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	June 1st, 2023	August 8, 2023

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)

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Del Dayo Elementary School met the criteria for the following student group:

Two or More Races in Chronic Absenteeism.

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance
Data Analysis   Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.   Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

CAASPP English Language Arts Results from Spring of 2022:
3rd grade:
40.79% Exceeding Grade Level Standard
27.63% Met Grade Level Standard
21.05% Near Grade Level Standard
10.53% Not at Grade Level Standard

4th grade:
43.66% Exceeding Grade Level Standard
29.58% Met Grade Level Standard
12.68% Near Grade Level Standard
14.08% Not at Grade Level Standard

5th grade:
33.90% Exceeding Grade Level Standard
30.51% Met Grade Level Standard
25.42% Near Grade Level Standard
10.17% Not at Grade Level Standard

6th grade:
19.64% Exceeding Grade Level Standard
41.07% Met Grade Level Standard
28.57% Near Grade Level Standard
10.71% Not at Grade Level Standard

CAASPP Math Results from Spring of 2022:
3rd grade:
38.16% Exceeding Grade Level Standard
42.11% Met Grade Level Standard
14.47% Near Grade Level Standard
5.26% Not at Grade Level Standard

4th grade:
29.58% Exceeding Grade Level Standard
42.25% Met Grade Level Standard
16.90% Near Grade Level Standard
11.27% Not at Grade Level Standard

5th grade:
20.34% Exceeding Grade Level Standard

23.73% Met Grade Level Standard
38.98% Near Grade Level Standard
16.95% Not at Grade Level Standard

6th grade:
25.00% Exceeding Grade Level Standard
26.79% Met Grade Level Standard
26.79% Near Grade Level Standard
21.43% Not at Grade Level Standard

Based on the above data, overall in ELA:
67.18% of the 262 students tested met or exceeded grade level standards.
52.63% of the 57 Low SES students tested met or exceeded grade level standards.
70.00% of the 10 African American students tested met or exceeded grade level standards
64.71% of the 51 Hispanic students tested met or exceeded grade level standards
66.47% of the 173 White students tested met or exceeded grade level standards
72.73% of the 11 Reclassified Fluent English Proficient students tested met or exceeded grade level standards
50.00% of the 32 Special Education students tested met or exceeded grade level standards

Based on the above data, overall in Math:
63.74% of the 262 students tested met or exceeded grade level standards.
25.00% of the 8 English :Learner students tested met or exceeded grade level standards
43.86% of the 57 Low SES students tested met or exceeded grade level standards.
70.00% of the 10 African American students tested met or exceeded grade level standards
56.86% of the 51 Hispanic students tested met or exceeded grade level standards
63.01% of the 173 White students tested met or exceeded grade level standards
54.55% of the 11 Reclassified Fluent English Proficient students tested met or exceeded grade level standards
50.00% of the 32 Special Education students tested met or exceeded grade level standards
50.00% of the 4 Homeless Students tested met or exceeded grade level standards

Our Needs Assessment data revealed:
88.9% of Staff and 83.3% of families see a need for Social Emotional Support for students
88.9% of Staff and 41.7% of families see a need for additional Safety Measures (staff and student support)
44.4% of Staff and 50% of families see a need for Academic (Reading)
33.3% of Staff and 33.3%of families see a need for before/After School Tutoring

Our Spring 2023 District Climate Survey Results showed:
62.65% of Students and 73.91% of staff have concerns about student safety being addressed in a timely manner
67.86% of students and 69.57% of staff feel the school is a safe place for all students
56.63% of students and 63.64% of staff feel safe sharing different viewpoints and perspectives at my school
35.71% of students and 56.52% of staff feel students are respectful to each other at school
58.33% of students are interested in what they are learning
51.81% of students feel the school seeks input when making important decisions

Targeted Support and Improvement (TSI) Spring 2023
Identified to need additional support for students with Two or More Races with Chronic Absenteeism

Chronic Absenteeism Data for Two or More Races :
2021-22: 9 Students that are Two or More Races were Chronically Absent- primarily due to COVID Quarantine
2022-23: 3 Students that are Two or More Races were Chronically Absent (66% decrease)

Based on the data detailed above:
Academic Intervention and Tutoring students
There is a need for Social Emotional support for students is a need voiced by staff and families
There is an opportunity to engage staff and students in improving our school safety and build a more respectful environment
There exists an opportunity to engage students in their learning using interactive, engaging methods
There is also a need to support students with 2 or more races to continue to improve attendance.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and PTO participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

The pandemic continues to impact students differently having been away from school and social interactions for 2 years. Teachers are reporting that they are still concerned about the academic and social emotional readiness for 2023-2024 after experiencing many challenges in these areas during the 2022-23 school year.

Parent surveys reflect a desire for additional intervention for foundational skills leading to proficiency in literacy and numeracy grade level standards, as well as addressing social-emotional concerns.

Empathy gathering clearly showed a strong need for social-emotional support.

Coming back from distance learning has resulted in disengagement as evidenced by the number of students who were identified as students of concern by teachers and the Climate Survey data.

Attendance: Students including those of 2 or more races missed school due to COVID, quarantines, choice to keep students home due to COVID exposures, Covid related stressors, and family issues related to COVID.

Lack of engagement in many students as they returned to school this year and last was in part related to what is named above.

Learning loss was greater among groups of students that are SED, English learners, and foster youth.

Root Cause Analysis: Students were missing foundational reading skills. Another area of concern was school climate and culture. In addition, student's social emotional stability was not intact

English Language Arts

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.

Del Dayo has seen an increase in our EL Population, and we are bringing more new teachers on to staff in the 2023-24 school year. Therefore, we will look into GLAD Training for those that have not attended to ensure consistency across the grade levels.

