



DEL PASO MANOR

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 Paso Manor Elementary School	34-67447-6034490	April 19, 2022	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)

Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. It also serves as the Targeted Support and Improvement Plan.

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. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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.

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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

Involvement with developing the 2022-2023 School Plan began in the winter of school year 2021-2022, each meeting was virtual due to continued Covid-19 restrictions.

Beginning in the fall and throughout the year, DPM’s Site Leadership Team (SLT), School Site Council (SSC), our English Learner Advisory Committee (ELAC), and other staff teams continuously looked at data in the current SPSA to determine how effective actions had been.

Each group noted the success of the reading intervention program, the DPM English Language Development (ELD) team, and the new Social Emotional Learning (SEL) Team. In addition, our needs assessment survey sent in March to students, staff, and parents showed a continued need in supporting students' academic and social-emotional learning.

Beginning in late January through March, DPM’s credentialed staff underwent a process to further

complete the Comprehensive Needs Assessment. Credentialed staff were placed in vertical teams, each representing grade level and area of expertise and facilitated by an SLT member, to discuss what is working well at DPM and what further support was needed. The teams were reshuffled based on areas of interest and expertise to make recommendations for Actions and Services based on the identified needed support. They were given an opportunity to request materials, supplies, and training to support students for the remainder of the year, as well as giving suggestions for next year that will support targeted students and the student population as a whole.

The recommendations were presented and discussed at the March SSC and ELAC meetings. Additionally, there was discussion regarding shifting current year funds to meet unanticipated needs that have surfaced and spending funds that had been previously earmarked but later limited due to Covid-related restrictions.

Site Leadership Team met bi-weekly throughout the 2021-2022 school year to review and discuss:

- academic and social-emotional data
- how to best support teachers and increase student participation (based on input from teachers and staff)
- professional learning opportunities with an equity lens and use of Thursday collaboration time, given the mid-year changes in the Side Letter Agreement

DPM's School Site Council received a draft of the SPSA at the April meeting. SPSA was approved at that meeting.

Resource Inequities

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

Based on the Comprehensive Needs Assessment process with a focus on academic and social-emotional data, DPM's SPSA Actions and Services must address resource inequities for students and families.

All students, especially DPM's targeted groups (English Learner and Socio-Economically Disadvantaged Students), staff, and families will need the school to provide the following:

*Supplemental materials, professional development, personnel, and collaboration time for staff.

*Consistent Intervention and Designated ELD time.

*Access to technology and online platforms to promote learning.

*Tier 1, 2, and 3 social-emotional support via in-class lessons and pull-out services for small group and individual services.

*A School Community Intervention Assistant to provide support to students and families.

*A designated Site Resource Teacher to provide intervention, training, and support to students, our increased IA staff, and School Community Intervention Assistant.

*An increase in family communication and involvement with the release of Covid restrictions.

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

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our 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?

DPM staff consistently looks at attendance data, academic data from iReady assessments, running records, behavior data, as well as empathy gathering from students and families to best support our students and families.

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

Due to the pandemic, this year attendance data has been difficult as so many of our families are being overly cautious with any symptoms, as well as so many of our students and families had Covid which kept them home for 10 days in most cases. This hurt our attendance and academic data, yet it was reasonable. We didn't have as much support as normal for families as they were following the county and state health guidance.

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

We added additional opportunities for students to receive more interventions. Teachers worked after school with students and we utilized our intervention teachers, ELD teachers, and Instructional Assistants to support students and help close any gaps.

**2021-22
Identified Need**

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

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
1.1	Provide parent education classes for parents related to academics, parent educational rights and technology. This includes but is not limited to (bilingual supports included): academic review/preview	X All Students X English Learners X Low-Income Students X Foster Youth Other	Site Admin and staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000 1000	School year 2022-23

	meetings (synchronous/a synchronous and in-person), technology teaching and support meetings/classes (synchronous/a synchronous and in-person), etc.					
1.2	Provide resources for staff to work with parents to support academic growth. This includes but is not limited to (bilingual supports included): individual parent conferences outside of contracted conferences, parent and support classes (restorative and educational), etc. (synchronous/a	X All Students X English Learners X Low-Income Students X Foster Youth Other	Site Admin and staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	500	School year 2022-23

