



**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 27, 2026	June 23, 2026

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
- ☒ Targeted Support and Improvement

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).

Del Paso Manor Elementary met the criteria for TSI for the following indicators and/or student groups: African American - Chronic Absenteeism

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

Our data analysis focused on four key indicators: Student Performance, Chronic Absenteeism, English Learner Progress, and Suspensions.

Beginning with Student Performance, the overall Distance from Standard (DFS) indicator was in the orange performance level. A deeper analysis of subgroup data revealed significant achievement gaps in both Mathematics and English Language Arts. In Mathematics, our English Learners (EL) and Students with Disabilities (SWD) demonstrated the greatest areas of concern, with SWD performing 157 points below standard. In English Language Arts, our English Learners, Students with Disabilities, African American (AA), and Homeless student groups all performed approximately 100 points below standard, indicating persistent inequities in academic outcomes across multiple student groups.

Chronic Absenteeism was identified as a significant concern, with the indicator in the red performance level. Twenty percent of students were identified as chronically absent, reflecting an increase of 1.3%. Chronic absenteeism rates increased across all major student groups, with the exception of Students with Disabilities, whose rates declined by 1.5%. The data suggests that attendance continues to be a barrier to consistent academic engagement and achievement for many students.

English Learner Progress demonstrated the strongest area of growth, with the overall indicator performing in the green level. However, despite these gains, subgroup analysis showed declines in progress among our Socioeconomically Disadvantaged (SED) students and Students with Disabilities, indicating a need for more targeted language development supports and differentiated instructional practices for these student populations.

Lastly, Suspension data reflected positive outcomes overall, with the indicator remaining in the green performance level. The school saw a 5% decrease in suspension rates among African American students, a student group that has historically demonstrated disproportionately higher suspension rates compared to other student groups. This decrease suggests that schoolwide behavioral supports and intervention practices are having a positive impact on reducing exclusionary discipline practices.

Root Cause Analysis

Although we demonstrated strengths in English Learner Progress and reduced suspension rates for African American students, the data revealed ongoing challenges in student achievement and chronic absenteeism, particularly for our English Learners, Students with Disabilities, and our Socioeconomically Disadvantaged Students. A lack of quality Tier 1 instruction, targeted interventions, The combined with our high chronic absenteeism rates have impacted our students ability to engage in rigorous grade-level learning. This is especially evident in mathematics and English Language Arts where Students with Disabilities, African American Students, and our Homeless Students all performed over 100 points below standard. It is likely our chronic absences has limited access to intervention support and continuity of instruction.

The data shows our intentional use of restorative practices, anti-bias training, and culturally responsive practices have decreased our suspension rates, it has not produced equitable outcomes for African American Students in academic areas.

Finally, our English Learner Progress dashboard indicator was in the green, the decline with our Students with Disabilities and Socioeconomically Disadvantaged Students may indicate our targeted ELD instruction may not be consistently meeting the need our students.

Resource Inequities

The resource inequities identified through our comprehensive needs assessment revealed gaps in targeted supports and responsive systems for several student groups. Although the school developed a revised attendance plan intended to address chronic absenteeism school wide, the plan did not specifically identify or address the unique barriers impacting our African American students and families, who continue to demonstrate the highest rates of chronic absenteeism among student groups. In addition, the plan primarily focused on general supports such as gas cards and food vouchers, without conducting a deeper analysis of additional family and community resources needed to improve consistent student attendance and engagement.

For our Students with Disabilities (SWD), resource inequities were identified in the areas of staffing, professional learning, and instructional programming. New Special Education teachers require additional training and ongoing support to strengthen instructional practices, curriculum implementation, and differentiated intervention strategies. Limited staffing and capacity have also impacted the consistency and intensity of services provided to students.

Our comprehensive needs assessment also identified gaps within our support systems for English Learners. While overall English Learner Progress increased, current instructional resources and supports have not adequately addressed the writing demands required for students to demonstrate proficiency. As a result, additional writing-focused instructional resources, targeted intervention supports, and professional learning opportunities are needed to strengthen academic language development and written expression for English Learners across content areas.

Overall, the analysis revealed a need for more targeted, student-centered resource allocation and systems that are responsive to the specific academic, behavioral, and attendance-related needs of our historically underserved student groups.

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 Input

Del Paso Manor staff met three times throughout the school year to review student achievement data, analyze survey results, evaluate current programs and systems, and review both past and present budget allocations. Staff members were presented with two proposals developed from the identified needs assessments and engaged in collaborative discussions regarding the impact of each proposal on student outcomes. Following the review process, staff voted on the proposal they

believed would best meet the academic, social-emotional, and instructional needs of the student body. The Del Paso Manor Leadership Team, in collaboration with site administration, organized and facilitated the information and materials used to support staff engagement and decision-making throughout the process.

School Site Council (SSC) Input

The School Site Council met four times during the school year to monitor school programs and systems, review survey data, and analyze the comprehensive needs assessments presented by Del Paso Manor staff and administration. During the March 20 meeting, SSC members reviewed a staff-developed proposal outlining recommendations for the allocation of current-year budget overages, as well as the potential impact of projected budget reductions on staffing, intervention supports, and future curriculum implementation. The final SSC meeting focused on reviewing and finalizing budget decisions, determining funding allocations connected to each action plan, and approving the school plan and expenditures.

English Learner Advisory Committee (ELAC) Input

The English Learner Advisory Committee met four times during the school year and reviewed the same student data, survey results, and needs assessment information shared with other educational partners. ELAC members collaborated and provided feedback regarding the needs of English Learner students and families. Families expressed a desire for increased access to technology for home use and additional opportunities for adult English classes and language support. This school year, ELAC meetings were held in person, which resulted in increased family participation and stronger attendance throughout the year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.71%	0.41%	0.28%	5	3	2
African American	6.84%	6.54%	5.84%	48	48	42
Asian	25.21%	26.16%	28.79%	177	192	207
Filipino	0.57%	0.68%	0.28%	4	5	2
Hispanic/Latino	20.37%	21.93%	21.84%	143	161	157
Pacific Islander	0.43%	0.41%	0.70%	3	3	5
White	36.47%	34.06%	31.85%	256	250	229
Multiple/No Response	9.40%	9.81%	10.43%	66	72	75
Total Enrollment				702	734	719

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		23	24
Kindergarten	53		58
Grade 1	81		81
Grade 2	105		101
Grade3	137		104
Grade 4	113		125
Grade 5	122		143
Grade 6	91		83
Total Enrollment	702		719

