



DEL PASO MANOR

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Del Paso Manor Elementary School	34-67447-6034490	April 18, 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)

Schoolwide Program

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. It also serves as the Targeted Support and Improvement Plan.

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

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

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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 Paso Manor Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Homeless
3. Students with Disabilities

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

Student Group Report for 2022

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Low	Very High	Very Low	N/A	Low	Low
English Learners	Low	Very High	Very Low	N/A	Very Low	Low
Homeless	N/A	Very High	Very Low	N/A	No Performance Level	No Performance Level
Socioeconomically Disadvantaged	N/A	Very High	Very Low	N/A	Very Low	Low
Students with Disabilities	N/A	Very High	Very Low	N/A	Very Low	Very Low
African American	N/A	Very High	Very Low	N/A	No Performance Level	No Performance Level
Asian	N/A	High	Very Low	N/A	Very Low	Low
Hispanic	N/A	Very High	Very Low	N/A	Low	Low
White	N/A	Very High	Very Low	N/A	Low	Medium
Two or More Races	N/A	High	Very Low	N/A	High	High

N/A: Not Applicable

Root Cause Analysis

What did your root causes analysis reveal?

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

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee 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.

DPM met the criteria for ATSI as a result of "low" performance on the California School Dashboard for two or more consecutive years for the following student groups: AA/Black Students, Students with Disabilities, and Homeless Students.

Based on an analysis of state and local data, the following root causes contributing to the results were identified:

AA/Black Students: Root Causes Chronic Absenteeism/Academics: The two are not mutually exclusive. A contributing factor to the lower academic performance of Black students in public schools is greater rates of absenteeism. Many of the absences are unexcused absences; The result of transportation issues, family concerns such as providing care for younger children and family members so parents can work, safety concerns in the community, and truancy. Students are coming in with stress, depression, trauma and anger. Local data through listening circles, revealed students didn't feel welcome and the curriculum and content was not relevant to what they were interested in. Staff also has not been trained in culturally relevant pedagogy or participated school wide data analysis of AA/Black students when the data consistently shows "no performance level". These are some of the causes we have found that contribute to the chronic absenteeism of AA/Black Students.

Students with Disabilities: Root Causes: Our Students with Disabilities often face medical challenges preventing them from having regular attendance, supports put in place for behavior may not be appropriate resulting in this targeted student group often being referred to the office for discipline which can result in suspension, behavior data showing bullying coming from their peers without disabilities creating an unhealthy and unwelcoming environment. These are factors that have contributed to the chronic absenteeism of our Students with Disabilities.

Homeless Students: Root Causes: Our Homeless students are facing challenges in accessing reliable transportation to get to school. Some have limited access to public transportation and longer commutes make it difficult to attend school. Families are often prioritizing their basic needs over using funds for transportation. DPM homeless students often lack clean good conditioned clothing. For the older students, it brings stigma and ridicule from their peers. Our Homeless Students tend to have more real or perceived health issues do to lack of healthcare insurance and regular wellness checks. All of the above causes are a contributor to chronic absenteeism with our Homeless students.

In response to this data, we will implement the following evidenced-based actions (ie interventions, practices, programs, services, and/or resources) to address the needs of our identified targeted student groups:

* AA/Black Students- We will partner with community-based organizations that focus on engaging African American/Black Students in academic, mentorship and foster a sense of belonging. Staff will engage in staff development around culturally responsive pedagogy including book studies. Staff will use survey data to monitor the school wide initiatives. Admin will look at discipline disparities and culturally affirming SEL. Attendance incentive program that is created with the students and families that includes data tracking. Parent/Family groups will be formed to connect needs with school community.

* Students with Disabilities- During initial and annual IEPs, remove any barriers and include strategies to support attendance, attendance incentive program that is created with the students and families that includes data tracking, collaborating with families to support healthcare needs minimizing absences, offer resources and create family

engagement activities that are inclusive, create opportunities for students to mainstream and participate in general education activities.

* Homeless Students- Collaboration with our on-site social worker and the district appointed attendance support team member, Attendance incentive program that is created with the students and families that includes data tracking, transportation support/partnership with the local transportation entity, flexible communication avenues and homework/project completion deadlines, basic needs support from available resources through the school social worker(clothing, food, and housing).

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.

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

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

- * Supplemental materials, professional development, personnel, and collaboration time for staff.
- * Consistent Intervention and Designated ELD time.
- * Access to technology and online platforms to promote learning.
- * Tier 1, 2, and 3 social-emotional support via in-class lessons and pull-out services for small group and individual services.
- * A School Community Intervention Assistant to provide support to students and families.
- * A Campus Monitor to assist targeted student groups during recess time with activities.
- * Community Partnerships specifically for targeted groups
- * An increase in family communication and involvement.
- * Attendance Incentive Program

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

Involvement with developing the 2023-2024 School Plan began in the winter of school year 2022-2023.

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

Each group noted the success of the reading intervention program, the DPM English Language Development (ELD) team, and the new Social Emotional Learning (SEL) Team. In addition, our

needs assessment survey sent in March to students, staff, and parents showed a continued need in supporting students' academic and social-emotional learning.

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

The recommendations were presented and discussed at the March SSC and ELAC meetings.

Site Leadership Team met bi-weekly throughout the 2022-2023 school year to review and discuss:

- academic and social-emotional data
- how to best support teachers and increase student participation (based on input from teachers and staff)
- professional learning opportunities with an equity lens and use of Thursday collaboration time

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

Resource Inequities

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

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

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

- *Supplemental materials, professional development, personnel, and collaboration time for staff.
- *Consistent Intervention and Designated ELD time.
- *Access to technology and online platforms to promote learning.
- *Tier 1, 2, and 3 social-emotional support via in-class lessons and pull-out services for small group and individual services.
- *A School Community Intervention Assistant to provide support to students and families.
- * Community Partnerships
- *An increase in family communication and involvement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.0%	0.87%	0.99%	7	6	7
African American	7.6%	6.37%	5.97%	52	44	42
Asian	22.5%	24.60%	25.43%	154	170	179
Filipino	0.6%	0.43%	0.43%	4	3	3
Hispanic/Latino	21.5%	20.98%	20.74%	147	145	146
Pacific Islander	0.4%	0.58%	0.28%	3	4	2
White	38.1%	38.49%	38.64%	261	266	272
Multiple/No Response	8.2%	7.67%	7.53%	56	53	53
Total Enrollment				685	691	704

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	78	53
Grade 1	81	105	80
Grade 2	106	104	134
Grade 3	110	102	110
Grade 4	106	108	115
Grade 5	121	113	119
Grade 6	83	81	93
Total Enrollment	685	691	704

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	248	273	267	36.20%	39.5%	37.9%
Fluent English Proficient (FEP)	33	38	50	4.80%	5.5%	7.1%
Reclassified Fluent English Proficient (RFEP)	2			0.8%		