	synchronous and in-person)					
1.3	Provide resources for school staff and community members to develop an evolving equity plan that continually gathers feedback and information related to current practices and further identify barriers of access and opportunities for underrepresented groups in our school community. The information may be obtained through different avenues including but not limited to: on-campus/zoom sessions,	X All Students X English Learners X Low-Income Students X Foster Youth Other	Site Admin and staff			School year 2022-23

	listening circles, district and site level surveys, diverse parent committee, etc.					
1.4	In partnership with community organizations, parents and parents' groups (for example ELAC), work to provide family nights, community events, community resources and community forums that include but are not limited to: science nights, cultural nights, arts nights, parent education/supports, social and equity forums, etc. (Distance and in-person forums/events).	X All Students X English Learners X Low-Income Students X Foster Youth Other	Site Admin and staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2022-23
1.5	Improve communication methods to better engage	X All Students X English Learners X Low-Income Students X Foster Youth	Site Admin and staff			School year 2022-23

	diverse students and families to improve relationships and increase involvement (for example, more translation services, improve social media, newsletters, calls, etc).	Other				
1.6	To provide needed technology to support and enhance in-school learning. Technology includes but is not limited to: hot spots, Chromebooks, ipads, doc cameras, cables, hi-resolution cameras, wireless microphones, etc.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Site Admin and staff	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	12886 2834	School year 2022-23
1.7	Hire Parent Liaison to	X All Students X English Learners	Site Admin	Title I Part A Parent	8748	School year 2022-23

	support families	X Low-Income Students X Foster Youth Other		Involvement 2000-2999: Classified Personnel Salaries		
1.8	Additional 0.125 for attendance clerk to support families and attendance goals	X All Students X English Learners X Low-Income Students X Foster Youth Other	site admin	LCFF Supplemental Site Allocation	5344	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

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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 look at our behavior data, SAEBRS, office referrals, and Academic and Social Emotional Intervention support data as often as every week.

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

DPM staff quickly realized the importance of social emotional needs of our students, so we shifted some of our focus to meet those needs.

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

DPM implemented Second Step Curriculum to support students' social emotional needs in addition to support from our Counselors and Social Worker to support classroom needs including instruction and restorative practices. Utilizing our SAEBRS data, we developed groups for counseling and additional supports and used 6 week cycles collecting data to support all our students.

2021-22

Identified Need

Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Continue using Second Step, research-based social-emotional curriculum, with students across the school. In addition, hire additional staff to support our unstructured time during recess and lunch. Train staff in De-Escalation strategies to support our students in crisis, and help them return to a safe physical and emotional state, ready to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Local Survey, School Safety - students Percent strongly Agree/Agree	Students: 80%	Students: 85%
Local Survey, Meaningful Participation - Students Percent strongly Agree/Agree	Students: 85.1%	Students: 88%
Local Survey, School Culture - Students Percent strongly Agree/Agree	Students: 79.7%	Students: 83%
Chronic Absenteeism of low SES students	25.7%	18%
Attendance of all students	89.9%	92%

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	Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Site Admin and staff, including MTSS team	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1000	School year 2022-23
2.2	Provide incentives for students manifesting positive behaviors.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin, Secretary, Behavior Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23

2.3	Offer social skills groups for students identified by teachers as needing emotional support. No additional cost for this item.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	SEL (MTSS) staff and teachers			School year 2022-23
2.4	Provide resources to support the physical safety of students at Del Paso Manor. This includes but is not limited to: personnel (recreational aides, etc.), materials (communication devices, health and sanitary supports - PPE, dividers, temperature monitoring devices, etc), training on district policy and emergency responsiveness/preparedness	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	11,371 1,675 500	School year 2022-23

	regarding Immigration and Customs Enforcement (ICE) and police on campus.					
2.5	Provide resources to support the emotional safety of students at Del Paso Manor. This includes but is not limited to: creating emotional safe zones, wellness speakers, assemblies, materials (such as journals, etc.), personnel (campus monitor, recreational aides, etc.), whole student supports and resources (such as food closet and clothes closet, etc.).	X All Students English Learners Low-Income Students Foster Youth Other	Admin, SEL (MTSS) Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other	500	School year 2022-23

2.6	Maintain a Community Intervention assistant to promote community engagement and academic supports.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal, VP	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	30,735 27626	School year 2022-23
2.7	Additional centrally funded rec aide support	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	2,412	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

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?

