



# 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	May 23, 2025	June 24, 2025

## 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 Climate and Needs 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
Grade3	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)			3	0.0%		6.38%

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
520	32.3%	5.2%	0.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.2%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	168	32.3%
Students with Disabilities	49	9.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.7%
American Indian	3	0.6%
Asian	30	5.8%
Filipino	2	0.4%
Hispanic	79	15.2%
Two or More Races	55	10.6%
Pacific Islander	2	0.4%
White	334	64.2%

# 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		



# School and Student Performance Data

## Academic Performance English Language Arts

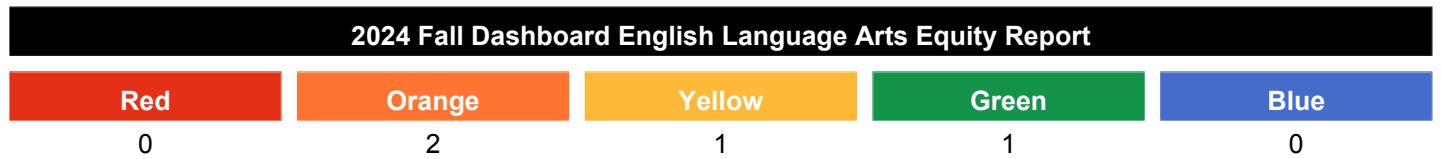
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>13.5 points above standard</div> <div>Declined 13.6 points</div> <div>256 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>35.5 points below standard</div> <div>Declined 28.7 points</div> <div>24 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>13.8 points below standard</div> <div>Declined 7.8 points</div> <div>99 Students</div>

<b>Students with Disabilities</b>  Orange 52.4 points below standard Declined 50.8 points 31 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color 51.1 points below standard Declined 56.3 points 17 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Yellow 3.6 points above standard Declined 19.6 points 41 Students
<b>Two or More Races</b>  No Performance Color 27.5 points above standard Declined 25.8 points 22 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 15.9 points above standard Declined 11.2 points 170 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.

Students with Disabilities and Socioeconomically Disadvantaged students scored at the orange level, our lowest performing level.

Students with Disabilities scored 52.4 points below standard which was a decrease of 50.8 points from the previous school year.

Our Socioeconomically disadvantaged students scored 13.8 points below standard which was a decrease of 7.8 points from the previous school year.

In comparison, all students scored 13.5 above standard which was a decrease of 13.6 points from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We had an ever increasing number of students that were diagnosed with disabilities. These students qualified for Special Education or a 504 plan. Prior to these diagnosis, there were no supports or accommodations identified for these students. In addition, we had to continually work to increase support staff to meet the needs of the increasing number of SpEd qualified students. Our Socioeconomically Disadvantaged students lacked resources and support to meet the grade level standard.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

In addition to adding additional Instructional Asst. 2s to our staff, we have purchased and need to continue increasing our library of remedial ELA materials for our Resource Dept. Teachers need to continue focusing on meeting the needs of individual students through providing accommodations and classroom intervention. We need to continue with our Intervention Teacher and target specific student needs through supporting like need small groups and individuals with targeted instruction. Socioeconomically Disadvantaged students need resources and tutoring support as well.

# School and Student Performance Data

## Academic Performance Mathematics

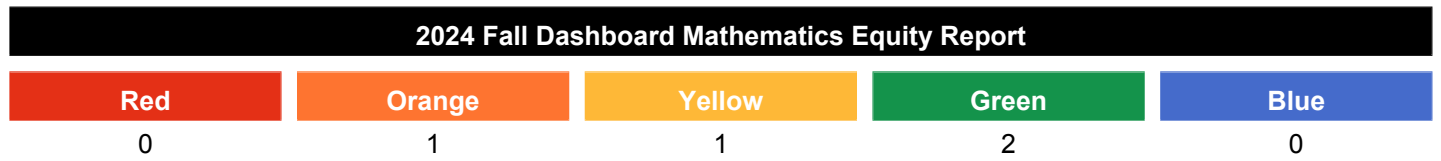
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>11.2 points above standard</div> <div>Declined 5.5 points</div> <div>253 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>17.9 points below standard</div> <div>Declined 3.4 points</div> <div>24 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.9 points below standard</div> <div>Increased 8.8 points</div> <div>97 Students</div>