School Climate:

Increasing students' positive feelings of school culture, climate, and safety is a concern. The greatest concerns were 35.71% of students and 56.52% of staff feel students are respectful, 67.86% of students and 69.57% of staff feel the school is a safe place for all students 56.63% of students and 63.64% of staff feel safe sharing different viewpoints and perspectives at my school. Staff has committed to implementing restorative practices, including regular community building circles in all grade levels, and harm circles as needed, by participating in a book study of "Hacking School Discipline" by Maynard and Weinstein. In addition, with the support of the SJUSD, we have been trained and started implementing the Safe Schools Ambassadors Program. In the 2023-24 school year we are looking to be trained and begin implementing Safe School Buddies and continue growing our knowledge around Restorative practices.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process and a thorough analysis of state data, district data, and TSI the focus of this plan is to address resource inequities to mitigate learning gaps and support students with their social emotional growth. In addition we want to continue supporting teacher growth to best provide differentiated, targeted instruction and support students social emotional growth in a safe, engaging environment. The resources include, but are not limited to:
1. Implement school wide programs which promote positive school culture, safety and student engagement, such as Safe Schools Ambassadors, Restorative Practices, and reward programs for attendance.
2. Providing extra hours for teachers to provide tutoring outside of the regular school day.
3. Utilizing supplement funded staff to provide counseling and reading intervention to students during the regular school day
4. Develop and use assessments to identify and address areas of need
5. Providing GLAD training for Del Dayo's new teachers.
6. Continuing to Focus on re-establishing in-person relationships and school engagement between staff and students.

Input from Educational Partners

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 2023 Del Dayo Elementary hosted a School Site Council meeting to review the needs needs assessment from early March of 2023, current needs, and budget. Weekly Site Leadership Team and monthly PTO meetings included discussions about current needs. Principal hosted many empathy gathering sessions with families during our PTO meetings, in person with students, and staff throughout the year. Del Dayo's School Intervention Teams Team met weekly to discuss student academic, behavioral, and social emotional needs and supports necessary for success in all areas. Staff answered survey questions about current needs as well. Several parents and community members have approached staff with information and concerns. Many needs and suggestions have been documented through emails, minutes/notes from meetings, and/or newsletters.

Resource Inequities

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

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

However, Del Dayo's marginalized groups 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.   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 challenges students are still facing due to the pandemic and shifts thereof. Our Social Worker will look to training staff in effective ways, such as Zones of Regulation, to support students in addition to those previously named in "Resource Inequities."

Del Dayo purchased Benchmark Assessment Kits to track student progress and further define areas of needed support, to be used in classrooms and communicated to our Reading Intervention Teacher in the 2022-23 school year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.58%			3
African American	2.2%	2.18%	2.71%	11	11	14
Asian	6.5%	4.95%	6.4%	33	25	33
Filipino	%	0.20%	0.19%		1	1
Hispanic/Latino	16.8%	16.24%	17.64%	85	82	91
Pacific Islander	0.4%	0.59%	0.58%	2	3	3
White	64.5%	65.15%	61.24%	327	329	316
Multiple/No Response	9.5%	10.30%	10.27%	48	52	53
			Total Enrollment	507	505	516

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	96	91
Grade 1	74	73	75
Grade 2	75	74	74
Grade3	69	75	79
Grade 4	67	71	75
Grade 5	84	61	73
Grade 6	43	55	49
Total Enrollment	507	505	516

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	17	23	33	3.40%	4.6%	6.4%
Fluent English Proficient (FEP)	16	18	18	3.20%	3.6%	3.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	258	97	64	0	138	41	79			
Black/African Am.	11	3	2	5	5	3	3			
Hispanic or Latino	36	14	12	9	22	6	8			
White	178	69	41	61	97	26	55			
EL	19	5	10	3	7	7	5			
RFEP	5	0	1	3	1	0	3			
Low SES	62	18	22	18	28	17	17			
SWD	26	6	13	5	11	8	6			
FY	1	0	0	1	0	1	0			
Homeless	3	0	1	1	1	0	1			

Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	259	60.2%	39.8%	0.0%	53.3%	15.8%	30.5%			
Black/African Am.	11	30.0%	20.0%	50.0%	45.5%	27.3%	27.3%			
Hispanic or Latino	36	40.0%	34.3%	25.7%	61.1%	16.7%	22.2%			
White	178	40.4%	24.0%	35.7%	54.5%	14.6%	30.9%			
EL	19	27.8%	55.6%	16.7%	36.8%	36.8%	26.3%			
RFEP	5	0.0%	25.0%	75.0%	20.0%	0.0%	60.0%			
Low SES	62	31.0%	37.9%	31.0%	45.2%	27.4%	27.4%			
SWD	26	25.0%	54.2%	20.8%	42.3%	30.8%	23.1%			
FY	1	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%			
Homeless	3	0.0%	50.0%	50.0%	33.3%	0.0%	33.3%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	24	0	0	25	0	0			
K	76	71	1	0	69	2	5			
1	77	0	30	45	40	12	25			
2	80	2	33	41	4	27	49			

Del Dayo Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	76	98.6%	1.4%	0.0%	90.8%	2.6%	6.5%			
1	77	0.0%	40.0%	60.0%	51.9%	15.6%	32.5%			
2	80	2.6%	43.4%	53.9%	5.0%	33.8%	61.3%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency
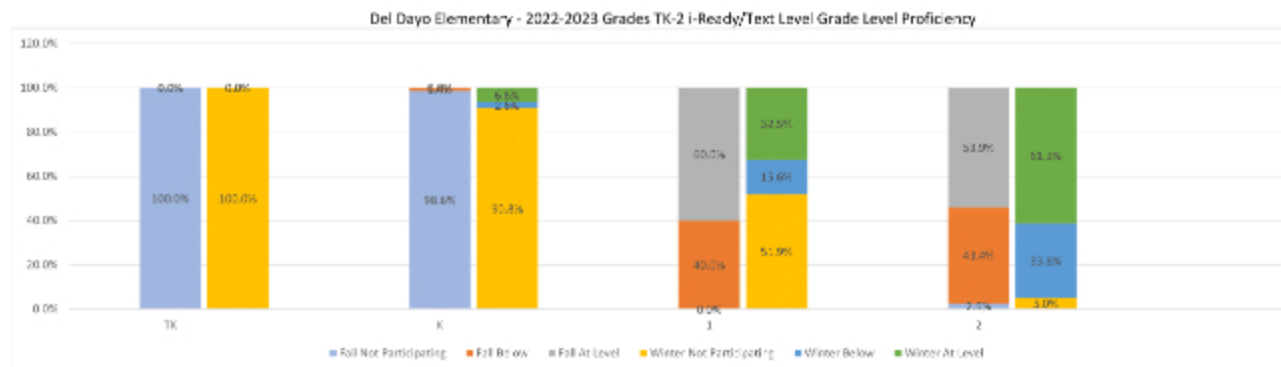
Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	258	111	113	23	113	121	24			
Black/African Am.	11	7	3	0	6	5	0			
Hispanic or Latino	36	17	15	3	15	17	4			
White	178	73	81	17	77	84	17			
EL	19	8	9	1	8	10	1			
RFEP	5	0	3	1	0	3	1			
Low SES	62	25	28	5	27	30	5			
SWD	26	8	14	2	7	16	2			
FY	1	1	0	0	0	1	0			
Homeless	3	0	2	0	0	2	0			

Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	259	44.9%	45.7%	9.3%	43.6%	46.7%	9.3%			
Black/African Am.	11	70.0%	30.0%	0.0%	54.5%	45.5%	0.0%			
Hispanic or Latino	36	48.6%	42.9%	8.6%	41.7%	47.2%	11.1%			
White	178	42.7%	47.4%	9.9%	43.3%	47.2%	9.6%			
EL	19	44.4%	50.0%	5.6%	42.1%	52.6%	5.3%			
RFEP	5	0.0%	75.0%	25.0%	0.0%	60.0%	20.0%			
Low SES	62	43.1%	48.3%	8.6%	43.5%	48.4%	8.1%			
SWD	26	33.3%	58.3%	8.3%	26.9%	61.5%	7.7%			
FY	1	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	3	0.0%	100.0%	0.0%	0.0%	66.7%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

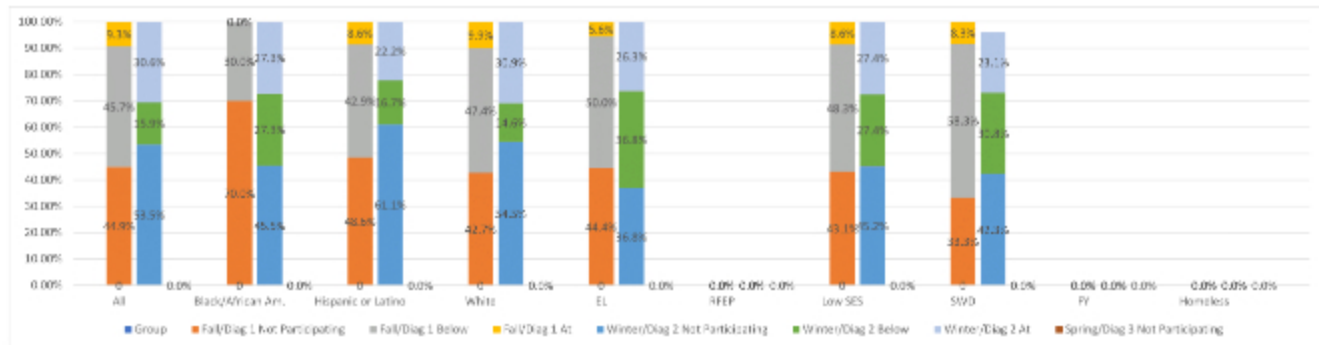Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	24	0	0	25	0	0			
K	76	71	1	0	75	1	0			
1	77	0	64	11	2	64	11			
2	80	16	48	12	11	56	13			

Del Dayo Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	25	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	76	98.6%	1.4%	0.0%	98.7%	1.3%	0.0%			
1	77	0.0%	85.3%	14.7%	2.6%	83.1%	14.3%			
2	80	21.1%	63.2%	15.8%	13.8%	70.0%	16.3%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

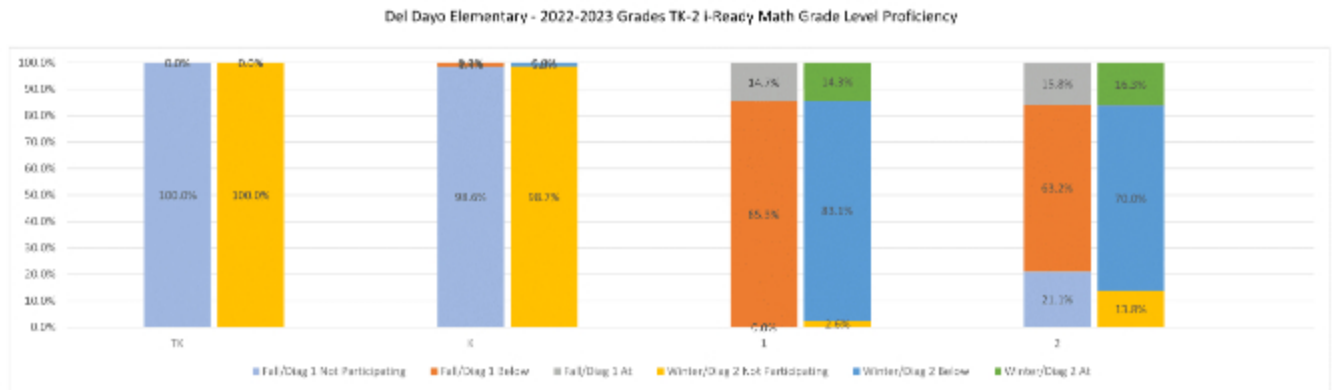Del Dayo Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Conclusions based on this data:

1.   In ELA Reading, 56% of students in grades 3-6 met or exceeded growth targets.
     In ELA Reading, 65% of students in grades 3-6 were at or exceeding standards.

     In Math, 50% of students in grades 3-6 met or exceeded growth targets.
     In Math, 50% of students in grades 3-6 were at or exceeding standards.

