	89	82.0	84	84.5	66	77.3	0	-	61	67.2	-14.8	-	99	68.7	96	74.0	74	75.7	74	85.1	70	67.1	-1.6	-18.0
<b>Homeless</b>	0	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	1	-	2	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	1	-	2	-	0	-	2	-	-	-	0	-	1	-	2	-	3	-	1	-	-	-

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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	96	74.0	84	72.6	100	78.0	0	-	71	69.0	-5.0	-	107	62.6	96	68.8	114	67.5	81	64.2	77	70.1	7.5	5.9
<b>Female</b>	55	72.7	38	68.4	54	79.6	0	-	34	76.5	3.8	-	59	57.6	44	56.8	58	65.5	45	71.1	35	71.4	13.8	0.3
<b>Male</b>	41	75.6	46	76.1	46	76.1	0	-	37	62.2	-13.4	-	48	68.8	52	78.8	56	69.6	36	55.6	42	69.0	0.2	13.4
<b>African American</b>	0	-	3	-	4	-	0	-	1	-	-	-	0	-	4	-	4	-	2	-	1	-	-	-
<b>Asian</b>	19	78.9	14	78.6	14	71.4	0	-	23	73.9	-5.0	-	29	65.5	24	79.2	22	77.3	20	95.0	28	82.1	16.6	-12.9
<b>Filipino</b>	4	-	3	-	1	-	0	-	2	-	-	-	4	-	3	-	1	-	3	-	2	-	-	-
<b>Hispanic</b>	23	60.9	21	71.4	22	59.1	0	-	12	58.3	-2.6	-	25	44.0	21	52.4	28	50.0	25	40.0	12	50.0	6.0	10.0
<b>Native American</b>	1	-	2	-	2	-	0	-	0	-	-	-	1	-	2	-	2	-	0	-	0	-	-	-
<b>Pacific Islander</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>White</b>	34	76.5	28	75.0	43	90.7	0	-	21	61.9	-14.6	-	33	66.7	29	79.3	43	69.8	23	65.2	22	68.2	1.5	3.0
<b>Multiracial</b>	11	81.8	12	75.0	12	91.7	0	-	12	83.3	1.5	-	11	72.7	12	66.7	12	83.3	8	-	12	66.7	-6.0	-
<b>English Learner</b>	7	-	6	-	4	-	0	-	11	27.3	-	-	17	41.2	18	55.6	18	44.4	14	42.9	17	52.9	11.7	10.0
<b>English-Speaking</b>	89	77.5	78	75.6	96	80.2	0	-	60	76.7	-0.8	-	90	66.7	78	71.8	96	71.9	67	68.7	60	75.0	8.3	6.3
<b>Reclassified†</b>	11	90.9	19	73.7	22	72.7	0	-	14	64.3	-26.6	-	11	81.8	19	73.7	22	59.1	10	90.0	14	85.7	3.9	-4.3
<b>Initially Eng. Speaking</b>	78	75.6	59	76.3	74	82.4	0	-	46	80.4	4.8	-	79	64.6	59	71.2	74	75.7	57	64.9	46	71.7	7.1	6.8
<b>Econ. Disadv.*</b>	43	62.8	32	65.6	32	68.8	0	-	35	54.3	-8.5	-	46	58.7	39	59.0	40	47.5	35	60.0	39	51.3	-7.4	-8.7
<b>Non-Econ. Disadv.</b>	53	83.0	52	76.9	68	82.4	0	-	36	83.3	0.3	-	61	65.6	57	75.4	74	78.4	46	67.4	38	89.5	23.9	22.1
<b>Gifted</b>	56	92.9	31	90.3	33	90.9	0	-	16	93.8	0.9	-	59	84.7	31	83.9	33	93.9	29	86.2	16	93.8	9.1	7.6
<b>Not Gifted</b>	40	47.5	53	62.3	67	71.6	0	-	55	61.8	14.3	-	48	35.4	65	61.5	81	56.8	52	51.9	61	63.9	28.5	12.0
<b>With Disabilities</b>	19	15.8	9	-	14	42.9	0	-	13	30.8	15.0	-	21	9.5	9	-	14	35.7	15	13.3	13	30.8	21.3	17.5
<b>WO Disabilities</b>	77	88.3	75	76.0	86	83.7	0	-	58	77.6	-10.7	-	86	75.6	87	72.4	100	72.0	66	75.8	64	78.1	2.5	2.3
<b>Homeless</b>	0	-	3	-	1	-	0	-	3	-	-	-	0	-	3	-	1	-	1	-	1	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	3	-	0	-	2	-	0	-	1	-	-	-	3	-	0	-	2	-	2	-	1	-	-	-

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**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: DOYLE ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2021-22**

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

**Attendance Committee**

**\*Strategy/Activity - Description**

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

Work with Nurse and Health Technician to create Individual Health Plans to support students with illnesses/medical conditions impacting attendance to school.

Funding an additional day will allow for the counselor to support the attendance committee, support groups for students who have experienced trauma, and SEL lessons for all students.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, 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.

