School Year: **2026-27**

# School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Del Dayo Elementary School | 34-67447-6034482 | May 15, 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)

X Schoolwide Program

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

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

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

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

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

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

# Table of Contents

# Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

## Data Analysis

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

## Root Cause Analysis

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

## Resource Inequities

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

# Input from Educational Partners

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

During monthly staff meetings, School Site Council meetings, Site Leadership meetings, PTO meetings, and student feedback sessions, various data points have been evaluated and discussed. School Climate, iReady and other academic measures, MCLASS data, attendance and behavioral data are just a few.  Through discussions team make revisions as needed.

# 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** | 0.58% | 0.40% | 0.39% | 3 | 2 | 2 |
| **African American** | 2.69% | 1.81% | 1.36% | 14 | 9 | 7 |
| **Asian** | 5.77% | 6.05% | 6.99% | 30 | 30 | 36 |
| **Filipino** | 0.38% | 0.81% | 0.97% | 2 | 4 | 5 |
| **Hispanic/Latino** | 15.19% | 16.13% | 19.61% | 79 | 80 | 101 |
| **Pacific Islander** | 0.38% | 0.20% | 0.19% | 2 | 1 | 1 |
| **White** | 64.23% | 66.73% | 61.17% | 334 | 331 | 315 |
| **Multiple/No Response** | 10.58% | 7.66% | 9.13% | 55 | 38 | 47 |
| | | | **Total Enrollment** | 520 | 496 | 515 |

## 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** | 78 | | 78 |
| **Grade 1** | 77 | | 76 |
| **Grade 2** | 75 | | 79 |
| **Grade3** | 76 | | 74 |
| **Grade 4** | 74 | | 78 |
| **Grade 5** | 77 | | 66 |
| **Grade 6** | 40 | | 40 |
| **Total Enrollment** | 520 | | 515 |

# 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** | 27 | 34 | 31 | 6.4% | 5.2% | 6.0% |
| **Fluent English Proficient (FEP)** | 17 | 11 | 16 | 3.5% | 3.3% | 3.1% |
| **Reclassified Fluent English Proficient (RFEP)** | 3 | | | | 6.38% | |

# 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** |
| **496** | **28.4%** | **6.9%** | **0.0%** |
| Total Number of Students enrolled in Del Dayo Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2024-25 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 34 | 6.9% |
| **Foster Youth** | 0 | 0.0% |
| **Homeless** | 5 | 1% |
| **Socioeconomically Disadvantaged** | 141 | 28.4% |
| **Students with Disabilities** | 54 | 10.9% |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 9 | 1.8% |
| **American Indian** | 2 | 0.4% |
| **Asian** | 30 | 6% |
| **Filipino** | 4 | 0.8% |
| **Hispanic** | 80 | 16.1% |
| **Two or More Races** | 38 | 7.7% |
| **Pacific Islander** | 1 | 0.2% |
| **White** | 331 | 66.7% |

# 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.”

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

| 2025 Fall Dashboard Overall Performance for All Students | | |
|---|---|---|
| **Academic Performance** | **Academic Engagement** | **Conditions & Climate** |
| **English Language Arts**<br>Green | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Blue |
| **Mathematics**<br>Green | | |
| **English Learner Progress**<br>No Performance Color | | |

# School and Student Performance Data

## Academic Performance
## English Language Arts

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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| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard English Language Arts Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 1 | 2 | 0 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
| Green | No Performance Color | |
| 12.4 points above standard | 36.2 points below standard | |
| Maintained -1.2 points | Maintained -0.7 points | |
| 245 Students | 25 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color | No Performance Color | Green |
| 0 Students | Fewer than 11 students - No Data for Privacy | 0 points below standard |
| | 5 Students | Increased 13.8 points |
| | | 82 Students |

| Students with Disabilities | African American | American Indian |
| --- | --- | --- |
| Orange<br>65.9 points below standard<br>Declined 13.5 points<br>34 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
| --- | --- | --- |
| No Performance Color<br>2.4 points below standard<br>Increased 48.7 points<br>13 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | Yellow<br>4.6 points below standard<br>Declined 8.2 points<br>36 Students |

| Two or More Races | Pacific Islander | White |
| --- | --- | --- |
| No Performance Color<br>11 points above standard<br>Declined 16.5 points<br>22 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | Green<br>18.1 points above standard<br>Maintained 2.2 points<br>165 Students |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with Disabilities scored in the orange level, which is our lowest performing level. Our Hispanic students scored in the yellow, declining 8 points, coming in at our next lowest performing level.