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	245	258	244	37.9%	34.9%	33.9%
Fluent English Proficient (FEP)	50	55	63	7.1%	7.1%	8.8%
Reclassified Fluent English Proficient (RFEP)	35				11.59%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
734	62.8%	35.1%	0.4%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	258	35.1%
Foster Youth	3	0.4%
Homeless	35	4.8%
Socioeconomically Disadvantaged	461	62.8%
Students with Disabilities	78	10.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	6.5%
American Indian	3	0.4%
Asian	192	26.2%
Filipino	5	0.7%
Hispanic	161	21.9%
Two or More Races	72	9.8%
Pacific Islander	3	0.4%
White	250	34.1%

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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Green		

School and Student Performance Data

Academic Performance English Language Arts

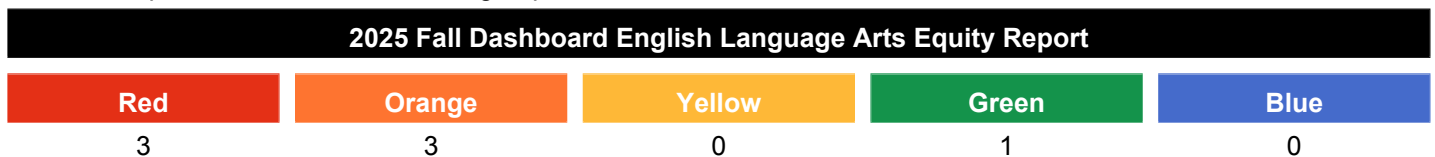
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 40 points below standard Declined 9 points 435 Students	English Learners Red 96.4 points below standard Declined 9.4 points 177 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 132.5 points below standard Declined 21.7 points 19 Students	Socioeconomically Disadvantaged Red 78.4 points below standard Declined 19 points 288 Students

Students with Disabilities  Red 143.2 points below standard Declined 13.5 points 53 Students	African American  No Performance Color 98.6 points below standard Increased 3.5 points 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 61 points below standard Maintained 2.5 points 111 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Orange 65.9 points below standard Maintained 2.2 points 99 Students
Two or More Races  Green 36 points above standard Declined 11.7 points 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 15.7 points below standard Declined 18 points 149 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.

The student groups performing at the lowest levels on the California Dashboard indicators were our English Learners (EL), Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students, all of whom scored in the red performance level. Overall, All Students performed 40 points below standard, which reflected an increase from the previous school year of 9 points. However, several student groups performed significantly below the overall rate. Although Homeless and African American (AA) student groups did not receive a Dashboard performance color due to small population sizes, both groups performed approximately 100 points below standard, indicating substantial achievement gaps when compared to the overall student performance level.

Potential causes:

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

Overall, student performance declined by 5.4 points, with all students scoring 5.4 points further below standard than the previous year. Several student groups experienced larger declines, including English Learners (-9.4 points), Homeless students (-21.7 points), Socioeconomically Disadvantaged students (-19 points), and Students with Disabilities (-13.5 points). African American students improved by 3.5 points but continue to perform significantly below standard. At the same time, 58% of English Learners progressed at least one ELPAC level, Which was the similar to the previous year's 57.9%. This demonstrates growth in English proficiency that has not yet translated into improved ELA outcomes.

Potential contributing factors include inconsistent implementation of culturally responsive practices, (At this point, the staff would have been in year 1 of this PD), and the EL Achieve ELD curriculum, limited opportunities for reteaching and targeted intervention, and barriers such as chronic absenteeism, trauma, and reduced academic support outside of school. Continued professional development in trauma-informed practices, culturally responsive instruction, and

strategies to support Students with Disabilities is needed to strengthen Tier 1 instruction and improve outcomes for our highest-need student groups.

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

To improve outcomes for our lowest-performing student groups—English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Homeless students, and African American students—Del Paso Manor will continue to invest in experienced personnel, programs like Area3 Writing, 95 %, and instructional resources. The school will maintain implementation of EL Achieve to support designated and integrated English Language Development and continue utilizing bilingual instructional assistants to provide home-language support for English Learners.

Additional resources needed include more instructional aides and intervention staff to provide small-group instruction during the school day, as well as expanded learning opportunities such as before- and after-school tutoring and summer bridge programs with a literacy focus. An academic coach would support teachers in implementing culturally responsive literacy practices, differentiated instruction, and data-driven interventions. Ongoing professional development is needed in trauma-informed practices, strategies for supporting Students with Disabilities, and effective instruction for students performing several years below grade level.

Instructional materials such as leveled readers, high-interest/low-readability texts especially for our older students, phonics kits, manipulatives, and progress-monitoring tools are also needed to accelerate literacy growth. In addition, a full-time social worker or counselor would provide counseling, family outreach, and support to address social-emotional needs, reduce barriers to attendance and engagement, and strengthen school-home partnerships.

School and Student Performance Data

Academic Performance Mathematics

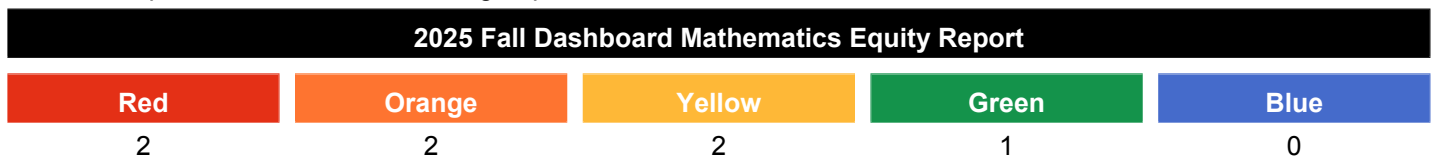
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 46.9 points below standard Declined 5.1 points 440 Students	English Learners Red 98.4 points below standard Declined 6.9 points 184 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 110.4 points below standard Increased 19.2 points 19 Students	Socioeconomically Disadvantaged Orange 87.4 points below standard Declined 18.3 points 293 Students

Students with Disabilities  Red 159.7 points below standard Declined 13.1 points 53 Students	African American  No Performance Color 112.9 points below standard Maintained -2.8 points 30 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 74 points below standard Declined 5.2 points 118 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Yellow 77.6 points below standard Increased 9.3 points 98 Students
Two or More Races  Green 34.1 points above standard Maintained 1.1 points 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 14.6 points below standard Declined 9.5 points 149 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.

