



**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 20, 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).

# Table of Contents

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Root Cause Analysis.....	4
Resource Inequities .....	4
Input from Educational Partners .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
Student Population.....	7
Overall Performance .....	8
Academic Performance .....	9
Academic Engagement .....	19
Conditions & Climate.....	23
Goals, Strategies, & Proposed Expenditures.....	26
SPSA/Goal 1 .....	26
SPSA/Goal 2 .....	35
SPSA/Goal 3 .....	44
Centralized Services for Planned Improvements in Student Performance .....	53
Budget Summary .....	55
Budget Summary .....	55
Other Federal, State, and Local Funds .....	55
Budgeted Funds and Expenditures in this Plan .....	56
Funds Budgeted to the School by Funding Source.....	56
Expenditures by Funding Source .....	56
Expenditures by Budget Reference .....	56
Expenditures by Budget Reference and Funding Source .....	56
Expenditures by Goal.....	57
School Site Council Membership .....	58
Recommendations and Assurances .....	59

# 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 3 times over a period of 4 months to review data, take surveys and analyze programs, and reviewed past and present budgets. The staff was presented with three different proposals based on the needs assessments. The staff voted on the proposal they felt met the needs of the student body.

SSC: On January 21st and on April 9th, School Site Council members looked at survey results, needs assessments presented by DPM staff. On 5/20, SSC reviewed the results of the DPM staff polling results on 3 proposals. SSC also looked at 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)			35	0.8%		11.59%

# 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
702	64.5%	34.9%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	245	34.9%
Foster Youth	1	0.1%
Homeless	15	2.1%
Socioeconomically Disadvantaged	453	64.5%
Students with Disabilities	77	11%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	6.8%
American Indian	5	0.7%
Asian	177	25.2%
Filipino	4	0.6%
Hispanic	143	20.4%
Two or More Races	66	9.4%
Pacific Islander	3	0.4%
White	256	36.5%

# 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><p>Yellow</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Red</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		

# School and Student Performance Data

## Academic Performance English Language Arts

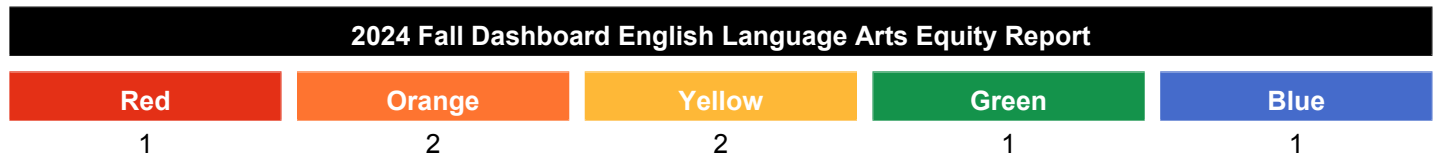
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This section provides number of student groups in each level.



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>Yellow</div> <div>31.0 points below standard</div> <div>Increased 5.4 points</div> <div>414 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>86.9 points below standard</div> <div>Increased 16.8 points</div> <div>170 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</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>110.8 points below standard</div> <div>Increased 35.1 points</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>59.4 points below standard</div> <div>Increased 22.5 points</div> <div>277 Students</div>

<b>Students with Disabilities</b>  Red 129.7 points below standard Declined 10.0 points 50 Students	<b>African American</b>  No Performance Color 102.1 points below standard Declined 14.7 points 25 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  Yellow 63.5 points below standard Increased 26.8 points 106 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Orange 68.1 points below standard Declined 35.1 points 84 Students
<b>Two or More Races</b>  Blue 47.7 points above standard Increased 15.1 points 41 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 2.3 points above standard Increased 17.8 points 150 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 31 points below standard which was an increase from the previous school year. There were three lowest performing student groups - English learners, Students with disabilities and our African American Students. English learners scored 86.9 points below standard which was an increase from the previous school year. Students with disabilities scored 129.7 points below standard which was a decrease from the previous school year. African American students scored 110.8 points below the standard which was a decrease from the previous school year.

