

The Single Plan for Student Achievement

School: Del Paso Manor Elementary School
CDS Code: 34-67447-6034490
District: San Juan Unified School District
Principal: Shana Walters
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 11/19/13.

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School Mission

Del Paso Manor Elementary School's Mission Statement

Valuing a culturally and academically diverse community, Del Paso Manor Elementary School's mission is to educate and inspire each student to develop a strong academic foundation that supports life-long learning and responsible citizenship by providing intellectually challenging instruction while promoting integrity and critical thinking.

School Profile

Del Paso Manor Elementary School is nestled in the well established Del Paso Manor community in Sacramento. What was once a neighborhood school is now one of the most dynamic schools in the district. Students who have been identified as Gifted and Talented (GATE) attend the on-site Rapid Learner (RL) program. The RL program is comprised of students throughout the district (approximately 25% of our school population), and serves grades 2-6. DPM has a growing number of students identified as English Language Learners (ELL) (approximately 15% of our school population). Over 60% of our students receive free or reduced price meals.

While every student comes to DPM with different needs, we believe each student deserves the same high-quality education. Our school faculty, students and district Positive Behavior Support (PBS) personnel are actively working to increase the positive behaviors at our school site. We strive to provide a physically and emotionally safe school environment. We are focused particularly on defining, teaching, and reinforcing the behaviors that support our designated character traits. Each month, PTA sponsors a Positive Citizen Luncheon. Students who consistently demonstrate the identified character trait will be eligible for a monthly luncheon with the principal. The selected student may select a friend to share in the experience. Selected students are also acknowledged in the weekly school newsletter. Student Council gives students in grades 4-6 leadership opportunities. Students may run for President, Vice President, Treasurer, Secretary, or (3) Primary Representatives. This year, students will also assist with the selection of assemblies and projects in support of our site's strategic plan. DPM students have the opportunity to participate in a variety of after-school programs such as beginning and advanced choir and band, dance, KidzArt, Early Engineers, Mad Science, Running for Rhett and other supervised weekly activities.

Comprehensive Needs Assessment Components

Introduction

DPM faculty, parent/guardian(s), and community members completed our initial site strategic plan in the Spring of 2010. Our plan was revised in the Spring of 2013 and approved by SSC. Our goals are to align our instructional practice with the Common Core, promote positive citizenship, and create a strong partnership with every family.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

Dataquest and Zangle were utilized as a primary sources of data related to standardized test scores and suspension data. Socioeconomically Disadvantaged students and Hispanic/Latino students are not consistently making adequate yearly progress. There is a significant achievement gap between our White and Socioeconomically Disadvantaged and Hispanic/Latino students. DPM's enrollment has increase to over 615 students which has presented new challenges. Student behavior continues to be an area of focus. Our Positive Behavior Support (PBS) Team is working with a district behaviorist to develop Tier 1, Tier 2, and Tier 3 interventions to support students struggling to self-manage. We continue to identify additional ways to engage and promote parent involvement. Accountability measures include API, AYP, CST scores, NWEA scores, parent/staff and student surveys, attendance and behavioral referral data will be used to determine if goals are being met.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

DPM values the partnerships we create with our families. This is our 4th year participating in the Parent/Teacher Home Visit Project. All parent/guardians are welcome at DPM - we request that every adult signs in at the office and obtains a yellow visitor's badge. Parent/guardians have the opportunity to volunteer in the classroom or on field trips, join/attnd PTA, GATEPOST (RL Program), or ELAC, or School Site Council. Each classroom has an art docent and volunteer room parent to assist with communication and the coordination of school-wide activities. One parent represents our school at the Superintendent's Parent Advisory Committee (SPAC). The PTA provides an per student allocation to assist with the cost of field trips (ticket or transportaion related costs), a classroom fund, a monthly Positive Citizen Luncheon, assemblies, fall carnival, author day, read-a-thon, annual silent auction, and many more family friendly activities.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

DPM data analysis of 2013 CST data reflects that 62.78% of all students are proficient in ELA, 64.07% are proficient in math, and 57.29% of 5th grade students are proficient in science. Subgroup performance reflects 71.15% of White students are proficient in ELA and 73.01% are proficient in math, 41.67% of Hispanic/Latino are proficient in ELA and 36.59% are proficient in math, and 38.34% of Low Socio Economic students are proficient in ELA and 38.54% are proficient in math. There is a significant achievement gap between our White subgroup and the Hispanic/Latino & Low SES subgroups. Objective 4 in our strategic plan: By 2014, we will decrease the achievement gap in targeted subgroups by at least 50%. Potential barriers include limited site resources. Class size is at contractual max (31:1 primary and 34:1 intermediate). Full time RSP and IA support students on their caseload, but additional assistance is not available for students struggling with academics. Several team members offer support services for his/her students before or after school.

