

School Year:

2020-21

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Del Sol Academy
Address	11626 Forsythia Street Jurupa Valley, CA 91752
County-District-School (CDS) Code	33-67090-0136721
Principal	Maureen Stevens
District Name	Jurupa Unified School District
SPSA Revision Date	5-5-2020
Schoolsite Council (SSC) Approval Date	5-5-2020
Local Board Approval Date	June 22, 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

School Vision and Mission

Vision Statement

Del Sol Academy inspires all learners to achieve beyond their limits and become global innovators.

Del Sol Mission Statement

Our mission is to support the educational needs of every student to achieve beyond the standards. Through effective communication, and guided by the foundations of STEAM education, we cultivate critical thinking and problem solving skills. Our learners are valued and supported in an environment of acceptance, inclusion, and compassion.

Del Sol School Mottos:

STEAM for all between the bells.

Every day is science camp at Del Sol.

School Profile

Describe The students and community and how school serves them.

The Story

Del Sol Academy is a new STEAM school which opened its doors in August, 2018. The new school serves approximately 1,200 students, ranging in ages from Transitional Kindergarten to 8th grade. The school's attendance boundary lies within the northwest region of the Jurupa Unified School District. STEAM refers to curriculum and learning experiences which address and enhance students' knowledge and competencies in the areas of science, technology, engineering, art and mathematics. Inquiry and problem based learning, focused on the Next Generation Science Standards (NGSS), foster student ownership of learning, while laying the groundwork for future success in STEAM related college and career endeavors

As of February, 2020, Del Sol's enrollment reached 1,153 students, and the population was approximately 65% Latino, 14.5% White, 6.3% African American, 3.3% Filipino, 2.3% Chinese, 2.8% Asian Indian, 1.8% Other Asian, 1.1% Vietnamese, 2.9%.

English Learners (EL) made-up 18% of the student population, 3.5% of the students were enrolled in school as Initially Fluent (IF) speakers, and 12.6% of the students had earned Reclassified Fluent English Speakers (RFEP) status. Approximately 58.2% of the population receive free/reduced lunch, <1% foster, and 4.3% Gifted and Talented Education students (GATE). Of the student population, 8.7% receive Specialized Education services. Del Sol is a full inclusion school where all of its Special Education population are being served within the general education setting.

Enrollment Has Increased By 21.9% Since Del Sol Opened Its Doors:

Enrollment over the last two year has increased from 949 students to 1,157 students. Since August 2019, enrollment has increased from 1107 students to 1157 students. Del Sol's student population has experienced a 21.9% increase since it opened its doors in August, 2018, and a 14.7% increase since the end of last year. Ten new teachers have been added to the teaching staff, and the part time psychologist in now full time. Of the 50 certificated staff members, fourteen are new to the district, 13 are in the first or second year of teaching. There have been 21 classroom changes within the last year to make room for increased number of class section.

Due to significant growth in enrollment, two separate start and end times were implemented for elementary and middle school students for the 2019-20 school year. LCAP funds were used to provide additional minutes to staff shifts to cover supervision. Del Sol supervision is challenging given the ten different grade levels, three playgrounds, three school entrance and exits, size of the facility. Lunches are increasing difficult to manage due to the high volume of student who are out at one time. For example, approximately 265 first and second grade students overlap at lunch time.

The following three focus areas of the Local Control Accountability Plan (LCAP) are addressed in the Del Sol Academy's school plan: 1) College and Career Readiness. 2) Creating and maintaining a safe, orderly, and inviting learning environment. 3) Student and community Engagement.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

Del Sol Academy provides support and services to English Learners (EL), Special Education, Socially and Economically Disadvantaged (SED), 504, Gifted and Talented (GATE), and general education students. The school is a full inclusion school, meaning all Special Education students receive services within the regular education setting/classrooms. Special Education Services are provided by three full time case carriers, a part-time Speech and Language Pathologist, and a full-time School Psychologist. Two teachers, one middle school and one K-5 teacher representative, serve as Student Study Team (SST) coordinators. SST Coordinators schedule and conduct Student Study Team (SST) meetings for students who struggle academically, demonstrate speech difficulties, exhibit unhealthy behavior, and/or social emotional issues which impede learning.

All students, grades TK-8, have access to the Lexia reading programs. Fourth-Sixth grade students who demonstrate far below grade reading levels utilize the iStation reading program and participate in specialized, guided reading groups during the school day. Special Education Specialist have access to Ed Mark which they may use with students who are classified as severe to moderate. The school has two full time Reading Intervention Teacher who conduct reading assessments, assist with Dibels assessments and provide guided reading instruction in the classroom with the general education teacher and Education Specialist to students in small groups.