#### Potential causes:

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

Our English learners have made great improvements, especially when seeing that 57.9 of our EL students have increased by at least one level as well as an increase of 16.8 points in ELA, but are still below standard. Many of our other student groups have made increases in their overall achievement. However, a decrease in English Language Arts (ELA) scores for students with disabilities and African American students—despite overall gains and increases for English learners—could result from a range of academic, systemic, and instructional factors. When looking at our ELA instruction, curriculum pacing and alignment may not allow time to scaffold and reteach foundational skills for struggling learners, or maintain consistency for our students as they move through the grade levels. Additionally, professional development gaps in culturally responsive pedagogy or special education strategies, specifically a lack of training in trauma-informed practices and its role in literacy instruction.

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

DPM will continue to use EL Achieve which has proven to help our EL students access the curriculum. Bilingual Instructional Assistants for EL students in home language. We still need more small group instruction in the classroom and in intervention. We could benefit from an academic coach that will help guide teachers in culturally responsive literacy instruction and differentiated strategies. 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. Our students need access to resources provided by a full time social worker who can also support our SEL needs, trauma-informed practices, and reduce barriers to academic engagement. Additionally, DPM could use added personnel that could help with expanded learning opportunities, such as before or after school tutoring, or summer bridge programs with a literacy emphasis. Our Students with disabilities population was also one of our lowest performing student groups. Materials needed to help improve students with disabilities progress could be leveled readers and high-interest, low-readability materials to support comprehension and motivation, as well as phonics kits, manipulatives, and tactile learning tools.

# School and Student Performance Data

## Academic Performance Mathematics

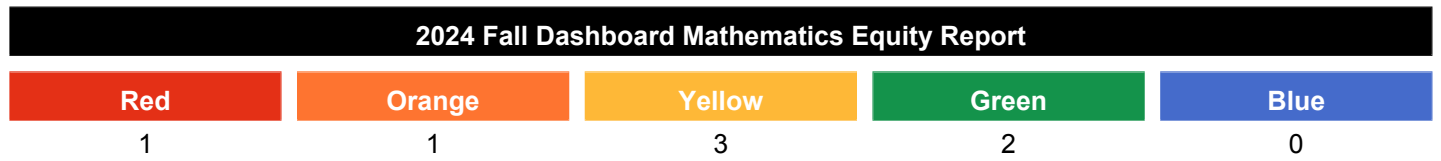
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



This section provides 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> Orange</div> <div>41.8 points below standard</div> <div>Maintained 0.4 points</div> <div>426 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>91.4 points below standard</div> <div>Increased 3.8 points</div> <div>183 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>129.6 points below standard</div> <div>Increased 32.5 points</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>69.1 points below standard</div> <div>Increased 17.9 points</div> <div>288 Students</div>

<b>Students with Disabilities</b>  Red 146.6 points below standard Maintained 0.6 points 50 Students	<b>African American</b>  No Performance Color 110.1 points below standard Declined 5.9 points 25 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  Yellow 68.8 points below standard Increased 14.4 points 112 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 3 Students	<b>Hispanic</b>  Orange 86.9 points below standard Declined 34.8 points 84 Students
<b>Two or More Races</b>  Green 33.1 points above standard Increased 12.6 points 40 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 5.1 points below standard Increased 10.8 points 157 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.

Our students with disabilities are at the lowest performing level, Red, on the dashboard indicator at 146.6 points below standard. This student group maintained, neither moving above or below standard. Our Hispanic students although performing in orange, and are not the lowest on the dashboard indicator declined 34.8 points and are 86.9 points below standard.

#### Potential causes:

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

Reflecting on last year, we think there are layers to why our students are performing below standards and in some cases declining points. Last year, our SPED team did not use grade level standards for goal planning. The typical goals were based on what level the student was performing at, so access to the grade level standards was not being met. We also think that the IEP goals in general are not aligning with grade level standards. Our Hispanic student group like others did not have access to intervention in math and tutoring. It was difficult recruiting staff for the before and after school tutoring. Through the needs assessment, the staff wanted to continue with 2 reading intervention teachers. Our teachers struggled with creating small groups for targeted instruction in math.