School enrollment has increased from 480 (2009) to 620 (2013); DPM has maintained an average attendance rate of 96%. Weekly attendance contests are held and perfect attendance is recognized each trimester and again at the end of the year. We work closely with our community outreach worker to support families struggling with attendance related concerns (tardies and an more than 10 absences/year). Potential barriers include lack of transporation options for struggling families and attendance based upon the family's ability to get students to school, and on time.

DPM's Positive Behavior Support (PBS) Team meets monthly to discuss school-wide behavior trends/patterns and ways to reward positive behavior. Internal agreements have been made regarding expected student behavior before, during, and after school on campus. We are in the process of developing Tier 1, Tier 2 and Tier 3 interventions for students struggling with demonstrating positive behavior. Potential barriers include limited site resources to work 1:1 with students having extreme difficulty. DPM would greatly benefit from a counselor and vice principal.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	391	439	413	239	257	241	21	34	26	47	41	42
Growth API	858	854	828	887	903	874	744	763	690	921	941	919
Base API	864	858	853	893	887	901	700	744	763	954	921	941
Target	A	A	A	A	A	A						
Growth	-6	-4	-25	-6	16	-27						
Met Target	Yes	Yes	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	65	86	83	61	65	65	167	173	168	33	43	46
Growth API	755	723	705	705	726	640	749	730	684	689	660	689
Base API	747	755	723	710	705	727	726	749	728	620	689	655
Target	5	5	5				5	5	5			
Growth	8	-32	-18				23	-19	-44			
Met Target	Yes	No	No				Yes	No	No			

Conclusions based on this data:

1. White Subgroup: Highest API score out of all subgroups (874)
API decreased by 27 points
2. Hispanic Subgroup: API decreased a combined 50 points over the last two years (723)
Review CELDT and Fall 2013 MAP data to determine how to utilize .5 ELIS and provide QFI and gen ed interventions
3. LOW SES Subgroup: API decreased a combined 63 points over the last two years (728)
Review Fall 2013 MAP data to determine how to provide QFI and gen ed interventions

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	98	100	100	100
Number At or Above Proficient	265	295	265	181	200	178	10	14	12	37	34	30
Percent At or Above Proficient	67.8	67.2	64.3	75.7	77.8	73.9	47.6	41.2	48.0	78.7	82.9	71.4
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	100	100	100	99	100	99	100	98	97
Number At or Above Proficient	28	37	35	19	26	21	73	72	66	15	17	21
Percent At or Above Proficient	43.1	43.0	42.2	31.1	40.0	32.3	43.7	41.6	39.5	45.5	39.5	46.7
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	No	--	No	Yes	No	No	--	--	--

Conclusions based on this data:

1. White Subgroup: Not meeting AYP Target. Performing above the school average (64.3%) and above all other significant subgroups.
2. Hispanic Subgroup: Not meeting AYP Target. Performing significantly below the school average and White subgroup. Performing .6% higher than the Low SES Subgroup. Formative assessments and progress monitoring necessary to identify student's individual needs; strategic interventions need to be identified and implemented with fidelity.
3. Low SES Subgroup: Not meeting AYP Target. Performing significantly below the school average and White subgroup. Performing .6% less than the Hispanic subgroup. Formative assessments and progress monitoring necessary to identify student's individual needs; strategic interventions need to be identified and implemented with fidelity.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	99	100	100	100	100	100	100	100	98	100
Number At or Above Proficient	270	301	273	182	200	185	9	16	13	37	36	36
Percent At or Above Proficient	69.2	68.6	66.4	76.5	77.8	76.8	42.9	47.1	50.0	78.7	87.8	85.7
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	Yes	No	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	98	100	100	99	99	99	99	100	98	97
Number At or Above Proficient	30	39	31	26	27	19	84	73	66	15	20	28
Percent At or Above Proficient	46.2	45.3	38.3	43.3	41.5	29.7	50.6	42.2	39.8	45.5	46.5	62.2
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	No	No	No	No	--	No	Yes	No	No	--	--	--

