



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Del Dayo Elementary School	34-67447-6034482	2022-06-09	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 2
- Stakeholder Involvement 2
- Resource Inequities 3
- Goals, Strategies, & Proposed Expenditures..... 4
 - SPSA/Goal 1 4
 - SPSA/Goal 2 7
 - SPSA/Goal 3 13
 - SPSA/Goal 4 17
- Budget Summary 20
 - Budget Summary 20
 - Other Federal, State, and Local Funds 20
- Budgeted Funds and Expenditures in this Plan 21
 - Funds Budgeted to the School by Funding Source..... 21
 - Expenditures by Funding Source 21
 - Expenditures by Budget Reference 21
 - Expenditures by Budget Reference and Funding Source 21
 - Expenditures by Goal..... 22
- School Site Council Membership 23
- Recommendations and Assurances 24

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In the spring of 2022 Del Dayo Elementary hosted a School Site Council meeting to review end of 2021-22 needs assessment, current needs, and budget. Weekly Site Leadership Team and monthly PTO meetings included discussions about current needs. Principal hosted many empathy gathering sessions via Zoom with families during our PTO meetings, in person with students, and staff throughout the year. Del Dayo's Multi-Tiered System of Supports Team met weekly to discuss student academic, behavioral, and social emotional needs and supports necessary for success in all areas. Staff answered survey questions about current needs as well. Several parents and community members have approached staff with information and concerns. Many needs and suggestions have been documented through emails, minutes/notes from meetings, and/or newsletters.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

At Del Dayo we have a generous PTO that provides financial and volunteer support for many programs, services, staff, and materials that benefit every student on campus. Their participation greatly benefits all of our students' academic and social emotional well being needs. However, contributions to our PTO has decreased dramatically the past 2 years, due to an increase in families disenrolling from Del Dayo in favor of private schools during the pandemic.

However, Del Dayo's socioeconomically disadvantaged and foster/homeless youth are in need of further support, as evidenced by a gap in reading scores. Staff has identified the need for further reading intervention personnel and training, to meet the needs of our SED and FY students. Additionally, our staff has identified the need for a consistent writing program across all grade levels and in all classrooms. Classroom teachers will need further support and resources to provide reading intervention in small groups.

Del Dayo is seeing an increase in English Learners.

Del Dayo's school community is in need of extra social emotional support to mitigate the on-going effects of the Covid school closure. Our School Social Worker has reached out to take on an School Social Worker Intern to add an additional layer of support for the 2022-23 school year.

Del Dayo purchased Reading Intervention, and guided reading materials in 2021-2022, to be used in classrooms and by our Reading Intervention Teacher in the 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Del Dayo's staff will actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Del Dayo's Multi-Tiered System of Supports team met weekly throughout the 2022-23 school year. The team tracked students of concern through multiple means, including staff and family surveys, phone calls, and in-person and Zoom meetings. Our School Social Worker met with individual and small groups of students as identified through a variety of means including student self-identification, family request, BSP, and teacher referral.

What worked and didn't work? Why? (monitoring)

Many students benefitted from the support provided through our MTSS Team including visits with our Social Worker and Intervention provided by our Reading Intervention Teacher. Our School Social worker continually reworked her schedule to accommodate the high number of students needing Social Emotional support. We got a slow start, but we implemented the Second Step curriculum across all grade levels.

What modification(s) did you make based on the data? (evaluation)

We continually monitor our Reading Intervention groups throughout the 6 week cycles and at the end of a 6 week cycle. Principal and Social Worker meet Bi-Weekly to review student progress in small group and/or individual support. Principal also meets with Intervention Teacher to review processes, monitoring protocols and student progress bi-weekly.

2021-22

Identified Need

Students need to have access to supports and resources to ensure academic and social emotional success. Staff needs to have a clear understanding of how to access these supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Staff survey- MTSS/SST referral process	Baseline	N/A
Student Survey (Spring 2022) "The school listens to student input on important Decisions"	76.8% responded "yes"	85% yes

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Strengthen implementation of Multi Tiered System of Support.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, MTSS Team		0	School year 2022-23
1.2	Continue to build relationships amongst and between Del	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, Staff, PTO		0	School year 2022-23

	Dayo staff, students and families, focusing on increasing the perception that adults listen to students at Del Dayo.					
1.3	Continue professional development in Social Justice and Equity.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, Staff		0	School year 2022-23

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

The Del Dayo School community will experience an increase in feelings of inclusivity, safety, equity by integrating social emotion learning and culturally responsive curriculum and instruction.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We used on-going data collected from our School Social Worker to monitor progress with the students she met with individually and/or in small groups. In addition we used data from our school and Community Survey along with MTSS Intervention data to monitor progress regarding students' Social Emotional well-being. We used Second Step curriculum across all grade levels, and the teachers monitored progress through collection of observational data across the lessons facilitated in their classrooms.