     Based on this data, there was a 7% increase of students who were at or exceeding standards in ELA from Winter MAP (65%) to Spring CAASPP (72%).
     Based on this data, there was a 12% increase of students who were at or exceeding standards in Math from Winter MAP (50%) to Spring CAASPP (62%).

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Caring Relationships	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	171	91.81%	84	80.95%	23	91.30%
B) There are students and staff on campus who listen to students when they have something to say.	172	92.44%	84	70.24%	23	91.30%
C) There is an adult from the school who checks on how students are doing.	171	83.63%	84	53.57%	23	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	172	83.72%	84	79.76%	23	56.52%
E) Staff feels supported to do their job well in meeting the needs of all students.					23	73.91%
F) Staff feels part of an effective team.					23	82.61%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Family and Staff Engagement	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	172	90.70%			23	91.30%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	171	88.89%			23	86.96%
C) The school offers families opportunities to be involved in school and classroom activities.	172	92.44%			23	100.00%
D) The school keeps families well-informed about school activities.	172	96.51%			23	95.65%
E) The staff at our school listens to family concerns about issues.	170	82.94%			23	95.65%
F) The staff at school are helpful and welcoming when families come to school or call.	169	97.04%			23	100.00%
G) The school and families are partners in promoting positive behavior for my student.	169	89.94%			23	91.30%
H) Families who speak a language other than English receive general information about our school in their home language.	168	95.83%			23	39.13%
I) Staff receive information about upcoming events and important information about the school.					23	95.65%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
School Decision Making	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	170	78.24%	83	51.81%	22	86.36%
B) Important school decisions reflect diverse input.	170	70.59%	83	57.83%	23	73.91%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	169	94.08%				
D) The principal and staff listen to concerns of other staff members about issues.					23	91.30%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					23	91.30%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					23	78.26%
G) Our school uses data from this survey to inform site decision making.					23	65.22%
H) Staff voice matters in decision making.					23	78.26%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Safety	N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.	170	81.18%	84	75.00%	23	78.26%
B) Concerns about student safety are addressed in a timely manner at my school.	170	79.41%	83	62.65%	23	73.91%
C) My school is a safe place for all students.	170	81.18%	84	67.86%	23	69.57%
D) My school is a safe place for all staff.					23	82.61%
E) Students know what staff member to go to if they have a safety concern.	170	92.94%	84	71.43%	23	91.30%
F) Students know school safety protocols.	169	84.02%	83	87.95%	22	77.27%
G) I feel safe sharing different viewpoints and perspectives at my school.	169	80.47%	83	56.63%	22	63.64%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Sense of Belonging	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	170	91.18%	82	86.59%	22	77.27%
B) Adults at my school treat students respectfully.	170	94.12%	84	78.57%	22	90.91%
C) Students are respectful to each other at school.	170	78.24%	84	35.71%	23	56.52%
D) Students have opportunities to socialize with other students often at school.	170	93.53%	83	67.47%	23	95.65%
E) Students have an adult on campus they trust.	167	92.22%	84	90.48%	23	100.00%
F) Students trust other students at school.	169	90.53%	82	89.02%	23	86.96%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	170	81.76%	79	69.62%	23	82.61%
H) School staff reflects student diversity.	168	62.50%	81	60.49%	22	40.91%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Academic Progress	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	170	85.88%	84	82.14%	23	86.96%
B) Questions and concerns about schoolwork are addressed.	170	92.94%	84	71.43%	23	95.65%
C) Student grades reflect their knowledge of the material.	170	88.82%	83	75.90%	23	91.30%
D) Adults at my school believe all students can be successful.	170	96.47%	83	83.13%	23	86.96%
E) Students feel comfortable and unjudged to ask their teacher for help.	170	83.53%	84	58.33%	23	95.65%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	170	94.71%	84	80.95%	23	95.65%
G) Teachers at my school go out of their way to help all students.	170	87.06%	84	60.71%	23	95.65%
H) Students receive timely and regular feedback on their learning.	168	89.29%	84	79.76%	23	86.96%
I) Staff at my school provides resources or ideas that help families support their students at home.	169	81.66%			23	82.61%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
High Expectations	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	169	81.66%	83	60.24%	23	95.65%
B) School recognizes and celebrates the academic success of all students.	170	85.88%	82	58.54%	23	82.61%
C) Adults on campus motivate students to do their best.	170	86.47%	84	85.71%	23	100.00%
D) School provides additional academic support when students are struggling.	170	76.47%	84	69.05%	23	95.65%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	170	85.88%	84	58.33%	23	95.65%
B) Students have access to classes and activities that meet their interests and talents.	169	82.25%	82	64.63%	22	81.82%
C) Students understand how to complete their schoolwork.	170	90.59%	84	90.48%	23	95.65%
D) Students complete assignments on time.	169	91.72%	83	71.08%	23	91.30%
E) Students are motivated to do their schoolwork.	170	82.35%	84	71.43%	23	91.30%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	149	38.26%	83	31.33%	22	27.27%
B) Students and families know what classes they will have to take and pass to graduate from high school.	151	41.06%	83	22.89%	22	9.09%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	149	67.79%	84	64.29%	22	31.82%
D) School offers college and career programs.	145	18.62%	82	9.76%	22	9.09%
E) Students participate in programs to learn about different jobs, careers, and colleges.	142	22.54%	83	28.92%	22	9.09%
F) Students are prepared for the next step of their educational experience.	149	59.06%	83	80.72%	23	82.61%
G) Staff are optimistic about the future of their career in San Juan Unified.					23	78.26%
H) There are equitable opportunities for advancement in the district.					22	68.18%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	167	90.42%	84	85.71%	23	91.30%
B) San Juan Unified School District is a district that I would recommend to other families.	168	83.93%	84	86.90%	23	91.30%

