



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	08/04/2021	September 28, 2021

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 8
 - SPSA/Goal 3 14
 - SPSA/Goal 4 20
- Budget Summary 23
 - Budget Summary 23
 - Other Federal, State, and Local Funds 23
- Budgeted Funds and Expenditures in this Plan 24
 - Funds Budgeted to the School by Funding Source..... 24
 - Expenditures by Funding Source 24
 - Expenditures by Budget Reference 24
 - Expenditures by Budget Reference and Funding Source 24
 - Expenditures by Goal..... 24
- School Site Council Membership 26
- Recommendations and Assurances 27
 - Appendix A: Plan Requirements 28
 - Appendix B:..... 31
 - Appendix C: Select State and Federal Programs 33

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 2021 Del Dayo Elementary hosted a School Site Council meeting to review end of 2020-21 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, 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. However, contributions to our PTO has decreased dramatically this past year, 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 effects of the Covid school closure.

Del Dayo purchased Step Up to Writing, Reading Intervention, and guided reading materials in 2020-2021, anticipating full implementation in 2021-2022.

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: 2020-21

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

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

It is worth noting Del Dayo's trends from the 2018-2020 school years, prior to the Covid-19 pandemic when schools were closed on March 13, 2020:

Del Dayo's Multi-Tiered System of Supports team met weekly via Zoom throughout the school year. The team tracked students of concern through multiple means, including staff and family surveys, phone calls, home visits, and Zoom meetings.

Despite all teachers having been trained in GLAD strategies, "all" and socioeconomically disadvantaged students' percent proficient levels declined.

In addition, 2018-19 staff completed Year 1 of work with math mentors from Sacramento County Office of Education and San Juan Unified in implementing research based, high leverage teaching strategies from the CA Math Framework to improve students' number sense through Number Talks, understanding and performance in solving math problems, and developing a growth mindset in math. Staff implemented recommendations from Stanford Professor Jo Boaler, including Week of Inspirational Math. Del Dayo also hosted a family Math Night to increase family members' understanding of Common Core Math. PTO also funded STEAM projects, field trips, and materials throughout the grade levels. Our students' math scores increased slightly for all students and for SED students. A gap between all (64% proficient) and SED (44%) remains.

Increasing ELA performance, especially for students who are socioeconomically disadvantaged, is another area of focus because Del Dayo is seeing a decrease in students who are meeting grade level standards, as well as a gap between "all" and SED students.

During the 2019-2020 and 2020-2021 school years, staff received a few hours of professional development in Dyslexia and Reading. Heggerty's phonemic awareness materials were purchased for all teachers.

Increasing students' positive feelings of school culture and climate was especially of concern. The greatest declines were in the areas of overall school culture (93 down to 80%) and adults showing that they care and having high expectations (96% down to 87%). Staff has committed to increasing Kindness initiatives and implementing restorative practices, including regular community building circles and harm circles as needed, by participating in a book study of "Hacking School Discipline" by Maynard and Weinstein. This work was cut short due to the Covid school closures. In 2020-2021, the staff participated in 9 hours of professional development in the area of Social Justice and Equity.

Decreasing attendance rates is a focus area. Del Dayo principal, social worker, and attendance clerk are working closely with the SJUSD's School Community Worker to reach out to families to identify barriers to attendance and to provide support to attend during Distance or Hybrid Learning. An attendance plan, including home visits, attendance awards/rewards, and connecting families to resources, was developed and will be followed by staff. This has been especially challenging during the pandemic and the change in attendance criteria.

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

During the 2020-2021 school year, an ambiguous and difficult year due to the pandemic, Del Dayo's implementation of programs and curriculum met with some success. Some changes to the budget were necessary due to changes in policies related to the school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Del Dayo will not be making any changes to this goal.