Del Sol is a Science, Technology, Engineering, Art, and Mathematics (STEAM) school and provides ongoing educational opportunities for students to learn, engage, and apply scientific, technical, and engineering concepts. Students, grades TK-8, participate in coding, robotics, Next Generation Science Standards (NGSS), and engineering lessons. Del Sol has adopted Lego Robotics for students grades TK-8 which is used to deliver robotics and coding curriculum. Middle school students participate in an elective wheel which allows them to participate in 3D Printing, Robotics, Coding, Middle School Band, UCR's Engineering's MESA Engineering design challenges.

Lego Robotics for all grade levels, as one structure to deliver this curriculum. Middle school students grades 6-8 participate in the MESA (Math, Engineering, and Science Achievement) program which is sponsored by the University of California, Riverside (UCR). MESA provides ongoing teacher training, curriculum, lesson supplies, and sponsors engineering competitions for students.

- A band/music teacher is assigned to Del Sol Academy. This teacher provides music and choir instruction to students grades TK-8. T/K - 3 grade student participation music/choir for thirty minutes per week, students grades 4-5 participate in beginning music, and students grade 6-8 participate in middle school band for 50 minutes, four times per week. Teachers conduct choir club after school for student grades 3-8.

- Eighth grade students who demonstrated advance math skills and assessment scores take a high school level math 1 course. This will allow them to start at an advanced math level their freshmen year in high school, and take advanced mathematics courses their junior and senior year.
- Del Sol has adopted the AVID elementary model which includes student use of daily planners, organizing materials via 3 ring notebooks, and utilizing 3 column notes. A majority of teachers have participated in AVID training and embrace the AVID philosophy and teaching strategies. A school site team will attend the AVID summer institute, summer 2019.

For the 2018-19 School year, Del Sol Academy had three overarching goals outlined in its Local Control and Accountability Plan (LCAP) which addressed how Del Sol will provide a high quality education to all students. Staff development, aligned with LCAP goals, was selected and delivered by school staff, district personnel and outside consultants. Teachers and support staff attended professional development during the summer before the school opened, during the school day (release time provided by substitute teachers), volunteered on weekdays, and on early student release days.

For the 2019-20 school year, Del Sol adopted the AVID Elementary (AE) model, which is a component of the AVID College Readiness System. Teachers and leadership focus on building a college going culture while delivering a rigorous curriculum utilizing WICOR strategies such as 3-column notes. Organization systems such as keeping a 3-ring binder and maintaining a daily planner will be taught and reinforced during the daily advisory period.

Review of Performance – Comprehensive Needs Assessment

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school most proud of and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Data Dashboard results will be available for the first time Fall 2019 and reported out at that time. Data Analysis shows that EL students made big gains, evidenced by the large percentage of EL students who were reclassified in February, 2019. All special education students were fully included into general education classrooms. Dibels data reflects that a high percentage of students, grades K-3, are meeting literacy goals.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the school received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

EL and Special education students lag behind in ELA and mathematics. African American students need more support too.

Steps have been taken to reduce suspensions and provide in school alternatives to sending students home, teach new behaviors, and provide intervention.

Preliminary data (iStation assessments, read 180, MDTP, and early CAASPP scores) indicate that Special Education students need intensive help with attaining grade level literacy and math skills.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these performance gaps?

Performance Gaps

A review of Dashboard student data results was conducted spring 2019 and fall 2019. Learning gaps were identified and addressed by staff, outlined in the SPSA and approved by the SSC spring 2020.

Purpose and Description

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

Schoolwide Program

Briefly describe 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.

As a Title I Schoolwide program, we do a Comprehensive Needs Assessment annually, develop our SPSA with stakeholder involvement, include strategies that support state standards and address the needs of all children but particularly those at risk of not meeting these standards with activities, strategies, and interventions that are evidence-based and outlined as part of our SPSA. Our SPSA implementation is monitored and evaluated through ongoing Leadership team, SSC/ELAC, SBCP meetings, principal meetings, and annual Budget/Program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Relative to LCAP alignment, our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

Stakeholder Involvement

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

As part of the planning process for the SPSA/Annual Review our School Site Council, English Learner Advisory Committee, GATE, SPED and leadership teams have helped to review the specific needs of the site. The principal has also received support from our district School Based Coordinated Program-SBCP, Principal and Budget and Program Meetings. CAASPP scores, Dibels Data, Lexia scores, ELPAC results, MDTP results, attendance rates, discipline data, D/F grades (grades 6-8), various students/teacher/parent survey results, numbers of students taking a-g classes upon entering 9th grade, and Read 180 scores were used to identify Greatest Needs and Performance Gaps.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup							
Student Group	Percent of Enrollment			Number of Students			
	17-18	18-19	19-20	17-18	18-19	19-20	
American Indian	%	0%	0.09%		0	1	
African American	%	4.1%	5.55%		41	63	
Asian	%	5.4%	7.58%		54	86	
Filipino	%	3.1%	3.17%		31	36	
Hispanic/Latino	%	69.7%	64.76%		691	735	
Pacific Islander	%	.4%	0.44%		4	5	
White	%	13.6%	14.01%		135	159	
Multiple/No Response	%	2.4%	3%		24	16	
		Total Enrollment				991	1,135