We used iReady data each trimester, Running Records monthly, writing samples, math assessments, qualitative and quantitative data, and classroom formative assessments in addition to attendance data.

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

The intervention data is showing accelerated growth for students. Classroom data is showing growth as well. One of the struggles this year has been a decrease in attendance, so our students with poor attendance are struggling at a higher rate. Identifying how we can support them more has been important.

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

DPM increased intervention and tutoring during the school day and beyond school hours to support our students who missed excessive school due to covid exposure.

2021-22

Identified Need

Improve academic language acquisition (oral and written) for all students across content areas by:

1. Teachers understanding and implementing the Teaching and Learning Cycle, and specific pedagogical practices, to explicitly teach all content and genre to students in concert with the adopted district curriculum.
2. All teachers and support staff using CCSS, NGSS, and CA ELD standards in tandem to deliver integrated instruction that is grade-level appropriate and includes the necessary scaffolds for all students to be able to access the content.
3. Students engaging in structured academic discourse, oral and written, in all content areas.

Improve academic scores in ELA for all students by:

1. Teachers identifying student needs and targeted supports that will be the most beneficial for each student.
2. Utilizing Intervention staff to provide additional instruction at the level of each student.
3. All students receiving core instruction in addition to special education supports, ELD instruction, Intervention, etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
K-2 Text level	Students at or above: 47.1%	Students at or above: 52%
Winter School Survey 2021-22 Climate of Support for Academic Learning. Percent strongly agree/agree overall	Student: 89.6%	Student: 92%
ELPAC Level 1	43% of EL students	40% of EL students
ELPAC Level 2	37% of EL students	35% of EL students
iReady ELA local assessment, winter scores, grades 3-6	Students at or above: 39%	Students at or above: 45%
iReady Math Local Assessment, winter scores, grades 3-6	Students at or above: 31%	Students at or above: 38%

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	Continue 2 intervention teachers to provide tier 2 intervention for students below grade level	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Vice principal and classroom teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	186,000 59,438	School year 2022-23
3.2	Provide extra resources, curriculum, support and opportunities to students to improve all areas of academic performance with a special focus to improve the academic performance of ELL, homeless students, native students, the lowest-income	X All Students X English Learners X Low-Income Students X Foster Youth Other	Admin, Secretary	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	16000 9000	School year 2022-23

	students and students traditionally left behind. Including but not limited to (personnel, tutoring outside school day, materials, and training support): homework completion, reteaching of materials, feedback on work and editing supports.					
3.3	School Social Worker SEL Supplemental Staff 1 FTE	X All Students X English Learners X Low-Income Students X Foster Youth Other	Administration, SEL team Funded through ELO	Other 1000-1999: Certificated Personnel Salaries	107,333	School year 2022-23
3.4	Provide opportunities, support and resources for students to participate in	X All Students X English Learners X Low-Income Students X Foster Youth Other	Admin	Title I Part A Site Allocation 2000-2999: Classified	1000 1290 2500	School year 2022-23

	<p>STEAM education and enrichment activities/lessons including opportunities for ELL students in their native languages and when available, with bilingual support. Including but not limited to (personnel, materials, speakers and training to support): classrooms, after school activities/clubs, etc.</p>			<p>Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>		
3.5	<p>Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>ELD teachers and BIA staff</p>	<p>LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries</p>	51,229	<p>School year 2022-23</p>

	levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.5 FTE BIAs					
3.6	Hire site resource teacher to support site teachers, IA and admin professional development and monitoring of data, as well as oversee before school intervention groups and data collection and communication with classroom teachers.	All Students English Learners X Low-Income Students Foster Youth Other	Site administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	79,695 35,449	School year 2022-23
3.7	Provide additional training, professional development, and supplemental	All Students X English Learners X Low-Income Students Foster Youth Other	Admin, ELD, Intervention	Title I Part A Site Allocation 4000-4999: Books And Supplies	32,000 10,000	School year 2022-23