2020-21

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 2020-21	Expected Outcome 2021-22
Staff survey- MTSS/SST referral process	Baseline	
Student Survey (winter) "There is an adult on campus who listens to me when I have something to say."	79.4% 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 2021-22
1.2	Continue to build relationships amongst and between Del Dayo staff, students and families, focusing on increasing the	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, Staff, PTO			School year 2021-22

	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			School year 2021-22

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: 2020-21

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

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

It is worth noting Del Dayo's trends from the 2018-2020 school years, prior to the Covid-19 pandemic when schools were closed on March 13, 2020:

In 2019-20, "Kindness" was expanded to an entire year's theme, funded through PTO, and implemented by PTO and classroom teachers in order to promote and nurture social skills and build positive relationships. There were also SPARK award days in which students were recognized for being Safe, Productive, Always Respectful, and Kind.

Our Multi Tiered System of Supports met regularly to identify and provide Social Emotional learning and support to students.

In 2019-2020, increasing students' positive feelings of school culture and climate was especially of concern. The greatest declines were in the areas of overall school culture (93 down to 80%) and adults showing that they care and having high expectations (96% down to 87%). Staff committed to implementing restorative practices, including regular community building circles and harm circles as needed, by participating in a book study of "Hacking School Discipline" by Maynard and Weinstein.

In the winter of 2020, students, families, and staff completed a district survey yielding results which showed a 2% (from 85.25% to 87.43%) increase in student positive feelings toward school. Families maintained (around 92%) positive feelings toward school culture and climate. Staff's feelings of positive school culture dropped from 93.75% to 85.5%. The survey from 2020-2021 had a very low participation rate, rendering the results invalid.

Decreasing absenteeism rates is a focus area. Del Dayo principal, social worker, and attendance clerk work closely with the SJUSD's School Community Worker to reach out to families to identify barriers to attendance and to provide support to get to school. An attendance plan, including home visits, attendance awards/rewards, and connecting families to resources, has been developed and will be followed by staff. Many of Del Dayo's attendance concerns historically have been due to families taking vacations during the school year prior to Covid school closures. During the 2020-2021 school year, our official attendance was up, however, teachers reported that a few students in every class merely logged on for a few minutes, did not engage in Zooms, or did not complete many assignments.

Del Dayo's students in the C Cohort may need more intensive support due to isolation and disconnection from school.

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

The major differences between intended and actual implementation happened due to the shift from distance learning to hybrid learning two-thirds of the way through the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Staff Survey- Average of combined results: safety, culture, meaningful participation, & caring relationships	85.5%	90%
Family Survey- Average of combined results: safety, culture, meaningful participation, & caring relationships	92.17%	95%
Student Survey- Average of combined results: safety, culture, meaningful participation, & caring relationships	87.43%	92%
Home Suspension Data	1.2% all students; 1.72% SED	Decreasing to < 1% all (including SED) student suspension
In School Suspension Data	0.51% all students; 0% SED	Decreasing to 0.5% all students
Attendance Data	96.6% all students; 94.7% SED	Increasing attendance of all students to 97% and SED to 96%
Chronic Absenteeism Data	4.8% all students; 13.8% SED	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	Establish committees inclusive of various stakeholders to guide school initiatives that benefit SED, EL, and all students, such as:	All Students X English Learners X Low-Income Students Foster Youth Other	Students, staff, parents		0	School year 2021-22

	<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 *Providing other means of correction to home suspensions 					
2.2	Implement school-wide programs which promote positive school	X All Students English Learners Low-Income Students Foster Youth Other	Staff, parents, students	LCFF Supplemental Site Allocation	9,000	School year 2021-22

	culture and inclusivity.					
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 2021-22
2.4	Hire full time counselor/social worker to increase students' engagement and connectedness to school as well as social-emotional development.(ELO/ESSER)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Social Worker	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	9,000	School year 2021-2022
2.5	Offer Professional Learning/Collaboration around trauma informed practices, social-emotional	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	LCFF Supplemental Site Allocation	0	School year 2021-2022

learning, and social justice standards.
(ELO/ESSER)

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: 2020-21

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

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

It is worth noting Del Dayo's trends from the 2018-2020 school years, prior to the Covid-19 pandemic when schools were closed on March 13, 2020:

In 2018-2019 staff identified the need for all teachers to attend GLAD training and materials to support students. All teachers employed that year who had not previously been trained were trained in GLAD strategies and all teachers received necessary materials. However, "all" and socioeconomically disadvantaged students' percent proficient levels declined.