What worked and didn't work? Why? (monitoring)

The need for Social Emotional Learning and support is a constant. We did not anticipate the high level of need to the extent at which we have experienced. Our School Social Worker is taking on an Intern next school year that may help increase the number of students we can support outside of classroom support through Second Step.

What modification(s) did you make based on the data? (evaluation).

We have constantly reworked schedules to accommodate so that as many students as possible can receive support. We have experienced a small fluctuation in EL students, between 19-22. We attempted to hold 2 EL meetings without drawing any attendees. We are going to continue to relook our approach to draw in more of our EL families.

2021-22

Identified Need

Students, families, and staff need to increase positive feelings in school culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Staff Survey- Average of combined results: safety, culture, meaningful participation, & caring relationships	90.63%	95%
Family Survey- Average of combined results: safety, culture, meaningful participation, & caring relationships	90.75%	95%
Student Survey- Average of combined results: safety, culture, meaningful participation, & caring relationships	83.75%	92%
Home Suspension Data	0% all students; 0% SED	< 1% all (including SED) student suspension
In School Suspension Data	0% all students; 0% SED	0.5% all students
Attendance Data	93.6% all students; 91.7% SED	Increasing attendance of all students to 97% and SED to 96%
Chronic Absenteeism Data	21.9% all students; 31.1% SED (COVID Absences included)	Decreasing chronic attendance to 4% all students and 9% SED

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
--------	----------------	---------------------	-----------------------	-----------	---------------------	-------------------------

2.1	<p>Continue committees that are inclusive of various stakeholders to guide school initiatives that benefit SED, EL, and all students, such as:</p> <ul style="list-style-type: none"> *Implementing Social Skills groups *Providing opportunities for staff professional development in increasing engagement, restorative practices, and cultural responsiveness *Providing recognition to students, including awards for attendance, RFEP, meeting academic and behavioral goals 	<p>All Students X English Learners X Low-Income Students Foster Youth Other</p>	<p>Students, staff, parents</p>		0	<p>School year 2022-2023</p>
-----	---	---	---------------------------------	--	---	------------------------------

	*Providing other means of correction to home suspensions					
2.2	Implement school-wide programs which promote positive school culture and inclusivity.	X All Students English Learners Low-Income Students Foster Youth Other	Staff, parents, students	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	School year 2022-2023
2.3	Build collective capacity to have courageous conversations and interrupting both implicit and explicit racial inequities	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, Staff		0	School year 2022-2023
2.4	Hire full time counselor/social worker to increase students' engagement and connectedness	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Social Worker	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	10,987 4,631	School year 2022-2023

	to school as well as social-emotional development. 0.124 FTE Social Worker			LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
2.5	Offer Professional Learning/Collaboration around trauma informed practices, social-emotional learning, and social justice standards. (ELO/ESSER)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	Other	0	School year 2022-2023
2.6	Hire Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional support and cultural responsiveness.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	LCFF Supplemental Site Allocation	7,500	School year 2022-2023

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

iReady and Text Level data - three times a year

What worked and didn't work? Why? (monitoring)

Return to school has proved to be challenging for some of our scholars more so than we expected.

What modification(s) did you make based on the data? (evaluation)

We are anticipating next school year to be better than this year.

2021-22

Identified Need

Students who are Socio-Economically Disadvantaged are not achieving at the same rate as our non-SED students in ELA, based on iReady and Text Level Data. We need to provide consistent, responsive literacy services to these students.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide Guided Language Acquisition Design (GLAD) materials and training to accelerate student's English language acquisition.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, Site Leadership Team (SLT), and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-2023
3.2	Make hardware, software, software licenses, and materials available for teachers to increase academic engagement, assessment, and data collection.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1882	School year 2022-2023

3.3	Provide After School Tutoring for targeted subgroups who are low performing in math or language arts, social skills, and/or problem solving	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, SLT, Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,500	School year 2022-2023
3.4	Maintain a reading intervention teacher through ELO/ESSER to implement a reading intervention program.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, SLT, and Teachers	Other	0	School year 2022-2023
3.5	Instructional staff will be provided the opportunity to engage in professional learning to increase effectiveness in writing instruction which will increase EL	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, and Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	0	School year 2022-2023

	and SED student engagement and connectedness to school.					
3.6	Hire full time Instructional Assistants for each class TK-2. (ELO/ESSER)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Staff	Other	0	School year 2022-2023
3.7		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Del Dayo's students will engage in discovering their limitless potential, and through coordinated effort, will be prepared for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Inventory of books in bookworm - once a year

What worked and didn't work? Why? (monitoring)

We have many books yet we need to expand and update what we currently have to reflect our growing community.

What modification(s) did you make based on the data? (evaluation)

We will be ordering new and updated books.