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

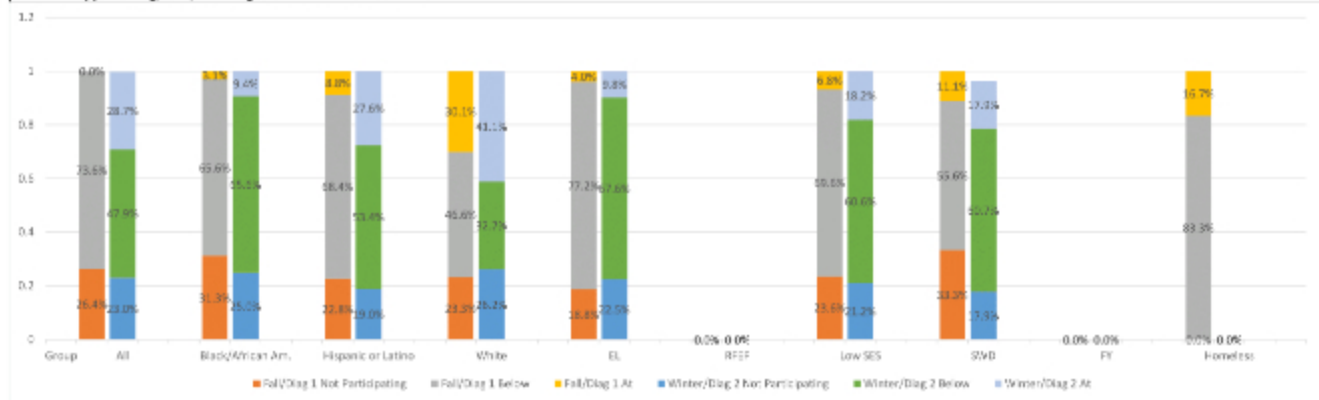
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	281	60	167	0	65	135	81			
Black/African Am.	32	10	21	1	8	21	3			
Hispanic or Latino	58	13	39	5	11	31	16			
White	107	24	48	31	28	35	44			
EL	102	19	78	4	23	69	10			
RFP	5	0	3	1	0	1	3			
Low SES	165	38	112	11	35	100	30			
SWD	28	9	15	3	5	17	5			
FY	1	0	1	0	0	1	0			
Homeless	7	0	5	1	0	4	2			

Del Paso Manor 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	282	26.4%	73.6%	0.0%	23.0%	47.9%	28.7%			
Black/African Am.	32	31.3%	65.6%	3.1%	25.0%	65.6%	9.4%			
Hispanic or Latino	58	22.8%	68.4%	8.8%	19.0%	53.4%	27.6%			
White	107	23.3%	46.0%	30.1%	26.2%	32.7%	41.1%			
EL	102	18.8%	77.2%	4.0%	22.5%	67.6%	9.8%			
RFP	5	0.0%	75.0%	25.0%	0.0%	20.0%	60.0%			
Low SES	165	23.6%	69.6%	5.8%	21.2%	60.6%	18.2%			
SWD	28	33.3%	55.6%	11.1%	17.9%	60.7%	17.9%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	7	0.0%	83.3%	15.7%	0.0%	57.1%	28.6%			

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

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



Del Paso Manor Elementary - 2022-2023 Grades TK-2 i-Ready™ text Level Grade Level Proficiency

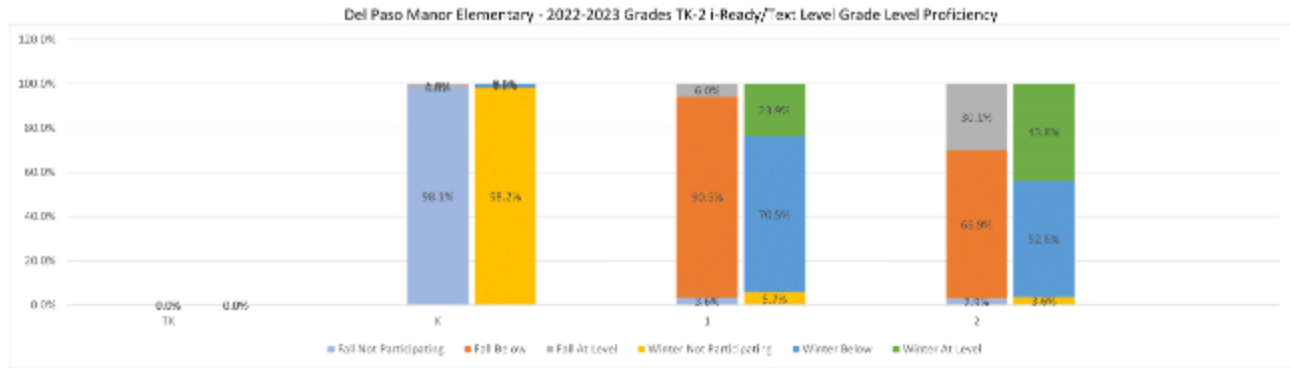
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	56	53	0	1	55	1	0			
1	88	3	76	5	5	62	21			
2	137	4	91	41	5	72	60			

Del Paso Manor 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
TK	0									
K	56	98.1%	0.0%	1.9%	98.2%	1.8%	0.0%			
1	88	3.6%	90.5%	6.0%	5.7%	70.5%	23.9%			
2	137	2.9%	66.9%	30.1%	3.6%	52.6%	43.8%			

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

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



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

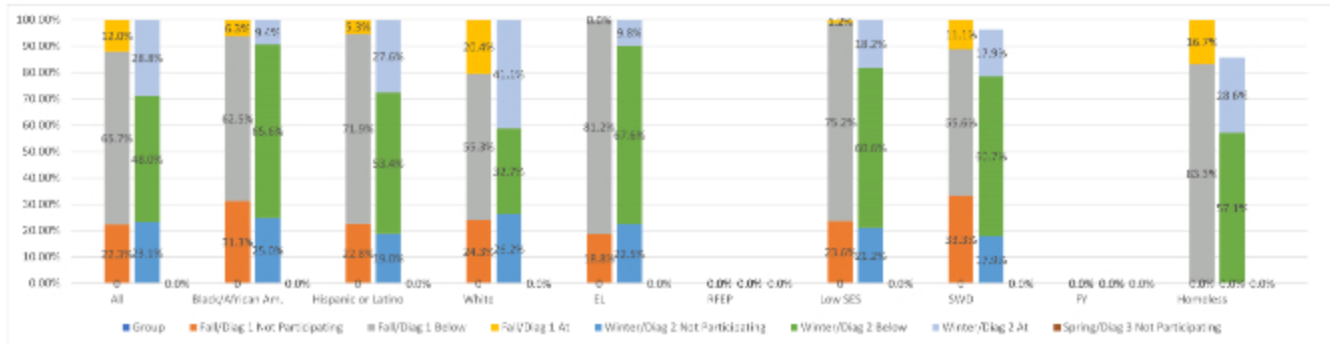
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	281	61	180	33	63	185	33			
Black/African Am.	32	10	20	2	10	20	2			
Hispanic or Latino	58	13	41	3	11	44	3			
White	107	25	57	21	28	58	21			
EL	102	19	82	0	17	85	0			
RFP	5	0	4	0	0	4	0			
Low SES	165	38	121	2	39	124	2			
SWD	28	9	15	3	6	18	3			
FY	1	0	1	0	0	1	0			
Homeless	7	0	5	1	0	5	1			

Del Paso Manor 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	282	22.3%	65.7%	12.0%	22.3%	65.6%	11.7%			
Black/African Am.	32	31.3%	62.5%	6.3%	31.3%	62.5%	6.3%			
Hispanic or Latino	58	22.8%	71.9%	5.3%	19.0%	75.9%	5.2%			
White	107	24.3%	55.3%	20.4%	26.2%	54.2%	19.6%			
EL	102	18.8%	81.2%	0.0%	16.7%	83.3%	0.0%			
RFP	5	0.0%	100.0%	0.0%	0.0%	80.0%	0.0%			
Low SES	165	23.6%	75.2%	1.2%	23.6%	75.2%	1.2%			
SWD	28	33.3%	55.6%	11.1%	21.4%	64.3%	10.7%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	7	0.0%	83.3%	16.7%	0.0%	71.4%	14.3%			

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

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



Del Paso Manor 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	0	0	0	0	0	0	0	0	0	0
K	56	54	0	0	56	0	0			
1	88	4	78	2	4	82	2			
2	137	3	102	31	3	103	31			

