



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Del Dayo Elementary School	34-67447-6034482	05/15/24	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

During monthly staff meetings, School Site Council meetings, school leadership team meetings, Parent-Teacher Organization meetings, and student groups, the principal and school staff reviewed with each group various data points, including attendance, safety actions, student, staff and community surveys, and academic data. Through those meetings, information was brought back to the school leadership team, staff, and School Site Council to make adjustments and updates in planning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.58%	0.58%		3	3
African American	2.18%	2.71%	2.69%	11	14	14
Asian	4.95%	6.4%	5.77%	25	33	30
Filipino	0.20%	0.19%	0.38%	1	1	2
Hispanic/Latino	16.24%	17.64%	15.19%	82	91	79
Pacific Islander	0.59%	0.58%	0.38%	3	3	2
White	65.15%	61.24%	64.23%	329	316	334
Multiple/No Response	10.30%	10.27%	10.58%	52	53	55
	Total Enrollment			505	516	520

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	96	91	78
Grade 1	73	75	77
Grade 2	74	74	75
Grade 3	75	79	76
Grade 4	71	75	74
Grade 5	61	73	77
Grade 6	55	49	40
Total Enrollment	505	516	520

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	23	33	27	3.40%	4.6%	5.2%
Fluent English Proficient (FEP)	18	18	17	3.20%	3.6%	3.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
516	24.8	6.4	0.4
Total Number of Students enrolled in Del Dayo Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	6.4
Foster Youth	2	0.4
Homeless	6	1.2
Socioeconomically Disadvantaged	128	24.8
Students with Disabilities	48	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.7
American Indian	3	0.6
Asian	33	6.4
Filipino	1	0.2
Hispanic	91	17.6
Two or More Races	53	10.3
Pacific Islander	3	0.6
White	316	61.2

School and Student Performance Data

Overall Performance





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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

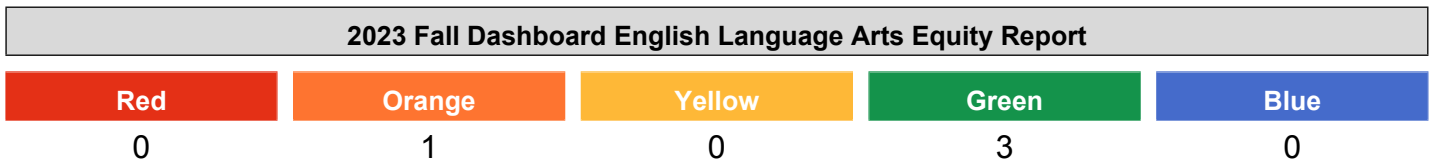
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>27.2 points above standard</p> <p>Decreased -10.3 points</p> <p>258 Students</p>	<p>English Learners</p> <p>6.8 points below standard</p> <p>Decreased Significantly -47.5 points</p> <p>19 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6 points below standard</p> <p>Decreased Significantly -17.6 points</p> <p>65 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>1.6 points below standard</p> <p>Increased Significantly +26.3 points</p> <p>32 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 2 Students	5.2 points above standard Decreased Significantly - 80.8 points 14 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.3 points above standard Decreased -6.1 points 53 Students	53.3 points above standard Decreased -13.3 points 25 Students	 No Performance Color 0 Students	 Green 27.1 points above standard Decreased -6.1 points 159 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 9 Students	29.8 points above standard Decreased -8.7 points 233 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 27.2 points above standard which was a 10.3 point decrease to the previous school year. Our two lowest performing student groups were Socioeconomically Disadvantaged Students and English Learners. Students who are Socioeconomically Disadvantaged performed 6 points below the standard, and decreased 17.6 points. They are categorized as "Orange" on the Dashboard.

Our English Learners are 6.8 points below the standard, and decreased 47.5 points. They are not categorized on the Dashboard.

Our Socioeconomically Disadvantaged student population has increased over the past 3 years. Many of these families are in need of resources and support that we have worked to identify through iReady Scores, our Student Study Team process, Special Education Testing and Teacher Observation.

These students need more time with Tier 2 and Tier 3 interventions in reading and English Language Arts. Staff need ongoing training and collaboration to learn up to date instructional approaches that strengthen reading skills for students. The school also needs more access to reading tools, materials, decodable texts, and instructional resources in students hands to practice reading in a manner that follows the Science of Reading. In addition, on time school attendance impacts students' access to learning opportunities, so improved absenteeism is also needed.