2021-22

Identified Need

Students need to see themselves reflected and relevant in the literature they read.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Inventory of books in bookroom.	754 guided reading sets were inventoried. However, the inventory was not completed.	Complete inventory

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Purchase guided reading and class book sets and classroom library books which reflect Del Dayo's students and students in the community and cull books which are outdated and/or under utilized.	All Students X English Learners X Low-Income Students Foster Youth X Other SWD, Students of Color	Principal, SLT, and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	School year 2021-22
4.2	Pursue funding and implement School Partnership	X All Students English Learners Low-Income Students Foster Youth	Principal, SLT, Staff	Other	0	School year 2021-2022

	Projects that increase students' awareness, connectedness, and service to their greater community (such as artists and environmental educators). (ELO/ESSER)	Other				
--	--	-------	--	--	--	--

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$31,500.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental Site Allocation	\$31,500.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$31,500.00

Total of federal, state, and/or local funds for this school: \$31,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Site Allocation	31,500.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	12,487.00
3000-3999: Employee Benefits	4,631.00
4000-4999: Books And Supplies	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	1,882.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	LCFF Supplemental Site Allocation	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,487.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,631.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	1,882.00
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	24,618.00
Goal 3	3,882.00
Goal 4	3,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Juliann Wolney	Principal
Marisa Alcalay	Other School Staff
Mary Beth Tolbert	Classroom Teacher
Crystal Johnson	Classroom Teacher
Michael Dittmer	Classroom Teacher
Michael Castelhano	Parent or Community Member
Anne Larsson	Parent or Community Member
Angela Guzman	Parent or Community Member
Elizabeth Hawkins	Parent or Community Member
Sigal Ben-Ari	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/09/2022.

Attested:

On file

Principal, Juliann Wolney on 06/09/22

On file

SSC Chairperson, Crystal Johnson on 06/09/22

Budget By Expenditures

Del Dayo Elementary School

Funding Source:

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Strengthen implementation of Multi Tiered System of Support.		\$0.00	Connected School Communities	
Continue to build relationships amongst and between Del Dayo staff, students and families, focusing on increasing the perception that adults listen to students at Del Dayo.		\$0.00	Connected School Communities	
Continue professional development in Social Justice and Equity.		\$0.00	Connected School Communities	
Continue committees that are inclusive of various stakeholders to guide school initiatives that benefit SED, EL, and all students, such as: *Implementing Social Skills groups *Providing opportunities for staff professional development in increasing engagement, restorative practices, and cultural responsiveness *Providing recognition to students, including awards for attendance, RFEP, meeting academic and behavioral goals *Providing other means of correction to home suspensions		\$0.00	Healthy Environments for Social-Emotional Growth	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Del Dayo Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$31,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement school-wide programs which promote positive school culture and inclusivity.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth	
Hire full time counselor/social worker to increase students' engagement and connectedness to school as well as social-emotional development. 0.124 FTE Social Worker	1000-1999: Certificated Personnel Salaries	\$10,987.00	Healthy Environments for Social-Emotional Growth	
Hire Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional support and cultural responsiveness.		\$7,500.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$4,631.00	Healthy Environments for Social-Emotional Growth	
Provide Guided Language Acquisition Design (GLAD) materials and training to accelerate student's English language acquisition.	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	
Make hardware, software, software licenses, and materials available for teachers to increase academic engagement , assessment, and data collection.	5800: Professional/Consulting Services And Operating Expenditures	\$1,882.00	Engaging Academic Programs	
Provide After School Tutoring for targeted subgroups who are low performing in math or language arts, social skills, and/or problem solving	1000-1999: Certificated Personnel Salaries	\$1,500.00	Engaging Academic Programs	
Instructional staff will be provided the opportunity to engage in professional learning to increase effectiveness in writing instruction which will increase EL and SED student engagement and connectedness to school.	1000-1999: Certificated Personnel Salaries	\$0.00	Engaging Academic Programs	

Del Dayo Elementary School

Purchase guided reading and class book sets and classroom library books which reflect Del Dayo's students and students in the community and cull books which are outdated and/or under utilized.	4000-4999: Books And Supplies	\$3,000.00	Clear Pathways to Bright Futures
--	-------------------------------	------------	----------------------------------

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pursue funding and implement School Partnership Projects that increase students' awareness, connectedness, and service to their greater community (such as artists and environmental educators). (ELO/ESSER)		\$0.00	Clear Pathways to Bright Futures	
Hire full time Instructional Assistants for each class TK-2. (ELO/ESSER)		\$0.00	Engaging Academic Programs	
Maintain a reading intervention teacher through ELO/ESSER to implement a reading intervention program.		\$0.00	Engaging Academic Programs	
Offer Professional Learning/Collaboration around trauma informed practices, social-emotional learning, and social justice standards. (ELO/ESSER)		\$0.00	Healthy Environments for Social-Emotional Growth	

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Del Dayo Elementary School Total Expenditures: \$31,500.00