



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 | May 22, 2024 | 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

Staff: DPM staff met over a 3 times over a period 4 months to review data, take surveys and analyze programs, and reviewed past and present budgets.
SSC: On January 16 and on March 19, School Site Council member looked at survey results, needs assessments present by DPM staff, reviewed the past and present budgets.
ELAC was presented with the same information to collaborate with and limited suggestions were made to the SSC.

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 | 0.87% | 0.99% | 0.71% | 6 | 7 | 5 |
| African American | 6.37% | 5.97% | 6.84% | 44 | 42 | 48 |
| Asian | 24.60% | 25.43% | 25.21% | 170 | 179 | 177 |
| Filipino | 0.43% | 0.43% | 0.57% | 3 | 3 | 4 |
| Hispanic/Latino | 20.98% | 20.74% | 20.37% | 145 | 146 | 143 |
| Pacific Islander | 0.58% | 0.28% | 0.43% | 4 | 2 | 3 |
| White | 38.49% | 38.64% | 36.47% | 266 | 272 | 256 |
| Multiple/No Response | 7.67% | 7.53% | 9.40% | 53 | 53 | 66 |
| | Total Enrollment | | | 691 | 704 | 702 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 78 | 53 | 53 |
| Grade 1 | 105 | 80 | 81 |
| Grade 2 | 104 | 134 | 105 |
| Grade3 | 102 | 110 | 137 |
| Grade 4 | 108 | 115 | 113 |
| Grade 5 | 113 | 119 | 122 |
| Grade 6 | 81 | 93 | 91 |
| Total Enrollment | 691 | 704 | 702 |

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 | 273 | 267 | 245 | 36.20% | 39.5% | 34.9% |
| Fluent English Proficient (FEP) | 38 | 50 | 50 | 4.80% | 5.5% | 7.1% |
| Reclassified Fluent English Proficient (RFEP) | | | | 0.8% | | |

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 |
| 704 | 66.2 | 37.9 | 0.1 |
| Total Number of Students enrolled in Del Paso Manor 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 | 267 | 37.9 |
| Foster Youth | 1 | 0.1 |
| Homeless | 20 | 2.8 |
| Socioeconomically Disadvantaged | 466 | 66.2 |
| Students with Disabilities | 75 | 10.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 42 | 6 |
| American Indian | 7 | 1 |
| Asian | 179 | 25.4 |
| Filipino | 3 | 0.4 |
| Hispanic | 146 | 20.7 |
| Two or More Races | 53 | 7.5 |
| Pacific Islander | 2 | 0.3 |
| White | 272 | 38.6 |

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--------------------------------------|
| English Language Arts Orange | Chronic Absenteeism Yellow | Suspension Rate Orange |
| Mathematics Orange | | |
| English Learner Progress Blue | | |

Conclusions based on this data:

1. The suspension rate at DPM has continued to improve, and the chronic absenteeism has held steady. We still need to continue our focus on these areas, as this will help support us in our efforts to close the achievement gap.
2. academic performance in ELA and Math are both in the orange. As we improve attendance and behaviors, our students will be in class more and able to learn more. We need to put more supports in place to help our students close the achievement gap.

School and Student Performance Data

Academic Performance English Language Arts

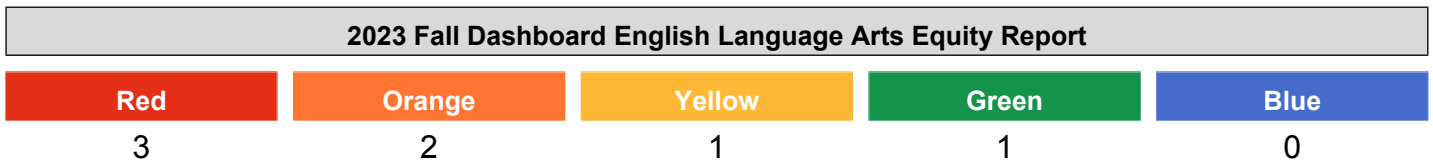
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This section provides number of student groups in each level.



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 | | |
|--|---|---|
| All Students | English Learners | Foster Youth |
| Orange | Red | Less than 11 Students |
| 36.4 points below standard Decreased -8.7 points | 103.8 points below standard Decreased -13.9 points | 1 Student |
| 397 Students | 177 Students | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| 145.8 points below standard Decreased Significantly -36 points | Red | Orange |
| 13 Students | 81.9 points below standard Decreased -3.7 points | 119.8 points below standard Increased Significantly +38.6 points |
| | 264 Students | 58 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|--|
| 87.3 points below standard Decreased -8.8 points 15 Students | Less than 11 Students 5 Students |  Red 90.3 points below standard Decreased Significantly - 19.8 points 99 Students | Less than 11 Students 3 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 33 points below standard Increased +5.4 points 80 Students |  Green 32.6 points above standard Maintained -1.1 points 37 Students | Less than 11 Students 1 Student |  Orange 15.5 points below standard Decreased -8.1 points 157 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 |
|---|---|--|
| 145.3 points below standard Decreased Significantly -30.4 points 121 Students | 13.9 points below standard Decreased Significantly -41 points 56 Students | 16.6 points above standard Maintained -0.2 points 213 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 36.4 points below standard which was a decrease from the previous school year. There were three lowest performing student groups - English learners, Socioeconomically Disadvantaged, and Asian students. English learners scored 103.8 points below standard which was a decrease from the previous school year. Socioeconomically disadvantaged students scored 81.9 points below standard which was a decrease from the previous school year. Asian students scored 90.3 points below standard which was a significant decrease from the previous school year. Reclassified English Learners at DPM made significant increase of 22.9 points, however the increase in new English Learners at DPM declined 18.3 points.