School and Student Performance Data

Academic Performance Mathematics

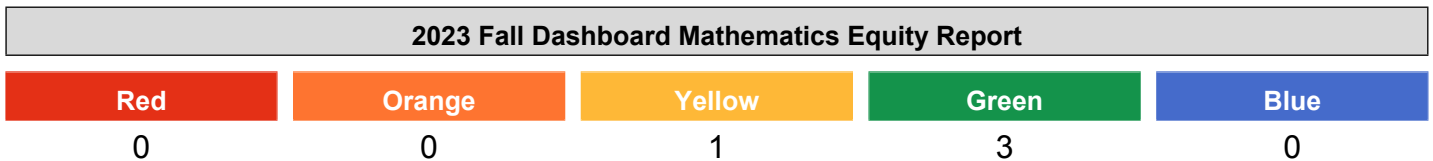
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>16.7 points above standard</p> <p>Decreased -3.3 points</p> <p>258 Students</p>	<p>English Learners</p> <p>14.5 points below standard</p> <p>Decreased Significantly -34.3 points</p> <p>20 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>10.6 points below standard</p> <p>Increased +8.4 points</p> <p>65 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>7.8 points below standard</p> <p>Increased Significantly +18.1 points</p> <p>33 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 2 Students	26.7 points above standard Decreased Significantly - 52.1 points 14 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.5 points below standard Decreased -8.7 points 53 Students	29.5 points above standard Decreased Significantly - 16.8 points 25 Students	 No Performance Color 0 Students	 Green 22.8 points above standard Increased +4.4 points 159 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.3 points below standard 12 Students	Less than 11 Students 9 Students	18 points above standard Maintained -1.9 points 233 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 16.7 points above standard which was similar to the previous school year. The lowest performing student group for mathematics is our Hispanic Students, performing 4.5 points below the standard, and decreasing 8.7 points.

Our Hispanic population has increased over the past 3 years. Teaching strategies, materials and student engagement in math may not meet the needs of our growing population of Hispanic students.

Students need access to materials that are rooted in research-based math instructional strategies and presented in an engaging way. Staff need to continue professional development and team collaboration to develop their implementation of Building Thinking Classrooms to better engage students and monitor progress. In addition, continuing to provide after school math tutoring will be integral in supporting all student's growth

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.619% making progress towards English language proficiency
Number of EL Students: 21 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	6	0	13

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

The greatest growth is that 13 students progressed at least one ELPI level. An area for improvement is that 2 students decreased one ELPI level as well as those 6 students that did not make any progress.

Our team did not spend time during collaboration or professional development focused on reviewing our students needs who are English Learners.

Staff need training, time to collaborate and plan with one another, and time to review student specific data. In addition, there is a need for teachers to intentionally use time to support EL students with designated instruction.

School and Student Performance Data

Academic Performance College/Career Report

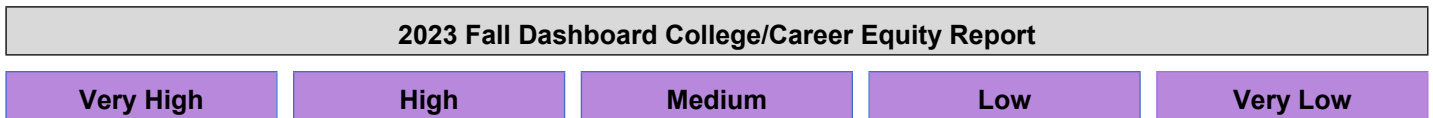
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