<b>Students with Disabilities</b>  Orange 38.5 points below standard Declined 30.7 points 31 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  No Performance Color 53.6 points below standard Declined 80.4 points 17 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Yellow 5.2 points below standard Maintained 0.7 points 40 Students
<b>Two or More Races</b>  No Performance Color 21.1 points above standard Declined 8.3 points 22 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 12.6 points above standard Declined 10.1 points 170 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.

Students with Disabilities scored the lowest performing in the Orange level.

Students with Disabilities scored 38.5 points below standard which was a decrease of 30.7 points from the previous school year.

In comparison, all students scored 11.2 above standard which was a decrease of 5.5 points from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We had an ever increasing number of students that were diagnosed with disabilities. These students qualified for Special Education or a 504 plan. Prior to these diagnosis, there were no supports of accommodations identified for these students. In addition, we had to continually work to increase support staff to meet the needs of the increasing number of SpEd qualified students.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

In addition to adding additional Instructional Asst. 2s to our staff, we have purchased and need to continue increasing our library of remedial Math materials for our Resource Dept. Teachers need to continue focusing on meeting the needs of individual students through providing accommodations and classroom intervention. We need to continue with

our Intervention Teacher and target specific student needs through supporting like need small groups and individuals with targeted instruction.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div><div></div><div>No Performance Color</div><div>42.3% making progress.</div><div>Number Students: 26 Students</div></div>	<div><div></div><div>No Performance Color</div><div>making progress.</div><div>Number Students: 0 Students</div></div>

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.

2024 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
11.5%	46.2%	0%	42.3%

### 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 occurred with the 42.3% of students making progress in at least one ELPI level.  
The area for improvement was the 11.5% of students that decreased one ELPI level.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

We focused on growing our knowledge and implementation of GLAD strategies. Our EL population has grown substantially. We have focused on ways to better support this population of students with the use of GLAD strategies, Lexia, Pocket talks, and small reading groups facilitated by our Social Worker. We struggled to ensure the variety of support needed by our ever-growing EL population.

### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We will be receiving an ELD Teacher for the 2025-26 school-year.

We will also continue growing our practice with GLAD strategies. In addition we need to practice more cultural inclusive strategies, learning and events.



# School and Student Performance Data

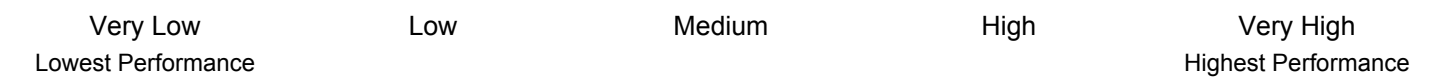
## Academic Performance College/Career Report

The 2024 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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### 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.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>7.8% Chronically Absent</div> <div>Declined 3.8</div> <div>541 Students</div>	<div>English Learners</div> <div> Green</div> <div>10% Chronically Absent</div> <div>Declined 15</div> <div>40 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>12% Chronically Absent</div> <div>Declined 12.7</div> <div>209 Students</div>

<b>Students with Disabilities</b>  Green 4.7% Chronically Absent Declined 12.5 64 Students	<b>African American</b>  No Performance Color 28.6% Chronically Absent Declined 11.4 14 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
<b>Asian</b>  Green 5.4% Chronically Absent Declined 18.1 37 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Hispanic</b>  Yellow 15.7% Chronically Absent Declined 6.7 83 Students
<b>Two or More Races</b>  Green 5.4% Chronically Absent Declined 6.9 56 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Green 5.5% Chronically Absent Declined 0.5 343 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.