African American students significantly increased by 31.6 points, yet are still below standard. We have closed some of the gap, but still have a significant ways to go.

DPM will continue to use EL Achieve which has proven to help our EL students access the curriculum. We still need more small group instruction in the classroom and in intervention. DPM could benefit from more PD and materials reaching students who are several years below. DPM could also use more IAs to support teachers in the classroom. Students need technology, hotspots and Chromebooks to take home to work on learning apps like Lexia Phonics. Our SED students need access to community resources provided by a full time social worker, monthly meetings at Coffee with Principal, tutoring, sports and access visual and performing arts outside of the school campus. Our Asian

population was also one of our lowest performing student groups. When looking deeper, we noticed these students were our Afghan refugee students. At DPM, we have some students that have been in the USA for 5 years and some 1 month. Our students in this subgroup can benefit from small group instruction and small group support from the counselor and or social worker to help build confidence and academically and socially.

School and Student Performance Data

Academic Performance Mathematics

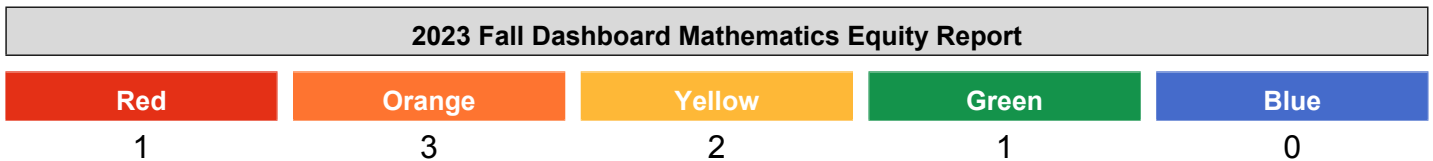
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This section provides number of student groups in each level.



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>Orange</p> <p>42.2 points below standard Decreased -5.4 points</p> <p>390 Students</p> | <p>English Learners</p> <p>Red</p> <p>95.3 points below standard Maintained -0.6 points</p> <p>174 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Homeless</p> <p>162.1 points below standard Decreased Significantly -48.9 points</p> <p>14 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>87 points below standard Maintained -0.6 points</p> <p>259 Students</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>146 points below standard Increased Significantly +22.5 points</p> <p>58 Students</p> |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|--|
| 104.3 points below standard Increased +7.3 points 15 Students | Less than 11 Students 5 Students |  Orange 83.2 points below standard Decreased -9.5 points 97 Students | Less than 11 Students 3 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 52 points below standard Increased +13.6 points 78 Students |  Green 20.5 points above standard Decreased -10.1 points 37 Students | Less than 11 Students 1 Student |  Yellow 15.9 points below standard Decreased -5 points 154 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 |
|---|--|--|
| 133.8 points below standard Decreased Significantly -16.2 points 120 Students | 9.7 points below standard Decreased Significantly -20.9 points 54 Students | 0.3 points below standard Decreased -4.5 points 209 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 42.2 points below standard which was a decrease from the previous school year. Our English Language Learners are one of our lowest performing student groups in math. English learners scored 95.3 points below standard which was similar to the previous school year. After drilling down into the data, we learned that while our African American students have made marginal gains, they are still underperforming.

African American subgroup made significant small gains in ELA and Math, but they are still far below standards. We will continue our path as the data suggests we are closing the gap, but still have a ways to go. African American families have attended more Coffee with the Principal, there has been an emphasis on being a culturally inclusive school with student materials and programs. There is also more adult representation on campus. The program EL Achieve used by our ELD teachers has made significant gains with reclassification of EL student.

Students can benefit from more small group instructional support in the classroom. The school will continue to use the support of outside consultants in math foundational skills. Focus and supports needs to be on these students, as well as English Learners.

School and Student Performance Data

Academic Performance English Learner Progress

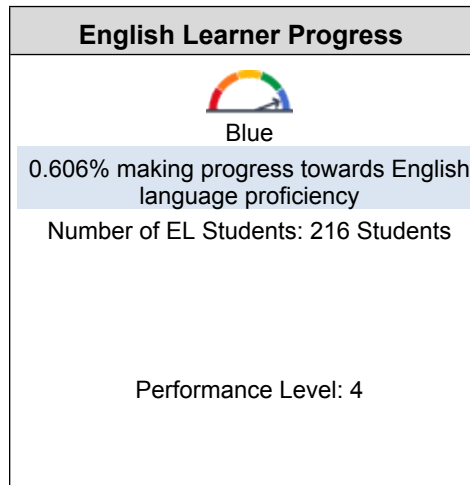
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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 |
|--------------------------|--|-------------------------|------------------------------------|
| 8 | 77 | 0 | 131 |

Lowest Performing Group:

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

Almost 2/3rd of our students progressed at least one ELPI level. We need to identify students and supports they were receiving in order to support other students who maintained or decreased. 77 students maintained ELPI Level 1, 2L, 2H, 3L, or 3H and 8 students decreased one level.