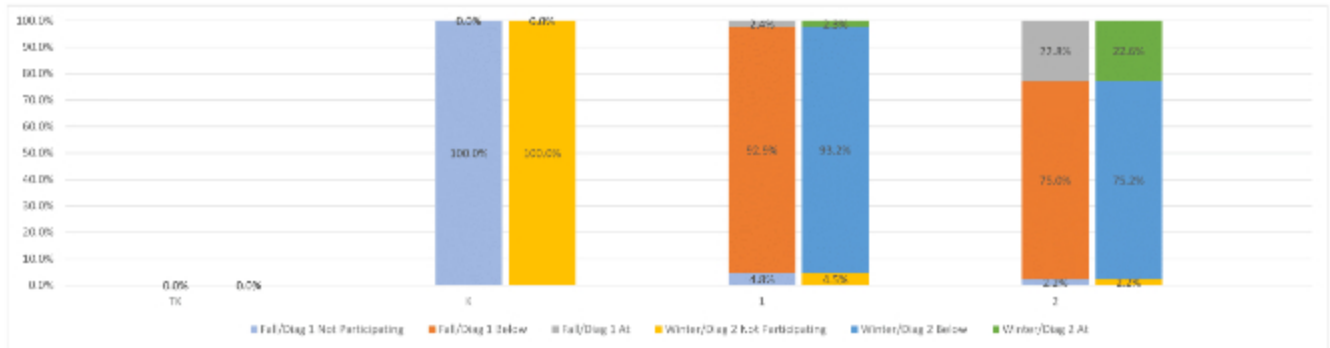
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Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	56	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	88	4.8%	92.9%	2.4%	4.5%	93.2%	2.3%			
2	137	2.2%	75.0%	22.8%	2.2%	75.2%	22.6%			

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

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

Del Paso Manor Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. In ELA Reading, 28 % of students in grades K-2 were at or exceeding standards in winter, up from 0% in the fall. In math, 12% of students in grades K-2 were at or exceeding standards in winter, 11% in the fall.

Based on this data, we had growth over a 3 month window across the board, however, our scores are still significantly lower than we would expect. Looking back at data over the pandemic and the distance learning that happened for 18 months, it is clear our students had a significant drop during distance learning. Our growth is significant, however we need to keep working on it to keep the growth up to help our students close the gap.



**Spring 2023
District Climate Survey Results by School**

Del Paso Manor

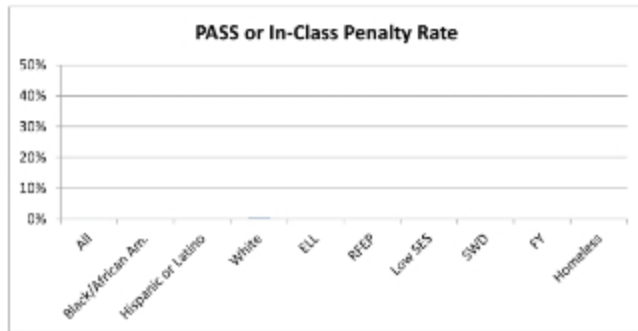
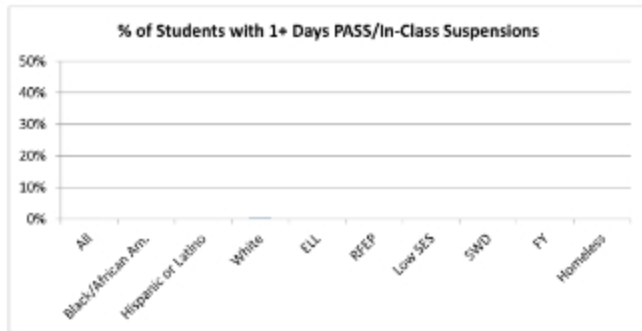
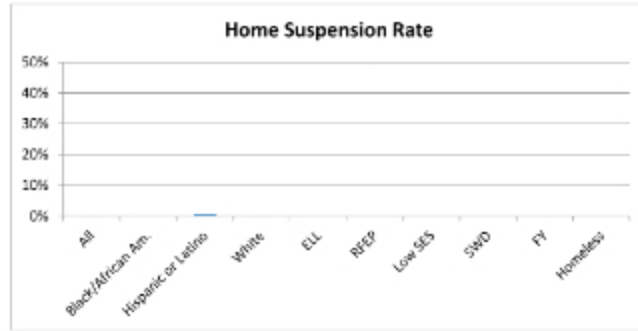
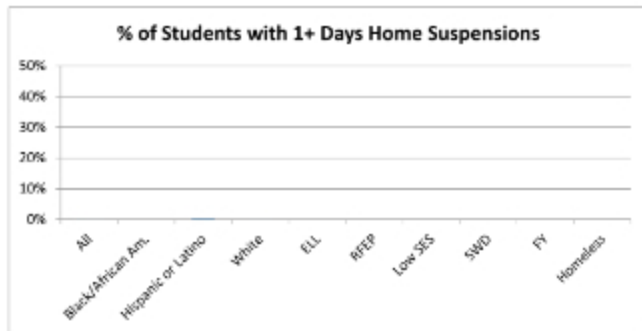
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
A) School has a climate that is caring.	235	94.04%	164	69.51%	18	94.44%
B) There are students and staff on campus who listen to students when they have something to say.	236	89.41%	162	69.14%	18	100.00%
C) There is an adult from the school who checks on how students are doing.	233	77.68%	162	62.35%	18	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	235	88.94%	161	76.40%	18	88.89%
E) Staff feels supported to do their job well in meeting the needs of all students.					18	94.44%
F) Staff feels part of an effective team.					18	100.00%
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	236	91.98%			18	94.44%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	231	90.48%			18	88.89%
C) The school offers families opportunities to be involved in school and classroom activities.	234	82.05%			18	94.44%
D) The school keeps families well-informed about school activities.	234	91.45%			18	94.44%
E) The staff at our school listens to family concerns about issues.	233	84.12%			18	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.	232	93.53%			18	100.00%
G) The school and families are partners in promoting positive behavior for my student.	231	92.64%			18	100.00%
H) Families who speak a language other than English receive general information about our school in their home language.	229	88.21%			18	100.00%
I) Staff receive information about upcoming events and important information about the school.					18	94.44%
School Decision Making						
A) School seeks input when making important decisions.	231	72.73%	163	53.37%	18	94.44%
B) Important school decisions reflect diverse input.	226	71.24%	158	48.73%	18	88.89%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	227	87.22%				
D) The principal and staff listen to concerns of other staff members about issues.					18	83.33%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					18	88.89%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					18	83.33%
G) Our school uses data from this survey to inform site decision making.					18	72.22%
H) Staff voice matters in decision making.					18	72.22%
Safety						
A) Concerns about student safety are taken seriously.	232	87.93%	160	67.50%	18	94.44%
B) Concerns about student safety are addressed in a timely manner at my school.	227	85.46%	158	64.56%	18	94.44%
C) My school is a safe place for all students.	231	91.34%	156	71.15%	18	83.33%
D) My school is a safe place for all staff.					18	88.89%
E) Students know what staff member to go to if they have a safety concern.	228	84.65%	158	68.99%	18	94.44%
F) Students know school safety protocols.	229	86.03%	156	75.00%	18	94.44%
G) I feel safe sharing different viewpoints and perspectives at my school.	229	84.72%	156	56.41%	18	83.33%
Sense of Belonging						
A) School staff respects student diversity.	230	92.17%	161	75.78%	18	100.00%
B) Adults at my school treat students respectfully.	230	93.91%	160	70.63%	18	100.00%
C) Students are respectful to each other at school.	230	66.52%	161	31.06%	18	83.33%
D) Students have opportunities to socialize with other students often at school.	228	88.60%	157	69.43%	18	100.00%
E) Students have an adult on campus they trust.	227	85.02%	154	74.68%	18	94.44%
F) Students trust other students at school.	223	78.48%	157	75.80%	18	88.89%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	222	75.68%	159	63.52%	17	82.35%
H) School staff reflects student diversity.	222	77.03%	156	59.62%	18	83.33%
Academic Progress						
A) Families and students understand how assignments and tests are graded.	229	87.73%	161	72.05%	17	88.24%
B) Questions and concerns about schoolwork are addressed.	228	91.23%	157	82.80%	16	93.75%
C) Student grades reflect their knowledge of the material.	226	88.94%	158	70.89%	18	94.44%
D) Adults at my school believe all students can be successful.	228	94.74%	158	79.11%	18	100.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	229	88.65%	158	62.66%	17	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	228	95.18%	159	82.39%	18	100.00%
G) Teachers at my school go out of their way to help all students.	227	89.43%	154	62.99%	18	100.00%
H) Students receive timely and regular feedback on their learning.	225	90.67%	157	75.80%	17	100.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	229	82.97%			17	100.00%
High Expectations						
A) Students are challenged academically at school.	227	77.97%	158	65.82%	17	94.12%
B) School recognizes and celebrates the academic success of all students.	230	86.52%	159	65.41%	18	94.44%
C) Adults on campus motivate students to do their best.	227	86.78%	158	74.05%	18	100.00%
D) School provides additional academic support when students are struggling.	229	83.41%	153	69.28%	18	100.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	230	91.74%	159	70.44%	17	94.12%
B) Students have access to classes and activities that meet their interests and talents.	228	87.28%	161	63.98%	17	88.24%
C) Students understand how to complete their schoolwork.	228	92.11%	157	80.89%	17	94.12%
D) Students complete assignments on time.	226	89.38%	156	64.74%	17	76.47%
E) Students are motivated to do their schoolwork.	226	83.19%	157	66.24%	17	82.35%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	216	62.04%	159	51.57%	15	40.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	216	56.02%	160	48.13%	15	26.67%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	214	64.02%	159	55.97%	15	66.67%
D) School offers college and career programs.	209	34.93%	158	30.38%	15	20.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	206	32.04%	156	37.82%	16	25.00%
F) Students are prepared for the next step of their educational experience.	215	74.42%	158	65.82%	17	76.47%
G) Staff are optimistic about the future of their career in San Juan Unified.					18	83.33%
H) There are equitable opportunities for advancement in the district.					18	61.11%
Customer Satisfaction						
A) I would recommend my school to other families.	229	89.96%	162	74.69%	18	94.44%
B) San Juan Unified School District is a district that I would recommend to other families.	227	88.55%	163	73.01%	18	88.89%