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

DPM will continue to use District curriculum and supplementals including Eureka math and iReady math etc. For the 25-26 school year, we will continue to partner with Mike Fitchett for math fluency training, coaching, and modeling in the classrooms for grades 3rd-6th to specifically include our students with disabilities particularly students in SDC and

upper grades, who had not had access to the math fluency professional development, coaching and class modeling. We still need more small group instruction in the classroom. We could benefit from an academic coach that will help guide teachers in culturally responsive instruction and differentiated strategies. DPM could also use more IAs to support teachers in the classroom. Additionally, DPM could use added personnel that could help with expanded learning opportunities, such as before or after school tutoring, or summer bridge programs with a math literacy emphasis.

# 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
 Yellow	 No Performance Color
57.9% making progress.	making progress.
Number Students: 183 Students	Number Students: 1 Student

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
7.1%	35%	0%	57.9%

### Lowest Performing Group:

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

Looking at our ELPI, our English Learners are making the greatest growth at 57.9% making progress with one ELPI level. 7.1 % of our English Learners decreased one ELPI level which will be an area for improvement.

### Potential causes:

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

One thing we feel is contributing to 57.9% of our students making progress is the use of our program EL Achieve, ongoing training, and an additional ELD teacher to help make smaller groups. Reflecting back, the students that maintained at their ELPI levels are students that are new to our school, new to the country and have not had the EL Achieve curriculum instruction.

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

Implementing structured programs such as newcomer or welcome initiatives are needed to help our students acclimate to the school and community. Staff training to help make academic content more accessible while supporting English development and not just relying on the ELD program. Bolstering our integrated ELD time and also making a direct

connection with what is being taught during designated ELD. Having after-school language support for students and families and peer mentorship programs further enhance language acquisition and social connections.

# School and Student Performance Data

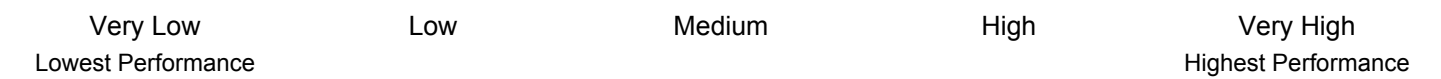
## Academic Performance College/Career Report

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> Yellow</div> <div>19% Chronically Absent</div> <div>Declined 2.3</div> <div>751 Students</div>	<div>English Learners</div> <div> Orange</div> <div>16.4% Chronically Absent</div> <div>Increased 1.8</div> <div>286 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</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>53.3% Chronically Absent</div> <div>Declined 3.8</div> <div>30 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>22.2% Chronically Absent</div> <div>Declined 4.1</div> <div>531 Students</div>

<b>Students with Disabilities</b>  Orange 29.7% Chronically Absent Declined 2.9 91 Students	<b>African American</b>  Orange 43.6% Chronically Absent Declined 4.3 55 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
<b>Asian</b>  Orange 9.9% Chronically Absent Increased 0.8 191 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Orange 22.1% Chronically Absent Declined 11 149 Students
<b>Two or More Races</b>  Red 25.7% Chronically Absent Increased 8 70 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>White</b>  Yellow 17.3% Chronically Absent Declined 1 272 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. 19% of all students were chronically absent which was a decrease from the previous school year. 43.6% of our African American students are chronically absent which was a decrease from the previous school year. Our students with 2 or more races fell in the red on the indicator at 25.7% which was an increase from the previous school year.

#### Potential causes:

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

In reviewing our climate survey, students and families shared that they do not have a sense of belonging in some areas on campus. 64% of our parents agree that students are respectful to each other at school, whereas only 25.6% of our students feel that students are respectful to each other at our school. Additionally, 56.7% of our students feel they have access to classes and activities that meet their interests. Our focus on attendance, incentives, supports for families continues to make a difference. Many of these students were also underperforming in ELA and Math which may also have contributed to low interest in school, although our students with 2 or more races were performing above the standard in ELA and math. We still have more growth needed in reducing the high chronic absenteeism rates with our African American and Homeless students.