Del Dayo Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	527	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Black/African Am.	24	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	91	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	354	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	32	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	14	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	119	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
SWD	60	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	2	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	7	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
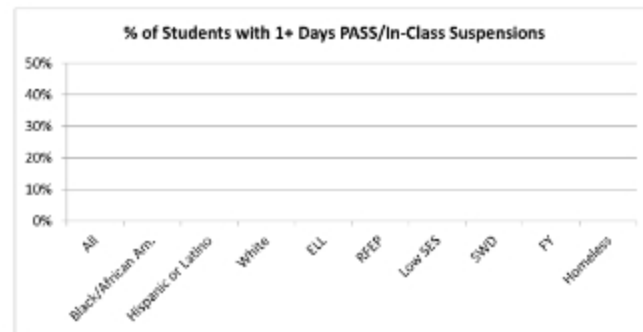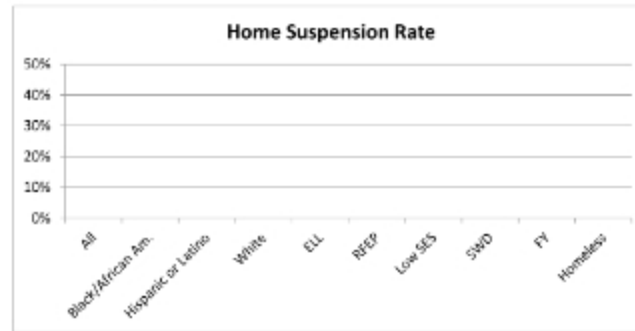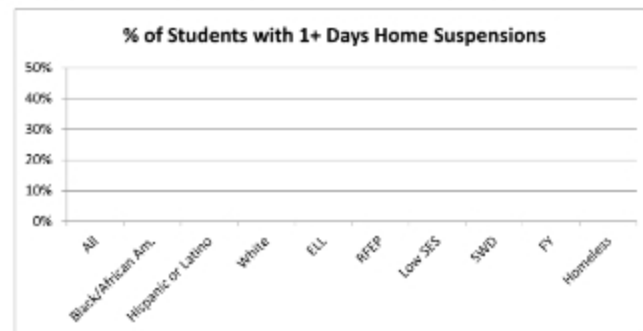
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