In addition, 2018-19 staff completed Year 1 of work with math mentors from Sacramento County Office of Education and San Juan Unified in implementing research based, high leverage teaching strategies from the CA Math Framework to improve students' number sense through Number Talks, understanding and performance in solving math problems, and developing a growth mindset in

math. Staff implemented recommendations from Stanford Professor Jo Boaler, including Week of Inspirational Math. Del Dayo also hosted a family Math Night to increase family members' understanding of Common Core Math. PTO also funded STEAM projects, field trips, and materials throughout the grade levels. Our students' math scores increased slightly for all students and for SED students. A gap between all (64% proficient) and SED (44%) remains.

Del Dayo teachers in 2019-2020 reaffirmed their commitment to Number Talks and Struggle Problems and plan to increase focus on the math practice standard "Constructing Viable Arguments and Critiquing the Reasoning of Others" in Year 2 of this initiative. Teachers again worked with coaches to increase the frequency and quality of student talk routines during math instruction with the intention of increasing engagement (speaking) and communicating their thinking through writing.

Increasing ELA performance, especially for students who are socioeconomically disadvantaged, is another area of focus because Del Dayo is seeing a decrease in students who are meeting grade level standards, as well as a gap between "all" and SED students.

In 2018-19, Del Dayo's staff also analyzed students' reading scores and found that there was a deficit in phonemic awareness skills for under-performing students across the grade levels. At the end of the year, LCFF monies were used to purchase a supplemental phonemic awareness program- Heggerty. In the fall of 2019, teachers were trained on how to implement the materials and have committed to check in regularly at vertical grade level/literacy network meetings on collaboration days. There is still concern about reaching the numbers of students who are under-performing in reading and writing. Full implementation suffered due to the school closure.

Nation, State, and District-wide concerns about student "learning loss" and social-emotional health due to the pandemic brought about funding through "Expanded Learning Opportunities" (ELO) for the next three years. Each site was given funding for personnel and services that will accelerate learning and increase school connectedness, inclusivity, and social emotional well-being. Del Dayo's actions and services will be documented in our SPSA.

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

There were no major differences in this area.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

(SPSA 3.1, Previous Goal 1.1.1) In 2020-2021 there is an increased need for GLAD materials, due to more items for individual students rather than shared supplies (complying with Covid safety guidelines), we will be increasing our allocations in this area. Action will remain with the addition of possible training for teachers new to Del Dayo.

(SPSA 3.2, Previous Goal 1.1.2) We will reduce expenditures in this area due to the return to in-person instruction.

(SPSA 3.3, Previous Goal 1.1.5) We are reducing LCFF funding in this area due to funds provided in ELO/ESSER.

(SPSA 3.4, Previous Goal 1.1.4) We purchased intervention materials through LCFF and Low Performing Block Grant funds in 2020-2021. A reading intervention teacher will be hired through ELO/ESSER to implement a program utilizing materials purchased.

(SPSA 3.5, Previous Goal 1.1.6) Due to the increase in district funded PD because of the Covid school closure, we will be reallocating funds in this area to provide more funds to address school climate and social emotional goals. Action will remain unfunded through LCFF.

(SPSA 3.6, New Goal) Hire full time Instructional Assistants for each class TK-2. (ELO/ESSER)

2020-21

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 2020-21 Expected Outcome 2021-22

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	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, Site Leadership Team (SLT), and Teachers	LCFF Supplemental Site Allocation	6,000	School year 2021-22

	language acquisition. Materials may include but are not limited to items such as chart paper, sentence strips, white boards/markers , etc.					
3.2	Make software, licenses, and materials available for teachers to increase academic engagement during Distance Learning and hybrid, in-person learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, and Teachers	LCFF Supplemental Site Allocation	1,000	School year 2021-22
3.3	Provide After School Tutoring for targeted subgroups who are low performing in math or language arts.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, SLT, Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School year 2021-22

3.4	Hire 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	LCFF Supplemental Site Allocation	0	School year 2021-22
3.5	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.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, and Teachers	LCFF Supplemental Site Allocation	1,500	School year 2021-22
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	LCFF Supplemental Site Allocation	0	

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: 2020-21

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

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

Through our School Site Council recommendations, LCFF monies were spent on providing access to more social-emotional and social justice/equity materials based on recommendations from Del Dayo staff, professional lists, and publisher reps. A substantial list was curated for the library, classroom libraries, guided reading, and grade level teams.