	materials to support English Learners and Low-Income Students.			Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
3.8	Provide additional instructional administrative staff to increase support to teachers and students. 1 FTE Administrative Instructional Specialist.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	170,891	School year 2022-23
3.9	Maintain 3.0 FTE Designated ELD Teachers to ensure English Learners receive Designated	All Students X English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	361,785	School year 2022-23

	and Integrated English Language Development (ELD) daily.					
3.10	Maintain 2 part time (3.75 hrs each) Instructional Assistants to support learning and small group instruction for students in grades 3-6.	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	24,390 9,781	School year 2022-23
3.11		All Students English Learners Low-Income Students Foster Youth Other				
3.12		All Students English Learners Low-Income Students Foster Youth Other				
3.13		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

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

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?

DPM staff used behavior data, SAEBRS, district survey, office referrals, Academic and Social Emotional Intervention support data, academic data such as iReady, classroom assessments, and attendance data.

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

Comparing data to last year has been challenging this year returning to a normal school day, as so much has changed since distance learning.

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

We have compared growth over the year compared to data from previous years.

2021-22

Identified Need

Supports for students to help them feel successful, knowledgeable and an active part in their education.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
2021-2022 School Survey - College and Career - Students know what classes to pass to graduate high school	Parents: 89.8% Students: 83.2% Staff: 90.6%	Parents: 92% Students: 85% Staff: 92%
2021-22 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	Parents: 92% Students: 79% Staff: 96%	Parents: 94% Students: 85% Staff: 96%

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	Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that support learning.	X All Students X English Learners X Low-Income Students X Foster Youth Other	Site Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School year 2022-23

	<p>Successful practices include but are not limited to: attendance, participation, positive social interactions, resilience and determination, grit/perseverance, growth mindset, gratitude and respect, independence and personal ownership of work/behaviors, self-growth in personally identified areas of need</p>					
4.2	<p>Provide professional development and learning opportunities for staff to enrich their classrooms and expand their classrooms knowledge/skills related to microaggressio</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	<p>Site Administration and all staff</p>			<p>School year 2022-23</p>

	ns/bias/racism, race and racial inequities, social justice and restorative practices. This includes but is not limited to: workshops, discussions, speakers, webinars, books, materials, etc.					
4.3	Provide opportunities for staff to implement specific curriculum, lessons and content which celebrates and reflects diverse populations and tells grade appropriate ethnically diverse and inclusive history, stories and perspectives, social justice perspectives and restorative practices within	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Site Administration and all staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School year 2022-23



	<p>their curriculum and classroom practices. This includes but is not limited to: professional development, discussions, training, speakers, webinars, workshops, books and other resources and materials, as appropriate.</p>					
4.4	<p>Evaluate and pursue greater equitable opportunities for students, based on student feedback, data, and input to allow for their participation in leadership activities and clubs which includes but is not limited to: student council, peer interactions, tutoring,</p>	<p>X All Students X English Learners X Low-Income Students X Foster Youth Other</p>	All site staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,000	School year 2022-23

student clubs and other groups, etc. (including ELL students and bilingual supports).

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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	\$536,538.00
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	\$1,294,412.00

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 (\$)
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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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$173,303.00
LCFF Supplemental English Learner Central	\$413,014.00
LCFF Supplemental Site Allocation	\$64,224.00
Other	\$107,333.00
Title I Part A Parent Involvement	\$8,748.00
Title I Part A Site Allocation	\$527,790.00