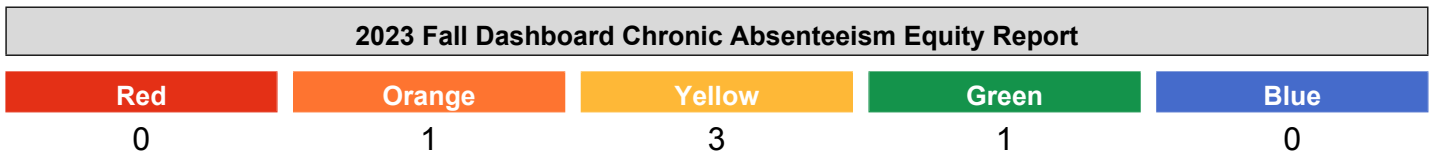
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>11.5% Chronically Absent</p> <p>Declined Significantly -8.8</p> <p>537 Students</p>	<p>English Learners</p> <p>25% Chronically Absent</p> <p>Declined -4.6</p> <p>44 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>24.7% Chronically Absent</p> <p>Declined Significantly -9.6</p> <p>150 Students</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>17.2% Chronically Absent</p> <p>Declined -10.4</p> <p>64 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
40% Chronically Absent Increased 9.2 15 Students	Less than 11 Students 3 Students	23.5% Chronically Absent Increased 9.2 34 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.3% Chronically Absent Declined -15.4 94 Students	 Yellow 12.3% Chronically Absent Declined -9.5 57 Students	Less than 11 Students 3 Students	 Green 6.1% Chronically Absent Declined Significantly -9.8 330 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

11.5% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student groups were Socioeconomically Disadvantaged students and Students with Disabilities. 24.7% of Socioeconomically Disadvantaged students" were Chronically Absent, a decline of 9.6% from the year prior. 17.2% of Students with Disabilities were Chronically Absent, a decline of 10.4% from the year prior.

During this time, we had much work to do to help families understand the attendance requirements. Some families struggle to find transportation to school especially some of our Socioeconomically Disadvantaged students that are overloaded to Del Dayo from other schools because they are full.

Resources are needed to help families understand the impacts Chronic Absenteeism. Resources are also needed to help school staff, including admin, to work collaboratively with the guardians and families, as well as with the teachers, to meet individual student needs such as transportation. Interventions to change attendance must be individual to truly change patterns of chronic absenteeism, and those interventions need to happen as early as possible.

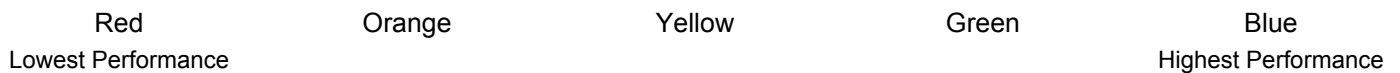
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group								
<table border="1"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td>N/A</td> </tr> </tbody> </table>	All Students	N/A	<table border="1"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>N/A</td> </tr> </tbody> </table>	English Learners	N/A	<table border="1"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>N/A</td> </tr> </tbody> </table>	Foster Youth	N/A
All Students								
N/A								
English Learners								
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<table border="1"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td>N/A</td> </tr> </tbody> </table>	Homeless	N/A	<table border="1"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>N/A</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	N/A	<table border="1"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td>N/A</td> </tr> </tbody> </table>	Students with Disabilities	N/A
Homeless								
N/A								
Socioeconomically Disadvantaged								
N/A								
Students with Disabilities								
N/A								

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Conditions & Climate Suspension Rate

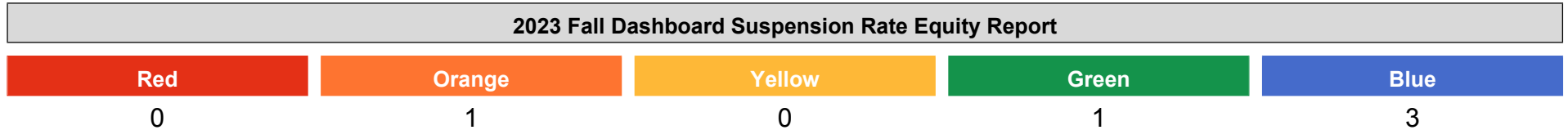
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students


 Blue

0.2% suspended at least one day

Declined -0.4
544 Students

English Learners

0% suspended at least one day

Maintained 0
45 Students


Foster Youth

Less than 11 Students
2 Students

Homeless

Less than 11 Students
7 Students


Socioeconomically Disadvantaged


 Blue

0% suspended at least one day

Declined -0.9
154 Students




Students with Disabilities


 Orange

1.5% suspended at least one day

Increased 1.5
66 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 35 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>1% suspended at least one day</p> <p>Maintained 0 96 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 57 Students</p>	<p>Less than 11 Students 3 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.6 334 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

0.2% of all students were suspended at least one day which was a 0.4 decline from the previous school year. Our lowest performing student group was students with disabilities. 1.5% of Students with Disabilities were suspended at least one day during the year.