Here is a list of what we purchased:

Second Step curriculum for TK

Puzzles, posters, creative and dramatic play materials for TK and 1st grades

Books for classroom libraries and read alouds for 2nd, 3rd, and 4th grades

Guided reading sets, which will be housed in the book room, that feature Black, Latinx, and Asian characters as well as the continued volume sets for the library for student check out

Novel sets and read alouds for 4th grade which feature alternative perspectives on missions, children with unique gifts, and strong female leads
 Social-emotional learning sets for K-3 (1 for each grade level team) that includes 5 read aloud texts, classroom library books, and guided reading sets (which will be housed in the book room), all with accompanying lesson plans
 Social-emotional learning read aloud texts, and accompanying lesson plans, for 4-6 for teacher check out
 Books featuring people of color, people with disabilities, strong female protagonists, LGBTQIA themes, and kindness, empathy, and service for student and teacher check out

Professional Development hours were required of teachers to review and consider ways to implement materials in their classrooms.

Staff, along with parents and students, expressed gratitude for the materials and PD and look forward to full implementation once school is in person.

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

Some monies were used to purchase other items that were needed when returning to in-person instruction

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to fund this goal but at a lesser amount. We will also add an action which reflects possible funding community partnerships through ELO.

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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 book sets and library books which reflects Del Dayo's students and students in the community and cull books which are outdated and 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	2,000	School year 2021-22
4.2	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)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, Staff	LCFF Supplemental Site Allocation	0	School year 2021-2022

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
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 (\$)
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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 (\$)
	\$0.00
LCFF Supplemental Site Allocation	\$31,500.00

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	31500	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
	7,000.00
1000-1999: Certificated Personnel Salaries	12,000.00
4000-4999: Books And Supplies	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	LCFF Supplemental Site Allocation	10,500.00
	LCFF Supplemental Site Allocation	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,000.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1
Goal 2
Goal 3
Goal 4

0.00
18,000.00
11,500.00
2,000.00

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
Beth Holcomb	Principal
Marisa Alcalay	Other School Staff
Amy Kluver	Classroom Teacher
Crystal Johnson	Classroom Teacher
Marcia Garrett	Classroom Teacher
Roxana Cheah	Parent or Community Member
Anne Larsson	Parent or Community Member
Kate Myers	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 August 4, 2021.

Attested:

Dh file

Principal, Beth Holcomb on 8/4/2021

Dh file

SSC Chairperson, Crystal Johnson on 8/4/2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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	
Establish committees 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		

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.		\$9,000.00	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.(ELO/ESSER)	1000-1999: Certificated Personnel Salaries	\$9,000.00	Healthy Environments for Social-Emotional Growth	

Del Dayo Elementary School

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
Provide Guided Language Acquisition Design (GLAD) materials and training to accelerate student's English language acquisition. Materials may include but are not limited to items such as chart paper, sentence strips, white boards/markers, etc. Make software, licenses, and materials available for teachers to increase academic engagement during Distance Learning and hybrid, in-person learning.		\$6,000.00	Engaging Academic Programs
Provide After School Tutoring for targeted subgroups who are low performing in math or language arts.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Engaging Academic Programs
Hire a reading intervention teacher through ELO/ESSER to implement a reading intervention program.		\$3,000.00	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.		\$0.00	Engaging Academic Programs
Hire full time Instructional Assistants for each class TK-2. (ELO/ESSER)		\$1,500.00	Engaging Academic Programs
Purchase guided reading book sets and library books which reflects Del Dayo's students and students in the community and cull books which are outdated and under utilized.	4000-4999: Books And Supplies	\$0.00	Engaging Academic Programs
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)		\$2,000.00	Clear Pathways to Bright Futures
		\$0.00	Clear Pathways to Bright Futures

Del Dayo Elementary School

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

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