Almost half of our students maintained their level. Need to provide more supports for these students to progress levels. We implemented ELAchieve which is an explicit language development framework and curriculum. We have seen an increase in reclassification rates yet we may need to look closer at those students that are maintaining and those that decreased.

We can continue the use of a half time ELD teacher along with the two full time teachers, Kinder teachers will add added support throughout the day, and the school site will continue to use the program EL Achieve and train more teachers in the program.

School and Student Performance Data

Academic Performance College/Career Report

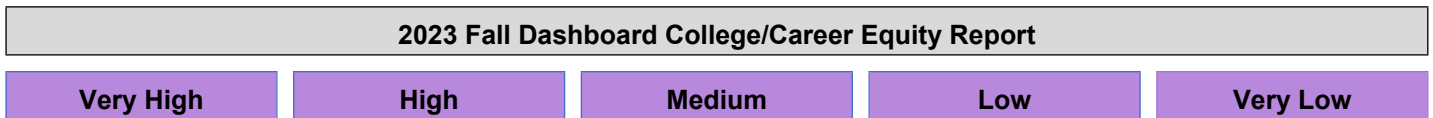
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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

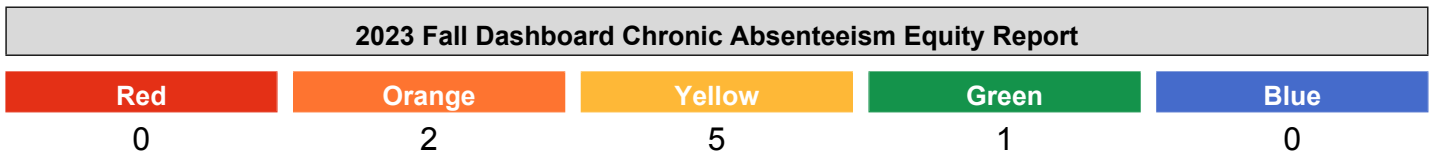
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This section provides number of student groups in each level.



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>21.3% Chronically Absent</p> <p>Declined Significantly -6.9</p> <p>750 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined Significantly -9.8</p> <p>293 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Homeless</p> <p>57.1% Chronically Absent</p> <p>Declined -14.7</p> <p>28 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>26.3% Chronically Absent</p> <p>Declined Significantly -6.5</p> <p>528 Students</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>32.6% Chronically Absent</p> <p>Declined -6.9</p> <p>92 Students</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  Orange 47.9% Chronically Absent Declined -1.1 48 Students | Less than 11 Students 7 Students |  Green 9.1% Chronically Absent Declined Significantly -8.1 186 Students | Less than 11 Students 3 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 33.1% Chronically Absent Declined Significantly -9.8 157 Students |  Yellow 17.7% Chronically Absent Declined -0.8 62 Students | Less than 11 Students 2 Students |  Yellow 18.2% Chronically Absent Declined Significantly -5.7 285 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.

Chronic absenteeism declined across the school in all subgroups. 21.3% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student groups are Students with Disabilities and African American. 32.6% of our students with Disabilities were chronically absent which was a decrease from the previous school year. 47.9% of our African American students were chronically absent which was a decrease from the previous school year.

Our focus on attendance, incentives, supports for families has made a difference. We still have more growth needed in reducing the significantly high chronic absenteeism rates with African American and Homeless students.

Students and families felt they were not being heard. Many of these students were also underperforming in ELA and Math which may also have contributed to low interest in school. These groups needs to be a focus this year. Our focus on attendance, incentives, supports for families has made a difference. We still have more growth needed in reducing the significantly high chronic absenteeism rates with African American and Homeless students.

We can use outside vendors like Superior Sports that can support with students who traditionally have a difficult time making connections during recess. They also would teach students character traits they need to be successful. Superior Sports has focuses on getting students to join the activities. BGSN- Black Girl Support Network for the African American girls at DPM. BGSN will come come twice a week during the school year offering mentoring and building self confidence. Attendance Incentive Program, Culturally Responsive staff professional development to support PBIS so students feel included, heard, and safe.