## Doyle Elementary SPSA EVALUATION OF LCFE FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
School Counselor	0.30000	\$41,249.33	09800-1210	funding for counselor additional FTE	Families that needed support due to concerns outside of COVID were supported by the counselor due to office referrals.	Due to the overwhelming absences from quarantining of students due to COVID, we elected to focus on student trauma support and Social Emotional support.	As we move into the 22-23 school year, and the health and safety guidelines lower, we will reintroduce those strategies of attendance committee and attendance incentives.
<b>Attendance Incentive Programs</b>							
<b>*Strategy/Activity - Description</b>							
Engage parents of students experiencing chronic absenteeism in site attendance intervention meetings to identify and resolve barriers to school attendance. Develop individual attendance incentive programs to motivate students to attend school.							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,</b>	<b>What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum</b>	<b>Modifications based on qualitative and quantitative data.</b>

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

					<b>progress monitoring results, etc.).</b>	<b>assessments, pre/post test, progress monitoring results, etc.).</b>	
Supplies		\$7,392.00	09800-4301	classroom and intervention support	Supplies were utilized at school for all students.	Limited supplies were available for all students	Funding from Visiting Teachers that was not utilized will be cost-shifted to supplies.

**Goal 2 - English Language Arts**

**Visiting Teachers**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$5,032.02	09800-1192	funding for visiting teachers	Due to the staffing shortages as a result of the COVID-19 pandemic, we did not	As we move into the 22-23 school	



## Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					have the adequate staff to release teachers for professional learning communities and professional development. Substitutes were reassigned to cover classroom teacher absences. This impacted the release of teachers for the entire school year during the school day.	year, and the health and safety guidelines lower, there will not be a halt on hiring visiting teachers allowing for PLCs to happen.	
Supplies	--	--	09800-4301	funding for classroom and intervention supports	Supplies were utilized at school all students.	Limited supplies were available for all students	Funding from Visiting Teachers that was not utilized will be cost-shifted to supplies.

**Goal 3 - Mathematics**

**Visiting Teachers**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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

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

## Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding for professional development	Due to the staffing shortages as a result of the COVID-19 pandemic, we did not have the adequate staff to release teachers for professional learning communities and professional development. Substitutes were reassigned to cover classroom teacher absences. This impacted the release of teachers for the entire school year during the school day.	As we move into the 22-23 school year, and the health and safety guidelines lower, there will not be a halt on hiring visiting teachers allowing for PLCs to happen.
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### Critical Concepts

**\*Strategy/Activity - Description**

Align mathematical practices to critical concepts to ensure students receive instruction in the math strategies/habits of mind needed to develop the processes and proficiencies needed to persevere through challenging mathematical content TK-5.

**\*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.

## Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						<b>monitoring results, etc.).</b>	
Supplies	--	--	09800-4301	classroom and intervention supports	Supplies were utilized at school all students.	Limited supplies were available for all students	Funding from Visiting Teachers that was not utilized will be cost-shifted to supplies.

**Goal 4- Supporting English Learners**

**Visiting Teachers**

**\*Strategy/Activity - Description**

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

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

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

Directions:

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

Guiding Questions:

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

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

## Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding for professional development	Due to the staffing shortages as a result of the COVID-19 pandemic, we did not have the adequate staff to release teachers for professional learning communities and professional development. Substitutes were reassigned to cover classroom teacher absences. This impacted the release of teachers for the entire school year during the school day.	As we move into the 22-23 school year, and the health and safety guidelines lower, there will not be a halt on hiring visiting teachers allowing for PLCs to happen.
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### ELPAC Assessment

**\*Strategy/Activity - Description**

ELPAC Assessment

- All students with home language surveys indicating a language other than English is spoken in the home are assessed each school year within the first thirty days of enrollment and again in the Spring to determine their current level of English proficiency.

**\*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.

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

					<b>monitoring results, etc.).</b>	<b>progress monitoring results, etc.).</b>	
Retired Clsrm Teacher Hrly		\$10,000.53	09800-1189	funding for ELPAC assessment administration	All students were assessed in a timely manner and the administration of ELPAC met district deadlines	This was an effective strategy,	Hire a EL Coordinator to perform multiple functions.

**Goal 5 - Supporting Students with Disabilities**

**Professional Learning**

**\*Strategy/Activity - Description**

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

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

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.

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Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding for professional development	Due to the staffing shortages as a result of the COVID-19 pandemic, we did not have the adequate staff to release teachers for professional learning communities and professional development. Substitutes were		As we move into the 22-23 school year, and the health and safety guidelines lower, there will not be a



## Doyle Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					reassigned to cover classroom teacher absences. This impacted the release of teachers for the entire school year during the school day.	halt on hiring visiting teachers allowing for PLCs to happen.	
Supplies	--	--	09800-4301	funding for classroom and intervention supports	Supplies were utilized at school for all students.	Limited supplies were available for all students	Funding from Visiting Teachers that was not utilized will be cost-shifted to supplies.

What are my leadership strategies in service of the goals?