Conclusions based on this data:

1. White Subgroup: Not meeting AYP Target. Performing above the school average (66.4%) and above all other significant subgroups.
2. Hispanic Subgroup: Not meeting AYP Target. Performing significantly below the school average, and White subgroup. Performing .5% less than the Low SES subgroup. Formative assessments and progress monitoring necessary to identify student's individual needs; strategic interventions need to be identified and implemented with fidelity.
3. Low SES Subgroup: Not meeting AYP Target. Performing significantly below the school average and White subgroup. Performing .5% higher than the Hispanic subgroup. Formative assessments and progress monitoring necessary to identify student's individual needs; strategic interventions need to be identified and implemented with fidelity.

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	8	1	8	4	31	7	54	13
1									*****	***	*****
2									*****	***	*****
3									*****	***	*****
5									*****	***	*****
Total			1	5	1	5	4	20	14	70	20

Conclusions based on this data:

1.

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	2	15	2	15	5	38	3	23	1	8	13
2	1	6	6	33	9	50	1	6	1	6	18
3	1	6	2	12	3	18	7	41	4	24	17
4			1	11	4	44			4	44	9
5	1	8	3	25	7	58			1	8	12
6							*****	***			*****
Total	5	7	14	20	28	40	12	17	11	16	70

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K			1	8	1	8	4	31	7	54	13
1	2	13	2	13	5	33	3	20	3	20	15
2	1	5	6	30	9	45	1	5	3	15	20
3	1	6	2	11	3	17	7	39	5	28	18
4			1	11	4	44			4	44	9
5	1	7	3	21	7	50			3	21	14
6							***** *	***			*****
Total	5	6	15	17	29	32	16	18	25	28	90

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	74	76	70
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	74	76	70
Number Met	30	46	35
Percent Met	40.5%	60.5%	50.0%
NCLB Target	54.6	56.0	57.5
Met Target	No	Yes	No

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	88	9	87	8	77	9
Number Met	7	--	25	--	15	--
Percent Met	8.0%	--	28.7%	--	19.5%	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	No	*	Yes	*	No	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	Yes	--	Yes
Met Percent Proficient or Above	No	--	No
Mathematics			
Met Participation Rate	Yes	--	Yes
Met Percent Proficient or Above	No	--	No

Conclusions based on this data:

1. Significant growth from 2010-11 to 2011-12 (40.5% to 60.6%)
2. Intermediate students should be reaching proficiency at a higher rate with appropriate instructional strategies.