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

We will continue to use community partnerships like Superior Sports that can support with students who traditionally have a difficult time making connections during recess. Superior Sports has focuses on getting students to join the

activities, as well as can help students problem solve when needed. Other key resources include dedicated personnel to help with attendance interventions, counselors, and family engagement liaisons to provide targeted support and outreach. Effective programs like mentorship, PBIS, and restorative practices can build stronger connections and accountability for students. We will continue to build on our culturally responsive staff professional development to support PBIS so students feel included, heard, and safe and begin our trauma informed practices professional development. We will also implement community circles to help create a supportive, inclusive school environment that encourages regular attendance and promotes student success.

# 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

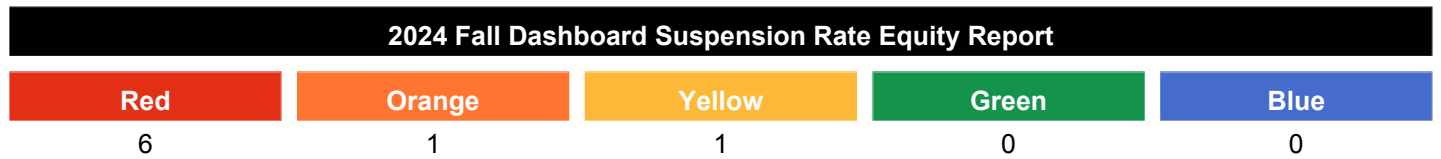
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>4.7% suspended at least one day</div> <div>Increased 3.3%</div> <div>780 Students</div>	<div>English Learners</div> <div> Red</div> <div>6.4% suspended at least one day</div> <div>Increased 5.7%</div> <div>299 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>31 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>6.1% suspended at least one day</div> <div>Increased 4.8%</div> <div>555 Students</div>

<b>Students with Disabilities</b>  Orange 5.3% suspended at least one day Increased 0.9% 95 Students	<b>African American</b>  Red 6.8% suspended at least one day Increased 4.8% 59 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
<b>Asian</b>  Red 5.4% suspended at least one day Increased 4.4% 202 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Yellow 2% suspended at least one day Maintained 0.1% 151 Students
<b>Two or More Races</b>  Red 8.1% suspended at least one day Increased 4.9% 74 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>White</b>  Red 4.6% suspended at least one day Increased 3.6% 280 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.

Most of our student groups are scoring at the lowest performing indicator.

Our lowest performing student groups were English learners, Socioeconomically disadvantaged, African American, Asian, students who identify as Two or More Races, and White

6.4% of our English learners were suspended at least one day which was an increase of 5.7% from the previous school year.

6.1% of our Socioeconomically disadvantaged students were suspended at least one day which was an increase of 6.1% from the previous

6.8% of our African American students were suspended at least one day which was an increase of 6.8% from the previous

5.4% of our Asian students were suspended at least one day which was an increase of 4.4% from the previous

8.1% of our students who identify as Two or More Races were suspended at least one day which was an increase of 4.9% from the previous

4.6% of our white students were suspended at least one day which was an increase of 3.6% from the previous

In comparison, 4.7 % of all students were suspended at least one day which was an increase of 3.3% from the previous

### Potential causes:

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

Reflecting back, we saw a need to have more structured playtime, increased supervision for overcrowding on the playground. We also saw a disconnect between how the student groups solved problems and what was acceptable problem solving at school.

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

After looking at the data, DPM has prioritized supporting our staff with Trauma informed Practices, cultural responsiveness, and SEL training. We will also work with our parent liaison who is African American to bridge the school-family communication. Our school plans to train on the new language line, so administration is not only point of contact with families that have been difficult to reach. Our CA-ISP trainer will do class walks with DPM as we try to move from 64% to 100% of teachers using morning greetings and community circles. DPM also needs a framework to help with alternative to suspensions.