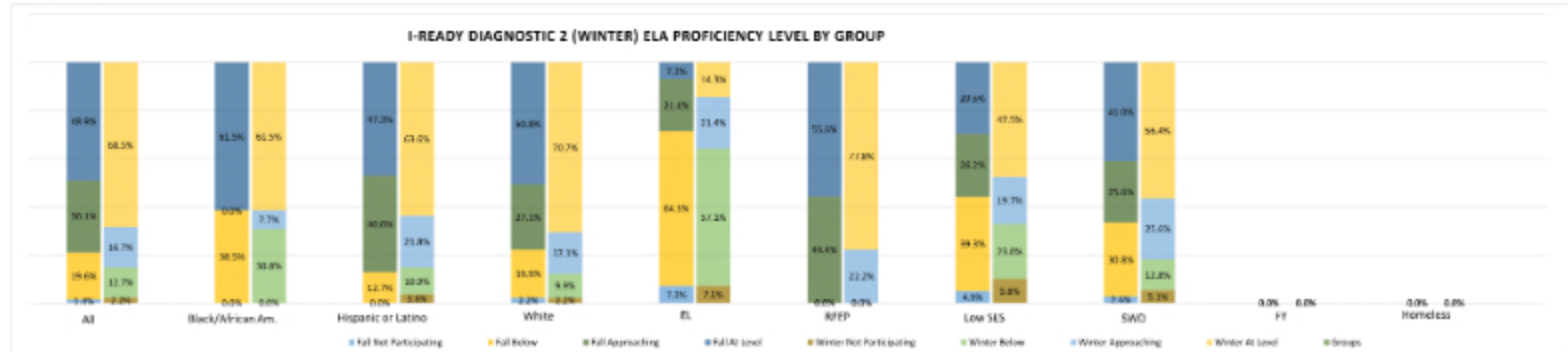Del Dayo Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	276	4	54	83	135	6	35	46	189				
Black/African Am.	13	0	5	0	8	0	4	1	8				
Hispanic or Latino	55	0	7	22	26	2	6	12	35				
White	181	4	36	49	92	4	18	31	128				
EL	14	1	9	3	1	1	8	3	2				
RFEP	9	0	0	4	5	0	0	2	7				
Low SES	61	3	24	16	18	6	14	12	29				
SWD	39	1	12	10	16	2	5	10	22				
FY	1	0	0	1	0	1	0	0	0				
Homeless	5	1	2	0	2	0	3	0	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	276	1.4%	19.6%	30.1%	48.9%	2.2%	12.7%	16.7%	68.5%				
Black/African Am.	13	0.0%	38.5%	0.0%	61.5%	0.0%	30.8%	7.7%	61.5%				
Hispanic or Latino	55	0.0%	12.7%	40.0%	47.3%	3.6%	10.9%	21.8%	63.6%				
White	181	2.2%	19.9%	27.1%	50.8%	2.2%	9.9%	17.1%	70.7%				
EL	14	7.1%	64.3%	21.4%	7.1%	7.1%	57.1%	21.4%	14.3%				
RFEP	9	0.0%	0.0%	44.4%	55.6%	0.0%	0.0%	22.2%	77.8%				
Low SES	61	4.9%	39.3%	26.2%	29.5%	9.8%	23.0%	19.7%	47.5%				
SWD	39	2.6%	30.8%	25.6%	41.0%	5.1%	12.8%	25.6%	56.4%				
FY	1	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%				
Homeless	5	20.0%	40.0%	0.0%	40.0%	0.0%	60.0%	0.0%	40.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Del Dayo Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade
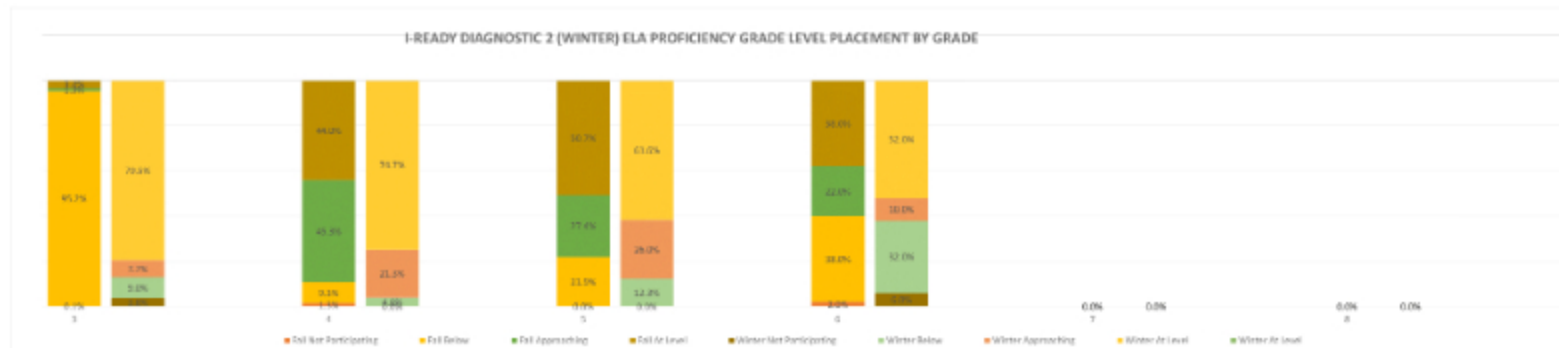
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	78	2	12	18	46	3	7	6	62				
4	75	1	7	34	33	0	3	16	56				
5	73	0	16	20	37	0	9	19	45				
6	50	1	19	11	19	3	16	5	26				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	78	2.6%	15.4%	23.1%	59.0%	3.8%	9.0%	7.7%	79.5%				
4	75	1.3%	9.3%	45.3%	44.0%	0.0%	4.0%	21.3%	74.7%				
5	73	0.0%	21.9%	27.4%	50.7%	0.0%	12.3%	26.0%	61.6%				
6	50	2.0%	38.0%	22.0%	38.0%	6.0%	32.0%	10.0%	52.0%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Del Dayo Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group
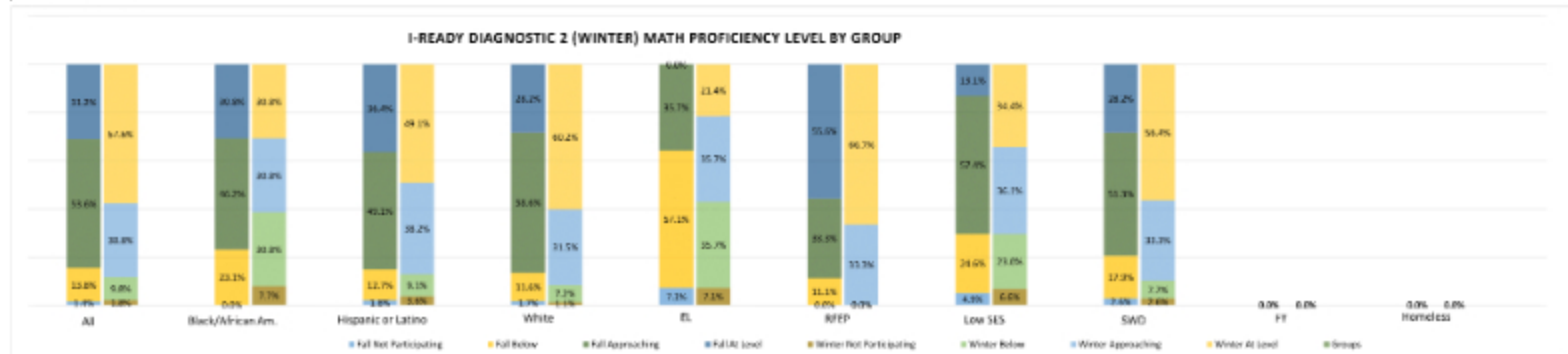
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	276	4	38	148	86	5	27	85	159				
Black/African Am.	13	0	3	6	4	1	4	4	4				
Hispanic or Latino	55	1	7	27	20	2	5	21	27				
White	181	3	21	106	51	2	13	57	109				
EL	14	1	8	5	0	1	5	5	3				
RFEP	9	0	1	3	5	0	0	3	6				
Low SES	61	3	15	35	8	4	14	22	21				
SWD	39	1	7	20	11	1	3	13	22				
FY	1	0	0	1	0	0	1	0	0				
Homeless	5	1	2	1	1	0	3	1	1				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	276	1.4%	13.8%	53.6%	31.2%	1.8%	9.8%	30.8%	57.6%				
Black/African Am.	13	0.0%	23.1%	46.2%	30.8%	7.7%	30.8%	30.8%	30.8%				
Hispanic or Latino	55	1.8%	12.7%	49.1%	36.4%	3.6%	9.1%	38.2%	49.1%				
White	181	1.7%	11.6%	58.6%	28.2%	1.1%	7.2%	31.5%	60.2%				
EL	14	7.1%	57.1%	35.7%	0.0%	7.1%	35.7%	35.7%	21.4%				
RFEP	9	0.0%	11.1%	33.3%	55.6%	0.0%	0.0%	33.3%	66.7%				
Low SES	61	4.9%	24.6%	57.4%	13.1%	6.6%	23.0%	36.1%	34.4%				
SWD	39	2.6%	17.9%	51.3%	28.2%	2.6%	7.7%	33.3%	56.4%				
FY	1	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	5	20.0%	40.0%	20.0%	20.0%	0.0%	60.0%	20.0%	20.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Del Dayo Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade
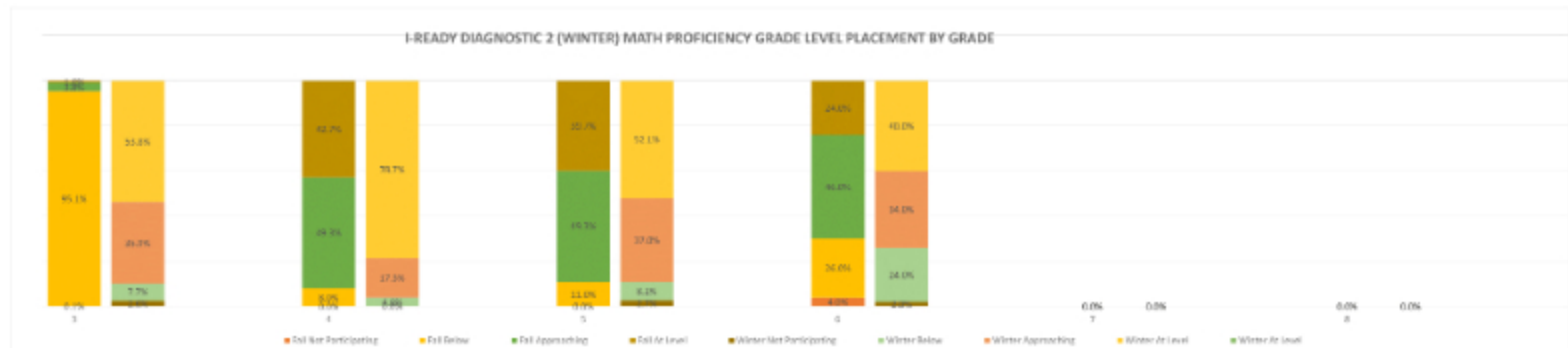
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	78	2	11	52	13	2	6	28	42				
4	75	0	6	37	32	0	3	13	59				
5	73	0	8	36	29	2	6	27	38				
6	50	2	13	23	12	1	12	17	20				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	78	2.6%	14.1%	66.7%	16.7%	2.6%	7.7%	35.9%	53.8%				
4	75	0.0%	8.0%	49.3%	42.7%	0.0%	4.0%	17.3%	78.7%				
5	73	0.0%	11.0%	49.3%	39.7%	2.7%	8.2%	37.0%	52.1%				
6	50	4.0%	26.0%	46.0%	24.0%	2.0%	24.0%	34.0%	40.0%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Conclusions based on this Text Level data:
    We found that 77.6% of all students in grades K-2 were at or above grade level proficiency.
    We found that 68.4% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.
    We found that 72.7% of English Language Learners in grades K-2 were at or above grade level proficiency.