Del Paso Manor 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	730	2	0.27%	2	2	0.27%	1	0.14%	1	0.14%	
Black/African Am.	62	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Hispanic or Latino	151	1	0.66%	2	1	0.66%	0	0.00%	0	0.00%	
White	300	1	0.33%	-	1	0.33%	1	0.33%	1	0.33%	
ELL	278	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
RFP	39	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	424	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
SWD	93	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Homeless	21	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



* 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 Paso Manor Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

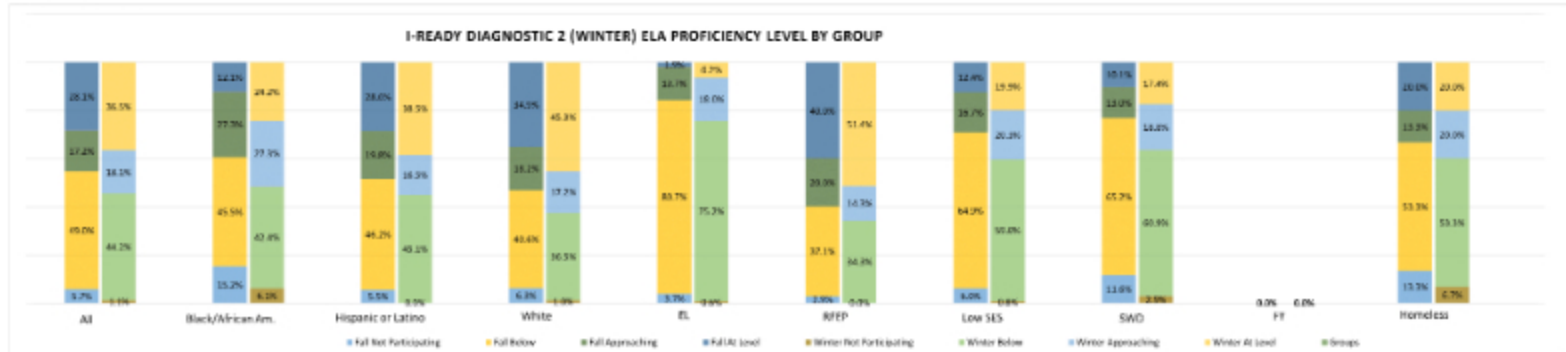
Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement					Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level		
All	441	25	216	76	124	5	195	80	161						
Black/African Am.	33	5	15	9	4	2	34	5	8						
Hispanic or Latina	91	5	42	18	26	0	41	15	35						
White	192	12	78	35	67	2	79	33	87						
EL	161	6	130	22	3	1	121	29	10						
BFEP	35	1	13	7	34	0	32	5	18						
Low SES	251	15	168	42	31	2	148	51	50						
SWD	89	8	45	9	7	2	42	13	12						
FY	0	0	0	0	0	0	0	0	0						
Homeless	15	2	8	2	3	1	8	3	3						

Group	Fall/Diagnostic 1 -Ready Grade Level Placement					Winter/Diagnostic 2 -Ready Grade Level Placement					Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	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	441	5.7%	49.0%	17.2%	28.1%	1.1%	44.2%	18.1%	36.5%						
Black/African Am.	33	15.2%	45.5%	27.3%	12.1%	6.1%	42.4%	27.3%	24.2%						
Hispanic or Latina	91	5.5%	46.2%	19.8%	28.6%	0.0%	45.1%	16.5%	38.5%						
White	192	6.3%	40.6%	18.2%	34.9%	1.0%	56.5%	17.2%	45.8%						
EL	161	3.7%	80.7%	13.7%	1.9%	0.6%	75.2%	18.0%	6.2%						
BFEP	35	2.9%	37.1%	20.0%	40.0%	0.0%	54.3%	14.3%	51.4%						
Low SES	251	6.0%	64.9%	16.7%	12.4%	0.8%	59.0%	20.3%	19.9%						
SWD	89	11.6%	65.2%	13.0%	10.1%	2.9%	60.9%	18.8%	17.4%						
FY	0														
Homeless	15	13.3%	53.3%	13.3%	20.0%	6.7%	53.3%	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