# 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?

DPM staff- Including these specific groups(Admin, Grade level teams, Intervention team, ELD team, SEL, Solutions team, and SST team) consistently looked at attendance data, academic data from iReady assessments, ELPAC, CAASPP, EL Achieve, running records, behavior data(SWIS), SAEBRS, at regularly scheduled meeting as well as gathering information from student body through listening circles, family input sessions(eg. PTA, RLBC, SSC, ELAC, Coffee with the Parent Liaison)

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

Regularly engaging multiple teams (Admin, Grade Level, ELD, SEL, SST, etc.) to review a wide range of data (iReady, ELPAC, CAASPP, SWIS, SAEBRS, etc.) promoted a shared understanding of student needs and allowed for responsive planning. Using both academic and behavioral data, alongside attendance and student voice, gave a more holistic view of each learner—particularly

important for understanding ELs and underserved student groups. We were intentional in some areas, like ELD with EL Achieve, Intervention groups and we saw increased student engagement during walk-thrus during math. Math fluency PDs led by Mike Fitchett was part of our iReady growth. Bringing back his services year after year has worked. The data collection in general has been adequate. Data is consistently shared to support programs and student success. However, knowing how to use the data is lacking. More coaching is needed. There was inconsistencies in checking for understanding during instruction.

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

We started looking at the data to not just identify student needs, but to take a deeper look at the data along with the instruction and ensuring action steps are clear and measurable. We increased intervention between the bells, before and after school tutoring. Staff participated in more vertical teams. Admin has made more of an effort to report when PD's are available in the areas of need. We have started a lunch and learn with our 3rd grade teaching staff. Most efforts were focused on intervention and support teams (Tier 2 and 3), so we needed to improve Tier 1 instruction so all students benefit from strong core teaching before additional supports. The teachers are being coached by admin and our intervention team to support with building phonics skills and strong teaching practices.

2025-26

Identified Need

Ensure all students, especially English Learners and students from marginalized student groups Provide ongoing professional development for all staff where we recognize implicit bias in instruction and student engagement, creating inclusive classrooms that reflect student identities More alignment with curriculum, Tier 1 strategies across the board. Strengthen Tier 1 instruction with high-leverage, evidence-based practices (e.g., structured literacy, sheltered instruction for ELs).

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	31.0 points below standard	+3 scale score points
	English Learners	86.9 points below standard	
	Foster Youth		
	Homeless	110.8 points below standard	
	Socioeconomically Disadvantaged	59.4 points below standard	
	Students with Disabilities	129.7 points below standard	
	African American	102.1 points below standard	

## Metric/Indicator

## Baseline 2024-25

## Expected Outcome 2025-26

	American Indian Asian 63.5 points below standard Filipino Hispanic 68.1 points below standard Two or More Races 47.7 points above standard Pacific Islander White 2.3 points above standard	
Math State Assessment: Change in scale score	All Students 41.8 points below standard English Learners 91.4 points below standard Foster Youth Homeless 129.6 points below standard Socioeconomically Disadvantaged 69.1 points below standard Students with Disabilities 146.6 points below standard African American 110.1 points below standard American Indian Asian 68.8 points below standard Filipino Hispanic 86.9 points below standard Two or More Races 33.1 points above standard Pacific Islander	+3 scale score points

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	5.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	57.9%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	11.59%		+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	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	School year 2025-26

	teaching and support meetings.				
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 groups, 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  12879	School year 2025-26

1.3	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.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	13000	School year 2025-26
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	4810	School year 2025-26

1.5	Additional 0.125 for attendance clerk to support families and attendance goals/incentive program. PC 35524	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	4712  2325	School year 2025-26
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	12000  17000	School year 2025-26

1.7	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.)	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 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	30066 9000	School year 2025-26
1.8	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)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			School year 2025-26
1.9	Provide time in the schedule for ELD teachers to	All Students X English Learners Low-Income Students			School year 2025-26

	collaborate on improving instructional practices and goal setting with students to continue increasing ELPI.	Foster Youth Lowest Performing				
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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?

To provide students with engaging programs, coursework, and opportunities that effectively address attendance, and access to a broad course of study, we looked at a variety of data points including attendance data and intervention(Monthly), ODRs, SAEBRS, iReady, and CAASPP. This data was discussed in our DPM Teams- SEL, SST, Intervention, ELD, and Solutions teams that meet monthly as well. This data was then shared with students at the beginning of the year and trimester-ly mainly during class community circles, goal creation and what students wanted for our school in terms of academics and activities. The data was also shared with staff during several needs assessment sessions after each trimester to decide how to increase student engagement.