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		113	153
Grade 1		103	135
Grade 2		128	125
Grade3		99	132
Grade 4		97	119
Grade 5		116	116
Grade 6		96	120
Grade 7		119	116
Grade 8		84	119
Grade 9		NA	
Grade 10		NA	
Grade 11		NA	
Grade 12		NA	
Total Enrollment		991	1,135

Conclusions based on this data:

1. Between August 2019 and March 1, 2020, enrollment increased from 1107 students to 1157 students.
2. Enrollment August 2019: 1107 students
Enrollment March 6, 2010: 1157
Percent increase: 4.5%
3. Del Sol's student population has experienced a 21.9% increase since it opened its doors in August, 2018, and a 14.7% increase since the end of last year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Mathematics



No Performance Color

Academic Engagement

Chronic Absenteeism



No Performance Color

Conditions & Climate

Suspension Rate



No Performance Color

Conclusions based on this data:

1. We will not have any performance data until Fall, 2021.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

- In 2018-19, Del Sol had one intervention teacher to serve approximately 170 struggling readers, grades K-4. For the 2019-20 school year, an additional intervention teacher was funded with Title 1 money (\$100,00). The second teacher will be necessary for 2020-21, to address increased learning gaps, a result of the COVID19 stay at home order.
- Funds will be allocated to extended learning opportunities to help address academic gaps resulting from COVID19 stay at home order.
- Funds have been allocated for digital programs such as Lexia and ALEKS to help students make up gains, and enrich remote learning opportunities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P2: LCAP Staff Survey on level of implementation of State Standards	•Over 93% (21/23) of the teachers who participated in the May 2019 Staff LCAP Survey reported they strongly agree/agree they have mastered implementing California State Standards.	States Standards and UoS fully implemented. Survey in May 2021
P4: Statewide Assessments - ELA	2019 CAASPP Data Schoolwide: 2019 CAASPP ELA Results/%Standard Met & Exceeded: Del Sol: 46.98% District: 37.69% County: 47.62%	CAASPP was not administered spring 2020 due to COVID19 Shelter in Place order. Data not available until Fall 2021 anticipated increase of 3%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

State: 50.8%

3rd Grade Baseline Data:

2019 CAASPP ELA Results/%Standard Met & Exceeded:

Del Sol: 44.55%

District: 33.15%

County: 46.16%

State: 48.54%

4th Grade

2019 CAASPP ELA Results/% Met & Exceeded Standard:

Del Sol: 40.40%

District: 33.52%

County: 47.62%

State: 49.46%

- 8.5% increase

4th Grade Goal:

Met: The percentage of Del Sol students who score met or exceeded ELA standards will meet or exceed the district average (spring 2019).

5th Grade

2019 CAASPP ELA Results/%Standard Met & Exceeded:

Del Sol: 45.04%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

District: 39.78%

County: 49.66%

State: 51.68%

- 7.94% increase

5th Grade Goal:

Met: The percentage of 5th grade students who scored met or exceeded ELA standards exceeded the district average by 5.26%.

6th Grade

2019 CAASPP ELA Results/%Standard

Del Sol: 50.0%

District: 36.9%%

County: 46.15 %

State: 51.37%

Goal Met: Cohort experienced a 9.3% increase from previous year. Score exceeded the county average.

6th Grade Goal:

Goal Met/Exceeded: The percentage of 6th grade students who scored met or exceeded ELA standards will meet or exceed the county average (spring 2019).

7th Grade

Goal Met: ELA CAASPP scores will be equivalent to county results.

2019 CAASPP ELA Results/%Standard Met & Exceeded:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>7th Grade</p> <p>Del Sol: 58.48%</p> <p>District: 36.9%%</p> <p>County: 46.15 %</p> <p>State: 51.37%</p> <ul style="list-style-type: none"> • Increase of 14.48% from previous year. Scores exceeded state results by 7.11%. <p>8th Grade</p> <p>Goal Met:8th grade students will meet or exceed the district's ELA CAASPP achievement results, spring 2019.</p> <p>2019 CAASPP ELA Results/%Standard Met & Exceeded:</p> <p>Del Sol: 40.96%%</p> <p>District: 32.64%</p> <p>County: 44.37 %</p> <p>State: 51.37%</p> <ul style="list-style-type: none"> • 12.86% Increase from the previous year • % above the district average of 32.64% 	
P4: Statewide Assessments - Math	<p>2019 CAASPP Data</p> <p>School-wide:</p> <p>CAASPP Math Results/%Standard Met & Exceeded:</p> <p>Del Sol: 33.28%</p>	<p>CAASPP was not administered spring 2020 due to COVID19 Shelter in Place order. Data not available until Fall 2021 anticipated increase of 3%</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