28.6% of our African American students were chronically absent which was a decrease of 11.4% from the previous school year.

15.7% of our Hispanic students were chronically absent which was a decrease of 6.7% from the previous school year. 12% of our Socioeconomically Disadvantaged were chronically absent which was a decrease of 12.7% from the previous school year.

In comparison, 7.8% of all students were chronically absent which was a decrease of 3.8% from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Although 28.6% of our African American students, 15.7% of our Hispanic students, and 12% of our Socioeconomically Disadvantaged were chronically absent, we saw a substantial decline in the chronic absenteeism of all 3 groups. For each absence that was not called in to our attendance clerk with a reason for the absence, we called home daily to check on the absence, the reason and how we might help get them to school. We thanked families for bringing their kids to school after a morning appointment and shared our concerns with families that continually keep their children home.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

We need to recognize positive improvements in attendance and continue what we have done this year into next year to see even less chronic absenteeism.

# 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### 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.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Conditions & Climate Suspension Rate

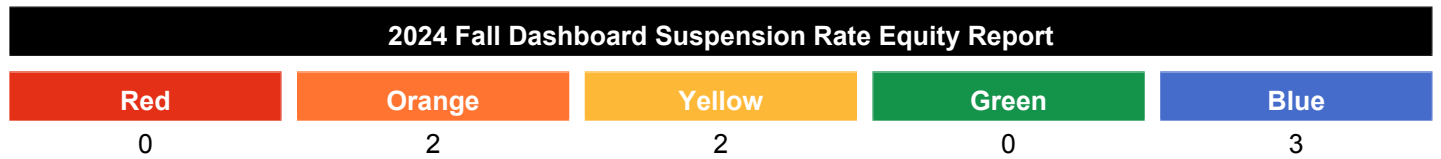
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>0.5% suspended at least one day</div> <div>Increased 0.4%</div> <div>554 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>41 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.4% suspended at least one day</div> <div>Increased 1.4%</div> <div>220 Students</div>

<b>Students with Disabilities</b>  Yellow 1.5% suspended at least one day Maintained 0% 66 Students	<b>African American</b>  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
<b>Asian</b>  Blue 0% suspended at least one day Maintained 0% 43 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>Hispanic</b>  Blue 0% suspended at least one day Declined 1% 87 Students
<b>Two or More Races</b>  Orange 1.8% suspended at least one day Increased 1.8% 56 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Yellow 0.6% suspended at least one day Increased 0.6% 346 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.

2 or more races, socioeconomically disadvantaged and White students had the highest rate of suspension.

1.4% of our Socioeconomically disadvantaged students were suspended at least one day which was an increase of 1.4% from the previous school year.

1.8% of our students who identify as two or more races were suspended at least one day which was an increase of 1.8% from the previous school year.

0.6% of our White students were suspended at least one day which was an increase of 0.6% from the previous school year.

In comparison, 0.5% of all students were suspended at least one day which was an increase of 0.4% from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

There was one socioeconomically disadvantaged and Hispanic student that is represented in each of these categories that struggled to be safe and demonstrate appropriate behavior that was suspended a few times. He was tested for Special Education and qualified. At his initial IEP, it was determined that General Education was not the best placement for him. He started the 2024-25 school year in a Special Day class with a much higher level of support.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**



We want to continue to grow our implementation of Restorative practices and Mindfulness. We will not have a full time School Social Worker next school year, so we have begun working on a trajectory of support for teachers to build deeper relationships with students and identify needs in a timely manner.

# 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: 2024-25

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 continues to use iReady data 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 GLAD professional development and meetings focused on Restorative Practices to better engage students. In addition, we continued using our TK-2nd grade IA1s to support reading and math in upper grades to support reading and math 3 days a week in the afternoons .