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

Having access to many data points works well, not understanding how to use the data caused the focus of the school to go in different directions. Getting the students involved in what they needed, was and is a great idea. Having the through line and bringing it to fruition has not happened. The consistency was not there.

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

The intervention team were able to purchase instructional materials that were engaging especially with our upper grade students. We found that the upper grade students especially 6th grade were not engaged and had a similar number of office referrals outside the class as well as in the class. We met with our community partner(Superior Sports) to address what students stated in their community circles what they wanted changed to engage them more during recess time. Students wanted more grass area activities and we added a hip hop dance program. The attendance team created monthly messages to go home on Talking Points. In addition, two of our teachers added morning athletics programs which was other activities that students were seeking. The PBIS team looked at the data collected from students regarding what incentives they were willing to work for. Several of our staff members based in their classroom data, signed up for Building Thinking Classes and GLADD.

2025-26

Identified Need

We need to add more PBL for the entire school. We found that our RL classes regularly engaged in PBL including plays and performances. We need community events, like STEM and Robotics. We will continue to partner with Superior Sports for structured sports activities and dance. During our year 1 of the CA-ISP training we worked on identity and welcoming environments. The staff will enter year 2 of CA-ISP with a focus on Trauma informed Practices and SEL. We will continue to use our revised attendance plan that includes daily checkins with students and affirmations. For academics, staff, including the intervention team need to be more consistent in developing engaging lessons and take advantage of PD, book reads, classroom visits and time for collaboration with grade level teams. The intervention team need to collaborate with with IAs and BIAs to support with helping students access grade level standards.

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	19% Chronically Absent	-0.5%
	English Learners	16.4% Chronically Absent	
	Foster Youth		
	Homeless	53.3% Chronically Absent	
	Socioeconomically Disadvantaged	22.2% Chronically Absent	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>Students with Disabilities</div> <div>29.7% Chronically Absent</div> <div>African American</div> <div>43.6% Chronically Absent</div> <div>American Indian</div> <div>Asian</div> <div>9.9% Chronically Absent</div> <div>Filipino</div> <div>Hispanic</div> <div>22.1% Chronically Absent</div> <div>Two or More Races</div> <div>25.7% Chronically Absent</div> <div>Pacific Islander</div> <div>White</div> <div>17.3% Chronically Absent</div>	
Attendance: Percentage of the school year attended for students in TK-12	93.4%	95%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
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>	NA

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	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  2000	School year 2025-26
2.2	Provide incentives for	X All Students English Learners	LCFF Supplemental	2013	School year 2025-26

	students manifesting positive behaviors and increase attendance.	Low-Income Students Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
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 2025-26
2.4	Continue regular attendance meetings with the attendance team to track attendance, meet with families, daily check- ins with students on the watch list. Incentives for students who reach their attendance goals. Provide parent education resources/forums for parents	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2025-26

	related to chronic absenteeism. Continue monthly "Importance of School Attendance" information on Talking Points.				
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 3000-3999: Employee Benefits	129,000  33,180	School year 2025-26
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			School year 2025-26
2.7	Provide extra resources, curriculum, support and opportunities to	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated	4454	School year 2025-26

	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).		Personnel Salaries		
2.8	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).	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	400	School year 2025-26

2.9	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	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	School year 2025-26
2.10	Maintain 1 part time .75 FTE Instructional Assistant to support learning and small group instruction for students in grades 3-6.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	53769	School year 2025-26
2.11	Maintain 1 part time .75 FTE Instructional Assistant to support learning and small group instruction for students in grades 3-6.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	53769	School year 2025-26



# 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?

We used student and family responses on the annual family climate survey. Also, student and staff SAEBERS results for socio-emotional learning and forming groups. Additionally, weekly discipline and behavior data, monthly attendance data and monthly suspension rates by student support teams.

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

Having access to support teams to analyze data has helped, but building systems and consistency takes time. Full time Social worker and support center social worker and counselor to run tier 2 social groups, as well as support Tier 1 SEL lessons. Family responses to Talking Points or other communication apps has increased. Family engagement events increased in attendance and participation and diverse family groups attending school events for building connectedness. Our monthly safety drills are getting more efficient in

timing and logging into Catapult. PBIS incentives and weekly drawings have lead to increased attendance by students and higher levels of school connectedness.