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

This year our number of students with disabilities have grown from 31 students to over 40. We still have one case manager for this case load, putting her well-above case limits. In addition, our 504 numbers have increased by 10 this year. To meet individual academic needs with 504 accommodations and IEP goals, we are relying on the support of numerous instructional assistants to carry out service minutes.

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

In terms of resources, our site has reached out to the district to inquire about curriculums such as Barton, to help meet the needs of some of our students with specific reading disabilities. We have also leaned in on UFLI for specific instruction around phonics. Our generous PTO helps offset the cost of these expensive materials since they are not district issued and our site budget is meager. We will continue supporting our SWD through the RSP program, and our ELs will continue receiving top tier instruction from our ELD teacher. Numerous teachers are going through GLAD training this summer to help improve their Tier 1 instruction.

# 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.

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 | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Mathematics Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 2 | 1 | 0 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
| Green<br>3.3 points above standard<br>Declined 7.9 points<br>243 Students | No Performance Color<br>29.2 points below standard<br>Declined 11.3 points<br>26 Students | |

| Foster Youth | Homeless | Socioeconomically Disadvantaged |
|---|---|---|
| No Performance Color<br>0 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>5 Students | Yellow<br>10.3 points below standard<br>Declined 8.5 points<br>82 Students |

| Students with Disabilities | African American | American Indian |
| --- | --- | --- |
| Orange<br>58.2 points below standard<br>Declined 19.8 points<br>34 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
| --- | --- | --- |
| No Performance Color<br>0.5 points below standard<br>Increased 53.1 points<br>14 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | Yellow<br>13.3 points below standard<br>Declined 8.1 points<br>35 Students |

| Two or More Races | Pacific Islander | White |
| --- | --- | --- |
| No Performance Color<br>18.9 points below standard<br>Declined 40 points<br>23 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | Green<br>6.3 points above standard<br>Declined 6.3 points<br>164 Students |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Students with Disabilities were our lowest performing group performing in the Orange level. SWD scored 58.2 points below standard, which was a decrease of 19.8 points from the previous school year. In comparison, all students scored 3.3 points above average, but still decreased 7.9 points.

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

Our school focus for intervention is around reading. Coupled with increasing numbers of students qualifying for special education and 504s, we do not have the ability to provide a site based Tier 2 support for math, like we do for reading.

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

In addition to strong IA 2 support for our students on IEPs, some staff are doing Math tutoring utilizing ELOP funds to provide before and after school support for our struggling students. Tier 1 quality instruction is paramount, especially with a new adoption coming out this year.

# School and Student Performance Data

## Academic Performance
## Science

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 | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Science Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 1 | 0 |

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 | English Learners | Long-Term English Learners |
|---|---|---|
| Green<br>63.1 science points<br>Maintained -1.2 points<br>79 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | No Performance Color<br>0 Students |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| No Performance Color<br>0 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | No Performance Color<br>59.8 science points<br>Maintained -1.6 points<br>29 Students |

| Students with Disabilities | African American | American Indian |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>9 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | No Performance Color<br>0 Students |

| Asian | Filipino | Hispanic |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | No Performance Color<br>0 Students | No Performance Color<br>62.4 science points<br>12 Students |

| Two or More Races | Pacific Islander | White |
|---|---|---|
| No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>8 Students | No Performance Color<br>0 Students | Green<br>63.7 science points<br>Maintained 0.8 points<br>56 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.

While our students took a slight dip in point value, overall, Del Dayo students continue to score well, in the Green level.

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

We are fortunate to be able to teach Science and Social Studies regularly.  When students are exposed to high quality content, they perform well on standardized tests.

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

Replenishing materials for TWIG or renewing Mystery Science subscriptions will be needed to help meet the need of all of our students.