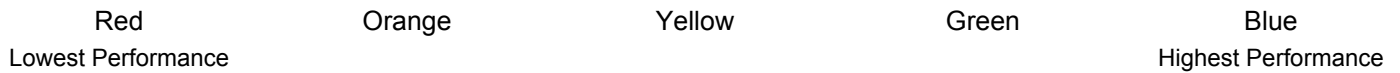
School and Student Performance Data

Academic Engagement Graduation Rate

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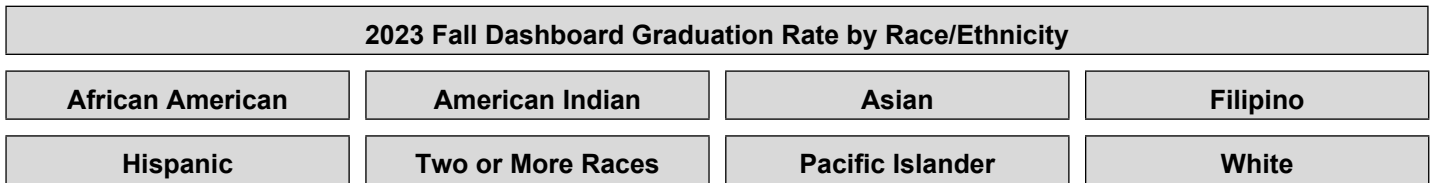
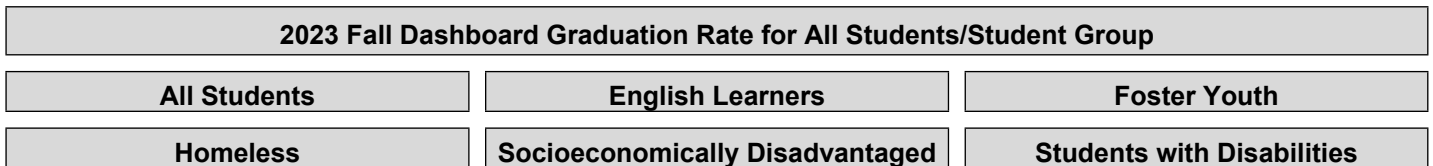
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This section provides number of student groups in each level.



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



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

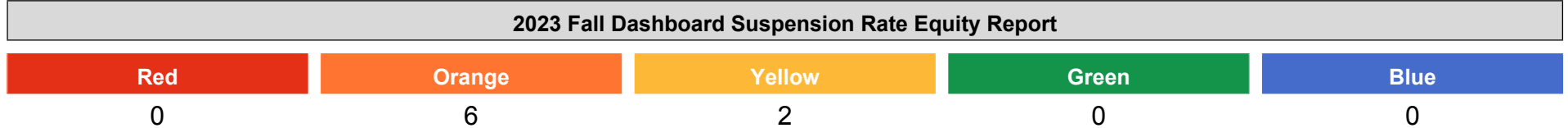
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




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


 Orange

1.4% suspended at least one day

Increased 1.4
765 Students

English Learners


 Yellow

0.7% suspended at least one day

Increased 0.7
295 Students

Foster Youth


Less than 11 Students
2 Students

Homeless

0% suspended at least one day

Maintained 0
28 Students


Socioeconomically Disadvantaged


 Orange

1.3% suspended at least one day

Increased 1.3
537 Students






Students with Disabilities


 Orange

4.3% suspended at least one day

Increased 4.3
92 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
|  Orange 2% suspended at least one day Increased 2 51 Students | Less than 11 Students 7 Students |  Orange 1.1% suspended at least one day Increased 1.1 189 Students | Less than 11 Students 3 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 1.9% suspended at least one day Increased 1.9 161 Students |  Orange 3.2% suspended at least one day Increased 3.2 62 Students | Less than 11 Students 3 Students |  Yellow 1% suspended at least one day Increased 1 289 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.

Suspension data across the school has increased slightly. 1.4% of all students were suspended at least one day. Our lowest performing student groups were Socioeconomically Disadvantaged, Students with Disabilities, African American, Asian, Hispanic, and students who identify as two or more races. 1.3% of our Socioeconomically disadvantaged students were suspended at least one day which was an increase from the previous school year. 4.3% of our Students with Disabilities were suspended at least one day which was an increase from the previous school year. 2% of our African American students were suspended at least one day which was an increase from the previous school year. 1.1% of our Asian students were suspended at least one day which was an increase from the previous school year. 1.9% of our Hispanic students were suspended at least one day which was an increase from the previous school year. 3.1% of our students that identify as Two or More Races were suspended at least one day which was an increase from the previous school year. Students with disabilities and students who are two or more races were the student groups with the lowest performing indicator and highest increase in percentage suspended.

The work of our Behavior Intervention Team (BIT) has supported the improvement in this area in the past, but it fell through from lack of staff support and defined systems.

The school has adopted Positive Behavior Intervention and Support PBIS. The PBIS team has implemented the beginning aspects including staff staff and student training. Part of the resources needed are signage, incentives for acknowledgment, assemblies, parent support through Coffee with the Principal, family community nights. We have also hired a School Community Specialist(SC) that supports the school community with safety as a first priority.

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?

DPM staff consistently looks at attendance data, academic data from iReady assessments, ELPAC, CAASPP, EL Achieve, running records, behavior data(SWIS), SAEBRS, as well as gathering information from student body through listening circles, family input sessions(eg. PTA, RLBC, SSC, ELAC, Coffee with the Principal).

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

We were still having lackluster participation and input from families to give input besides the surveys. Families still rather meet in ZOOM to be able to take care of the needs of their family. The data collection in general has been adequate. Data is consistently shared to support programs and student success. We could have used more time to analyze and put in a plan of action. There were

not many offerings for DIAs to cover classes, teachers were also given flex Thursdays days which also cut into on our collaboration. Teachers could also use PD in desegregating data.

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

We looked at data on a deeper level to groups students more equitably. We increased intervention between the bells, before and after school tutoring. Staff participated in more vertical teams.