2025-26

Identified Need

We need to continue to support our students that are reading below grade level with targeted Reading Intervention. In addition, we need to continue growing our knowledge and implementation of GLAD strategies. Continuing with after school math tutoring will support individual student needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	13.5 points above standard	+3 scale score points
	English Learners	35.5 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	13.8 points below standard	
	Students with Disabilities	52.4 points below standard	
	African American		
	American Indian		
	Asian	51.1 points below standard	
	Filipino		
	Hispanic	3.6 points above standard	
	Two or More Races	27.5 points above standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Pacific Islander White	15.9 points above standard	
Math State Assessment: Change in scale score	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 White	11.2 points above standard 17.9 points below standard  1.9 points below standard 38.5 points below standard  53.6 points below standard 5.2 points below standard 21.1 points above standard 12.6 points above standard	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	42.3%		+2%
English Learner Reclassification:	6.38%		10%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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 2025-June 2026
1.2	Provide Guided Language Acquisition Design Training, Planning Time, materials, supplemental resources and organizational tools to accelerate students' English Language Acquisition and support for	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3000  5000	2025-2026 School Year

	Newcomers during Designated and integrated ELD and whole group instruction.				
1.3	Make hardware, software, software licenses and materials available for teachers to increase academic engagement, assessment, and data collection.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	6000	2025-2026 School Year
1.4	Instructional Staff will be provided the opportunity to engage in Professional Learning such as: Science of Reading and Building Thinking Classrooms to increase all student learning, including English Learners, engagement, Social Emotional Development and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	2025-2026 School Year

	connectedness to school.				
1.5	Provide Before/After school tutoring and support for targeted subgroups who are low performing in Math, Language Arts, Social Skills and/or Problem Solving	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	2025-2026 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

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: 2024-25

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 al 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, etc. Some students needed support for social-emotional challenges and concerns that were barrier to attending school. Monitoring supports continued throughout the year andcontinue to be 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.

2025-26

Identified Need

Our attendance records reflect that a much higher percentage 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 and inclusive practices 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 2024-25		Expected Outcome 2025-26
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	7.8% Chronically Absent	-0.5%
	English Learners	10% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	12% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Students with Disabilities</div> <div>4.7% Chronically Absent</div> <div>African American</div> <div>28.6% Chronically Absent</div> <div>American Indian</div> <div>Asian</div> <div>5.4% Chronically Absent</div> <div>Filipino</div> <div>Hispanic</div> <div>15.7% Chronically Absent</div> <div>Two or More Races</div> <div>5.4% Chronically Absent</div> <div>Pacific Islander</div> <div>White</div> <div>5.5% Chronically Absent</div>	
Attendance: Percentage of the school year attended for students in TK-12	95.4%	96%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<div>All Students</div> <div>English Learners</div> <div>Foster Youth</div> <div>Homeless</div> <div>Socioeconomically Disadvantaged</div> <div>Students with Disabilities</div>	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	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	Continue and grow committees inclusive of various partners to guide school initiatives that benefit Social Emotional Development, English Learner Development, and all students such as: growing Multi-Cultural understanding, Implementing Social Skills Groups, Providing Opportunities for Staff Professional	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4029	2025-2026 School Year

	Development in increasing student attendance, engagement, social justice, equity, Restorative practices, and cultural responsiveness.				
2.2	Provide recognition to students including awards for attendance, improving academics, behavioral goals, and Reclassified Fluent English Proficient.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2025-2026 School Year
2.3	Continue checking in with families daily who have a child absent from school to clarify and support (if necessary) the reason for absence.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026 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: 2024-25

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 Needs Assessment 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.