District: 24.69%

County: 34.14%

State: 39.73%

3rd Grade Baseline Data, Spring 2019

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 41.75%

District: 33.15%

County: 46.62%

State: 48.54%

4th Grade

Not Met: The percentage of incoming 4th students who score met or exceeded Math standards will meet or exceed the district average (spring 2019).

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 29.92%

District: 29.44%

County: 40.80%

State: 44.94%

- 8.88% decrease from previous year

5th Grade

Goal Not Met: The percentage of 5th grade students who score exceeded or standard met on the 2019 Math CAASPP will meet or exceed the county average (spring 2019).

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 25.66%

District: 21.19%

County: 33.17%

State: 37.99%

- 10.04% decrease from previous year.

6th Grade

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 37.62%

District: 27.86%

County: 33.48%

State: 38.52%

- 10.52% increase from previous year

Goal Met: The percentage of 6th grade students who score exceeded or standard met on the 2019 Math CAASPP will meet or exceed the county average.

In 2019, the percentage of 6th students was 9.76% above the district average of 27.86%, 4.14% above the county average, and .less than 1% below the state average of 37.99%.

7th Grade

2019 CAASPP Math Results/%Standard Met & Exceeded:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Del Sol: 41.18%</p> <p>District: 21.16%</p> <p>County: 30.09%</p> <p>State: 37.84%</p> <p>The percentage of 7th grade students who met or exceeded math standards was 20.02% above the district average, 11.09% above the county and 3.34% above the county.</p> <ul style="list-style-type: none"> 13.68% increase from previous year <p>Goal Met: 7th grade 2019 Math CAASPP scores are equivalent to county scores,</p> <p>8th Grade 2018 CAASPP: Math</p> <p>Del Sol: 21.43%</p> <p>District: 18.9%</p> <p>County: 29.18%</p> <p>State: 36.63%</p> <ul style="list-style-type: none"> 4.53% increase from previous year <p>Goal met: Del Sol's 8th grade students will meet or exceed the district's math CAASPP achievement results.</p>	
P4: ELPAC Assessments	Assessment were being administered before the shelter in place order on 3/13/2020, but were not completed. Will be updated once data is available.	ELPAC assessments were partially administered spring 2020 due to COVID19 Shelter in Place order.
P4: Reclassification Rate	Assessment were being administered before the shelter in place order on 3/13/2020, but were not completed. Will be updated once data is available.	ELPAC assessments were partially administered spring 2020 due to COVID19 Shelter in Place order.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>February 17, 2020</p> <p>Del Sol has 208 English Learner, making up 18.71 % of the student population.</p> <ul style="list-style-type: none"> • 54/208 (25.9%) are classified as LTELs (Long Term English Learners) • 118/208 (56.7%) are classified as English Learners • 36/208 (17.3%) are classified as At Risk (At risk of becoming LTELs). • 15/208 (7.2%) are classified as newcomers • 45/208 (21.63%) are eligible for reclassification (Summative ELPAC score of 4) • 8/45 (36.9%) are LTELs <p>ELPAC score of 4</p> <ul style="list-style-type: none"> • State: 16.4% scored proficient in 2018. • County: 15.02% • District: 10.8% • Del Sol: 21.63% <p>Del Sol's percentage was 5.23% higher than the state average and 6.61% higher than the county.</p> <p>Reclassification rate dropped from 26% to 21.63% from 2019-2020. Drop is attributed to the number of new EL students entering the school.</p>	
<p>P8: DIBELS Other Student Outcomes</p>	<p>During the 2019-20 school year, a full time reading intervention teacher provided support for 115 students, grades 1-3, during guided reading time in the classrooms. Twelve students were exited from this intense intervention after benchmark 2 data was collected, due to attaining grade level scores. This was a 10.4% reduction in the number of students who did not meet grade level benchmark performance expectations.</p>	<p>Dibels scores were not administered trimester 3 due to COVID19 Shelter in Place order.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Of the 115 students who received intense reading intervention:

2020 Benchmark 1/2 Data:

DIBELS Composite Scores: Kindergarten

Benchmark Well Below Below At or Above

B1 20% 14% 66%

B2 23% 19% 58%

+3% +5% -8%

District Summary

B1 37% 16% 47%

B2 31% 21% 48%

- 6% 5% 1%

DIBELS Composite Scores: Grade 1

Benchmark Well Below Below At or Above

B1 22% 11% 67%

B2 29% 15% 56%

+7% +4% -11%

- 12% decrease in the percentage of student who are meeting or surpassing B1 At or Above benchmark (2020 Second grade students).
- 3% decrease in the percentage of student who are meeting or surpassing B2 At or Above benchmark (2020 Second grade students).