# 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 |
|---|---|
| No Performance Color | No Performance Color |
| 60 making progress. | making progress. |
| Number Students: 25 Students | Number Students: 0 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 |
|---|---|---|---|
| 12% | 28% | 0% | 60% |

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

The greatest growth that took place was with out students who progressed at least one ELPI level! While 60% of our students met this goal, 28% of our students did not show any growth and maintained, while 12% of our students decreased one ELPI level.

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

Del Dayo's EL population continues to grow. Staff has embraced GLAD strategies as a means to provide visual, scaffolded instruction to meet the needs of our diverse learners. Providing materials that are accessible to our wide range of ELs has also helped to improve students progressing at least one level.

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

The site currently has an ELD teacher. We are optimistic that will help shift the narrative of our students' learning experience. Continued funding for GLAD training and materials and supplies will also be needed.

# 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.

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

| Very Low<br>Lowest Performance | Low | Medium | High | Very High<br>Highest Performance |
|---|---|---|---|---|

This section provides number of student groups in each level.

| 2025 Fall Dashboard College/Career Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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.

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| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | 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** | **English Learners** | **Long-Term English Learners** |
| Green | Yellow | |
| 7.2% Chronically Absent | 10% Chronically Absent | |
| Declined 0.6 | Maintained 0 | |
| 514 Students | 40 Students | |
| **Foster Youth** | **Homeless** | **Socioeconomically Disadvantaged** |
| No Performance Color | No Performance Color | Orange |
| 0 Students | Fewer than 11 students - No Data for Privacy | 12% Chronically Absent |
| | 5 Students | Maintained 0 |
| | | 167 Students |

**Students with Disabilities**

Orange

8.5% Chronically Absent

Increased 3.8

71 Students

**African American**

No Performance Color

36.4% Chronically Absent

Increased 7.8

11 Students

**American Indian**

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

**Asian**

Orange

8.8% Chronically Absent

Increased 3.4

34 Students

**Filipino**

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

**Hispanic**

Orange

16.9% Chronically Absent

Increased 1.2

89 Students

**Two or More Races**

Green

5% Chronically Absent

Maintained -0.4

40 Students

**Pacific Islander**

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

**White**

Green

3.6% Chronically Absent

Declined 1.9

333 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.

Socioeconomically Disadvantaged (12% chronically absent), Students with Disabilities (8.5% chronically absent), Asian students (8.8% chronically absent) and Hispanic students (16.9% chronically absent) all scored in the Orange level, which was our lowest score.

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

In the case of chronic absenteeism, we do not want to see an increase.  Our biggest increase in chronic absenteeism was with our students with disabilities, increasing by 3.8%.  It is hard to know why this group took the hit it did: health issues with medically fragile students could be a factor.  Regardless, our attendance clerk calls home to each family, daily, to check in on absences and to offer assistance if the family is struggling to get their child to school.

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

We need to recognize postive attendance.  One of the tasks I would like to see our school take on next year is the Attendance Academy.

# 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.

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| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | 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."

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

**2025 Fall Dashboard Suspension Rate Equity Report**

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 7 |

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**

Blue

0% suspended at least one day

Declined 0.5%

517 Students

**English Learners**

Blue

0% suspended at least one day

Maintained 0%

40 Students

**Long-Term English Learners**

**Foster Youth**

No Performance Color

0 Students

**Homeless**

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

**Socioeconomically Disadvantaged**

Blue

0% suspended at least one day

Declined 1.4%

170 Students

| Students with Disabilities | African American | American Indian |
| --- | --- | --- |
| Blue<br>0% suspended at least one day<br>Declined 1.5%<br>71 Students | No Performance Color<br>0% suspended at least one day<br>Maintained 0%<br>11 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| **Asian** | **Filipino** | **Hispanic** |
| Blue<br>0% suspended at least one day<br>Maintained 0%<br>34 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | Blue<br>0% suspended at least one day<br>Maintained 0%<br>89 Students |
| **Two or More Races** | **Pacific Islander** | **White** |
| Blue<br>0% suspended at least one day<br>Declined 1.8%<br>41 Students | No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student | Blue<br>0% suspended at least one day<br>Declined 0.6%<br>335 Students |

**Lowest Performing Student Groups:**
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Our suspension data looked amazing.  All students scored in the blue.  All areas declined.