Of the identified 66 students in this group, this means 1 student was suspended at least one day. Typically, this indicator means that for those students, attempted levels of intervention for similar previous behaviors were not successful, and they persisted in the behavior, or the behavior was deemed an immediate safety concern. A lack of Tier 2 interventions that are consistently supported with staff trained in behavioral plans and interventions may have contributed to the results. Staff knowledge and skills to provide behavior intervention supports varies greatly per staff member.

Further staff development in communication and training on trauma-informed practices, as well as behavior intervention plans, would help to intervene earlier for students who are showing more frequent challenges with behaviors that interrupt learning or that create unsafe learning environments. Furthermore, a more clearly articulated Tier 2 behavioral intervention process could be articulated and developed by the school team. In the case of this one student, it was determined his placement was not appropriate for his needs.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Our team reviewed our CAASPP data, iReady data, and Intervention data to monitor student progress. We reviewed iReady data at each assessment window, and intervention data each cycle (about every 6 to 8 weeks).

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

The review of iReady and CAASPP student data assisted us in determining areas of student progress and additional need. We observed improvements in phonics and phonemic awareness, with additional needs still evident in reading comprehension and vocabulary. We also noticed a consistent lack of overall growth or progress in the area of math, however the majority of our focus we determined should stay on reading interventions as a primary action to improve student outcomes in both ELA and math. We also noticed growth in math for those students that engaged in after school math tutoring.

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

At the beginning of the year, we used iReady Data to determine specific areas of support for reading intervention. Our K-2 teams began using iReady instead of Running Records to determine student needs and monitor progress and to better align the ability to determine growth as students progress through the grades. We planned and engaged in professional development and meetings focused on math, and began to implement Building Thinking Classrooms. In addition, we began using our TK-2nd grade IA1s to support reading and math in upper grades to support reading and math 3 days a week on the afternoons .

2023-24

Identified Need

Staff have determined a need to continue our engagement with Building Thinking Classrooms to support grow in math. They also feel the structure of Building Thinking Classrooms can be used in other content areas to better engage students in their own learning, goal setting and growth. They have also determined a need to further engage in learning and refreshing their use of Project GLAD- Guided Language Acquisition Design. Staff determined a need to continue providing after school math tutoring. In addition, staff see a need to make hardware, software, software licenses, and materials available to teachers to increase student learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	27.2 points above standard	+3 scale score points
	English Learners	6.8 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	6 points below standard	
	Students with Disabilities	1.6 points below standard	
	African American		
	American Indian		
	Asian	5.2 points above standard	
	Filipino		
Hispanic	23.3 points above standard		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>Two or More Races 53.3 points above standard</p> <p>Pacific Islander</p> <p>White 27.1 points above standard</p>	
Math State Assessment: Change in scale score	<p>All Students 16.7 points above standard</p> <p>English Learners 14.5 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 10.6 points below standard</p> <p>Students with Disabilities 7.8 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian 26.7 points above standard</p> <p>Filipino</p> <p>Hispanic 4.5 points below standard</p> <p>Two or More Races 29.5 points above standard</p> <p>Pacific Islander</p> <p>White 22.8 points above standard</p>	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.619%	+2%
English Learner Reclassification:	8.70%	10%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Percentage of English language learners who are reclassified to Fluent English Proficient

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Continue with our 1.0 FTE Reading Intervention Teacher to facilitate learning with small groups and individual students in areas of needed support to grow Reading Skills and Comprehension.	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	Other 1000-1999: Certificated Personnel Salaries		August 2024-June 2025
1.2	Provide Guided Language Acquisition Design Training, Planning Time, and materials to accelerate students' English Language Acquisition and support for Newcomers	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	August 2024-June 2025
1.3	Make hardware, software,	X All Students English Learners	LCFF Supplemental	2354	August 2024-June 2025

	software licenses and materials available for teachers to increase academic engagement, assessment, and data collection.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.4	Instructional Staff will be provided the opportunity to engage in Building Thinking Classrooms and other Professional Learning to increase all student learning including English Learners, engagement, Social Emotional Development and connectedness to school.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1067	August 2024-June 2025
1.5	Provide Before/After school tutoring and support for targeted subgroups who are low performing in Math, Language	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1500	August 2024-June 2025

Arts, Social Skills
and/or Problem
Solving

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

The principal, staff, and School Site Council reviewed attendance data averages at meetings, both average daily attendance for the entire school, and Chronic Absenteeism percentages and lists. The principal and attendance clerk reviewed attendance reports, including individual absence monitoring both daily and weekly. The principal and attendance clerk also meet monthly with our assigned School Community Intervention Specialist from our Attendance Improvement Program. In meeting with her we go through all students with concerning attendance and discuss a plan to better support getting the child to school.