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 and counselor to support students with academic needs, SCS, and FACE department. We changed our ELAC meetings to in person and starting at 8:45 to help with attendance, and this made a positive impact on the number of families who attended. We also added more community events, in collaboration with our PTA, and had a large turnout at each event, with positive feedback. We Added monthly Coffee with the Parent Liaison to help with connectedness for our parents and families.

2025-26

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 2024-25		Expected Outcome 2025-26
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	4.7% suspended at least one day	-0.3%
	English Learners	6.4% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	6.1% suspended at least one day	
	Students with Disabilities	5.3% suspended at least one day	
	African American	6.8% suspended at least one day	
	American Indian		
	Asian	5.4% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Filipino Hispanic 2% suspended at least one day Two or More Races 8.1% suspended at least one day Pacific Islander White 4.6% 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	72.6%	67%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	75.9%	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).	4%	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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2025-26

	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.				
3.2	Provide professional development and learning opportunities for staff to enrich their classrooms and expand	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing AA, Asian, Two or More Races, White	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental	2017 500	School year 2025-26

	<p>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.</p>		<p>Site Allocation 5000-5999: Services And Other Operating Expenditures</p>		
3.3	<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</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>	1500	<p>School year 2025-26</p>

	<p>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>				
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</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>	500	<p>School year 2025-26</p>

	interactions, tutoring, student clubs and other groups, etc. (including ELL students and bilingual supports).				
3.5	Maintain an additional Rec. Aide FTE.250	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4130	School year 2025-26
3.6	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 2025-26
3.7	Provide parent education resources/forums for parents related to academics,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School year 2025-26

	parent educational rights and technology. This includes, but is not limited to(bilingual supports included) academic review/preview meeting, technology teaching and support meetings.				
3.8	Maintain Rec. Aide for student supervision, activities and safety. PC #35486 FTE.4688	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	13631 1983	School year 2025-26
3.9		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
Provide explicit language instruction to emerging bilingual students at their language proficiency level.	Ongoing	ELD Teacher	1000-1999: Certificated Personnel Salaries	Other	
Provide primary language support to emerging bilinguals during core instruction other than ELD.	Ongoing	BIAs	2000-2999: Classified Personnel Salaries	Other	

### **SCHOOL GOAL #2:**

Student Engagement and Course Access

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

### **SCHOOL GOAL #3:**

School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide additional safety on campus	Ongoing	Supplemental safety position	2000-2999: Classified Personnel Salaries	Other	

# 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	\$425,638.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$80,960.00
Title I Part A Parent Involvement	\$4,810.00
Title I Part A Site Allocation	\$335,738.00

Subtotal of state or local funds included for this school: \$425,638.00

Total of federal, state, and/or local funds for this school: \$425,638.00

# 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	80,960	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	335,738	0.00
Title I Part A Parent Involvement	4,810	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	80,960.00
Title I Part A Parent Involvement	4,810.00
Title I Part A Site Allocation	335,738.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	153,954.00
2000-2999: Classified Personnel Salaries	136,721.00
3000-3999: Employee Benefits	37,488.00
4000-4999: Books And Supplies	24,909.00
5000-5999: Services And Other Operating Expenditures	60,566.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	19,743.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,308.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	24,909.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	30,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,810.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	152,454.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	108,038.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	33,180.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	30,066.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	12,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	117,292.00
Goal 2	281,085.00
Goal 3	27,261.00

# 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
Myesha Kromah	Parent or Community Member
Isaiah Sanchez	Parent or Community Member
Brittney Bouc	Parent or Community Member
Michael Palmer	Parent or Community Member
Stephanie Wagner	Other School Staff
Elisabeth Davila	Classroom Teacher
Andrew Coppola	Classroom Teacher
Ann Munsee	Classroom Teacher
Misha Plummer	Principal
Yong Xuan Gao	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

Two handwritten signatures in blue ink. The first signature is a stylized, cursive 'Z' followed by a horizontal line. The second signature is a more complex, cursive script.

English Learner Advisory Committee

Other: School Parent Liaison- Myesha Kromah

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 20, 2025.