2023-24

Identified Need

Continue to improve academic language acquisition(oral and written) for all students across content areas with the addition of a half time ELD teacher, half time RSP teacher. Teachers understanding the and implementing the Teaching and Learning Cycle, and specific pedagogical practices to explicitly teach all content, genre to students in conjunction with the adopted district curriculum. Teachers can use further training and support with designated and integrated supports. Teachers need support in closing the gap with Newcomers that are in upper grades. To improve academic scores in ELA and Math for all students identifying specific student needs and targeted supports with the help of the Solutions team and articulation time. Continued supports for students 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 |
|--|---------------------------------|--------------------------|
| ELA State Assessment: Change in scale score | All Students | +3 scale score points |
| | English Learners | |
| | Foster Youth | |
| | Homeless | |
| | Socioeconomically Disadvantaged | |
| | Students with Disabilities | |
| | African American | |
| | American Indian | |
| | Asian | |
| | Filipino | |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|--|------------------------------|
| | Hispanic 33 points below standard Two or More Races 32.6 points above standard Pacific Islander White 15.5 points below standard | |
| Math State Assessment: Change in scale score | All Students 42.2 points below standard English Learners 95.3 points below standard Foster Youth Homeless 162.1 points below standard Socioeconomically Disadvantaged 87 points below standard Students with Disabilities 146 points below standard African American 104.3 points below standard American Indian Asian 83.2 points below standard Filipino Hispanic 52 points below standard Two or More Races 20.5 points above standard Pacific Islander White 15.9 points below standard | +3 scale score points |
| English Language Learner State Assessment: | 0.606% | +2% |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|---|------------------|--------------------------|
| Change in percentage of English language learners making progress on ELPAC | | |
| English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient | 12.12% | +2% |

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 | 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 meeting, technology teaching and support meetings | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 5724 1801 | School year 2024-25 |

| | | | | | |
|-----|---|--|---|-----------------------------|---------------------|
| 1.2 | Provide resources for school staff, families 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. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 10000 500 500 | School year 2024-25 |
| 1.3 | In partnership with community organizations, | All Students X English Learners Low-Income Students | LCFF Supplemental | 7000 | School year 2024-25 |

| | | | | | |
|-----|---|--|--|------------------|---------------------|
| | 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/support s, social and equity forums, etc. | Foster Youth Lowest Performing | Site Allocation 5000-5999: Services And Other Operating Expenditures | | |
| 1.4 | 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. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries | 5808 | School year 2024-25 |
| 1.5 | Additional 0.125 for attendance clerk to support families and | X All Students English Learners Low-Income Students Foster Youth | LCFF Supplemental Site Allocation | 4607 2021 | School year 2024-25 |

| | | | | | |
|-----|---|---|---|----------------|---------------------|
| | attendance goals/incentive program. PC 35524 | Lowest Performing AA/Black Students, Homeless Students, Students with Disabilities | 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | | |
| 1.6 | Provide resources to secure community partnerships to work directly with targeted student groups. | All Students X English Learners Low-Income Students Foster Youth X Lowest Performing AA/Black Students, Homeless Students, Students with Disabilities | Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 20000 21112 | School year 2024-25 |
| 1.7 | Provide resources and training for all staff members to engage targeted | All Students X English Learners Low-Income Students Foster Youth | Title I Part A Site Allocation | 10000 1000 | School year 2024-25 |

| | | | | | |
|-----|---|---|---|--|----------------------------|
| | <p>student groups with culturally relevant curriculum and content and provide after school tutoring(through staff development, book studies, etc.)</p> | <p>X Lowest Performing AA/Black Students, Homeless Students, Students with Disabilities</p> | <p>5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p> | | |
| 1.8 | <p>Improve IEP process to remove any barriers that may contribute to chronic absenteeism(add specific strategies to help improve strategies eg. flexible learning environments, transportation, SEL support, address health needs)</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | | | <p>School year 2024-25</p> |

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?

We looked at behavior data, SAEBRS, intervention data, Office Discipline Referrals(ODRs), Healthy Kids survey, attendance data and academic and social emotional data as often as once a week through with our SEL, SST or Solutions team. iReady data is looked at each trimester and running records are looked at monthly specifically to address small groups.

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

Having access to many data points works well, and continued focus on the social emotional needs of our students. iReady and intervention data is showing growth for students. Many students are who are not meeting standards academically are also our students who are chronically absent.

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

Teachers asking for more resources for cool down corners, continued use of 2nd Step curriculum to support student social emotional needs. Using the behavior, student concern forms, SSTs and SAEBRS data we continue to form counseling groups and support groups. We also looked at office referrals to make informed decisions on the safety and well being of students. We brought in supports for our African American students(BGSN), and targeted our homeless and SWD with Superior Sports. We also improved our communication with families though Talking Points and school newsletters that addressed attendance and different programs and activities offered at DPM. We brought in the PBIS framework and did some training around Trauma Informed Practices.

2023-24

Identified Need

Welcoming, healthy 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 school-wide. We will welcome community partnerships to continue tp support students during unstructured recess and lunch. The staff will enter year 1 of PBIS with a focus on culturally responsive practices. We also realized our current attendance plan was not effective as it could has been. We would need to bolster the plan to include more specific incentives and identify why school is important.