Del Paso Manor Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

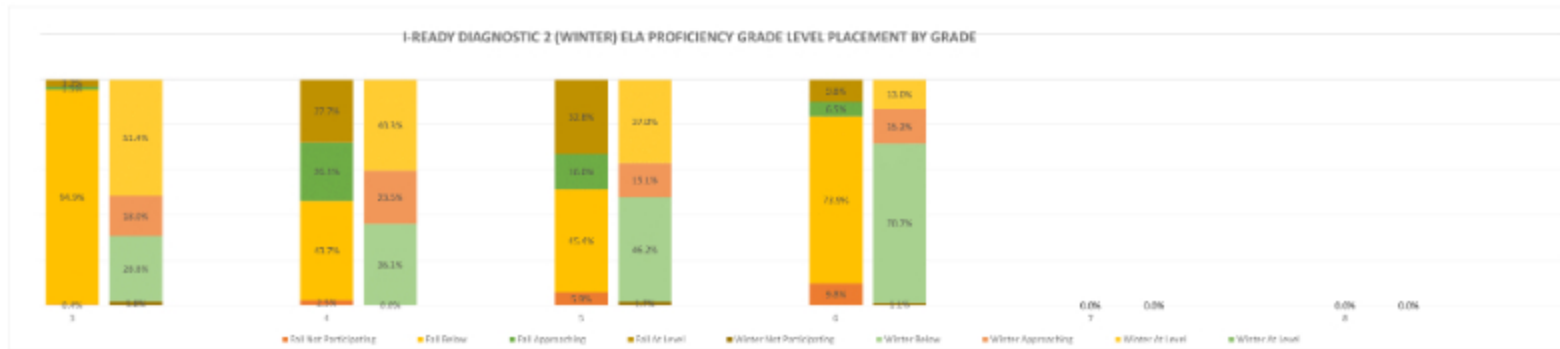
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	111	6	42	20	43	2	32	20	57				
4	119	5	52	31	33	6	43	28	48				
5	119	7	54	19	39	2	55	18	44				
6	92	9	68	6	9	1	65	14	32				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
	Total Enrolled	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	111	5.4%	37.8%	18.0%	38.7%	1.8%	28.8%	18.0%	51.4%				
4	119	2.5%	43.7%	26.1%	27.7%	0.0%	36.1%	23.5%	40.3%				
5	119	5.9%	45.4%	16.0%	32.8%	1.7%	46.2%	15.1%	37.0%				
6	92	9.8%	73.9%	6.5%	9.8%	1.1%	70.7%	15.2%	13.0%				
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



Del Paso Manor Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

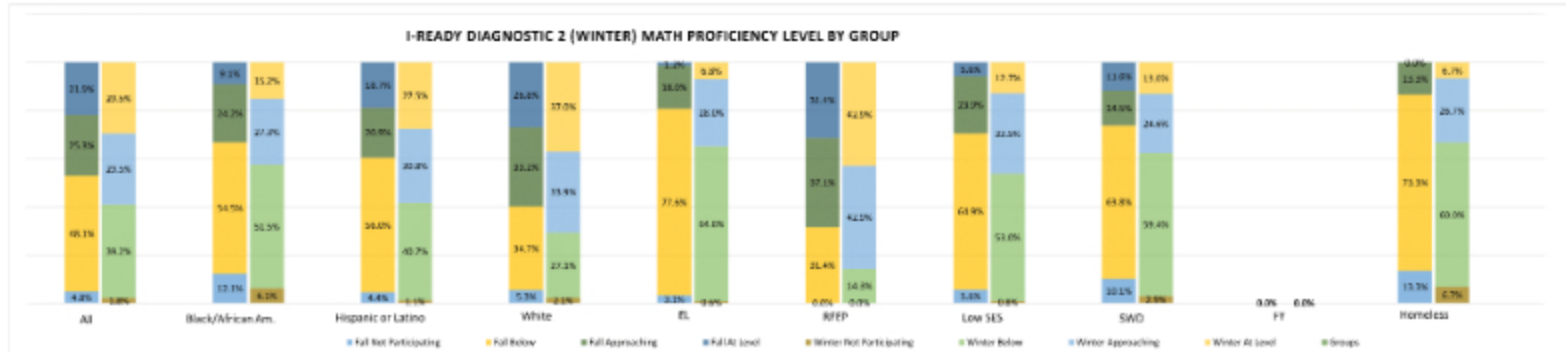
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	441	21	211	111	96	8	173	130	130				
Black/African Am.	33	4	18	8	5	2	37	8	5				
Hispanic or Latina	91	4	51	19	17	1	37	28	25				
White	192	20	66	63	52	4	52	65	71				
EL	161	5	125	29	2	1	104	45	11				
FFEP	35	0	11	13	11	0	5	15	15				
Low SES	251	14	163	60	14	2	133	84	32				
SWD	89	7	44	10	8	2	41	17	9				
FY	0	0	0	0	0	0	0	0	0				
Homeless	15	2	11	2	0	1	9	4	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -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	441	4.8%	48.1%	25.3%	21.9%	1.8%	39.2%	29.5%	29.5%				
Black/African Am.	33	12.1%	54.5%	24.2%	9.1%	6.1%	51.5%	27.3%	15.2%				
Hispanic or Latina	91	4.4%	56.0%	20.9%	18.7%	1.1%	40.7%	30.8%	27.5%				
White	192	5.2%	34.7%	33.2%	26.8%	2.1%	27.1%	33.9%	37.0%				
EL	161	3.1%	77.6%	18.0%	1.2%	0.6%	64.6%	28.0%	6.8%				
FFEP	35	0.0%	31.4%	37.1%	31.4%	0.0%	14.3%	42.9%	42.9%				
Low SES	251	5.6%	64.9%	23.9%	5.6%	0.8%	53.0%	33.5%	17.7%				
SWD	89	10.1%	63.8%	14.5%	11.6%	2.2%	59.4%	24.6%	13.0%				
FY	0												
Homeless	15	13.3%	73.3%	13.3%	0.0%	6.7%	60.0%	26.7%	5.7%				

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



Del Paso Manor Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

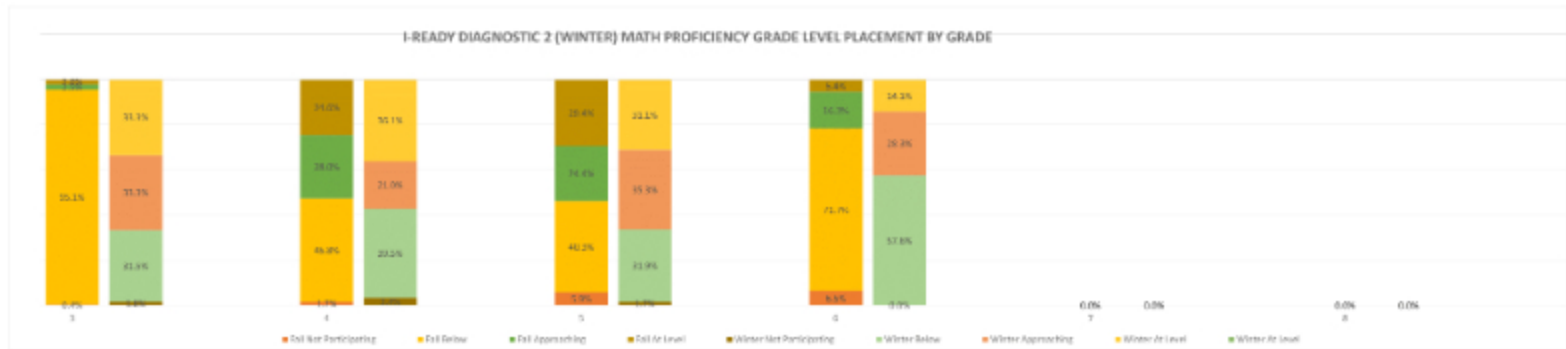
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	111	6	43	34	27	2	35	37	37				
4	119	2	54	33	29	4	47	25	43				
5	119	7	48	29	35	2	38	42	37				
6	92	6	65	15	5	6	53	26	33				
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	111	5.3%	39.1%	30.9%	24.5%	1.8%	31.5%	33.3%	33.3%				
4	119	1.7%	45.8%	28.0%	24.6%	3.4%	39.5%	21.0%	36.1%				
5	119	5.9%	40.3%	24.4%	25.4%	1.7%	31.9%	35.3%	31.1%				
6	92	6.5%	71.7%	16.3%	5.4%	6.5%	57.6%	28.3%	14.1%				
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



Conclusions based on this data:

1. Conclusions based on this Text Level data:

We found that 22.2 % of all students in grades K-2 were at or above grade level proficiency.