District Summary

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

B1 38% 13% 48%

B2 35% 13% 52%

- 3% - +4%

DIBELS Composite Scores: Grade 2

Benchmark Well Below Below At or Above

B1 26% 5% 69%

B2 28% 20% 52%

+2% +15% -17%

4% increase in percentage of students who are at or above benchmark, from the following year.

District Summary

B1 29% 9% 61%

B2 35% 17% 48%

+6% +8% -13%

- 4% decrease in the percentage of student who are meeting or surpassing B1 At or Above benchmark (2020 Second grade students).

No change with the percentage of student who are meeting or surpassing B2 At or Above benchmark (2020 Second grade students).

DIBELS Composite Scores: Grade 3

Benchmark Well Below Below At or Above

B1 31% 17% 52%

B2 32% 21% 47%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>+1% +4% -5%</p> <p>District Summary</p> <p>B1 44% 17% 39%</p> <p>B2 48% 22% 30%</p> <p>+4% +5% - 9%</p> <ul style="list-style-type: none"> • 31% decrease in the percentage of student who are meeting or surpassing B1 At or Above benchmark (2020 Second grade students). • 15% decrease in the percentage of student who are meeting or surpassing B2 At or Above benchmark (2020 Second grade students). <p>Overall: Del Sol results surpassed district results , however, the gap closed with each benchmark. This year's kindergarten class is not performing as well as last year's, which indicates we need more intervention at this level and more supports for first grade students next year. There is a huge concern with the percentage of students who are no longer at or above the B2 At or Above benchmark.</p>	
College and Career Readiness	<p>For the 2019-20 school year, over thirty-six 8th grade students qualified for Math 1.</p> <p>For the 2019-20 school year, over seventy-two 7th grade students qualified for Accelerated Math 7 (Accelerated math 7 prepares students for Math 1 their 8th grade year. Math 1 is a high school level course.</p>	Goal: For the 2020-21 School Year, Del Sol will have 2-3 sections of Math 1 and 2-3 sections of Accelerated Math 7.
CAST	<p>Spring 2019 CAST results:</p> <p>Grade 5= % who Met & Exceeded Standard Del Sol: 20.54% District: 18.40%</p>	CAASPP was not administered spring 2020 due to COVID19 Shelter in Place order.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>County: 27.57% State: 31.72%</p> <p>Grades 8 Del Sol: 16.86% District: 16.68% County: 25.28 % State: 30.84%</p> <p>Goal: For the 2020 school year, 5th & 8th grade students will increase CAST scores by at least 2%.</p>	
Lexia: Grades K-8	<p>For the 2019-20 school year:</p> <p>Lexia Progress Report: Grades K-5</p> <p>59% of students (329) who met usage requirements advanced one or more grade levels.</p> <p>All Student progress:</p> <ul style="list-style-type: none"> • 11% of all users have reached end of year benchmark • 36% of all students are at grade level <p>My lexia: % of students with Grade Level Skills (Word Study, Grammar, Comprehension)</p> <p>Beginning of year February 2020</p> <p>K 39% 74%</p> <p>1 40% 62%</p> <p>2 33% 45%</p> <p>3 13% 46%</p> <p>4 30% 36%</p> <p>5 15% 18%</p>	<p>75% of all users will reach end of the year benchmarks</p> <p>45% of all users will be at grade level.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Lexia: Power-Up Grades 6-8 Results: % of students who scored intermediate (3-5 grade level) or advanced (6-8 grade level)