The student groups performing at the lowest levels on the California School Dashboard for English Language Arts are Students with Disabilities (SWD) and English Learners (EL), both of whom are identified in the Red performance level. Students with Disabilities have remained in the Red for three consecutive years, indicating a persistent need for targeted support. This year, English Learners also fell into the Red category, moving 6.9 points further below standard.

The Dashboard Equity Report shows an increase in the number of student groups performing in the Red or Orange ranges. In 2024, two student groups were identified in these lowest performance levels. In 2025, that number increased to four student groups, including Socioeconomically Disadvantaged students and Asian students. This trend indicates that achievement gaps are widening and that additional supports are needed to improve outcomes for these student groups.

Potential causes:

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

Reflecting on last year, several factors may have contributed to the continued low performance of our student groups. Although the Special Education team began writing IEP goals aligned to grade-level standards, implementation is still developing, and staff may need additional support to effectively use standards-based goals to guide instruction. In addition, teachers continue to experience challenges with planning and implementing effective small-group instruction and targeted interventions in both reading and mathematics. We also feel teachers may have had difficulty with integrating the conceptual math training Mike Fitchett provided with the District math curriculum.

Access to intervention and tutoring was also limited for some student groups due to difficulty recruiting personnel for before- and after-school programs. While Del Paso Manor retained two reading intervention teachers, one of the positions was filled by a new teacher who was still building familiarity with the program and school systems. As a result, intervention services may not have been as consistent or impactful as intended.

These factors, combined with the need for continued professional development in differentiated instruction, data analysis guided by admin, and instructional strategies for Students with Disabilities and other high-need student groups, likely contributed to the current outcomes.

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

To improve outcomes for our lowest-performing student groups, Del Paso Manor will continue to invest in highly qualified personnel, research-based supplemental math programs, and instructional resources (whiteboards, manipulatives, that have been identified through our needs assessment. The school will maintain implementation of district-adopted curriculum and supplemental programs, including Eureka Math and i-Ready, to provide standards-aligned instruction and targeted support.

Next school year, Del Paso Manor will continue its partnership with Mike Fitchett to provide math fluency training integrating it with our new math curriculum, coaching from our math lead and iReady champion, classroom modeling, observing other teachers in grades 3–6, with a particular focus on improving access and outcomes for Students with Disabilities. This will include students in Special Day Classes (SDC) and Resource Specialist Program (RSP). Additional instructional aides and a math intervention staff member would be helpful to expand small-group instruction during the school day and to support differentiated instruction within classrooms.

By maintaining these supports and allowing time for consistent implementation, Del Paso Manor expects to strengthen instruction and improve outcomes for our highest-need student groups.

School and Student Performance Data

Academic Performance Science

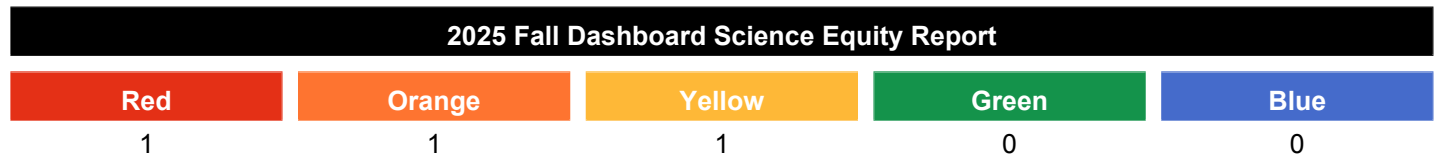
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 49.4 science points Declined 5.1 points 115 Students	English Learners  Red 34.9 science points Declined 5 points 42 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Orange 38.8 science points Declined 11.9 points 76 Students

Students with Disabilities  No Performance Color 33.2 science points Declined 5.4 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 46.2 science points Increased 5.5 points 28 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 40.2 science points Declined 4.6 points 28 Students
Two or More Races  No Performance Color 67.1 science points Declined 10.7 points 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 53.2 science points Declined 9.1 points 38 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 are scoring in the yellow on the dashboard indicator with 49.4 science points. Our English Learner were the only student group in the red.

Potential causes:

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

Reflecting on last year, several factors may have contributed to our science achievement results. Del Paso Manor had three new fifth-grade teachers, two of whom were in their first year of teaching. As new educators, they were simultaneously learning the district curriculum, instructional expectations, and the culture and systems of a new school site. This likely impacted their ability to fully implement the science curriculum with the depth and consistency needed to prepare students for the California Science Test (CAST).

In addition, teachers in grades one through four may need a stronger understanding of how their science instruction builds the foundational knowledge and academic vocabulary students need for success in fifth grade. Science instruction relies heavily on grade-level content vocabulary, reading comprehension, and academic language. Many of our students, particularly English Learners and students who struggle in English Language Arts, continue to experience difficulty accessing complex scientific texts and expressing their understanding using academic language.

These factors suggest a need for continued professional development, vertical articulation across grade levels, and targeted support to strengthen science instruction and ensure students build the content knowledge and vocabulary necessary for success on state assessments.

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

To improve CAST outcomes for our lowest-performing student groups, Del Paso Manor will continue to invest in highly qualified personnel, instructional resources such as Mystery Science, websites with STEAM activities and lesson plans, and professional learning that strengthen science instruction across all grade levels. Additional professional development is needed to help teachers effectively implement the district-adopted science curriculum, integrate science and engineering practices, and explicitly teach academic vocabulary and scientific discourse. Vertical articulation time for teachers in grades 1–5 will help ensure that students build the foundational science concepts and language needed for success on the fifth-grade CAST.

The school would benefit from a district science specialist to provide classroom modeling, coaching, and support in designing hands-on, inquiry-based lessons that engage all learners, particularly English Learners, Students with Disabilities, and students performing below grade level. Additional instructional aides can support small-group instruction and provide scaffolds during science lessons.

Materials needed include supplemental science texts, visual supports, vocabulary resources, leveled readers, and hands-on lab materials and consumables that allow students to engage in investigations and apply scientific thinking. Access to intervention and enrichment opportunities, such as after-school science clubs or summer programs, would provide students with additional time to build content knowledge and academic language. By maintaining these supports and allowing time for consistent implementation, Del Paso Manor expects to improve science achievement for its highest-need student groups.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
58 making progress.	making progress.
Number Students: 212 Students	Number Students: 3 Students

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.