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

The staff has shared that the social worker at the site worked with the principal to support student behavior.  My suspicion is that Restorative Practices played in to the decline in suspension data.

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

Del Dayo needs continued support from the district with providing a counselor or social worker to help with regulation of our students.  We will also be formally trained in Restorative Practices this school year and will be purchasing Second Step electronic format to support in classrooms.

# 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?

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

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

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

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

At the beginning of the year, we used iReady Data to determine specific areas of support for reading intervention.  Our K-2 teams continues to use iReady data to determine student needs and monitor progress and to better align the ability to determine growth as students progress through the grades.  We planned and engaged in GLAD professional development and meetings focused on Restorative Practices to better engage students. In addition, we continued using our TK-2nd grade IA1s to support reading and math in upper grades to support reading and math 3 days a week in the afternoons .

**2025-26**

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| ELA State Assessment:<br>Change in scale score | All Students | 12.4 points above standard | +3 scale score points |
| | English Learners | 36.2 points below standard | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 0 points below standard | |
| | Students with Disabilities | 65.9 points below standard | |
| | African American | | |
| | American Indian | | |
| | Asian | 2.4 points below standard | |
| | Filipino | | |
| | Hispanic | 4.6 points below standard | |
| | Two or More Races | 11 points above standard | |

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| | Pacific Islander | | |
| | White | 18.1 points above standard | |
| Math State Assessment:<br>Change in scale score | All Students | 3.3 points above standard | +3 scale score points |
| | English Learners | 29.2 points below standard | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 10.3 points below standard | |
| | Students with Disabilities | 58.2 points below standard | |
| | African American | | |
| | American Indian | | |
| | Asian | 0.5 points below standard | |
| | Filipino | | |
| | Hispanic | 13.3 points below standard | |
| | Two or More Races | 18.9 points below standard | |
| | Pacific Islander | | |
| | White | 6.3 points above standard | |
| English Language Learner State Assessment:<br>Change in percentage of English language learners making progress on ELPAC | 60 | | +2% |
| English Learner Reclassification: | 6.38% | | 10% |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| Percentage of English language learners who are reclassified to Fluent English Proficient | | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
| --- | --- | --- | --- | --- | --- |
| 1.1 | Continue with our 1.0 FTE Reading Intervention Teacher to facilitate learning with small groups and individual students in areas of needed support to grow Reading Skills and Comprehension. | All Students<br>English Learners<br>X Low-Income Students<br>X Foster Youth<br>X Lowest Performing | Other<br>1000-1999: Certificated Personnel Salaries | | School Year 2026-2027 |
| 1.2 | Provide Guided Language Acquisition Design Training, Planning Time, materials, supplemental resources and organizational tools to accelerate students' English Language Acquisition and support for | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation<br>4000-4999: Books And Supplies<br>LCFF Supplemental Site Allocation<br>1000-1999: Certificated Personnel Salaries | 2000<br><br>4000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | Newcomers during Designated and integrated ELD and whole group instruction. | | | | |
| 1.3 | Make hardware, software, software licenses and materials available for teachers to increase academic engagement, assessment, and data collection. | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>X Lowest Performing | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 7000 | School Year 2026-2027 |
| 1.4 | Staff will be provided the opportunity to engage in Professional Learning such as: Science of Reading and Restorative Practices to increase all student learning, including English Learners, engagement, Social Emotional Development and | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 3500 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | connectedness to school. | | | | |
| 1.5 | Provide Before/After school tutoring and support for targeted subgroups who are low performing in Math, Language Arts, Social Skills and/or Problem Solving | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 4500 | School Year 2026-2027 |

# 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?

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

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

Specific students were monitored more closely due to being on the Chronic Absenteeism monitoring list, which included meeting with the students and contacting the guardians to work through barriers and set improvement goals. Some students made dramatic improvement and met their attendance goals. Some students needed additional support, including phone calls home to verify each absence, resources provided to parents such as bus passes, etc.  Some students needed support for social-emotional challenges and concerns that were barrier to attending school. Monitoring supports continued throughout the year andcontinue to be part of our Attendance Clerk's daily routine.