    Based on this data, there was a 14% increase in the percentage of Low Socio-Economic students who were at or above grade level proficiency from 2016-17 (54.5%) to 2017-18 (68.4%).

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 the school has to offer.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Many students benefitted from the support provided through our MTSS Team including visits with our Social Worker and Intervention provided by our Reading Intervention Teacher. Our School Social worker continually reworked her schedule to accommodate the high number of students needing Social Emotional support. Teachers continued to implement the Second Step curriculum across all grade levels, and some began learning about the Zones of Regulation

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

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

2022-23
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 2022-23	Expected Outcome 2023-24
Staff survey- MTSS/SST referral process	Baseline	N/A
Student Survey (Spring 2023) "Important school decisions reflect diverse input"	70.59% of parents responded "yes", 57.83% of students responded "yes", and 73.91% of staff responded "es"	80% yes in all 3 groups

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 2023-24
1.2	Continue to build relationships amongst and between Del	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, Staff, PTO		0	School year 2023-24

		Dayo staff, students and families, focusing on increasing the perception that adults listen to students at Del Dayo including visits from the F.A.C.E. mobile to support student and family needs					
1.3		Continue professional development in Social Justice and Equity, and Cultural Responsibility.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, Staff		0	School year 2023-24

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: 2022-23

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

ANALYSIS

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

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

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

The need for Social Emotional Learning and support is a constant. We did not anticipate the high level of need to the extent at which we have experienced since coming back from the Pandemic. Our School Social Worker took on an Intern this school year that helped increase the number of students we can support outside of classroom support through Second Step.

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

We have constantly reworked schedules to accommodate so that as many students as possible can receive support. We have experienced a fluctuation in EL students, between 2-22-23 and 2023-24. We attempted to hold 3 EL meetings without drawing any attendees. We are going to continue to relook our approach to draw in more of our EL families.

2022-23
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism for Two or More Races Data	1.75%	.5%
Staff Survey- Average of combined results: safety, Sense of belonging, Student engagement, & caring relationships	76.7%	85%
Family Survey- Average of combined results: safety, Sense of belonging, Student engagement, & caring relationships	85.79%	95%
Student Survey- Average of combined results: safety, Sense of belonging, Student engagement, & caring relationships	68.87%	80%
Home Suspension Data	0.37% all students; 0% SED	< 1% all (including SED) student suspension
In School Suspension Data	0% all students; 0% SED	0.0% all students
Attendance Data	94.3% all students; 92.0% SED	Increasing attendance of all students to 97% and SWD to 96%
Chronic Absenteeism Data	17.5% all students; 31.9% SED (COVID Absences included)	Decreasing chronic attendance to 9% all students and 10% 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	Continue committees that are inclusive of various stakeholders to guide school initiatives that benefit and support SED, EL, Chronic Absenteeism and all students, such as: *Implementing Social Skills groups *Providing opportunities for staff professional development in increasing engagement, restorative practices, attendance, and cultural responsiveness	All Students X English Learners X Low-Income Students Foster Youth X Other Two or More Races	Students, staff, parents		0	School year 2023-24

	*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 culture, engagement and inclusivity such as Safe Schools Ambassadors, Restorative Practices, and Building Thinking Classrooms	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Staff, parents, students	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,510	School year 2023-24

2.3	Build collective capacity to have courageous conversations	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, SLT, Staff		0	School year 2023-24

	and interrupting both implicit and explicit racial inequities					
2.4	Hire full time counselor/social worker to increase students' engagement and connectedness to school as well as social-emotional development. (ELO/ESSR)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Social Worker	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	12,704 5,086	School year 2023-24
2.5	Offer Professional Learning/Collaboration around trauma informed practices, social-emotional learning, and social justice standards. (ELO/ESSER)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	Other	0	School year 2023-24

2.6	Hire Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional support, cultural responsiveness, and safety	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT	LCFF Supplemental Site Allocation	3,000	School year 2023-24

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: 2022-23

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

ANALYSIS

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

iReady and Text Level data - three times a year

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

We are still experiencing a high level of students struggling to meet their growth goals and meet academic standards.