We found that 4 % of African American students in grades K-2 were at or above grade level proficiency.

We found that 22 % of Hispanic/Latino students in grades K-2 were at or above grade level proficiency.

We found that 15.7 % of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that 3.4 % of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this 2nd trimester 2021-22 school year data, we need to continue to grow our emphasis on early literacy and intervention for students due to the gap in learning from distance learning/pandemic. While this shows growth over the beginning of the year scores, it is still significantly lower than we would expect, especially with our students of color and low SES groups. We need to emphasize literacy instruction and intervention with these groups beyond the traditional school day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 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?

DPM staff consistently looks at attendance data, academic data from iReady assessments, running records, behavior data, SAEBRS, as well as gathering information from the student body through listening circles and families at various family input sessions(eg. coffee with the principal, ELAC, PTA, SSC).

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

Many families at the beginning of the year were still hesitant about sending their students to school once the face masks were no longer required. This affected our school attendance and academic data. Family participation was still low. Engagement with Zoom was lackluster.

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

We looked at significant dates and times when families were available, connected families with our school social worker and FACE department. More opportunities were available in person. Our SCIA and IAs were added to assist with small groups after school to help close the academic gaps.

2022-23

Identified Need

Connected school communities: Welcoming shhool environment that values all students and families provide a foundation for learning through identification of needs and supports(assets), caring staff will coordinate and connect students and families targeted resources to help them access the best opportunities our school has to offer and thrive.

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
1.1	Provide parent education resources/forums for parents related to academics, parent educational rights and technology. This includes but is not limited to (bilingual supports included): academic review/preview	X All Students English Learners Low-Income Students Foster Youth Other	Site Admin and staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000 1000	School year 2023-24

	meetings, technology teaching and support meetings/classes etc.					
1.2	Provide resources for staff to work with parents to support academic growth. This includes but is not limited to (bilingual supports included): individual parent conferences outside of contracted conferences, parent and support classes (restorative and educational)	X All Students English Learners Low-Income Students Foster Youth Other	Site Admin and staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8000	School year 2023-24
1.3	Provide resources for school staff and community members to develop an evolving equity plan that continually	X All Students English Learners Low-Income Students Foster Youth Other	Site Admin and staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8000	School year 2023-24

	<p>gathers feedback and information related to current practices and further identify barriers of access and opportunities for underrepresented groups in our school community. The information may be obtained through different avenues including but not limited to: on-campus/zoom sessions, listening circles, district and site level surveys, diverse parent committee, etc.</p>					
1.4	<p>In partnership with community organizations, parents and parents' groups</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Site Admin and staff</p>	<p>LCFF Supplemental Site Allocation</p>	<p>2013</p>	<p>School year 2023-24</p>

	(for example ELAC), work to provide family nights, community events, community resources and community forums that include but are not limited to: science nights, cultural nights, arts nights, parent education/supports, social and equity forums, etc. (Distance and in-person forums/events).			5000-5999: Services And Other Operating Expenditures		
1.5	Improve communication methods to better engage diverse students and families to improve relationships and increase involvement (for example, more translation services,	X All Students English Learners Low-Income Students Foster Youth Other	Site Admin and staff			School year 2023-24

	improve social media, newsletters, calls, etc).					
1.6	To provide needed technology to support and enhance in-school learning. Technology includes but is not limited to: hot spots, Chromebooks, ipads, doc cameras, cables, hi-resolution cameras, wireless microphones, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Site Admin and staff	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8886 3000	School year 2023-24
1.7	Hire Parent Liaison to support families of targeted group through a parent/family support groups that looks at academic, social emotional data, attendance,	All Students English Learners Low-Income Students Foster Youth X Other AA/Black	Site Admin	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	6075	School year 2023-24

	and behavioral data.					
1.8	Additional 0.125 for attendance clerk to support families and attendance goals/incentive program.	All Students English Learners Low-Income Students Foster Youth X Other AA/Black Students, Homeless Students, Students with Disabilities	Site Admin	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	4,280 1,851	School year 2023-24
1.9	Provide resources to secure community partnerships to work directly with targeted student groups.	All Students English Learners Low-Income Students Foster Youth X Other AA/Black Students, Homeless Students, Students with Disabilities	Site Admin	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	12,000	
1.10	Provide resources and trainings for all	All Students English Learners Low-Income Students	Site Admin and staff	Title I Part A Site Allocation	2000	

	staff members to engage targeted student groups with culturally relevant curriculum and content and provide after school tutoring(through staff development, book studies, etc)	Foster Youth X Other AA/Black Students, Homeless Students, Students with Disabilities		5000-5999: Services And Other Operating Expenditures		
1.11	Community events to better engage families of targeted student groups to improve relationships and increase involvement(family nights, community events)	All Students English Learners Low-Income Students Foster Youth X Other AA/Black Students, Homeless Students, Students with Disabilities	Site admin and staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	
1.12	Improve IEP process to remove any barriers that may contribute to chronic absenteeism(add specific strategies to	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Site Admin and Special Education Staff			

help improve strategies eg. flexible learning environments, transportation, SEL support, address health needs)

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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 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 looked at behavior data, SAEBRS, office referrals, and academic and social emotional data as often as once a week.

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

Having access to many data points worked well and realizing that we still need to put focus on the social emotional needs of our students.

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

More teachers were encouraged to use the 2nd Step Curriculum to support students' social emotional needs. Using the SAEBRS and behavior data, more groups were developed for counseling and support groups.

2022-23

Identified Need

Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district partners, will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning. We will continue to use 2nd Step, a research-based social emotional curriculum with students schoolwide. We will welcome community partnerships to support students during unstructured recess and lunch. The staff will also be trained in PBIS and trauma informed practices.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Local Survey, school safety-students percentage strongly agree/agree	Student 85%	Students 87%
Local Survey, Meaningful Participation-Students percentage strongly agree/agree	Students 88%	Students 89%
Local Survey, School Culture-Students percentage strongly agree/agree	Students 83%	Students 85%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or	X All Students English Learners Low-Income Students Foster Youth Other	Site Admin and staff, including MTSS team	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4000	School year 2023-24

	support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc.					
2.2	Provide incentives for students manifesting positive behaviors.	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Secretary, Behavior Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24
2.3	Offer social skills groups for students identified by teachers as needing emotional support. No additional cost for this item.	X All Students English Learners Low-Income Students Foster Youth Other	SEL (MTSS) staff and teachers			School year 2023-24
2.4	Provide resources to support the emotional safety of	X All Students English Learners Low-Income Students Foster Youth Other	Admin, SEL (MTSS) Team	LCFF Supplemental Site Allocation	5000 5000	School year 2023-24

	students at Del Paso Manor. This includes but is not limited to: creating emotional safe zones, wellness speakers, assemblies, materials (such as journals, etc.), personnel (campus monitor, recreational aides, etc.), whole student supports and resources (such as food closet and clothes closet, etc.).			4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
2.5	Fund 0.469 rec aide Michael Santos	X All Students English Learners Low-Income Students Foster Youth Other	Principal, VP	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	13,069 1,946	School year 2023-24

				3000-3999: Employee Benefits		
2.6	Maintain a Community Intervention assistant to promote community engagement and academic supports.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, VP	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	79,035	School year 2023-24
2.7	Additional centrally funded rec aide support	X All Students English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemen tal Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3,412	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?

We use iReady data each trimester, running records monthly, writing samples, math assessments, qualitative and quantitative data, and classroom formative assessments in addition to attendance data.