**2025-26**

## 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 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate	All Students	0.5% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	1.4% 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	0% suspended at least one day	
	Two or More Races	1.8% suspended at least one day	
	Pacific Islander		
	White	0.6% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	68%		+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	73.3%		+5%
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).	2%		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	Implement school wide programs and assemblies and provide materials to 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	5000	2025-2026 School Year
3.2	Maintain and Train Playground Rec Aides to support Lunchtime dining	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries	2429  2571	2025-2026 School Year



	and recess with a focus on inclusiveness, safety, social emotional support, and cultural responsiveness		LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
3.3	Purchase books for classroom libraries that reflect Del Dayo's students and community and pull books which are outdated, politically incorrect and under-utilized	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1900	2025-2026 School Year
3.4	Build collective capacity to have courageous conversations and interrupting both implicit and explicit racial inequities to create a greater sense of connectedness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026 School Year
3.5	Continue to build relationships with parent support amongst and between Del	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-2026 School Year

	Dayo Staff, students, families and community focusing on increasing the perception that adults listen to students at Del Dayo. Work to involve Parents and Include visits from the FACE Mobile to make resources available as needed.				
3.6		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 2025 - June 2026	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

<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$33,929.00

## 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 Supplemental Site Allocation	\$31,500.00
Other	\$2,429.00

Subtotal of state or local funds included for this school: \$33,929.00

Total of federal, state, and/or local funds for this school: \$33,929.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

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

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	31,500.00
Other	2,429.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	16,929.00
5000-5999: Services And Other Operating Expenditures	6,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,571.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,929.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00
2000-2999: Classified Personnel Salaries	Other	2,429.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,000.00
Goal 2	5,029.00
Goal 3	11,900.00

# 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
Jennifer Wolfe	Classroom Teacher
Wendy Fruit	Classroom Teacher
Christina Heitke	Classroom Teacher
Wendy Cockrell	Parent or Community Member
Irene Arduini	Parent or Community Member
Tiffany Hunt	Parent or Community Member
Julia Marin	Parent or Community Member
Jessica York	Other School Staff
Kim Garner	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  
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 05/23/25.

Attested:

on file  
on file

Principal, Juliann Wolney on 05/23/25

SSC Chairperson, Julia Marin on 05/23/25

# Budget By Expenditures

## Del Dayo Elementary School

**Funding Source: LCFF Supplemental Site Allocation**

**\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Guided Language Acquisition Design Training, Planning Time, materials, supplemental resources and organizational tools to accelerate students' English Language Acquisition and support for Newcomers during Designated and integrated ELD and whole group instruction.	4000-4999: Books And Supplies	\$3,000.00	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	\$6,000.00	Connected School Communities	
Instructional Staff will be provided the opportunity to engage in Professional Learning such as: Science of Reading and Building Thinking Classrooms to increase all student learning, including English Learners, engagement, Social Emotional Development and connectedness to school.	4000-4999: Books And Supplies	\$2,000.00	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	\$1,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities	

## Del Dayo Elementary School

Continue and grow committees inclusive of various partners to guide school initiatives that benefit Social Emotional Development, English Learner Development, and all students such as: growing Multi-Cultural understanding, Implementing Social Skills Groups, Providing Opportunities for Staff Professional Development in increasing student attendance, engagement, social justice, equity, Restorative practices, and cultural responsiveness.	4000-4999: Books And Supplies	\$4,029.00	Healthy Environments for Social-Emotional Growth
Provide recognition to students including awards for attendance, improving academics, behavioral goals, and Reclassified Fluent English Proficient.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
Implement school wide programs and assemblies and provide materials to 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	\$5,000.00	Engaging Academic Programs
Purchase books for classroom libraries that reflect Del Dayo's students and community and pull books which are outdated, politically incorrect and under-utilized	4000-4999: Books And Supplies	\$1,900.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$2,571.00	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

Del Dayo Elementary School

LCFF Supplemental Site Allocation Total Expenditures: \$34,000.00

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	\$2,429.00	Engaging Academic Programs	

Other Total Expenditures: \$2,429.00

Other Allocation Balance: \$0.00

Del Dayo Elementary School Total Expenditures: \$36,429.00