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 | 21.3% Chronically Absent |
| | English Learners | 14.7% Chronically Absent |
| | Foster Youth | |
| | Homeless | 57.1% Chronically Absent |
| | Socioeconomically Disadvantaged | 26.3% Chronically Absent |
| | Students with Disabilities | 32.6% Chronically Absent |
| | African American | 47.9% Chronically Absent |
| | American Indian | |
| | Asian | 9.1% Chronically Absent |
| | Filipino | |
| | | -0.5% |

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|--|--------------------------|
| | Hispanic 33.1% Chronically Absent Two or More Races 17.7% Chronically Absent Pacific Islander White 18.2% Chronically Absent | |
| Attendance: Percentage of the school year attended for students in TK-12 | 93.17% | 95% |
| 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 English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander | . |

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 | 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. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1000 1000 | School Year 2024-25 |
| 2.2 | Provide incentives for students manifesting positive behaviors and increase attendance. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 4000 | School Year 2024-25 |

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|-----|--|--|--|-------------------|---------------------|
| 2.3 | Offer social skills groups for students identified by teachers as needing emotional support. No additional cost. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | | | School Year 2024-25 |
| 2.4 | Fund 0.469 rec aide Michael Santos PC 35486 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 13259 5587 | School Year 2024-25 |
| 2.5 | Continue intervention teachers to provide tier 2 intervention for students below grade level. PC 36016 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation | 103,000 36,824 | School Year 2024-25 |

| | | | | | |
|-----|---|--|--|-----------------|---------------------|
| | | | 3000-3999: Employee Benefits | | |
| 2.6 | Continue intervention teachers to provide tier 2 intervention for students below grade level. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Other 1000-1999: Certificated Personnel Salaries Other 3000-3999: Employee Benefits | | School Year 2024-25 |
| 2.7 | 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 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies | 10000 20,704 | School Year 2024-25 |

| | | | | | |
|-----|---|--|---|----------------------------------|---------------------|
| | but not limited to (personnel, tutoring outside school day, materials, and training support). | | | | |
| 2.8 | School Social Worker SEL and to help address chronic absenteeism PC 36672/36673 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Other 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 100000 7,100 3,653 | School Year 2024-25 |
| 2.9 | Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content | All Students X English Learners Low-Income Students Foster Youth X Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 1000 | School Year 2024-25 |

| | | | | | |
|------|--|--|---|-----------------|---------------------|
| | instruction in collaboration with the classroom teacher (BIA/IA). 1.5 FTE BIAs | | | | |
| 2.10 | Provide additional training, professional development, and supplemental materials to support English Learners, Low-Income Students and students with disabilities. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures | 20000 | School Year 2024-25 |
| 2.11 | Maintain 1 part time .75 FTE Instructional Assistant to support learning and small group instruction for students in grades 3-6. PC 36621 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits | 22,928 9,685 | School Year 2024-25 |

| | | | | | |
|------|--|--|--|------------------|---------------------|
| 2.12 | Increase 1 part time Instructional Assistant from .469 to .75 FTE to support learning and small group instruction for students in grades 3-6. PC 36222 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits | 23,237 27,304 | School Year 2024-25 |
| 2.13 | Additional centrally funded rec aide support | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | | | School Year 2024-25 |

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?

Healthy Schools survey twice a year, discipline data weekly, attendance data bi-monthly, suspension rates monthly, MySAEBRS data each trimester, classroom formative assessments, qualitative and quantitative data weekly include monthly Coffee with the Principal.

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

Having access to a large support team to analyze data, but it is taking time to put systems in place. Students are being supported in social student groups. Family responses to Talking Points or other communication apps was still low. However, we do see diverse family groups attending school events for building connectedness. Our monthly safety drills are getting more efficient in timing and logging into Catapult. Some staff members are still forgetting to log in daily.

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

We looked at making more dates and times available for families to attend meetings and connect with the school community to tap into the abundance of resources including our social worker, counselor to support students with academic needs, SCS, and FACE department.

2023-24

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2022-23 | Expected Outcome 2023-24 |
|--|---------------------------------|--------------------------|
| Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. | All Students | -0.3% |
| | English Learners | |
| | Foster Youth | |
| | Homeless | |
| | Socioeconomically Disadvantaged | |
| | Students with Disabilities | |
| | African American | |
| | American Indian | |
| | Asian | |
| | Filipino | |
| | Hispanic | |
| | Two or More Races | |
| | Pacific Islander | |

| Metric/Indicator | Baseline 2022-23 | | Expected Outcome 2023-24 |
|---|------------------|-------------------------------|--------------------------|
| | White | 1% 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. | 65.1% | | 67% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 67.3% | | 69% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | 0% | | 10% |