2025 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
5.2%	36.8%	0%	58%

Lowest Performing Group:

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

Our greatest area of growth in the English Learner Progress Indicator (ELPI) was that 58% of English Learners progressed by at least one proficiency level on the ELPAC, demonstrating continued growth in English language development. This indicates that more than half of our English Learners are making measurable progress toward English proficiency.

An area for improvement is that 36.8% of English Learners maintained their current proficiency level (Levels 1, 2L, 2H, 3L, or 3H) and did not advance to the next level. While maintaining a level can reflect understanding certain skills, this data suggests that a large percentage of students need additional targeted support to accelerate language growth and make consistent annual progress toward proficiency.

Potential causes:

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

Reflecting on last year, several factors may have contributed to our English Learner Progress Indicator (ELPI) results. Del Paso Manor had a new ELD teacher who was learning the EL Achieve program and becoming familiar with the school’s instructional systems and expectations. As a result, implementation of designated English Language Development instruction may not have been as consistent as intended during the transition year.

In addition, some students may not fully understand the importance of the Summative ELPAC and how their performance impacts their progress toward English proficiency and reclassification. Student motivation during testing can affect results, particularly when students do not see a direct connection between the assessment and their academic goals. Parent awareness of the purpose and significance of the ELPAC may also be limited, reducing opportunities for families to encourage and support students.

These factors suggest a need for continued teacher support with EL Achieve implementation, increased student goal-setting and motivation around ELPAC performance, and stronger parent education about the role of English language proficiency in long-term academic success at our ELAC and DELAC meetings.

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

To improve outcomes for our English Learners and increase the percentage of students progressing at least one ELPI level, Del Paso Manor will continue to leverage Title I resources to provide targeted personnel with ELD experience, test taking programs, and instructional supports like the California EL Roadmap. The school will maintain implementation of the EL Achieve program and provide ongoing professional development at their yearly summits or webinars and coaching for teachers from the District's ELD team to strengthen designated and integrated English Language Development instruction.

Additional resources include more bilingual instructional assistants to provide home-language support, supplemental instructional materials focused on academic vocabulary, language development, and reading comprehension, and assessment tools to monitor student progress throughout the year. Title I funds will also support parent education opportunities to help families understand the purpose of the Summative ELPAC, the reclassification process, and ways they can support language development at home. DPM could also use the assistance of our parent liaison to share information from the FACE department when it involves information about all things ELD and ELPAC testing

Continued investment in these personnel, materials, and services will help accelerate language acquisition and improve English Learner outcomes.

School and Student Performance Data

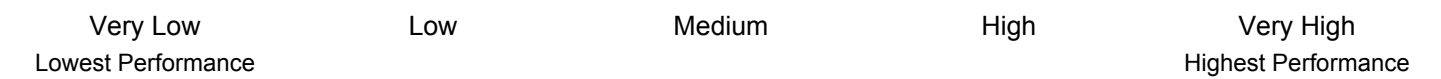
Academic Performance College/Career Report

The 2025 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 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.

2025 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 2025 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."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

20.4% Chronically Absent

Increased 1.3

775 Students

English Learners



Red

19.8% Chronically Absent

Increased 3.4

293 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Homeless



Orange

32.5% Chronically Absent

Declined 20.8

40 Students

Socioeconomically Disadvantaged



Red

25% Chronically Absent

Increased 2.8

539 Students

Students with Disabilities  Orange 28.1% Chronically Absent Declined 1.5 96 Students	African American  Red 47.1% Chronically Absent Increased 3.4 51 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Red 16.4% Chronically Absent Increased 6.5 207 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Red 25.6% Chronically Absent Increased 3.4 168 Students
Two or More Races  Yellow 15.1% Chronically Absent Declined 10.6 73 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Yellow 16.3% Chronically Absent Declined 0.9 263 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.

The student groups performing at the lowest levels on the California School Dashboard for Chronic Absenteeism include English Learners (EL), Socioeconomically Disadvantaged (SED) students, African American students, Hispanic students, and Asian students, all of whom are identified in the Red performance level. Overall, Del Paso Manor moved from Yellow to Red on the Chronic Absenteeism Dashboard Indicator, increasing by 1.3% from the previous year.

African American students had the highest chronic absenteeism rate at 47%, significantly higher than the other identified student groups, which ranged from 15–30% chronically absent. While Homeless students, Students with Disabilities (SWD), and students identifying with Two or More Races showed decreases in chronic absenteeism, several student groups continue to experience disproportionately high rates of absenteeism. These trends indicate that chronic absenteeism remains a significant barrier to consistent academic engagement and achievement for many of our highest-need student groups.

Potential causes:

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

Reflecting on last year, several factors may have contributed to the chronic absenteeism results. Climate survey data and ongoing conversations with students and families suggest that some students do not consistently feel a strong sense of belonging or connection to the school community. Students also expressed concerns regarding peer respect and access to activities that align with their interests, which may impact overall engagement and motivation to attend school regularly.

The school has continued to implement attendance supports with incentives, and family outreach efforts, and these strategies have shown positive impact for some student groups. However, many students experiencing chronic absenteeism were also underperforming academically in English Language Arts and mathematics, which may contribute to school avoidance, disengagement, and low confidence as learners.

Staff also participated in professional development focused on trauma-informed practices; however, there was inconsistency in staff attendance at trainings and in the implementation of these strategies across classrooms and school settings. As a result, students may not have consistently experienced the supportive and relationship-centered practices intended to improve school connectedness and engagement.

While some student groups showed improvement, chronic absenteeism among African American students continues to remain disproportionately high. This reflects broader state and national trends and suggests that there are systemic and relationship-based barriers that require continued attention. Del Paso Manor will continue strengthening attendance supports, school connectedness, family partnerships, and consistent implementation of trauma-informed practices, recognizing that meaningful improvement will require consistency, time, and ongoing collaboration.

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

To improve outcomes for our lowest-performing student groups in chronic absenteeism, Del Paso Manor will continue to invest in programs, highly qualified staff, and school wide systems that strengthen student connectedness, engagement, and attendance. The school will continue its partnership with Superior Sports to support students who traditionally struggle with peer relationships and engagement during recess. Superior Sports helps students build relationships, problem-solve conflicts, and participate in structured activities that increase school connectedness. To further support student engagement, Del Paso Manor plans to increase the number of days Superior Sports is on campus.