Attested:

Two handwritten signatures in blue ink. The first signature is a stylized, cursive 'M' followed by a horizontal line. The second signature is a more complex, cursive script.

Principal, Misha Plummer on May 20, 2025

SSC Chairperson, Michael Palmer on May 20, 2025

# Budget By Expenditures

## Del Paso Manor Elementary School

### Funding Source: LCFF Rec Aide Allocation

**\$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Maintain an additional Rec. Aide FTE.250	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

### Funding Source: LCFF Supplemental Site Allocation

**\$80,960.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Maintain Rec. Aide for student supervision, activities and safety. PC #35486 FTE.4688	2000-2999: Classified Personnel Salaries	\$13,631.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	\$500.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$1,983.00	Engaging Academic Programs	
Provide recognition and rewards for students who demonstrate successful personal practices or improvement in personal practices that support learning. Successful practices include but are not limited to: attendance, participation, positive social interactions, resilience and determination, grit/perseverance, growth mindset, gratitude and respect, independence and personal ownership of work/behaviors , self-growth in personally identified areas of need	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures	

## Del Paso Manor Elementary School

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

## Del Paso Manor Elementary School

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	\$3,000.00	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	\$2,017.00	Engaging Academic Programs
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	\$1,500.00	Engaging Academic Programs

## Del Paso Manor Elementary School

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	\$500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$2,325.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$17,000.00	Connected School Communities
Provide parent education resources/forums for parents related to academics, parent educational rights and technology. This includes, but is not limited to(bilingual supports included) academic review/preview meeting, technology teaching and support meetings.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities
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	\$13,000.00	Connected School Communities
Additional 0.125 for attendance clerk to support families and attendance goals/incentive program. PC 35524	2000-2999: Classified Personnel Salaries	\$4,712.00	Connected School Communities
	4000-4999: Books And Supplies	\$12,879.00	Connected School Communities

## Del Paso Manor Elementary School

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	\$2,013.00	Healthy Environments for Social-Emotional Growth
Continue regular attendance meetings with the attendance team to track attendance, meet with families, daily check- ins with students on the watch list. Incentives for students who reach their attendance goals. Provide parent education resources/forums for parents related to chronic absenteeism. Continue monthly "Importance of School Attendance" information on Talking Points.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
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).	2000-2999: Classified Personnel Salaries	\$400.00	Healthy Environments for Social-Emotional Growth
Provide additional training, professional development, and supplemental materials to support English Learners, Low-Income Students and students with disabilities.	1000-1999: Certificated Personnel Salaries	\$500.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth

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LCFF Supplemental Site Allocation Total Expenditures: \$102,960.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

## Del Paso Manor Elementary School

### Funding Source: Title I Part A Parent Involvement

**\$4,810.00 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	\$4,810.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$4,810.00

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

### Funding Source: Title I Part A Site Allocation

**\$335,738.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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 groups, committee, etc.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	
Provide resources to secure community partnerships to work directly with targeted student groups.	5800: Professional/Consulting Services And Operating Expenditures	\$12,000.00	Connected School Communities	

## Del Paso Manor Elementary School

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	\$30,066.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$500.00	Connected School Communities
	3000-3999: Employee Benefits	\$33,180.00	Healthy Environments for Social-Emotional Growth
Continue intervention teachers to provide tier 2 intervention for students below grade level. PC 36016	1000-1999: Certificated Personnel Salaries	\$129,000.00	Healthy Environments for Social-Emotional Growth
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	\$4,454.00	Healthy Environments for Social-Emotional Growth
	1000-1999: Certificated Personnel Salaries	\$9,000.00	Connected School Communities
Maintain 1 part time .75 FTE Instructional Assistant to support learning and small group instruction for students in grades 3-6.	2000-2999: Classified Personnel Salaries	\$53,769.00	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.	2000-2999: Classified Personnel Salaries	\$53,769.00	Healthy Environments for Social-Emotional Growth

## Del Paso Manor Elementary School

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Title I Part A Site Allocation Total Expenditures: \$335,738.00

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

Del Paso Manor Elementary School Total Expenditures: \$447,638.00