School and Student Performance Data

Local Assessment Data

Data Worksheet

Del Paso Manor Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	84.2	94.1	77.9	90
	African Am				90
	Hispanic	82.4	87.0	78.6	90
	Low SES	75.6	93.5	70.0	90
	English Lnr		81.8	36.4	90
	Special Ed			58.3	90
Ovl	Growth API	858.0	854.0	826.0	800
	African Am	744.0	763.0		800
	Hispanic	755.0	723.0	704.0	800
	Low SES	749.0	730.0	686.0	800
	English Lnr	705.0	726.0		800
	Special Ed	689.0	660.0		800
2	Reading on grade level (gr 2-11)	65.5	66.7	62.5	90
	African Am	40.6	41.7	44.7	90
	Hispanic	41.9	43.5	41.9	90
	Low SES	42.7	43.8	38.7	90
	English Lnr	22.2	22.2	22.2	90
	Special Ed	35.3	45.9	50.9	90
2	Math at grade level (gr 2-7)	67.1	68.5	64.8	90
	African Am	37.5	47.2	44.7	90
	Hispanic	44.6	45.1	38.1	90
	Low SES	48.2	43.9	40.1	90
	English Lnr	22.2	22.2	22.2	90
	Special Ed	35.3	45.9	50.9	90
2	Algebra 1 completed 1st time				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed by gr 9				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	EL growth toward profic.	40.5	60.5		70
3	Pct of students abs>10% (gr K-8)	13.6	9.6	14.7	3
	African Am	16.7	12.2	31.3	3
	Hispanic	14.4	14.7	18.1	3
	Low SES	15.8	14.7	23.0	3
	English Lnr	12.9	10.9	13.7	3
	Special Ed	21.6	12.9	18.3	3
3	Pct adjusted dropouts (gr 9-12)				<5
	African Am				<5
	Hispanic				<5
	Low SES				<5
	English Lnr				<5
	Special Ed				<5
3	Cohort Graduation Rate				95
	African Am				95
	Hispanic				95
	Low SES				95
	English Lnr				95
	Special Ed				95
3	Pct of grads completing A-G/CTE				70
	African Am				70
	Hispanic				70
	Low SES				70
	English Lnr				70
	Special Ed				70
5	Pct of students suspended	5.2	3.1	1.3	<2
	African Am	14.3	1.4	2.4	<2
	Hispanic	5.5	5.8	1.3	<2
	Low SES	8.7	3.6	1.7	<2
	English Lnr	3.5	1.1		<2
	Special Ed	25.7	6.6	3.7	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR EIA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Improved ability to read and understand complex text		106 93.4%	160 82.5%	20 75.0%		
Improved written communication skills		108 93.5%	160 77.5%	20 95.0%		
Improved spoken/oral communication skills		104 86.5%	159 64.2%	20 95.0%		
Improved ability to solve complex problems		108 80.6%	160 76.9%	20 70.0%		
Improved ability to use technology to find information/solve problems		105 84.8%	157 75.2%	17 76.5%		
Improved ability at working with other students on problems/projects		106 84.9%	159 76.1%	19 73.7%		
Improved leadership skills		108 75.0%	158 65.2%	20 55.0%		
Encouraged to share knowledge/ideas in a creative way		105 85.7%	160 72.5%	20 90.0%		
Curiosity/imagination is fostered		107 86.0%	159 78.6%	20 85.0%		
School promotes academic success of all students.		107 89.7%		20 80.0%		
Personalized Learning						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Academic goals have been collaboratively set and monitored.		99 72.7%	158 63.3%	18 72.2%		
Students have a learning plan/4-year plan.		90 42.2%	153 27.5%	17 29.4%		
Students are challenged at school through high standards of academic performance.		105 91.4%	159 76.7%	20 75.0%		
Character Education						
	<i>Pct Most/All of the Time (character)</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Students model RESPECT at this school.		106 83.0%	154 59.7%	19 47.4%		
Students model RESPONSIBILITY at this school.		105 82.9%	154 50.0%	19 21.1%		
Students model HONESTY at this school.		105 68.6%	154 67.5%	19 47.4%		
Students model CARING at this school.		105 79.0%	155 68.4%	19 52.6%		
Students model COOPERATION at this school.		105 85.7%	154 55.8%	19 42.1%		
Students model COURAGE at this school.		105 61.9%	153 54.2%	18 22.2%		
The school fosters an appreciation of student diversity and respect for each other.			159 83.6%	18 83.3%		
Parent/Family Involvement						
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	N Pct
Parents are well-informed about their child's progress in school.		106 92.5%				
Teachers provide information about a child's performance to parents who speak a language other than English.		45 68.9%		18 55.6%		
Teachers promptly contact parents when he/she is concerned about their child's progress.		104 84.6%		18 83.3%		
Teachers are responsive to parents when they call or want to meet.		104 87.5%		17 100.0%		
Teachers send home work or ideas that help parents support their students at home.		104 81.7%		18 83.3%		
Adults/staff in the office are helpful when parents/students come in or call.		107 91.6%	157 68.2%			
Translated materials (or a translator) for my language are available when parents come to school.		45 51.1%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		106 82.1%				
The school keeps parents well-informed about school activities.		104 95.2%				
I speak a language other than English and I receive general information from my student's school in my language.		50 68.0%				
This school offers parents opportunities to be involved in school and classroom activities.		104 91.3%		17 100.0%		
Parents are invited to meetings where the school's academic performance is discussed.		105 88.6%				
This school actively seeks the input of parents before making important decisions.		104 76.9%				

Conclusions based on this data:

1. Percentage of students suspended has decreased each year. Need to identify additional ways to teach and model character traits.
2. DPM needs to identify additional opportunities for student leadership (lowest % of agree) under effective instructional strategies & 21st century skills
3. ConnectEd, weekly newsletter and other communication tools need to be translated for families who speak a language other than English (Spanish)