Overall Progress Beginning of year February 2020

Word Study 61% 77%

Grammar 60% 72%

Comprehension 73% 86%

% Proficient

Word Study 14% 19%

Grammar 9% 15%

Comprehension 20% 28%

iStation

Tier Movement 2019-20 School Year
All Grades Overall Reading

	September	February
Tier 1	51%	53%
Tier 2	20%	22%
Tier 3	29%	25%

Tier 3 readers decreased by 4%

Grade 4

	September	February
Tier 1	56%	58%
Tier 2	14%	19%
Tier 3	30%	24%

Tier 3 readers decreased by 6%

Grade 5

	September	February
Tier 1	53%	52%
Tier 2	18%	24%
Tier 3	29%	23%

Tier 3 readers decreased by 6%

Grade 6

	September	February

iStation trimester 3 not administered due to COVID19 Shelter in Place order.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome																																
	Tier 1 44% 49% Tier 2 27% 22% Tier 3 29% 29% Tier 3 readers decreased by 0% tier 2 readers decreased by 5% Tier 1 readers increased by 5%																																	
SSTs and Evaluations	<p>For the 2019-20 school year ended on March 13, 2020, the Student Study Team (SST) conducted 78 SST meetings. On the average, the SST Coordinator receives one referral per day.</p> <p>The school psychologist has completed or am in process of completing 47 assessments - to date.</p> <p>28 Initial Assessments 17 Triennial and/or reassessments 1 Functional Behavior Assessment 1 Manifest Determination Assessment</p> <p>Total Assessments for the 2019-20 school year: 47</p> <p>Total number of Special Education Students Source: Q-Special Ed Analysis Report 8/7/2018 5/31/201 8/8/2019 3/1/2020</p> <table border="1"> <tr> <td>410-Related Services(Speech)</td> <td>24</td> <td>25</td> <td>24</td> </tr> <tr> <td>30</td> <td></td> <td></td> <td></td> </tr> <tr> <td>420-RSP</td> <td></td> <td>47</td> <td>67</td> </tr> <tr> <td>66</td> <td>79</td> <td></td> <td></td> </tr> <tr> <td>Pending Assessment</td> <td></td> <td>1</td> <td>0</td> </tr> <tr> <td>0</td> <td>10</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td>72</td> <td>92</td> </tr> <tr> <td>119</td> <td></td> <td></td> <td>90</td> </tr> </table> <p>The number of Special Education students has greatly increased since the beginning of the year (19.7%) and from when the school opened (68%) due to an increase in enrollment, newly identified students, and students returning to their home school from SDC programs within the district. The number of assessments Education Specialist are processing has stressed teams.</p>	410-Related Services(Speech)	24	25	24	30				420-RSP		47	67	66	79			Pending Assessment		1	0	0	10			Total		72	92	119			90	Reduce the number of initial assessments by 10%
410-Related Services(Speech)	24	25	24																															
30																																		
420-RSP		47	67																															
66	79																																	
Pending Assessment		1	0																															
0	10																																	
Total		72	92																															
119			90																															

Planned Strategies/Activities

Action 1.1

1.1 AVID Strategies

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The principal shall select a site AVID coordinator who does the following: 1)) Co-lead revisions to the site AVID plan, 2) Provides training to staff, 3) Assist with collecting AVID evidence and preparing for the site review, 4) Order and distributes AVID materials such as AVID binders, dividers and planners, and 5) Plan, prepare and conduct AVID events like College Kick-off Day.</p> <p>A) Site funds will be used to purchase AVID materials such as binders dividers, highlighters, planners and folders.</p> <p>B) The AVID team will share and model AVID strategies with staff throughout the year.</p> <p>C) This principal and AVID site leadership team will work with staff to implement the AVID site plan and certification process. The Coordinator will collect and submit data and evidence required for the certification process.</p> <p>D) Staff will review AVID methodologies and site plan with parents at Back to School Night, SSC, ELAC, SST, IEP, and other parent meetings.</p> <p>E) Students and staff will participate in College & Career Day and other awareness activities.</p> <p>F) Site will conduct parent information nights to inform families of a-g requirements, college and career paths, AVID strategies, techniques, philosophies.</p> <p>Distance teachers and learners will use google classroom, calendar and gmeets for organization and learning,</p>	<p><u>X</u> All Students</p>	<p>AVID materials: binders, folders, planners, dividers. 4000-4999: Books And Supplies LCFF AVID – 0765 \$7,500</p> <p>Parent information Nights- EL Outreach 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$500</p> <p>Child care for parent outreach nights (EL) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$150</p> <p>Refreshments for parent outreach nights (EL) 4000-4999: Books And Supplies Title III LEP -- 4203 \$500</p>

Action 1.2

1.2 CCSS Implementation: Common Core & State Standards

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Teachers will deliver UOS with fidelity. Del Sol Academy will fully implement Units of Study (UOS) including lesson plans and assessments which are aligned to Common Core Standards, California State Standards (CSS) and Next Generation Science Standards (NGSS).</p> <p>A)Teacher representatives will attend district and site UOS and Formative Assessment trainings</p> <p>B) Teachers will participate in ongoing grade level meetings (site- full day release, half-day and after school), at which they have opportunities to review and discuss effective delivery of UOS, administration of formative assessments, and how to integrate STEAM supplemental curriculum.</p> <p>C) During grade level meetings, teachers will review assessment data and use summations to place students in appropriate math classes/clusters, revise assessments, adjust instruction, reteach concepts, and identify additional support needed to ensure student mastery of the standards.</p> <p>D) Teachers will provide the district feedback regarding the units of study and formative assessments, which will be used by UOS committee members to make necessary revisions.</p> <p>E) Purchase additional materials and supplies (print, copier, laminator) to support standard based instruction.</p> <p>F) Purchase digital tools, technology, and resources to increase instructional leadership capacity.</p> <p>G) Purchase supplemental science, math, ELA, PE, etc. instructional materials and supplies (hands on manipulatives, poster boards) to support standard based instruction.</p> <p>H) Teacher/Administrators will attend training sessions and conferences to support the instructional methodology and implementation of: CA CCSS</p>	<p>X All Students</p>	<p>Printing materials and copies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$13,205</p> <p>Lesson materials & equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Laminating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

ELA/Math, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain based strategies, and STEAM curriculum.