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

The intervention data is showing accelerated growth for students. Classroom data is showing growth as well. DPM still struggles with attendance for those students needing intervention which showed in that student group.

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

Increased intervention numbers in between the bells and after school tutoring.

2022-23

Identified Need

Improve academic language acquisition(oral and written) for all students across content areas by:
 Teachers understanding and implementing the teaching and Learning Cycle, and specific pedagogical practices to explicitly teach all content=, genre to students in conjunctions with the adopted district curriculum.
 Students engaging in structured academic discourse, oral and written, in all content areas.
 Further training and support with designated and integrated ELD.

Improve academic scores in ELA/Math for all students by:
 Teachers identifying student needs and targeted supports that will be the most beneficial for each student.
 Utilize intervention staff to provide additional instruction as the level of each student.
 Continued supports for All students receiving core instruction in addition to special education supports, ELD instruction, and intervention .

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
K-2 Text level	Students at or above: 47.1%	Students at or above: 52%
Winter School Survey 2022-23 Climate of Support for Academic Learning. Percent strongly agree/agree overall	Student: 89.6%	Student: 92%
ELPAC Level 1	43% of EL students	40% of EL students
ELPAC Level 2	37% of EL students	35% of EL students
iReady ELA local assessment, winter scores, grades 3-6	Students at or above: 39%	Students at or above: 45%
iReady Math Local Assessment, winter scores, grades 3-6	Students at or above: 31%	Students at or above: 38%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	Continue 2 intervention teachers to provide tier 2 intervention for students below grade level. 1 FTE - LCFF Site	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Vice principal and classroom teachers, 1 FTE	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Other	98,857 36,645	School year 2023-24
3.2	Provide extra resources, curriculum, support and opportunities to students to improve all areas of academic performance with a special focus to improve the academic performance of ELL, homeless students, native students, the lowest-income students and students	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Secretary	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	60500 2000	School year 2023-24

	traditionally left behind. Including but not limited to (personnel, tutoring outside school day, materials, and training support): homework completion, reteaching of materials, feedback on work and editing supports.					
3.3	School Social Worker SEL	X All Students English Learners Low-Income Students Foster Youth Other	Administration, SEL team Funded through ELO	Other 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	98740 7271 3700	School year 2023-24

				3000-3999: Employee Benefits		
3.4	Provide opportunities, support and resources for students to participate in STEAM education and enrichment activities/lessons including opportunities for ELL students in their native languages and when available, with bilingual support. Including but not limited to (personnel, materials, speakers and training to support): classrooms, after school activities/clubs, etc.	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemen tal Site Allocation 5000-5999: Services And Other Operating Expenditur es	29562 2550	School year 2023-24
3.5	Provide primary language support to EL	All Students X English Learners Low-Income Students Foster Youth	ELD teachers and BIA staff	LCFF Supplemen tal English	51,229	School year 2023-24

	students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.5 FTE BIAs	Other		Learner Central 2000-2999: Classified Personnel Salaries		
3.6	Provide additional training, professional development, and supplemental materials to support English Learners and Low-Income Students.	All Students X English Learners X Low-Income Students Foster Youth Other	Admin, ELD, Intervention	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	90000 20000	School year 2023-24

3.7	Provide additional instructional administrative staff to increase support to teachers and students. 1 FTE Administrative Instructional Specialist.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	170,891	School year 2023-24
3.8	Maintain 3.0 FTE Designated ELD Teachers to ensure English Learners receive Designated and Integrated English Language Development (ELD) daily.	All Students X English Learners Low-Income Students Foster Youth Other	Admin	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	361,785	School year 2023-24
3.9	Maintain 2 part time (3.75 hrs each) Instructional Assistants to support	All Students X English Learners X Low-Income Students X Foster Youth X Other Students with Disabilities	Admin	Title I Part A Site Allocation 2000-2999: Classified	73,255	School year 2023-24

	learning and small group instruction for students in grades 3-6.			Personnel Salaries		
3.10		All Students English Learners Low-Income Students Foster Youth Other				
3.11		All Students English Learners Low-Income Students Foster Youth Other				
3.12		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 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?

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

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

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

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

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

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
2021-2022 School Survey - College and Career - Students know what classes to pass to graduate high school	Parents: 89.8% Students: 83.2% Staff: 90.6%	Parents: 92% Students: 85% Staff: 92%
2021-22 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	Parents: 92% Students: 79% Staff: 96%	Parents: 94% Students: 85% Staff: 96%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that support learning.	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School year 2023-24

	<p>Successful practices include but are not limited to: attendance, participation, positive social interactions, resilience and determination, grit/perseverance, growth mindset, gratitude and respect, independence and personal ownership of work/behaviors, self-growth in personally identified areas of need</p>					
4.2	<p>Provide professional development and learning opportunities for staff to enrich their classrooms and expand their classrooms knowledge/skills related to microaggressio</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Site Administration and all staff</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5800: Profession</p>	<p>2000 3000</p>	<p>School year 2023-24</p>

	ns/bias/racism, race and racial inequities, social justice and restorative practices. This includes but is not limited to: workshops, discussions, speakers, webinars, books, materials, etc.			al/Consulting Services And Operating Expenditures		
4.3	Provide opportunities for staff to implement specific curriculum, lessons and content which celebrates and reflects diverse populations and tells grade appropriate ethnically diverse and inclusive history, stories and perspectives, social justice perspectives and restorative practices within	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration and all staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	School year 2023-24

	<p>their curriculum and classroom practices. This includes but is not limited to: professional development, discussions, training, speakers, webinars, workshops, books and other resources and materials, as appropriate.</p>					
4.4	<p>Evaluate and pursue greater equitable opportunities for students, based on student feedback, data, and input to allow for their participation in leadership activities and clubs which includes but is not limited to: student council, peer interactions, tutoring,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>All site staff</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>7,000</p>	<p>School year 2023-24</p>

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

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Centralized Services for Planned Improvements in Student Performance

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

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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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)			
		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	\$536,538.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,301,552.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$174,303.00
LCFF Supplemental English Learner Central	\$413,014.00
LCFF Supplemental Site Allocation	\$79,680.00
Other	\$98,740.00
Title I Part A Parent Involvement	\$6,075.00
Title I Part A Site Allocation	\$529,740.00

Subtotal of state or local funds included for this school: \$1,301,552.00

Total of federal, state, and/or local funds for this school: \$1,301,552.00

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	79,680	0.00
LCFF Supplemental English Learner Central	413,014	0.00
Title I Part A Centralized Services (District Only)	0.00	0.00
LCFF Supplemental Centralized Services (District Only)	174,303	0.00
Title I Part A Site Allocation	529,740	0.00
Title I Part A Parent Involvement	6,075	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	174,303.00
LCFF Supplemental English Learner Central	413,014.00
LCFF Supplemental Site Allocation	79,680.00
Other	98,740.00
Title I Part A Parent Involvement	6,075.00
Title I Part A Site Allocation	529,740.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	816,044.00
2000-2999: Classified Personnel Salaries	234,355.00
3000-3999: Employee Benefits	44,142.00
4000-4999: Books And Supplies	159,448.00
5000-5999: Services And Other Operating Expenditures	7,563.00
5800: Professional/Consulting Services And Operating Expenditures	40,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	170,891.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	361,785.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	51,229.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	7,271.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	21,349.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	7,497.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	31,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,563.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00
1000-1999: Certificated Personnel Salaries	Other	98,740.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	6,075.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	177,357.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	152,290.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	36,645.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	128,448.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	32,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,105.00
Goal 2	112,462.00

Goal 3

1,106,985.00

Goal 4

22,000.00

School Site Council Membership

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

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

Name of Members	Role
Ajab Khan Arab	Parent or Community Member
Amanda Blanc	Parent or Community Member
Adam Stevens	Parent or Community Member
Suzanne Dexter	Parent or Community Member
Chelsea Stevens	Parent or Community Member
Kim Dills	Other School Staff
Shellie Zamora	Classroom Teacher
Mark Siewert	Classroom Teacher
Majken Lake	Classroom Teacher
Misha Plummer	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: Student Council
PTA

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

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

This SPSA was adopted by the SSC at a public meeting on April 18, 2023.