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

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

**2025-26**

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 2025-26 | | Expected Outcome 2026-27 |
|---|---|---|---|
| Chronic Absenteeism:<br>Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students | 7.2% Chronically Absent | -0.5% |
| | English Learners | 10% Chronically Absent | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 12% Chronically Absent | |
| | Students with Disabilities | 8.5% Chronically Absent | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| | African American 36.4% Chronically Absent<br>American Indian<br>Asian 8.8% Chronically Absent<br>Filipino<br>Hispanic 16.9% Chronically Absent<br>Two or More Races 5% Chronically Absent<br>Pacific Islander<br>White 3.6% Chronically Absent | |
| Attendance:<br>Percentage of the school year attended for students in TK-12 | 95.4% | 96% |
| High School Dropout Rate:<br>Percentage of high school students who dropout (based on the 4-year cohort outcomes) | N/A | |
| Middle School Dropout Rate:<br>Number of middle school students (grades 6-8) who dropout of school. | N/A | |
| Graduation Rate:<br>Percentage of students who graduate high school within 4 or 5 years. | All Students<br>English Learners<br>Foster Youth<br>Homeless<br>Socioeconomically Disadvantaged<br>Students with Disabilities<br>African American | N/A |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| | American Indian<br>Asian<br>Filipino<br>Hispanic<br>Two or More Races<br>Pacific Islander | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
| --- | --- | --- | --- | --- | --- |
| 2.1 | Continue and grow committees inclusive of various partners to guide school initiatives that benefit Social Emotional Development, English Learner Development, and all students such as: growing Multi-Cultural understanding, Implementing Social Skills Groups, Providing Opportunities for Staff Professional Development in | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 2500 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | increasing student attendance, engagement, social justice, equity, Restorative practices, and cultural responsiveness. | | | | |
| 2.2 | Provide recognition to students including awards for attendance, improving academics, behavioral goals, and Reclassified Fluent English Proficient. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1000 | School Year 2026-2027 |
| 2.3 | Continue checking in with families daily who have a child absent from school to clarify and support (if necessary) the reason for absence. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | School Year 2026-2027 |

# 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?

Our staff primarily used family, staff and student Climate Survey data and Needs Assessment data to monitor engagement, safety, connectedness and discipline as it relates to student engagement and success. Staff and School Site Council reviewed Safety Guidelines drafted and posted in each area on campus to ensure safety. Teachers also reviewed these guidelines with their students. Looking at Site data, our suspension rate for all students has decreased.

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

This year staff helped create a BIF (Behavior Information Form) to document student behavior. The form had 'minor' and 'major' categories. Staff would use Talking Points to connect with families for minor infractions, while admin would call or use Talking Points for major infractions. Using restorative practices to guide conflict resolution helped minimize minor issues. Major issues were dealt with by the principal, creating clear guidelines and boundaries. Del Dayo also moved from 'Spark' awards to 'Dragon Dollars' to try to build community and create buy in through positive incentives and experiences. Staff has already begun conversations on how we will make small adjustments to some of our initiatives this year to improve for next year.

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

Staff and student feedback showed we needed to build a stronger sense of community and morale. Creating 'Spirit Squad' and having students perform skits at monthly character trait assemblies was one way to do this. Handing out certificates to students who show examples of positive character, along with rewarding those students with tokens to the new book machine, were a few modifications we put in place to build a stronger sense of community.

**2025-26**

## Identified Need

It is concerning to think budget restrictions may lead to a decrease in hours for our counselor. It will be important to utilize district provided Second Step across the campus to meet the needs of our students, and work on foundational regulation skills. Continue to implement school wide programs that promote positive school culture, engagement, and inclusivity. Help teachers to continue building skills around trauma informed practices, social emotional learning, and the social justice standards. Continuing to grow our staff's implementation of Restorative Practices and support a continued decrease in our suspension rate. Getting more books that reflect our ever growing diverse community will help promote inclusiveness. Continue to involve parents in School Site Council. Gather feedback from our EL families regarding day/time to hold ELAC meeting.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline 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 | 0% suspended at least one day | -0.3% |
| | English Learners | 0% suspended at least one day | |
| | Foster Youth | | |
| | Homeless | | |
| | Socioeconomically Disadvantaged | 0% suspended at least one day | |
| | Students with Disabilities | 0% suspended at least one day | |
| | African American | 0% suspended at least one day | |
| | American Indian | | |

| Metric/Indicator | Baseline 2025-26 | Expected Outcome 2026-27 |
| --- | --- | --- |
| | Asian 0% suspended at least one day<br>Filipino<br>Hispanic 0% suspended at least one day<br>Two or More Races 0% suspended at least one day<br>Pacific Islander<br>White 0% suspended at least one day | |
| Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey | 68% | +3% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 73.3% | +5% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | 2% | 10% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity & Proposed Expenditures**