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

We are providing specific academic support through small group instruction, tutoring and Intervention using data to define our support.

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24

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) and other support materials and training to accelerate student's English language acquisition acquisition and support to Newcomers and Low SES.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, Site Leadership Team (SLT), and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	School year 2023-24
3.2	Make hardware, software, software licenses, and materials available for	X All Students English Learners Low-Income Students Foster Youth Other	Principal, SLT, and Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting	2,700	School year 2023-24

				Services And Operating Expenditures		
3.3	Provide through teachers and volunteers During and After School Tutoring for targeted subgroups who are low performing in math or language arts, social skills, and/or problem solving.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, SLT, Teachers	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,500	School year 2023-24
3.4	Maintain a reading intervention teacher through ELO/ESSER to implement a reading intervention program.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal, SLT, and Teachers	Other	0	School year 2023-24
3.5	Instructional staff will be	X All Students English Learners	Principal, SLT, and Teachers	LCFF Supplemen	0	School year 2023-24

	provided the opportunity to engage in professional learning to increase effectiveness in writing instruction which will increase EL and SES student engagement and connectedness to school.	Low-Income Students Foster Youth Other			tal Site Allocation 1000-1999: Certificated Personnel Salaries	
3.6	Hire full time Instructional Assistants for each class TK-2. (ELO/ESSER)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Staff	Other	0	School year 2023-24
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: 2022-23

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

ANALYSIS

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

Inventory of books in bookworm - once a year

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

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

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

We will be ordering new and updated books.

2022-23
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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, class book sets and classroom library books which reflect Del Dayo's students and students in the community, and pull books which are outdated and/or under utilized.	All Students X English Learners X Low-Income Students Foster Youth X Other SWD, Students of Color	Principal, SLT, and Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,500	School year 2023-24
4.2	Pursue funding and implement School Partnership	X All Students English Learners Low-Income Students Foster Youth	Principal, SLT, Staff	Other	0	School year 2023-24

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

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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endcollapse					

SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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| 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 Expenditure(s) | | | |
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| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Budget Summary

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

Budget Summary

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

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

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

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	14,204.00
3000-3999: Employee Benefits	5,086.00
4000-4999: Books And Supplies	6,510.00
5800: Professional/Consulting Services And Operating Expenditures	2,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	LCFF Supplemental Site Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	14,204.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	5,086.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	6,510.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	2,700.00
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00
Goal 2	23,300.00
Goal 3	5,700.00
Goal 4	2,500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Juliann Wolney	Principal
Emilee Barnes	Other School Staff
Regina Bakke	Classroom Teacher
Beth Cervantes	Classroom Teacher
Christina Heitke	Classroom Teacher
Julia Marin	Parent or Community Member
Karen Dively	Parent or Community Member
Sigal Ben-Ari	Parent or Community Member
Elizabeth Hawkins	Parent or Community Member
Tiffany Hunt	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
on file	English Learner Advisory Committee
	Other: School Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 06/01/2023.

Attested:

On file	Principal, Juliann Wolney on 06/01/23
Onfile	SSC Chairperson, Elizabeth Hawkins on 06/01/23

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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 (Educational Partner 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/guidanceuseseinvestment.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 (Educational Partner 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/guidanceuseseinvestment.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	
Continue to build relationships amongst and between Del Dayo staff, students and families, focusing on increasing the perception that adults listen to students at Del Dayo including visits from the F.A.C.E. mobile to support student and family needs		$0.00	Connected School Communities	
Continue professional development in Social Justice and Equity, and Cultural Responsibility.		$0.00	Connected School Communities	
Continue committees that are inclusive of various stakeholders to guide school initiatives that benefit and support SED, EL, Chronic Absenteeism and all students, such as: *Implementing Social Skills groups *Providing opportunities for staff professional development in increasing engagement, restorative practices, attendance, and cultural responsiveness *Providing recognition to students, including awards for attendance, RFEP, meeting academic and behavioral goals *Providing other means of correction to home suspensions		$0.00	Healthy Environments for Social-Emotional Growth	

Total Expenditures: $0.00

Allocation Balance: $0.00

Del Dayo Elementary School

Funding Source: LCFF Supplemental Site Allocation   **$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement school-wide programs which promote positive school culture, engagement and inclusivity such as Safe Schools Ambassadors, Restorative Practices, and Building Thinking Classrooms	4000-4999: Books And Supplies	$2,510.00	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/ESSR)	1000-1999: Certificated Personnel Salaries	$12,704.00	Healthy Environments for Social-Emotional Growth	
Hire Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional support, cultural responsiveness, and safety		$3,000.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$5,086.00	Healthy Environments for Social-Emotional Growth	
Provide Guided Language Acquisition Design (GLAD) and other support materials and training to accelerate student's English language acquisition acquisition and support to Newcomers and Low SES.	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	
Make hardware, software, software licenses, and materials available for teachers to increase academic engagement , assessment, and data collection.	5800: Professional/Consulting Services And Operating Expenditures	$2,700.00	Engaging Academic Programs	
Provide through teachers and volunteers During and After School Tutoring for targeted subgroups who are low performing in math or language arts, social skills, and/or problem solving.	1000-1999: Certificated Personnel Salaries	$1,500.00	Engaging Academic Programs	

Del Dayo Elementary School

Instructional staff will be provided the opportunity to engage in professional learning to increase effectiveness in writing instruction which will increase EL and SES student engagement and connectedness to school.	1000-1999: Certificated Personnel Salaries	$0.00	Engaging Academic Programs
Purchase guided reading, class book sets and classroom library books which reflect Del Dayo's students and students in the community, and pull books which are outdated and/or under utilized.	4000-4999: Books And Supplies	$2,500.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: $31,500.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other　　　　　　　　　**$0.00 Allocated**

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

Other Total Expenditures:	$0.00
Other Allocation Balance:	$0.00
Del Dayo Elementary School Total Expenditures:	$31,500.00