Our school is currently in Year 2 of Positive Behavioral Interventions and Supports (PBIS) and will continue strengthening implementation through culturally responsive practices, restorative approaches, and trauma-informed strategies. Community circles have now been fully implemented school wide during dedicated time to help students build relationships, develop communication skills, and foster a sense of belonging and safety on campus.

Additional resources needed include dedicated attendance intervention personnel that have proven track records for supporting schools in reducing chronic absenteeism. DPM's large student body could benefit from a counselor to help conduct regular check-ins with students, and mentorship opportunities from community organizations to provide targeted outreach and support for students and families experiencing attendance challenges.

Midway through the year, Del Paso Manor along with its family engagement liaisons, also launched the Black Families United group to strengthen partnerships with African American families, increase student connectedness, and support improved attendance outcomes. The school hopes to continue expanding this work in the coming year.

As staff transitions continue, the school also recognizes the need for a consistent system to onboard and train new staff in PBIS, trauma-informed practices, restorative practices, and community circles to ensure school wide consistency and long-term sustainability of these supports.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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

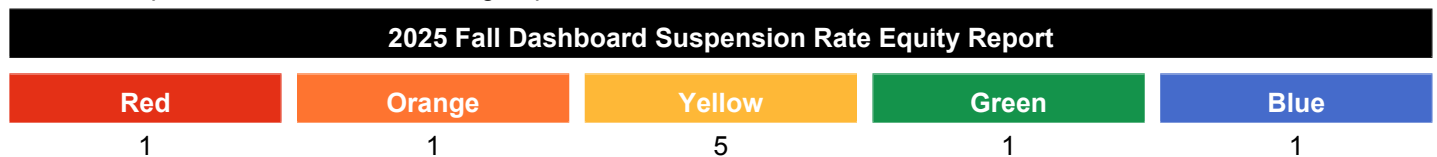
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 2.7% suspended at least one day Declined 2% 801 Students	English Learners Yellow 3.7% suspended at least one day Declined 2.7% 301 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless Red 6.8% suspended at least one day Increased 6.8% 44 Students	Socioeconomically Disadvantaged Yellow 3.2% suspended at least one day Declined 2.9% 562 Students

Students with Disabilities  Orange 5.1% suspended at least one day Maintained -0.2% 99 Students	African American  Yellow 5.5% suspended at least one day Declined 1.3% 55 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 3.6% suspended at least one day Declined 1.8% 221 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Blue 0.6% suspended at least one day Declined 1.4% 174 Students
Two or More Races  Green 1.4% suspended at least one day Declined 6.8% 74 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Yellow 3.4% suspended at least one day Declined 1.2% 264 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.

The student group performing at the lowest level on the California School Dashboard for Suspension Rate was our Homeless student group, which fell into the Red performance level. All other student groups either maintained or showed a decline in suspension rates compared to the previous year. Although suspension rates for African American students decreased, this student group continues to have one of the highest suspension rates among our student populations, indicating a continued need for targeted behavioral, social-emotional, restorative, and school connectedness supports to improve student outcomes and engagement.

Potential causes:

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

Reflecting on last year, the school identified a need for more structured playtime by using our community based partner, Superior Sports. We implemented restructured recess schedules, strategic supervision placements, immediate reteaching of behaviors by all staff members, and restorative responses to student conflict. The school also strengthened school climate efforts through monthly character trait assemblies and weekly PBIS Buckaroo drawings during Friday morning rally-style assemblies to reinforce positive behavior and increase student connectedness. Our staff was also encouraged to start the year with a proactive approach with building relationships with families.

While these systems contributed to improvements in suspension rates for several student groups, the significant increase in suspensions for our Homeless student group—from 0% to 6.8% suspended at least one time—suggests that we did not yet provide sufficient targeted supports and resources to fully address the social-emotional, behavioral, and stability needs of this student population.

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

To improve outcomes for our lowest-performing student groups in suspension rates, Del Paso Manor will continue investing in personnel, programs, and professional development that strengthen student connectedness, social-emotional supports, and restorative practices. The school will continue providing staff training in trauma-informed practices, culturally responsive teaching, and Social-Emotional Learning (SEL) to help staff respond to student behavior in supportive and relationship-centered ways. Continued implementation of PBIS with a focus on schoolwide fidelity will remain a priority to ensure consistent expectations, interventions, and positive behavior supports across campus.

Del Paso Manor will also continue utilizing the Parent Liaison to strengthen communication, outreach, and partnerships with families, particularly African American families and families of students most impacted by suspension rates. Additional resources are needed to develop a stronger framework for meaningful alternatives to suspension, including restorative practices, reflection opportunities, mentoring, and behavioral intervention supports that keep students connected to school.

Mentorship opportunities for male students are also needed, as boys continue to represent the majority of students receiving suspensions. Additional inclusive books, classroom materials, and culturally representative resources will help students see themselves reflected positively in the school environment and support a stronger sense of belonging. The school would also benefit from recruiting and retaining diverse staff who reflect the backgrounds and experiences of the student population, further strengthening relationships, cultural understanding, and student engagement.

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: 2025-26

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

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 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	40 points below standard	+3 scale score points
	English Learners	96.4 points below standard	
	Foster Youth		
	Homeless	132.5 points below standard	
	Socioeconomically Disadvantaged	78.4 points below standard	
	Students with Disabilities	143.2 points below standard	
	African American	98.6 points below standard	
	American Indian		
	Asian	61 points below standard	
	Filipino		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Hispanic	65.9 points below standard	
	Two or More Races	36 points above standard	
	Pacific Islander		
	White	15.7 points below standard	
Math State Assessment: Change in scale score	All Students	46.9 points below standard	+3 scale score points
	English Learners	98.4 points below standard	
	Foster Youth		
	Homeless	110.4 points below standard	
	Socioeconomically Disadvantaged	87.4 points below standard	
	Students with Disabilities	159.7 points below standard	
	African American	112.9 points below standard	
	American Indian		
	Asian	74 points below standard	
	Filipino		
	Hispanic	77.6 points below standard	
	Two or More Races	34.1 points above standard	
	Pacific Islander		
	White	14.6 points below standard	
English Language Learner State Assessment:	58		+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	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 teaching and support meetings.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	500	School Year 2026-2027