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
| --- | --- | --- | --- | --- | --- |
| 3.1 | Implement school wide programs and assemblies and provide materials to | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation | 5000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| | promote positive school culture, engagement and inclusivity such as Safe School Ambassadors and Buddies, Restorative Practices and Growth Mindset practices to increase students' sense of Belonging and Connectedness to our school and others. Doing this will also serve to continue reducing our Suspension Rate. | | 4000-4999: Books And Supplies | | |
| 3.2 | Maintain and Train Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional support, and cultural responsiveness | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other<br>2000-2999: Classified Personnel Salaries<br>LCFF Supplemental Site Allocation<br>2000-2999: Classified Personnel Salaries | 4500<br><br>3000 | School Year 2026-2027 |

| | | | | | |
|---|---|---|---|---|---|
| 3.3 | Purchase books for classroom libraries that reflect Del Dayo's students and community and pull books which are outdated, politically incorrect and under-utilized | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1000 | School Year 2026-2027 |
| 3.4 | Build collective capacity to have courageous conversations and interrupting both implicit and explicit racial inequities to create a greater sense of connectedness. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | | | School Year 2026-2027 |
| 3.5 | Continue to build relationships with parent support amongst and between Del Dayo Staff, students, families and community focusing on increasing the perception that adults listen to students at Del Dayo.  Work to involve parents in | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries<br>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500<br><br>1000 | School Year 2026-2027 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | participation in their child's education through parent education/information nights. | | | | | |
| 3.6 | | All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>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<br>Completion Date | Proposed Expenditure(s) | | | |
|---|---|---|---|---|---|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
| Continue to fund a full time teacher to provide intervention support for students in the area of reading. The reading intervention teacher will continue to focus on screening, monitoring, intervention and professional development in the area of reading.This staff person will help strength the site system of supports using current research-based practices in collaboration with the district reading team leadership. | August 2025 - June 2026 | Teacher - Salary 1.0 FTE | 1000-1999: Certificated Personnel Salaries | Other | |
| | | Benefits | 3000-3999: Employee Benefits | Other | |

| SCHOOL GOAL #2: |
|---|
| Student Engagement and Course Access |

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

# 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 | 35,000. | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF Supplemental Site Allocation | 35,000.00 |
| Other | 4,500.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 11,500.00 |
| 2000-2999: Classified Personnel Salaries | 7,500.00 |
| 4000-4999: Books And Supplies | 13,500.00 |
| 5000-5999: Services And Other Operating Expenditures | 7,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 11,500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 3,000.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 13,500.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 7,000.00 |
| 2000-2999: Classified Personnel Salaries | Other | 4,500.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 21,000.00 |
| Goal 2 | 3,500.00 |
| Goal 3 | 15,000.00 |

# 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 |
|---|---|
| Beth Wahl | Principal |
| Emilie Barnes | Classroom Teacher |
| Kathy Records | Classroom Teacher |
| Julie Peoples | Classroom Teacher |
| Teresa Chan | Parent or Community Member |
| Elissa Cooper | Parent or Community Member |
| Nicole Freidrich | Parent or Community Member |
| Daniel Secundy | Parent or Community Member |
| A. Robinson | Parent or Community Member |
| Jessica York | Other School Staff |

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 Site Leadership Team |

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

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

This SPSA was adopted by the SSC at a public meeting on 05/15/26.