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 | Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1000 | School Year 2024-25 |

| | | | | | |
|-----|--|---|--|---------------------|----------------------------|
| | <p>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.</p> | | | | |
| 3.2 | <p>Provide professional development and learning opportunities for staff to enrich their classrooms and expand their classrooms knowledge/skills related to microaggressions /bias/racism, race</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other</p> | <p>4000 500</p> | <p>School Year 2024-25</p> |

| | | | | | |
|-----|---|--|---|-----|---------------------|
| | and racial inequities, social justice and restorative practices. This includes but is not limited to: workshops, discussions, speakers, webinars, books, materials, etc. | | Operating Expenditures | | |
| 3.3 | 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 their curriculum | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | School Year 2024-25 |

| | | | | | |
|-----|---|---|--|------|---------------------|
| | <p>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> | | | | |
| 3.4 | <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, student clubs and other groups, etc. (including ELL</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p> | 1000 | School Year 2024-25 |

| | | | | | |
|-----|--|--|---|--------------------|---------------------|
| | students and bilingual supports). | | | | |
| 3.5 | Maintain a School Community Specialist (SCS) | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Other 2000-2999: Classified Personnel Salaries Other 3000-3999: Employee Benefits | | School Year 2024-25 |
| 3.6 | Maintain a full time counselor to help support both the academic and social needs of students. PC TBD | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits | 77770 36924 | School Year 2024-25 |
| 3.7 | Maintain addtl. Rec Aide | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries | 3933 | School Year 2024-25 |

| | | | | | |
|-----|---|---|--|--|---------------------|
| | | | | | |
| 3.8 | <p>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 meeting, technology teaching and support meetings</p> | <p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | | | School Year 2024-25 |
| 3.9 | | <p>All Students English Learners Low-Income Students Foster Youth Lowest Performing</p> | | | |

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 |

| |
|--------------------------------------|
| 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 |

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 | \$441,408.00 |
| 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 | \$625,981.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

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

| State or Local Programs | Allocation (\$) |
|-----------------------------------|-----------------|
| LCFF Rec Aide Allocation | \$3,933.00 |
| LCFF Supplemental Site Allocation | \$80,640.00 |
| Other | \$100,000.00 |
| Title I Part A Parent Involvement | \$5,808.00 |
| Title I Part A Site Allocation | \$435,600.00 |

Subtotal of state or local funds included for this school: \$625,981.00

Total of federal, state, and/or local funds for this school: \$625,981.00

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 | 80,640 | 0.00 |
| LCFF Rec Aide Allocation | 3,933 | 0.00 |
| Title I Part A Site Allocation | 435,600 | 0.00 |
| Title I Part A Parent Involvement | 5,808 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------------|------------|
| LCFF Rec Aide Allocation | 3,933.00 |
| LCFF Supplemental Site Allocation | 80,640.00 |
| Other | 100,000.00 |
| Title I Part A Parent Involvement | 5,808.00 |
| Title I Part A Site Allocation | 435,600.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 314,594.00 |
| 2000-2999: Classified Personnel Salaries | 76,272.00 |
| 3000-3999: Employee Benefits | 121,998.00 |
| 4000-4999: Books And Supplies | 54,505.00 |
| 5000-5999: Services And Other Operating Expenditures | 38,612.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 20,000.00 |

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

| | | |
|---|-----------------------------------|------------|
| 2000-2999: Classified Personnel Salaries | LCFF Rec Aide Allocation | 3,933.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 7,100.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 19,866.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 11,261.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 13,801.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 28,612.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 100,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Parent Involvement | 5,808.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 207,494.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Site Allocation | 46,665.00 |
| 3000-3999: Employee Benefits | Title I Part A Site Allocation | 110,737.00 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 40,704.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Site Allocation | 10,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A Site Allocation | 20,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 90,073.00 |
| Goal 2 | 410,281.00 |
| Goal 3 | 125,627.00 |

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 |
| Isaiah Sanchez | Parent or Community Member |
| Adam Stevens | Parent or Community Member |
| Brittney Bouc | Parent or Community Member |
| Chelsea Stevens | Parent or Community Member |
| Lauren Morford | Other School Staff |
| Ann Munsee | Classroom Teacher |
| Andrew Coppola | 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: SPAC

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 May 21, 2024.

Attested:



Principal, Misha Plummer on May 21, 2024

SSC Chairperson, Adam Stevens on May 21, 2024

Budget By Expenditures

Del Paso Manor Elementary School

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|------------|----------------------------|--------|
| Maintain addtl. Rec Aide | 2000-2999: Classified Personnel Salaries | \$3,933.00 | Engaging Academic Programs | |
| LCFF Rec Aide Allocation Total Expenditures: | | \$3,933.00 | | |
| LCFF Rec Aide Allocation Allocation Balance: | | \$0.00 | | |

Funding Source: LCFF Supplemental Site Allocation

\$80,640.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|------------|------------------------------|--------|
| | 5000-5999: Services And Other Operating Expenditures | \$500.00 | Engaging Academic Programs | |
| 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. | 5000-5999: Services And Other Operating Expenditures | \$7,000.00 | Connected School Communities | |
| Additional 0.125 for attendance clerk to support families and attendance goals/incentive program. PC 35524 | 2000-2999: Classified Personnel Salaries | \$4,607.00 | Connected School Communities | |
| | 4000-4999: Books And Supplies | \$1,801.00 | Connected School Communities | |