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

Specific students were monitored more closely due to being on the Chronic Absenteeism monitoring list, which included meeting with the students and contacting the guardians to work through barriers and set improvement goals. Some students made dramatic improvement and met their attendance goals. Some students needed additional support, including phone calls home to verify each

absence, resources provided to parents such as bus passes bikes and bike helmets, etc. Some students needed support for social-emotional challenges and concerns that were barrier to attending school. Monitoring supports continued throughout the year and became part of our Attendance Clerk's daily routine.

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

Based on the data, our team spent extra time on communications with parents, helping them to understand the importance of daily attendance and the related potential negative impacts of missed school. We provided information for teachers to hand out to parents at the parent conference meetings in November about attendance requirements and the adverse effects not attending school may have on children, and held Student Attendance Review meetings with parents to help partner better with parents. Our most impactful actions have been related to communication and support with families who struggle to bring their child(ren) daily due to other circumstances in their family and engaging students in various roles in and outside of class to grow their feeling of inclusivity at school to encourage more regular attendance.

2023-24

Identified Need

Our attendance records reflect that a much higher number of English Learners, Socioeconomically Disadvantaged and African American students are Chronically Absent at a higher rate than our overall population. Staff have determined a need to be more Culturally Responsive in supporting student attendance. We need to learn to better understand the barriers that prevent students from getting to school in order to provide more targeted support to improve student outcomes in this area including providing specific resources for attendance interventions. Also, we see a need to engage students in more leadership roles to improve student engagement leading to better attendance. In addition, staff and School Site Council would like to provide recognition to students for attendance, academic and behavioral goals, leadership roles and Reclassified Fluent English Proficient students to positively encourage better attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	11.5% Chronically Absent
	English Learners	25% Chronically Absent
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	24.7% Chronically Absent
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Students with Disabilities 17.2% Chronically Absent African American 40% Chronically Absent American Indian Asian 23.5% Chronically Absent Filipino Hispanic 22.3% Chronically Absent Two or More Races 12.3% Chronically Absent Pacific Islander White 6.1% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.77%	96%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students N/A English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged N/A Students with Disabilities N/A	N/A

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	African American N/A	
	American Indian N/A	
	Asian N/A	
	Filipino N/A	
	Hispanic N/A	
	Two or More Races N/A	
	Pacific Islander N/A	
	White N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Continue and grow committees inclusive of various stakeholders to guide school initiatives that benefit Social Emotional Development, English Learner Development, Chronic Absenteeism and attendance, and all students such as: Implementing Social Skills Groups, Providing	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024 -2025 School Year

	<p>Opportunities for Staff Professional Development in increasing engagement, social justice, and equity, Restorative practices, and cultural responsiveness.</p>				
2.2	<p>Provide recognition to students including awards for attendance, meeting academic and behavioral goals, and Reclassified Fluent English Proficient.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>			2024 -2025 School Year
2.3	<p>Continue checking in with families daily who have a child absent from school to clarify and support (if necessary) the reason for absence.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>			2024 -2025 School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Our staff and School Site Council primarily used family, staff and student Climate Survey data and behavior referral data to monitor engagement, safety, connectedness and discipline as it relates to student engagement and success. Our Safe School Ambassadors and Buddies and Family Group Facilitators met once a month as a whole group and once a month as a Family Group to discuss mistreatments they had witnessed and strategies they used to intervene in an attempt to support other students to improve their behavior. Staff and School Site Council reviewed Safety Guidelines drafted and posted in each area on campus to ensure safety. Teachers also reviewed these guidelines with their students. Looking at Site data, our suspension rate for all students has decreased.