Attested:

| | |
|---|---|
| | Principal, Beth Wahl on 5/15/26 |
| | SSC Chairperson, Nicole Friedrich on 5/15/26 |

# 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.**



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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **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/guidanceuseseinvestment.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/guidanceuseseinvestment.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 Dayo Elementary School

**Funding Source: LCFF Supplemental Site Allocation** **$35,000.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Provide Guided Language Acquisition Design Training, Planning Time, materials, supplemental resources and organizational tools to accelerate students' English Language Acquisition and support for Newcomers during Designated and integrated ELD and whole group instruction. | 4000-4999: Books And Supplies | $2,000.00 | Connected School Communities | |
| Make hardware, software, software licenses and materials available for teachers to increase academic engagement, assessment, and data collection. | 5000-5999: Services And Other Operating Expenditures | $7,000.00 | Connected School Communities | |
| Staff will be provided the opportunity to engage in Professional Learning such as: Science of Reading and Restorative Practices to increase all student learning, including English Learners, engagement, Social Emotional Development and connectedness to school. | 4000-4999: Books And Supplies | $3,500.00 | Connected School Communities | |
| Provide Before/After school tutoring and support for targeted subgroups who are low performing in Math, Language Arts, Social Skills and/or Problem Solving | 1000-1999: Certificated Personnel Salaries | $4,500.00 | Connected School Communities | |
| | 1000-1999: Certificated Personnel Salaries | $4,000.00 | Connected School Communities | |

## Del Dayo Elementary School

| | | | |
|---|---|---|---|
| Continue and grow committees inclusive of various partners to guide school initiatives that benefit Social Emotional Development, English Learner Development, and all students such as: growing Multi-Cultural understanding, Implementing Social Skills Groups, Providing Opportunities for Staff Professional Development in increasing student attendance, engagement, social justice, equity, Restorative practices, and cultural responsiveness. | 1000-1999: Certificated Personnel Salaries | $2,500.00 | Healthy Environments for Social-Emotional Growth |
| Provide recognition to students including awards for attendance, improving academics, behavioral goals, and Reclassified Fluent English Proficient. | 4000-4999: Books And Supplies | $1,000.00 | Healthy Environments for Social-Emotional Growth |
| Implement school wide programs and assemblies and provide materials to promote positive school culture, engagement and inclusivity such as Safe School Ambassadors and Buddies, Restorative Practices and Growth Mindset practices to increase students' sense of Belonging and Connectedness to our school and others. Doing this will also serve to continue reducing our Suspension Rate. | 4000-4999: Books And Supplies | $5,000.00 | Engaging Academic Programs |
| Purchase books for classroom libraries that reflect Del Dayo's students and community and pull books which are outdated, politically incorrect and under-utilized | 4000-4999: Books And Supplies | $1,000.00 | Engaging Academic Programs |
| Continue to build relationships with parent support amongst and between Del Dayo Staff, students, families and community focusing on increasing the perception that adults listen to students at Del Dayo. Work to involve parents in participation in their child's education through parent education/information nights. | 1000-1999: Certificated Personnel Salaries | $500.00 | Engaging Academic Programs |
| | 2000-2999: Classified Personnel Salaries | $3,000.00 | Engaging Academic Programs |

## Del Dayo Elementary School

| | | | | |
|---|---|---|---|---|
| | 4000-4999: Books And Supplies | $1,000.00 | Engaging Academic Programs | |
| Purchase guided reading, class book sets and classroom library books which reflect Del Dayo's students and students in the community, and pull books which are outdated and/or under utilized. | 4000-4999: Books And Supplies | $2,500.00 | Clear Pathways to Bright Futures | |

| | |
|---|---|
| LCFF Supplemental Site Allocation Total Expenditures: | $37,500.00 |
| LCFF Supplemental Site Allocation Allocation Balance: | $0.00 |

**Funding Source: Other** **$0.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|---|---|---|---|
| Pursue funding and implement School Partnership Projects that increase students' awareness, connectedness, and service to their greater community (such as artists and environmental educators). (ELO/ESSER) | | $0.00 | Clear Pathways to Bright Futures | |
| Maintain and Train Playground Rec Aides to support Lunchtime dining and recess with a focus on inclusiveness, safety, social emotional support, and cultural responsiveness | 2000-2999: Classified Personnel Salaries | $4,500.00 | Engaging Academic Programs | |

| | |
|---|---|
| Other Total Expenditures: | $4,500.00 |
| Other Allocation Balance: | $0.00 |
| Del Dayo Elementary School Total Expenditures: | $42,000.00 |