Del Paso Manor Elementary School

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|--|--|-------------|--|
| | 4000-4999: Books And Supplies | \$500.00 | Connected School Communities |
| Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc. | 2000-2999: Classified Personnel Salaries | \$1,000.00 | Healthy Environments for Social-Emotional Growth |
| Provide incentives for students manifesting positive behaviors and increase attendance. | 4000-4999: Books And Supplies | \$4,000.00 | Healthy Environments for Social-Emotional Growth |
| Fund 0.469 rec aide Michael Santos PC 35486 | 2000-2999: Classified Personnel Salaries | \$13,259.00 | Healthy Environments for Social-Emotional Growth |
| | 3000-3999: Employee Benefits | \$2,021.00 | Connected School Communities |
| | 5000-5999: Services And Other Operating Expenditures | \$21,112.00 | Connected School Communities |
| 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 | \$1,000.00 | Healthy Environments for Social-Emotional Growth |
| | 4000-4999: Books And Supplies | \$1,000.00 | Healthy Environments for Social-Emotional Growth |
| | 3000-3999: Employee Benefits | \$5,587.00 | Healthy Environments for Social-Emotional Growth |

Del Paso Manor Elementary School

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|--|--|------------|--|
| | 1000-1999: Certificated Personnel Salaries | \$7,100.00 | Healthy Environments for Social-Emotional Growth |
| | 3000-3999: Employee Benefits | \$3,653.00 | Healthy Environments for Social-Emotional Growth |
| 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 | \$1,000.00 | Engaging Academic Programs |
| 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 | \$4,000.00 | Engaging Academic Programs |

Del Paso Manor Elementary School

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|---|--------------------------------------|-------------------|---|
| <p>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.</p> | <p>4000-4999: Books And Supplies</p> | <p>\$500.00</p> | <p>Engaging Academic Programs</p> |
| <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, student clubs and other groups, etc. (including ELL students and bilingual supports).</p> | <p>4000-4999: Books And Supplies</p> | <p>\$1,000.00</p> | <p>Engaging Academic Programs</p> |
| <p>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</p> | <p>4000-4999: Books And Supplies</p> | <p>\$5,000.00</p> | <p>Clear Pathways to Bright Futures</p> |

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 |

LCFF Supplemental Site Allocation Total Expenditures: \$102,640.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Del Paso Manor Elementary School

Funding Source: Other

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|--------------|--|--------|
| School Social Worker SEL and to help address chronic absenteeism PC 36672/36673 | 1000-1999: Certificated Personnel Salaries | \$100,000.00 | Healthy Environments for Social-Emotional Growth | |

Other Total Expenditures: \$100,000.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$5,808.00 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 | \$5,808.00 | Connected School Communities | |

Title I Part A Parent Involvement Total Expenditures: \$5,808.00

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

Funding Source: Title I Part A Site Allocation

\$435,600.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|------------|------------------------------|--------|
| 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 meeting, technology teaching and support meetings | 1000-1999: Certificated Personnel Salaries | \$5,724.00 | Connected School Communities | |

Del Paso Manor Elementary School

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|---|---|--------------|--|
| Provide resources for school staff, families 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 | \$10,000.00 | Connected School Communities |
| | 2000-2999: Classified Personnel Salaries | \$500.00 | Connected School Communities |
| Provide resources to secure community partnerships to work directly with targeted student groups. | 5800: Professional/Consulting Services And Operating Expenditures | \$20,000.00 | Connected School Communities |
| Provide resources and training 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 | \$10,000.00 | Connected School Communities |
| Provide additional training, professional development, and supplemental materials to support English Learners, Low-Income Students and students with disabilities. | 4000-4999: Books And Supplies | \$20,000.00 | Healthy Environments for Social-Emotional Growth |
| | 1000-1999: Certificated Personnel Salaries | \$1,000.00 | Connected School Communities |
| Continue intervention teachers to provide tier 2 intervention for students below grade level. PC 36016 | 1000-1999: Certificated Personnel Salaries | \$103,000.00 | Healthy Environments for Social-Emotional Growth |

Del Paso Manor Elementary School

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|---|--|-------------|--|
| 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). | 1000-1999: Certificated Personnel Salaries | \$10,000.00 | Healthy Environments for Social-Emotional Growth |
| Maintain 1 part time .75 FTE Instructional Assistant to support learning and small group instruction for students in grades 3-6. PC 36621 | 2000-2999: Classified Personnel Salaries | \$22,928.00 | Healthy Environments for Social-Emotional Growth |
| Increase 1 part time Instructional Assistant from .469 to .75 FTE to support learning and small group instruction for students in grades 3-6. PC 36222 | 2000-2999: Classified Personnel Salaries | \$23,237.00 | Healthy Environments for Social-Emotional Growth |
| | 3000-3999: Employee Benefits | \$9,685.00 | Healthy Environments for Social-Emotional Growth |
| | 3000-3999: Employee Benefits | \$27,304.00 | Healthy Environments for Social-Emotional Growth |
| Maintain a full time counselor to help support both the academic and social needs of students. PC TBD | 1000-1999: Certificated Personnel Salaries | \$77,770.00 | Engaging Academic Programs |
| | 3000-3999: Employee Benefits | \$36,824.00 | Healthy Environments for Social-Emotional Growth |
| | 4000-4999: Books And Supplies | \$20,704.00 | Healthy Environments for Social-Emotional Growth |
| | 3000-3999: Employee Benefits | \$36,924.00 | Engaging Academic Programs |

Del Paso Manor Elementary School

Title I Part A Site Allocation Total Expenditures: \$435,600.00

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

Del Paso Manor Elementary School Total Expenditures: \$647,981.00