Attested:



Principal, Misha Plummer on April 18, 2023



SSC Chairperson, Mark Siewert on April 18, 2023

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.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Del Paso Manor Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$174,303.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional centrally funded rec aide support	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
Provide additional instructional administrative staff to increase support to teachers and students. 1 FTE Administrative Instructional Specialist.	1000-1999: Certificated Personnel Salaries	\$170,891.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$174,303.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

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

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

Del Paso Manor Elementary School

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

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$79,680.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$7,271.00	Engaging Academic Programs	
Additional 0.125 for attendance clerk to support families and attendance goals/incentive program.	2000-2999: Classified Personnel Salaries	\$4,280.00	Connected School Communities	
	3000-3999: Employee Benefits	\$3,700.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	\$2,550.00	Engaging Academic Programs	
Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that support learning. Successful practices include but are not limited to: attendance, participation, positive social interactions, resilience and determination, grit/perseverance, growth mindset, gratitude and respect, independence and personal ownership of work/behaviors , self-growth in personally identified areas of need	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures	

Del Paso Manor Elementary School

Provide professional development and learning opportunities for staff to enrich their classrooms and expand their classrooms knowledge/skills related to microaggressions/bias/racism, race and racial inequities, social justice and restorative practices. This includes but is not limited to: workshops, discussions, speakers, webinars, books, materials, etc.	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures
Provide opportunities for staff to implement specific curriculum, lessons and content which celebrates and reflects diverse populations and tells grade appropriate ethnically diverse and inclusive history, stories and perspectives, social justice perspectives and restorative practices within their curriculum and classroom practices. This includes but is not limited to: professional development, discussions, training, speakers, webinars, workshops, books and other resources and materials, as appropriate.	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures
Evaluate and pursue greater equitable opportunities for students, based on student feedback, data, and input to allow for their participation in leadership activities and clubs which includes but is not limited to: student council, peer interactions, tutoring, student clubs and other groups, etc. (including ELL students and bilingual supports).	4000-4999: Books And Supplies	\$7,000.00	Clear Pathways to Bright Futures
	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Clear Pathways to Bright Futures
	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$1,946.00	Healthy Environments for Social-Emotional Growth

Del Paso Manor Elementary School

In partnership with community organizations, parents and parents' groups (for example ELAC), work to provide family nights, community events, community resources and community forums that include but are not limited to: science nights, cultural nights, arts nights, parent education/supports, social and equity forums, etc. (Distance and in-person forums/events).	5000-5999: Services And Other Operating Expenditures	\$2,013.00	Connected School Communities
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$1,851.00	Connected School Communities
Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc.	2000-2999: Classified Personnel Salaries	\$4,000.00	Healthy Environments for Social-Emotional Growth
Provide incentives for students manifesting positive behaviors.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Provide resources to support the emotional safety of students at Del Paso Manor. This includes but is not limited to: creating emotional safe zones, wellness speakers, assemblies, materials (such as journals, etc.), personnel (campus monitor, recreational aides, etc.), whole student supports and resources (such as food closet and clothes closet, etc.).	4000-4999: Books And Supplies	\$5,000.00	Healthy Environments for Social-Emotional Growth
Fund 0.469 rec aide Michael Santos	2000-2999: Classified Personnel Salaries	\$13,069.00	Healthy Environments for Social-Emotional Growth

Del Paso Manor Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$79,680.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
School Social Worker SEL	1000-1999: Certificated Personnel Salaries	\$98,740.00	Engaging Academic Programs	

Other Total Expenditures: \$98,740.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$6,075.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire Parent Liaison to support families of targeted group through a parent/family support groups that looks at academic, social emotional data, attendance, and behavioral data.	2000-2999: Classified Personnel Salaries	\$6,075.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$6,075.00

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

Funding Source: Title I Part A Site Allocation \$529,740.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Del Paso Manor Elementary School

	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Engaging Academic Programs
Maintain 2 part time (3.75 hrs each) Instructional Assistants to support learning and small group instruction for students in grades 3-6.	2000-2999: Classified Personnel Salaries	\$73,255.00	Engaging Academic Programs
Provide opportunities, support and resources for students to participate in STEAM education and enrichment activities/lessons including opportunities for ELL students in their native languages and when available, with bilingual support. Including but not limited to (personnel, materials, speakers and training to support): classrooms, after school activities/clubs, etc.	4000-4999: Books And Supplies	\$29,562.00	Engaging Academic Programs
Provide resources to secure community partnerships to work directly with targeted student groups.	5800: Professional/Consulting Services And Operating Expenditures	\$12,000.00	Connected School Communities
Provide resources and trainings for all staff members to engage targeted student groups with culturally relevant curriculum and content and provide after school tutoring(through staff development, book studies, etc)	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Connected School Communities
Provide additional training, professional development, and supplemental materials to support English Learners and Low-Income Students.	4000-4999: Books And Supplies	\$90,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$36,645.00	Engaging Academic Programs
Community events to better engage families of targeted student groups to improve relationships and increase involvement(family nights, community events)	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Connected School Communities

Del Paso Manor Elementary School

Maintain a Community Intervention assistant to promote community engagement and academic supports.	2000-2999: Classified Personnel Salaries	\$79,035.00	Healthy Environments for Social-Emotional Growth
To provide needed technology to support and enhance in-school learning. Technology includes but is not limited to: hot spots, Chromebooks, ipads, doc cameras, cables, hi-resolution cameras, wireless microphones, etc.	4000-4999: Books And Supplies	\$8,886.00	Connected School Communities
Provide parent education resources/forums for parents related to academics, parent educational rights and technology. This includes but is not limited to (bilingual supports included): academic review/preview meetings, technology teaching and support meetings/classes etc.	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities
Provide resources for staff to work with parents to support academic growth. This includes but is not limited to (bilingual supports included): individual parent conferences outside of contracted conferences, parent and support classes (restorative and educational)	1000-1999: Certificated Personnel Salaries	\$8,000.00	Connected School Communities
Provide resources for school staff and community members to develop an evolving equity plan that continually gathers feedback and information related to current practices and further identify barriers of access and opportunities for underrepresented groups in our school community. The information may be obtained through different avenues including but not limited to: on-campus/zoom sessions, listening circles, district and site level surveys, diverse parent committee, etc.	1000-1999: Certificated Personnel Salaries	\$8,000.00	Connected School Communities
Continue 2 intervention teachers to provide tier 2 intervention for students below grade level. 1 FTE - LCFF Site	1000-1999: Certificated Personnel Salaries	\$98,857.00	Engaging Academic Programs

Del Paso Manor Elementary School

<p>Provide extra resources, curriculum, support and opportunities to students to improve all areas of academic performance with a special focus to improve the academic performance of ELL, homeless students, native students, the lowest-income students and students traditionally left behind. Including but not limited to (personnel, tutoring outside school day, materials, and training support): homework completion, reteaching of materials, feedback on work and editing supports.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>\$60,500.00</p>	<p>Engaging Academic Programs</p>
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Title I Part A Site Allocation Total Expenditures:	\$529,740.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Del Paso Manor Elementary School Total Expenditures:	\$1,301,552.00
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