I) Teachers will participate in Impact Teams, focused on "unwrapping standards", creating effective common assessments, analyzing assessment results and student learning, evaluating the effectiveness of the assessment, reteaching and reassessing the original standard.

Action 1.3

1.3 ELD

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Content area teachers (English/Science & Math/social Science), grades 6-8, will deliver English Language Development (ELD) instruction, aligned to the ELD standards, to English Learners within the academic periods.</p> <p>A) Support personnel from the Language Services division and on site master teachers will provide ongoing training, model lessons to teachers, give feedback and guidance to the principal, assistant principal, teachers, Bilingual Language Tutors (BLTs) and administrators regarding effective instructional and assessment strategies for ELD, LTELS, and Reclassified Fluent English Proficient (RFEP) students.</p> <p>B) Staff will administer the English Language Proficiency Assessments for California (ELPAC) exam to students and use results to assign students appropriate supports and instruction. Assessment results will be used to measure the academic/language development progress of EL students, reclassify students when appropriate, and evaluate instruction and instructional materials.</p> <p>C) Teachers will monitor and evaluate individual student's EL levels using multiple measures including ELPAC Scores, grades, CAASPP scores etc. Summations will be used to adjust instruction, identify student needs and redesignate students when appropriate.</p>	<p><u>X</u> Other student group(s) English Learners</p>	<p>Substitutes to provide release time for EL Coordinators to prepare for administer to the ELPAC 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$5,771</p> <p>Two BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$27,493</p> <p>Three BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$51,008</p>

D) A BLT (if budget allows) or teacher will work with EL students to provide additional language support.

E) During ELAC meetings and parent conferences, teachers will review ELPAC scores, academic growth, and progress towards reaching the redesignation criteria. Teachers will help parents and students develop a plan to improve the students' progress.

F) Students who make significant gains and attain reclassification will be honored during award assemblies.

Action 1.4

1.4 Reading and Writing Support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol will have focus on reading and writing across the content areas and across the K-8 grade span, where all teachers integrate reading and writing into learning activities. Special consideration will be given to supporting students with below grade level reading levels.</p> <ul style="list-style-type: none"> Del Sol will focus on common reading and writing strategies across the content areas (such as Step Up To Writing) and K-8 grade span, where all teachers integrate reading and writing into learning activities. Staff will deliver Focused Note Taking (FNT) strategies, participate in FNT rounds. Middle school ELA/Science teachers will deliver lessons which integrate ELA & Science standards. Administrators, teachers and support staff will attend relevant inservices. Teachers, admin and support staff will review student reading assessment scores and identify students who need more support, and adjust groupings. Contact parents of struggling readers to ensure they are aware their student is in need of additional supports. Invite them to Literacy Night or other parent workshops. 	<p><u>X</u> All Students <u>X</u> Other student group(s)</p>	<p>1 FTE Intervention specialist, grades 3-6: District LCAP funded 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$100,000 Lexia, Read Naturally, EdJoin, and iStation Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$11,000 1 FTE Intervention reading specialist (grades K-2): 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$143,719 Teacher Hourly to prepare and conduct parent workshops 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902</p>

- Teachers of students grades K-8 will continue to use Read Naturally, Lexia, RiStation and Ed Mark reading programs. Programs will provide remediation to struggling readers and rigor to advanced readers. Online reading programs will support remote learning.
- JUSD's Literacy Coach will model conducting effective reading groups in teacher classrooms.
- USD's Literacy Coach will train Teachers, BLTs and IAs how to conduct effective reading groups
- Administrators and teachers of student grades 4-8 will continue to investigate reading support and intervention measures, diagnostic assessments and structuring flexible push-in reading groups.
- Del Sol will create a Book Buddy club for students grades 6-8.

Students volunteers or Book Buddies, will read to younger students grades K-4 at lunch or after school and log time to earn community service hours. USD's Literacy Coach will conduct two short training sessions for students 7-8.

- Teachers will select WICOR strategies to utilize during the school year such as literacy circles, reciprocal teaching, closed reading activities, and Socratic Seminar. Teachers will agree to frequency of use in the classroom so strategies become ingrained in instruction and learning.
- A reading intervention teacher will provide individual and small group reading instruction to struggling readers.