1.2	Provide resources and opportunities for school staff, families, and community members to engage in ongoing feedback and dialogue related to equity and access within the school community. Through multiple avenues—including but not limited to on-campus/Zoom sessions, listening circles, district and site-level surveys, diverse parent groups, and committees—the school will gather input to identify current practices, barriers to access, and opportunities to better support underrepresented groups.	X All Students X English Learners X 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	5000 1000 4000	School Year 2026-2027
1.3	In partnership with community organizations and	All Students X English Learners Low-Income Students	LCFF Supplemental	2500	School Year 2026-2027

	the various parent groups at DPM, including but not limited to ELAC, PTA & RLBC, School Site Council, and diverse family/community groups, work collaboratively to provide family nights, community events, community resources, and community forums for our targeted student groups. Opportunities may include, but are not limited to, cultural nights, arts nights, parent education and support opportunities, social-emotional and equity-focused forums, and activities that strengthen family engagement and school connectedness.	Foster Youth Lowest Performing	Site Allocation 4000-4999: Books And Supplies		
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1.4	Hire Parent Liaison to support families of targeted groups through a parent/family support group that looks at academic, social emotional data, attendance, and behavioral data.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	4578	School Year 2026-2027
1.5	Additional 0.125 for attendance clerk to support families and attendance goals/incentive program. PC 35524	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	4,846 4,374	School Year 2026-2027
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	7000 9000 28000	School Year 2026-2027

			Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
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 X 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	21600	School Year 2026-2027
1.8	Provide opportunities for staff to analyze student data	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	5000	School Year 2026-2027

	(PBIS, CAASPP, iReady, Running Records, Curriculum Assessments, etc.) to improve student achievement through the use of DIAs.	Lowest Performing	1000-1999: Certificated Personnel Salaries		
1.9	Purchase supplemental instructional materials and supplies that support effective teaching and learning. These resources will help enhance classroom instruction and provide additional support for students, with the goal of improving overall student achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5000 15000	School Year 2026-2027
1.10	Increase student engagement, academic achievement, and access to enriched learning experiences through schoolwide	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	School Year 2026-2027

assemblies, field trips, and/or presentations aligned to core academic content areas. Throughout the school year, students will participate in standards-aligned experiences that support instruction in areas such as literacy, science, mathematics, social-emotional learning, and college/career readiness, with the goal of increasing student participation, engagement, and academic outcomes as measured by local assessment data, attendance, and staff/student feedback.				
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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: 2025-26

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 monitor progress toward providing students with engaging programs, coursework, and opportunities that support attendance, academic success, and access to a broad course of study, Del Paso Manor reviewed multiple sources of academic, behavioral, attendance, and social-emotional data throughout the school year. Data sources included attendance and chronic absenteeism reports, intervention data, office discipline referrals (ODRs), suspension data, SAEBRS social-emotional screening results, i-Ready diagnostic data, CAASPP results, ELPAC data, and climate survey feedback from students and families.

This data was reviewed regularly through the school's collaborative teams, including SEL, SST, Intervention, ELD, PBIS, Solutions, and Student Support teams, which met monthly or bi-monthly to monitor student progress, identify trends, and determine targeted supports and interventions. Weekly SWIS behavior data and monthly attendance and suspension data were also used to monitor engagement and connectedness across student groups.

Data and student voice were incorporated into community circles, goal-setting activities, and classroom discussions to better understand students' interests, needs, and perspectives regarding academics, school climate, and extracurricular opportunities. Staff reviewed data during trimester needs assessment sessions to identify areas of growth and make decisions about programs, supports, and activities that would increase student engagement and success. Relevant data and school wide progress were also shared with families through meetings, surveys, and family engagement events to strengthen partnerships and gather feedback.

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

Having access to multiple data sources and collaborative teams to review attendance, behavior, academic, and social-emotional data helped the school identify student needs and areas requiring support. Including student voice through community circles, goal-setting activities, and school climate discussions also provided valuable insight into student engagement and connectedness.

However, despite these efforts, chronic absenteeism increased by 0.6% overall and increased among most student groups. While teams regularly reviewed data, there was inconsistency in how the data was interpreted, prioritized, and implemented across systems and teams. At times, different teams focused on separate initiatives without a clear, aligned school wide plan or consistent follow-through. As a result, interventions and supports were not always implemented with fidelity or sustained long enough to create measurable impact.

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

Based on student feedback, behavior data, and attendance trends, DPM made several modifications to increase student engagement, connectedness, and participation in school activities. The intervention team not only purchased engaging instructional materials for students, particularly in the upper grades, but also prioritized implementation by providing teachers with dedicated time to plan, collaborate, and incorporate the materials into instruction and intervention groups. This was especially important for upper-grade students, who demonstrated lower levels of engagement and higher numbers of office discipline referrals both inside and outside the classroom.

In response to student voice gathered during community circles, the school collaborated with Superior Sports to increase engaging recess opportunities including art during recess time. We also added two additional engaging opportunities including a BMX rally that focused on good sportsmanship and preparing for the state test. The second opportunity was called Science Alliance. Each grade level participated in a fun science experiment. This year, admin encouraged teachers to also post the school wide activities.

The PBIS team reviewed student incentive data to better understand what motivated students and adjusted incentives and school wide celebrations accordingly. Although students expressed interest in food-based incentives, the school was unable to provide those items consistently. As a result, the PBIS team adjusted incentives based on student interests, popular trends, and age-appropriate items that students identified as motivating. These modifications, along with weekly Buckaroo rally-style celebrations and dedicated community circle time, were implemented to strengthen school connectedness, improve student engagement, and create a more positive school climate.

Identified Need

Del Paso Manor continues to need engaging, student-centered programs and learning opportunities that increase school connectedness, attendance, academic engagement, and access to a broad course of study for all students. Data and student feedback indicate a continued need for consistent, high-interest instructional practices, including Project-Based Learning (PBL), hands-on learning experiences, STEM and robotics opportunities, visual and performing arts, structured athletics, and enrichment activities that motivate students and strengthen their connection to school.

The school also needs continued implementation of systems that support positive school climate and belonging, including PBIS, community circles, trauma-informed practices, culturally responsive teaching, and structured recess and extracurricular opportunities through community partnerships such as Superior Sports. The attendance data data further demonstrates the need for targeted supports and relationship-building strategies for student groups experiencing disproportionately high chronic absenteeism and disengagement.