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: All Core Subjects
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #1:
We will establish and fully implement a balanced curriculum aligned to Common Core State Standards that will actively engage students with instructional strategies that integrate technology, the arts and additional enrichment opportunities in a unified, collaborative 21st century learning environment.
Data Used to Form this Tactic:
CST, Zangle (attendance & dicipline), surveys, implementation of Balanced Literacy, Common Core, and Critical Literacy
Findings from the Analysis of this Data:
Instructional practice must provide students with opportunities to develop identified 21st century skills (communication, creativity, collaboration and critical thinking skills). A more engaging classroom decreases student dicipline and increases attendance.
Related Objective and how it will be Measured:
By 2014, all students will increase their academic proficiency and 21st century skills such as communication, creativity, collaboration and critical thinking as demonstrated through multiple measures. By 2014, we will decrease the achievement gap in targeted subgroups by at least 50%, CST, Zangle (attendance & dicipline) surveys, NWEA, common formative and summative assessments, classroom visitation logs

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 SLT will provide professional development to increase teacher knowledge and application of 21st Century Skills</p> <p>Staff will develop and implement an integrated curriculum</p> <p>Cohorts will implement curriculum that aligns with Common Core State Standards</p> <p>Staff will create a school wide plan for purchase, maintaining and upgrading technology equipment</p> <p>Staff will implement a school wide articulated technology curriculum</p> <p>Staff and community members will offer a variety of enrichment opportunities for student participation</p>	May, 2015	Principal, SLT, Teachers	<p>Collaboration time for teachers</p> <p>Use of equity days for grade level teams/committees for planning</p> <p>Use of monthly faculty meetings</p> <p>Critical Literacy</p> <p>Common Core Modules</p> <p>Technology</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p>	<p>Other</p> <p>Other</p> <p>Other</p>	<p>2700</p> <p>2000</p> <p>5000</p>
<p>1.3 Create a school wide plan for the use of technology equipment in the classroom and school-wide. Each classroom has a projector, laptop, Elmo, and iPad2. The</p>						

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
computer lab will be fully updated by November, 2012. These components are critical to transforming a classroom into a 21st century learning experience. Instruction can be personalized to meet the needs of a diverse learning community with various learning modalities.						

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Character Development
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Tactic #2:
We will identify, model and engage our students in activities that promote personal integrity, responsible behavior and exemplary citizenship on a local and global level.
Data Used to Form this Tactic:
Zangle (attendance and behavior reports), surveys
Findings from the Analysis of this Data:
Second Step is outdated. DPM needs to identify a character education program that is meaningful to students. Tier 1, Tier 2 and Tier 3 interventions need to be formalized and implemented. Positive behavior needs to be recognized - assemblies revamped. Common agreements regarding student behavior need to be fully implemented by everyone on campus.
Related Objective and how it will be Measured:
All students will develop and consistently demonstrate personal integrity, responsible behavior and exemplary citizenship. Classroom visitations, playground and school-wide observations, Zangle (attendance and behavior reports), surveys

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Staff will implement a character education program at Del Paso Manor</p> <p>Staff will assist students in developing decision making and problem solving abilities through effective communication skills</p> <p>Students and staff will work collaboratively to create a plan that will provide services to the community</p>	May, 2015	Principal, PBS Team, DPM Parent Liaison, Character Ed Committee, Teachers, PTA	Character Education Program	4000-4999: Books And Supplies	Other	2500

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Parent Involvement
District Strategy:
Strategy 7: We will actively engage families as valued partners in the education process.
Tactic #3:
We will embrace and actively involve students, families, and other members of our diverse community to contribute in the educational process to achieve our mission.
Data Used to Form this Tactic:
Volunteer logs, sign-in sheets for school-wide activities/events, % of participants in the Parent/Teacher Home Visit Project
Findings from the Analysis of this Data:
DPM needs to identify additional opportunities for families to become involved in their student's education. Diversity needs to be acknowledged and celebrated.
Related Objective and how it will be Measured:
All students and staff will develop and apply knowledge and understanding of cultures representing our diverse community. Volunteer logs, attendance/participation in school wide activities/events, % of participants in the Parent/Teacher Home Visit Project