Subtotal of state or local funds included for this school: \$1,294,412.00

Total of federal, state, and/or local funds for this school: \$1,294,412.00

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	64,224.00	0.00
LCFF Supplemental English Learner Central	413,014	0.00
Title I Part A Centralized Services (District Only)	0.00	0.00
LCFF Supplemental Centralized Services (District Only)	173,303	0.00
Title I Part A Site Allocation	527,790.00	0.00
Title I Part A Parent Involvement	8,748.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	173,303.00
LCFF Supplemental English Learner Central	413,014.00
LCFF Supplemental Site Allocation	64,224.00
Other	107,333.00
Title I Part A Parent Involvement	8,748.00
Title I Part A Site Allocation	527,790.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,344.00
1000-1999: Certificated Personnel Salaries	923,204.00
2000-2999: Classified Personnel Salaries	130,885.00
3000-3999: Employee Benefits	133,969.00
4000-4999: Books And Supplies	88,010.00
5000-5999: Services And Other Operating Expenditures	3,000.00

5800: Professional/Consulting Services And Operating Expenditures

10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	170,891.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	2,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	361,785.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	51,229.00
	LCFF Supplemental Site Allocation	5,344.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,371.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	1,675.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	41,834.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	Other	107,333.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	8,748.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	283,195.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	56,125.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	132,294.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	46,176.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,812.00
Goal 2	76,819.00
Goal 3	1,157,781.00

Goal 4

27,000.00

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
Ajab Khan Arab	Parent or Community Member
Amanda Blanc	Parent or Community Member
Adam Stevens	Parent or Community Member
Suzanne Dexter	Parent or Community Member
Chelsea Stevens	Parent or Community Member
Kim Dills	Other School Staff
Stephanie Wagner	Classroom Teacher
Mark Siewert	Classroom Teacher
Majken Lake	Classroom Teacher
Damon Smith	Principal

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



English Learner Advisory Committee

Other: Student Council
PTA

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 April 19, 2022.

Attested:



Principal, Damon Smith on 4/19/2022



SSC Chairperson, Mark Siewert on 4/19/2022

Budget By Expenditures

Del Paso Manor Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$173,303.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional centrally funded rec aide support	2000-2999: Classified Personnel Salaries	\$2,412.00	Healthy Environments for Social-Emotional Growth	
Provide additional instructional administrative staff to increase support to teachers and students. 1 FTE Administrative Instructional Specialist.	1000-1999: Certificated Personnel Salaries	\$170,891.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$173,303.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$413,014.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Maintain 3.0 FTE Designated ELD Teachers to ensure English Learners receive Designated and Integrated English Language Development (ELD) daily.	1000-1999: Certificated Personnel Salaries	\$361,785.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.5 FTE BIAs	2000-2999: Classified Personnel Salaries	\$51,229.00	Engaging Academic Programs	

Del Paso Manor Elementary School

LCFF Supplemental English Learner Central Total Expenditures: \$413,014.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$64,224.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$9,000.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Engaging Academic Programs	
Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that support learning. Successful practices include but are not limited to: attendance, participation, positive social interactions, resilience and determination, grit/perseverance, growth mindset, gratitude and respect, independence and personal ownership of work/behaviors , self-growth in personally identified areas of need	4000-4999: Books And Supplies	\$10,000.00	Clear Pathways to Bright Futures	
Provide opportunities for staff to implement specific curriculum, lessons and content which celebrates and reflects diverse populations and tells grade appropriate ethnically diverse and inclusive history, stories and perspectives, social justice perspectives and restorative practices within their curriculum and classroom practices. This includes but is not limited to: professional development, discussions, training, speakers, webinars, workshops, books and other resources and materials, as appropriate.	4000-4999: Books And Supplies	\$10,000.00	Clear Pathways to Bright Futures	

Del Paso Manor Elementary School

Evaluate and pursue greater equitable opportunities for students, based on student feedback, data, and input to allow for their participation in leadership activities and clubs which includes but is not limited to: student council, peer interactions, tutoring, student clubs and other groups, etc. (including ELL students and bilingual supports).	4000-4999: Books And Supplies	\$7,000.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$1,675.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth
In partnership with community organizations, parents and parents' groups (for example ELAC), work to provide family nights, community events, community resources and community forums that include but are not limited to: science nights, cultural nights, arts nights, parent education/supports, social and equity forums, etc. (Distance and in-person forums/events).	5000-5999: Services And Other Operating Expenditures	\$500.00	Connected School Communities
Additional 0.125 for attendance clerk to support families and attendance goals		\$5,344.00	Connected School Communities
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$2,834.00	Connected School Communities
Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc.	2000-2999: Classified Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth

Del Paso Manor Elementary School

Provide incentives for students manifesting positive behaviors.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Provide resources to support the physical safety of students at Del Paso Manor. This includes but is not limited to: personnel (recreational aides, etc.), materials (communication devices, health and sanitary supports - PPE, dividers, temperature monitoring devices, etc), training on district policy and emergency responsiveness/preparedness regarding Immigration and Customs Enforcement (ICE) and police on campus.	2000-2999: Classified Personnel Salaries	\$11,371.00	Healthy Environments for Social-Emotional Growth
Provide resources to support the emotional safety of students at Del Paso Manor. This includes but is not limited to: creating emotional safe zones, wellness speakers, assemblies, materials (such as journals, etc.), personnel (campus monitor, recreational aides, etc.), whole student supports and resources (such as food closet and clothes closet, etc.).	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$64,224.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
School Social Worker SEL Supplemental Staff 1 FTE	1000-1999: Certificated Personnel Salaries	\$107,333.00	Engaging Academic Programs	

Del Paso Manor Elementary School

Other Total Expenditures: \$107,333.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$8,748.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire Parent Liaison to support families	2000-2999: Classified Personnel Salaries	\$8,748.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$8,748.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$527,790.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities, support and resources for students to participate in STEAM education and enrichment activities/lessons including opportunities for ELL students in their native languages and when available, with bilingual support. Including but not limited to (personnel, materials, speakers and training to support): classrooms, after school activities/clubs, etc.	2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs	
Hire site resource teacher to support site teachers, IA and admin professional development and monitoring of data, as well as oversee before school intervention groups and data collection and communication with classroom teachers.	1000-1999: Certificated Personnel Salaries	\$79,695.00	Engaging Academic Programs	

Del Paso Manor Elementary School

Provide additional training, professional development, and supplemental materials to support English Learners and Low-Income Students.	4000-4999: Books And Supplies	\$32,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$1,290.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$35,449.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Engaging Academic Programs
Maintain 2 part time (3.75 hrs each) Instructional Assistants to support learning and small group instruction for students in grades 3-6.	2000-2999: Classified Personnel Salaries	\$24,390.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$9,781.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$59,438.00	Engaging Academic Programs
Maintain a Community Intervention assistant to promote community engagement and academic supports.	2000-2999: Classified Personnel Salaries	\$30,735.00	Healthy Environments for Social-Emotional Growth
To provide needed technology to support and enhance in-school learning. Technology includes but is not limited to: hot spots, Chromebooks, ipads, doc cameras, cables, hi-resolution cameras, wireless microphones, etc.	4000-4999: Books And Supplies	\$12,886.00	Connected School Communities

Del Paso Manor Elementary School

Provide parent education classes for parents related to academics, parent educational rights and technology. This includes but is not limited to (bilingual supports included): academic review/preview meetings (synchronous/a synchronous and in-person), technology teaching and support meetings/class es (synchronous/a synchronous and in-person), etc.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities
Provide resources for staff to work with parents to support academic growth. This includes but is not limited to (bilingual supports included): individual parent conferences outside of contracted conferences, parent and support classes (restorative and educational), etc. (synchronous/a synchronous and in-person)	1000-1999: Certificated Personnel Salaries	\$500.00	Connected School Communities
Continue 2 intervention teachers to provide tier 2 intervention for students below grade level	1000-1999: Certificated Personnel Salaries	\$186,000.00	Engaging Academic Programs
Provide extra resources, curriculum, support and opportunities to students to improve all areas of academic performance with a special focus to improve the academic performance of ELL, homeless students, native students, the lowest-income students and students traditionally left behind. Including but not limited to (personnel, tutoring outside school day, materials, and training support): homework completion, reteaching of materials, feedback on work and editing supports.	1000-1999: Certificated Personnel Salaries	\$16,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$27,626.00	Healthy Environments for Social-Emotional Growth

Del Paso Manor Elementary School

Title I Part A Site Allocation Total Expenditures: \$527,790.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Del Paso Manor Elementary School Total Expenditures: \$1,294,412.00