Staff continue to need support and collaboration time to design engaging lessons, strengthen intervention practices, and consistently implement instructional strategies that help students access grade-level standards. Continued professional development, coaching, classroom collaboration, and alignment between teachers, intervention staff, instructional aides, and bilingual instructional assistants are needed to ensure students receive meaningful academic, behavioral, and social-emotional support. Additionally, the school will continue implementation of Year 2 of CA-ISP training with a focus on trauma-informed practices, Social-Emotional Learning (SEL), and creating inclusive, welcoming environments for all students and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	20.4% Chronically Absent	-0.5%
	English Learners	19.8% Chronically Absent	
	Foster Youth		
	Homeless	32.5% Chronically Absent	
	Socioeconomically Disadvantaged	25% Chronically Absent	
	Students with Disabilities	28.1% Chronically Absent	
	African American	47.1% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	American Indian Asian 16.4% Chronically Absent Filipino Hispanic 25.6% Chronically Absent Two or More Races 15.1% Chronically Absent Pacific Islander White 16.3% Chronically Absent	
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.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian	NA

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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 4000-4999: Books And Supplies	1,626	School Year 2026-2027
2.2	Provide incentives for students manifesting positive behaviors	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	2,000	School Year 2026-2027

	and increased attendance.		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 2026-2027
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 related to chronic absenteeism. Continue monthly "Importance of	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	500	School Year 2026-2027

	School Attendance" information on Talking Points.				
2.5	Continue intervention teacher to provide tier 2 intervention for students below grade level. PC 36016	X All Students English Learners X 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	132,780 52,147	School Year 2026-2027
2.6	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	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000 83,538	School Year 2026-2027

	students traditionally left behind. Including but not limited to (personnel, tutoring outside school day, materials, and training support).				
2.7	Provide additional training, professional development, and supplemental materials to support English Learners, Low-Income Students and students with disabilities.	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	School Year 2026-2027
2.8		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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: 2025-26

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 monitor progress, DPM used multiple sources of data throughout the school year. Student and family feedback from the annual climate survey was used to assess school connectedness, safety, and overall school climate. Student and staff SAEBRS data was reviewed to monitor students' social-emotional and behavioral needs and to help guide targeted interventions and support groups.

In addition, the school used SWIS behavior data on a weekly basis to monitor discipline trends, office referrals, PBIS walk-through data, and behavior patterns across student groups. Attendance data and suspension rates were reviewed monthly through collaboration with the Student Support Team to identify trends, monitor the effectiveness of interventions, and determine additional supports needed for students and families.

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

Family engagement efforts showed positive growth throughout the year. Family participation through Talking Points and other communication platforms continued to increase, along with attendance at school events and activities designed to build connectedness.

In response to climate survey feedback, the school intentionally expanded opportunities for families to feel welcomed and connected to the school community. Events such as Lunch with a Loved One and family participation in morning walks created additional opportunities for relationship building among students, families, and staff. The ELAC meetings being changed to in-person has yielded triple the amount of families in attendance. DPM is also in our second year with our School Community Specialist (SCS) position, which strengthened campus supervision and increased the school's focus on safety and student support across campus settings.

Staff participated in year 2 of culturally responsive teaching (CRT) training and support throughout the school year. The school also implemented community circles school wide, helping strengthen relationships, communication, and restorative practices. As a result, staff developed a stronger understanding of implicit bias, school wide discipline systems, and appropriate responses to student behavior incidents. Administrators and the School Community Specialist increasingly utilized restorative and research-based discipline practices grounded in relationship building and social-emotional support.

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

Based on the data and feedback from students, families, and staff, Del Paso Manor made several modifications to increase family engagement, strengthen school connectedness, and improve the consistency of school wide systems. The school expanded opportunities for families to participate in meetings and events by offering both in-person and Zoom options, as well as varying meeting times to improve accessibility. These opportunities would allow families to connect more regularly with the school community and access support from the school social worker, Parent Liaison, and FACE department.

To improve participation, ELAC meetings were shifted to in-person meetings beginning at 8:45 a.m., which resulted in increased family attendance and engagement. The school also modified Coffee with the Parent Liaison by offering both morning and evening sessions to better meet family schedules and increase connectedness. In collaboration with PTA, Del Paso Manor expanded community-building events throughout the year, in hopes of strong attendance and positive feedback from families.

In response to data related to African American student outcomes and connectedness, the school launched the Black Families United (BFU) group as a monthly meeting space for families to share input, access resources, and collaborate with the school on ways to better support African American students and reduce suspension rates.

The school also strengthened PBIS implementation through incentives, weekly Buckaroo drawings, and rally-style celebrations that increased student recognition, engagement, attendance, and school connectedness. Additionally, community circles were modified to include dedicated, uninterrupted implementation time school wide to improve consistency and fidelity across classrooms.

Identified Need

Del Paso Manor continues to need strong, connected school communities that foster a safe, welcoming, and inclusive environment where all students and families feel valued, supported, and engaged. Building meaningful relationships and strengthening students' sense of belonging are essential to improving attendance, reducing suspension rates, and increasing academic engagement for our highest-need student groups. Staff will continue implementing culturally responsive, trauma-informed, restorative, and PBIS practices while partnering with families and community organizations to identify student needs, remove barriers, and connect students and families with targeted academic, behavioral, and social-emotional supports.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	2.7% suspended at least one day	-0.3%
	English Learners	3.7% suspended at least one day	
	Foster Youth		
	Homeless	6.8% suspended at least one day	
	Socioeconomically Disadvantaged	3.2% suspended at least one day	
	Students with Disabilities	5.1% suspended at least one day	
	African American	5.5% suspended at least one day	
	American Indian		
	Asian	3.6% suspended at least one day	
	Filipino		
	Hispanic	0.6% suspended at least one day	
	Two or More Races	1.4% suspended at least one day	
	Pacific Islander		
	White	3.4% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 practices or improvement in personal practices that support learning. Successful practices include but are not limited to: attendance,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,500	School Year 2026-2027

	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 their classrooms knowledge/skills related to microaggressions /bias/racism, race and racial inequities, social justice and restorative practices. This includes but is	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 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500 1,500	School Year 2026-2027

	not limited to: workshops, discussions, speakers, webinars, books, materials, etc.				
3.3	Provide opportunities for staff to implement specific curriculum, lessons and content which celebrates and reflects diverse populations and tells grade appropriate ethnically diverse and inclusive history, stories and perspectives, social justice perspectives and restorative practices within their curriculum and classroom practices. This includes but is not limited to: professional development, conferences, discussions,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2,500 2,500	School Year 2026-2027

	training, speakers, webinars, workshops, books and other resources and materials, as appropriate.				
3.4	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).	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School Year 2026-2027
3.5	Maintain an additional Rec. Aide FTE.250 to enhance a safe and connected	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified	4130	School Year 2026-2027

	school environment.		Personnel Salaries		
3.6	Maintain a School Community Specialist (SCS) to strengthen communication and connection between educational partners and families.	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 2026-2027
3.7	Provide parent education resources/forums for parents related to academics, parent educational rights and technology. This includes, but is not limited to(bilingual supports included) academic review/preview meeting, technology teaching and support meetings.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2026-2027