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 PTA, in conjunction with the DPM Parent Liaison, will coordinate school and classroom needs and match them with volunteers</p> <p>Staff and families will increase family participation in the educational process</p> <p>Staff and families will increase the involvement of businesses and organizations to develop local partnerships with DPM</p> <p>The school community will strive to make everyone welcome, appreciated and supported</p>	May, 2015	Principal, Teachers, DPM Parent Liaison, PTA	Home Visit Project	1000-1999: Certificated Personnel Salaries	Other	5000
			School-wide activites/events	None Specified	Other	2500
			DPM Art Committee	None Specified	Other	5000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Local Control Funding Formula (LCFF)	66,263	66,263.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Other	24,700.00

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Other	1000-1999: Certificated Personnel Salaries	7,700.00
Other	4000-4999: Books And Supplies	4,500.00
Other	None Specified	12,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Victor Bertolani	[]	[]	[]	[X]	[]
Jennifer Holthaus	[]	[]	[X]	[]	[]
Jean Hurley	[]	[X]	[]	[]	[]
Barb Lezon	[]	[]	[]	[X]	[]
Kerry Londeree (Chair)	[]	[]	[]	[X]	[]
Ann Munsee	[]	[X]	[]	[]	[]
Laura Osecheck	[]	[]	[]	[X]	[]
Sara Sayles	[]	[X]	[]	[]	[]
John Tomasetti	[]	[]	[]	[X]	[]
Shana Walters	[X]	[]	[]	[]	[]
Numbers of members of each category:	1	3	1	5	

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - State Compensatory Education Advisory Committee
 - English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 09-17-2013.

Attested:

Shana Walters

Typed Name of School Principal

Signature of School Principal

Date

Kerry Londeree

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Program Evaluation for 2013-14 Goals & Actions

Planned Improvement Goal #1:

We will establish and fully implement a balanced curriculum aligned to Common Core State Standards that will actively engage students with instructional strategies that integrate technology, the arts and additional enrichment opportunities in a unified, collaborative 21st century learning environment.

Related Objective and how it will be Measured:

By 2014, all students will increase their academic proficiency and 21st century skills such as communication, creativity, collaboration and critical thinking as demonstrated through multiple measures.

By 2014, we will decrease the achievement gap in targeted subgroups by at least 50%,

CST, Zangle (attendance & discipline) surveys, NWEA, common formative and summative assessments, classroom visitation logs

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
SLT will provide professional development to increase teacher knowledge and application of 21st Century Skills Staff will develop and implement an integrated curriculum Cohorts will implement curriculum that aligns with Common Core State Standards Staff will create a school wide plan for purchase, maintaining and upgrading technology equipment Staff will implement a school wide articulated technology curriculum Staff and community members will offer a variety of enrichment opportunities for student participation			

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Create a school wide plan for the use of technology equipment in the classroom and school-wide. Each classroom has a projector, laptop, Elmo, and iPad2. The computer lab will be fully updated by November, 2012. These components are critical to transforming a classroom into a 21st century learning experience. Instruction can be personalized to meet the needs of a diverse learning community with various learning modalities.			

Planned Improvement Goal #2:

We will identify, model and engage our students in activities that promote personal integrity, responsible behavior and exemplary citizenship on a local and global level.

Related Objective and how it will be Measured:

All students will develop and consistently demonstrate personal integrity, responsible behavior and exemplary citizenship.

Classroom visitations, playground and school-wide observations, Zangle (attendance and behavior reports), surveys

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Staff will implement a character education program at Del Paso Manor Staff will assist students in developing decision making and problem solving abilities through effective communication skills Students and staff will work collaboratively to create a plan that will provide services to the community			

Planned Improvement Goal #3:

We will embrace and actively involve students, families, and other members of our diverse community to contribute in the educational process to achieve our mission.

Related Objective and how it will be Measured:

All students and staff will develop and apply knowledge and understanding of cultures representing our diverse community.

Volunteer logs, attendance/participation in school wide activities/events, % of participants in the Parent/Teacher Home Visit Project

Please report student achievement in respect to identified measure based on latest assessments noted above as noted in Goal 1 for the 2013-2014 Annual Program Evaluation Template. If no action taken during the reporting period mark "NA":

Data: Analysis/Findings:

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal <i>(Do Not Edit)</i>	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
PTA, in conjunction with the DPM Parent Liaison, will coordinate school and classroom needs and match them with volunteers Staff and families will increase family participation in the educational process Staff and families will increase the involvement of businesses and organizations to develop local partnerships with DPM The school community will strive to make everyone welcome, appreciated and supported			