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

Reviewing the types of mistreatments and intervention strategies used by Safe School Ambassadors and Buddies helped define specific types of behavior occurring on campus. This information was helpful as it gave areas of the school, times of day, and specific groups of students to provide additional support, instruction, resources, or strategies to help intervene. Last year staff read the book, "Hacking School Discipline," which has led to conversation about Restorative Practices. Using Restorative Practices has helped to decrease our Suspension Rate. Reviewing the Climate Survey revealed areas of opportunity for increasing student engagement and connectedness. Upon surveying the staff and the Del Dayo community, it became clear that continuing to address Social Emotional Learning, self-regulation and social skills with our Social Worker is needed. Continued training for our Playground Rec Aides is needed as there were many situations and strategies they need to be more clear on and learn to support more intentionally. As a staff we were trained in the use of an AED machine and developed an "Emergency Plan," on how to proceed if a student was to stop breathing or is in need of urgent medical attention. With our changing demographic, we had substantial growth in our EL population. This is new to Del Dayo, and we noticed a need to better represent a variety of races and cultures on our campus and in our materials including library books. With our growing EL population, we began holding ELAC meetings. However, there was very little to no one in attendance.

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

Our Safe School Ambassadors presented skits to the school demonstrating what a mistreatment looks like and how to solve them in an assembly. Students in the audience were receptive and able to identify the mistreatments and intervention strategies. We began training rec aides and including them in our school routines and procedures. We began looking at the need for training in De-escalation, Restorative Practices, and Trauma Informed practices. Each teacher received the book "Rebellious Read Alouds." Our librarian purchased each book referenced in "Rebellious Read Alouds" to begin more conversations about diversity and inclusion. We tried holding our ELAC meetings at different times, but still had little to no one attending.

**2023-24
Identified Need**

We need to continue having our School Social Worker on campus to address Social Emotional Learning, Self-Regulation and Social Skills. Continuing to implement school wide programs that promote positive school culture, engagement, and inclusivity is needed. Helping teachers to better understand trauma informed practices, social emotional learning, and the social justice standards will be beneficial. Continuing to grow our staff's implementation of Restorative Practices will support a continued decrease in our suspension rate. Getting more books that reflect our ever growing diverse community will help promote inclusiveness. Continue to involve parents in School Site Council. Gather feedback from our EL families regarding day/time to hold ELAC meeting.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate	All Students	0.2% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
total of one full day or more anytime during the school year in TK-12.	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	0% suspended at least one day
	Students with Disabilities	1.5% suspended at least one day
	African American	0% suspended at least one day
	American Indian	
	Asian	0% suspended at least one day
	Filipino	
	Hispanic	1% suspended at least one day
	Two or More Races	0% suspended at least one day
	Pacific Islander	
White	0% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	72.3%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.3%	+5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	0%	10%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

(e.g. School Site Council, ELAC, and PTO).

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Implement school wide programs and assemblies which promote positive school culture, engagement and inclusivity such as Safe School Ambassadors and Buddies, Restorative Practices and Growth Mindset practices to increase students' sense of Belonging and Connectedness to our school and others. Doing this will also serve to continue reducing our Suspension Rate.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	August 2024-June 2025
3.2	Build collective capacity to have	X All Students English Learners			August 2024-June 2025

	courageous conversations and interrupting both implicit and explicit racial inequities to create a greater sense of connectedness.	Low-Income Students Foster Youth Lowest Performing			
3.3	Maintain our 1.0 FTE School Social Worker to increase students' engagement and connectedness to school as well as Social Emotional Development by providing Small Group and 1:1 support focused on Social Skills, Problem Solving, and Self-Regulation. PC TBD	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	16,070 6,451	July 2024-June 2025
3.4	Maintain and Train Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Other 2000-2999: Classified Personnel Salaries	2000	August 2024-June 2025

	support, and cultural responsiveness				
3.5	Purchase books which reflect Del Dayo's students and community and pull books which are outdated, politically incorrect and under-utilized	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1738	August 2024-June 2025
3.6	Continue to build relationships amongst and between Del Dayo Staff, students and families focusing on increasing the perception that adults listen to students at Del Dayo. Include visits from the FACE Mobil to make resources available as needed.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing			August 2024-June 2025
3.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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:
Student Achievement and Implementation of Standards

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
Continue to fund a full time teacher to provide intervention support for students in the area of reading. The reading intervention teacher will continue to focus on screening, monitoring, intervention and professional development in the area of reading. This staff person will help strength the site system of supports using current research-based practices in collaboration with the district reading team leadership.	August 2024 - June 2025	Teacher - Salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	Other	
		Benefits	3000-3999: Employee Benefits	Other	