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 2026-2027
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	

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	352,065	0.00
Title I Part A Parent Involvement	4,578	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	4,578.00
Title I Part A Site Allocation	352,065.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	162,280.00
2000-2999: Classified Personnel Salaries	28,185.00
3000-3999: Employee Benefits	58,504.00
4000-4999: Books And Supplies	107,164.00
5000-5999: Services And Other Operating Expenditures	78,600.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

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	5,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	18,477.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,357.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	18,626.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	32,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	4,578.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	156,780.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	1,000.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	52,147.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	88,538.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	46,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,398.00
Goal 2	283,591.00
Goal 3	30,744.00

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
Yongxuan Gao	Parent or Community Member
Mitchell Jones	Parent or Community Member
Michael Palmer	Parent or Community Member
Patricia Moreno	Principal Other School Staff
Elisabeth Davila	Classroom Teacher
Larson Kinter	Classroom Teacher
Ann Munsee	Classroom Teacher
Misha Plummer	Principal
Jodi Mulligan-Pfile	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
	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 5/27/26.

Attested:

	Principal, Misha Plummer on 5/27/26
	SSC Chairperson, Michael Palmer on 5/27/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Del Paso Manor Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Maintain an additional Rec. Aide FTE.250 to enhance a safe and connected school environment.	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	
	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	\$2,500.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$1,983.00	Engaging Academic Programs	

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	\$5,000.00	Clear Pathways to Bright Futures
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

Del Paso Manor Elementary School

	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Clear Pathways to Bright Futures
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	\$2,500.00	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.	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Engaging Academic Programs

Del Paso Manor Elementary School

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, conferences, discussions, training, speakers, webinars, workshops, books and other resources and materials, as appropriate.	4000-4999: Books And Supplies	\$2,500.00	Engaging Academic Programs
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
Provide additional training, professional development, and supplemental materials to support English Learners, Low-Income Students and students with disabilities.	4000-4999: Books And Supplies	\$1,000.00	Healthy Environments for Social-Emotional Growth
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	\$500.00	Connected School Communities

Del Paso Manor Elementary School

In partnership with community organizations and the various parent groups at DPM, including but not limited to ELAC, PTA & RLBC, School Site Council, and diverse family/community groups, work collaboratively to provide family nights, community events, community resources, and community forums for our targeted student groups. Opportunities may include, but are not limited to, cultural nights, arts nights, parent education and support opportunities, social-emotional and equity-focused forums, and activities that strengthen family engagement and school connectedness.	4000-4999: Books And Supplies	\$2,500.00	Connected School Communities
Provide opportunities for staff to analyze student data (PBIS, CAASPP, iReady, Running Records, Curriculum Assessments, etc.) to improve student achievement through the use of DIAs.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities
Additional 0.125 for attendance clerk to support families and attendance goals/incentive program. PC 35524	2000-2999: Classified Personnel Salaries	\$4,846.00	Connected School Communities
	3000-3999: Employee Benefits	\$4,374.00	Connected School Communities
	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$28,000.00	Connected School Communities
Provide resources to support social emotional growth of our students. This includes but is not limited to: personnel to monitor/lead counseling or support groups, peer support groups, speakers, mindfulness activities and events, clubs, social groups, staff training, materials, etc.	4000-4999: Books And Supplies	\$1,626.00	Healthy Environments for Social-Emotional Growth

Del Paso Manor Elementary School

Provide incentives for students manifesting positive behaviors and increased attendance.	4000-4999: Books And Supplies	\$2,000.00	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	\$500.00	Healthy Environments for Social-Emotional Growth

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$4,578.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire Parent Liaison to support families of targeted groups through a parent/family support group that looks at academic, social emotional data, attendance, and behavioral data.	2000-2999: Classified Personnel Salaries	\$4,578.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$4,578.00

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

Funding Source: Title I Part A Site Allocation \$352,065.00 Allocated

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

Provide resources and opportunities for school staff, families, and community members to engage in ongoing feedback and dialogue related to equity and access within the school community. Through multiple avenues—including but not limited to on-campus/Zoom sessions, listening circles, district and site-level surveys, diverse parent groups, and committees—the school will gather input to identify current practices, barriers to access, and opportunities to better support underrepresented groups.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities
Purchase supplemental instructional materials and supplies that support effective teaching and learning. These resources will help enhance classroom instruction and provide additional support for students, with the goal of improving overall student achievement.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Increase student engagement, academic achievement, and access to enriched learning experiences through schoolwide assemblies, field trips, and/or presentations aligned to core academic content areas. Throughout the school year, students will participate in standards-aligned experiences that support instruction in areas such as literacy, science, mathematics, social-emotional learning, and college/career readiness, with the goal of increasing student participation, engagement, and academic outcomes as measured by local assessment data, attendance, and staff/student feedback.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities
Continue intervention teacher to provide tier 2 intervention for students below grade level. PC 36016	1000-1999: Certificated Personnel Salaries	\$132,780.00	Healthy Environments for Social-Emotional Growth

Del Paso Manor Elementary School

Provide extra resources, curriculum, support and opportunities to students to improve all areas of academic performance with a special focus to improve the academic performance of ELL, homeless students, native students, the lowest-income students and students traditionally left behind. Including but not limited to (personnel, tutoring outside school day, materials, and training support).	1000-1999: Certificated Personnel Salaries	\$10,000.00	Healthy Environments for Social-Emotional Growth
	1000-1999: Certificated Personnel Salaries	\$9,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Connected School Communities
Provide resources to secure community partnerships to work directly with targeted student groups.	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Connected School Communities
Provide resources and training for all staff members to engage targeted student groups with culturally relevant curriculum and content and provide after school tutoring. (through staff development, book studies, etc.)	5000-5999: Services And Other Operating Expenditures	\$21,600.00	Connected School Communities
	3000-3999: Employee Benefits	\$52,147.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$83,538.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures: \$352,065.00

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

Del Paso Manor Elementary School

Del Paso Manor Elementary School Total Expenditures: \$463,733.00