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Continue to fund a full time School Social Worker to increase students' engagement and connectedness to school as well as Social Emotional Development by providing Small Group and 1:1 support focused on Social Skills, Problem Solving, and Self-Regulation.	August 2024-June 2025	Social Worker- salary 1.0 FTE	1000-1999: Certificated Personnel Salaries	Other	1000000
		Benefits	3000-3999: Employee Benefits	Other	30000
				LCFF Supplemental Site Allocation	22521

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,680.00

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 Site Allocation	\$31,680.00
Other	\$2,000.00

Subtotal of state or local funds included for this school: \$33,680.00

Total of federal, state, and/or local funds for this school: \$33,680.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,680.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,680.00
Other	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,570.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	6,451.00
4000-4999: Books And Supplies	5,305.00
5000-5999: Services And Other Operating Expenditures	2,354.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	17,570.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,451.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,305.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	2,354.00
2000-2999: Classified Personnel Salaries	Other	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,421.00
Goal 3	27,259.00

School Site Council Membership

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

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

Name of Members	Role
Juliann Wolney	Principal
Emilee Barnes	Other School Staff
Regina Bakke	Classroom Teacher
Christina Heitke	Classroom Teacher
Violet Nye	Classroom Teacher
Julia Marin	Parent or Community Member
Tiffany Hunt	Parent or Community Member
Cortney Roskelly	Parent or Community Member
Katie Brown	Parent or Community Member
Arik Rub	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

on file

English Learner Advisory Committee

Other: School Site Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 05/15/2024.

Attested:

on file

Principal, Juliann Wolney on 05/15/24

on file

SSC Chairperson, Julia Marin on 05/15/24

Budget By Expenditures

Del Dayo Elementary School

Funding Source: LCFF Supplemental Site Allocation **\$31,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Guided Language Acquisition Design Training, Planning Time, and materials to accelerate students' English Language Acquisition and support for Newcomers	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities	
Make hardware, software, software licenses and materials available for teachers to increase academic engagement, assessment, and data collection.	5000-5999: Services And Other Operating Expenditures	\$2,354.00	Connected School Communities	
Instructional Staff will be provided the opportunity to engage in Building Thinking Classrooms and other Professional Learning to increase all student learning including English Learners, engagement, Social Emotional Development and connectedness to school.	4000-4999: Books And Supplies	\$1,067.00	Connected School Communities	
Provide Before/After school tutoring and support for targeted subgroups who are low performing in Math, Language Arts, Social Skills and/or Problem Solving	1000-1999: Certificated Personnel Salaries	\$1,500.00	Connected School Communities	
Implement school wide programs and assemblies which promote positive school culture, engagement and inclusivity such as Safe School Ambassadors and Buddies, Restorative Practices and Growth Mindset practices to increase students' sense of Belonging and Connectedness to our school and others. Doing this will also serve to continue reducing our Suspension Rate.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	

Del Dayo Elementary School

Maintain our 1.0 FTE School Social Worker to increase students' engagement and connectedness to school as well as Social Emotional Development by providing Small Group and 1:1 support focused on Social Skills, Problem Solving, and Self-Regulation. PC TBD	1000-1999: Certificated Personnel Salaries	\$16,070.00	Engaging Academic Programs
Purchase books which reflect Del Dayo's students and community and pull books which are outdated, politically incorrect and under-utilized	4000-4999: Books And Supplies	\$1,738.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$6,451.00	Engaging Academic Programs
Purchase guided reading, class book sets and classroom library books which reflect Del Dayo's students and students in the community, and pull books which are outdated and/or under utilized.	4000-4999: Books And Supplies	\$2,500.00	Clear Pathways to Bright Futures

LCFF Supplemental Site Allocation Total Expenditures: \$34,180.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Pursue funding and implement School Partnership Projects that increase students' awareness, connectedness, and service to their greater community (such as artists and environmental educators). (ELO/ESSER)		\$0.00	Clear Pathways to Bright Futures	
Maintain and Train Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional support, and cultural responsiveness	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academic Programs	

Del Dayo Elementary School

Other Total Expenditures:	\$2,000.00
Other Allocation Balance:	\$0.00
Del Dayo Elementary School Total Expenditures:	\$36,180.00