\$1,613

Subs to pay for release time for trainings & Dibels assessments
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$4,500

Action 1.5

1.5 STEAM Electives: 6-8th Grade Students

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
Del Sol will conduct an elective wheel which will offer a variety of STEAM related classes, including MESA, for 6-8th grade students. Students in grades TK-5 will participate in a variety of STEAM activities including LEGO Robotics and Bee Bot Robotics.	X Other student group(s) Grades 6-8	Supplies & Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000 Site MESA Coordinator stipend 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707
All 6th-8th grade students participated in an elective wheel, which included a MESA elective class.		

All middle school teachers will teach a section of MESA or STEAM elective.

Funds will provide

- Teachers with release time for training and planning.
- Conference/training fess and related costs.
- Fund site STEAM challenges/competitions, grades TK-8.
- Transportation costs to competitions, such as UCR's MESA day at the UCR campus.
- Materials, equipment, supplies, copies or any other items necessary to conduct the classes/STEAM activities.

\$1500

Transportation/Buses to competitions and events
 5000-5999: Services And Other Operating Expenditures
 LCFF Suppl/Conc -- 0707
 \$1,000
 Site Lego Coordinator: Hourly time card to total listed amount.
 1000-1999: Certificated Personnel Salaries
 LCFF Suppl/Conc -- 0707
 \$1,000

Action 1.6

Extended Day Learning Opportunities

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A) Provide After School, Before School and Saturday School Tutoring (ELO) for students in need of academic support.	<u>X</u> All Students	Certificated Hourly Rate 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$11,195
B) Provide After School, Before School and Saturday School Tutoring (ELO) to English Learners, specifically LTELs and students who are reading below grade level.		Snacks for students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000 Certificated Hourly Rate 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$3,059

Action 1.7

1.7 Art, Music, and Choir

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A) Del Sol will provide opportunities for students (grades TK-8) to participate in music and choir lessons/activities during and outside the school day. A full time band/choir teacher will be supported with VAPA funds, to provide instrumental music, middle school band, and choir to students.</p>	<p><u>X</u> All Students</p>	<p>Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF VAPA -- 0763 \$80,078</p> <p>Materials and supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 \$4,623</p>

Action 1.8

1.8 Multi-tier system of supports (MTSS): Academic and Behavior

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol will implement support for student who struggle academically, socially and /or emotionally.</p> <p>A) Administrators, SST Coordinator, teachers, Education Specialists, and support staff will meet on a regular basis to review students' academic progress utilizing data such as grades, state assessment results, ELPAC scores, district assessment results, attendance records, behavior/citizenship logs, and staff/parents feedback.</p> <p>B) Students Study Teams (SSTs) will convene for struggling students, at which interventions and supports will be identified along with follow-up steps.</p> <p>The principal will select a student Study Team Leader (SST) to lead the SST process, process SST referrals, run student reports, schedule, prepare and conduct SST meetings, and other associated tasks.</p> <p>C) Secondary teachers will use Advisory periods to monitor student progress and to assist students with self-monitoring, goal setting, preparing for student led conference and follow through on goal/action plan.</p>	<p><u>X</u> All Students</p>	<p>Substitute teacher to provide release time so teachers may attend SST meetings. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$4,500</p> <p>Books & Resources 4000-4999: Books And Supplies Title I Basic -- 3010 \$3,800</p>

Action 1.9

Library & Media Support

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A) A full time library/Media technician will be available to assist students and staff with tech needs, Chromebooks, books, STEAM projects, research, associated orders and repairs, maintaining the library, providing supplemental materials for instruction, and other need</p> <p>B) Materials for library maintenance and to purchase books to complete reading series.</p>		<p>Library & Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72,096</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p>

Action 1.10

1.10 Inclusion Support

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol will develop and deliver a push-in model for struggling readers, including Special Education and English Learners, grades K-8. Staff will take the following steps to ensure full inclusion and equal access to the curriculum:</p> <p>A)Review and discuss research describing effective programs. B)Meet with colleagues from other schools to discuss and observe push-in models. C)Review student IEPs and services. D)Brainstorm ways to collaborate/team teach and provide support to students. Decide on a structure for the year. E)Implement reading structure, evaluate at end of each trimester.</p>	<p><u>X</u> Other student group(s) Students with Disabilities</p>	<p>teachers subs to provide release time for collaboration & training. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,802</p> <p>Conference Fees 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p>

Action 1.11

1.13 Preschool Transitional Plan

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
A) Summer Pre-School and Pre-K Transition Activities: <ul style="list-style-type: none"> • Pre-School and TK students will visit TK/Kinder classrooms, and tour the office, cafeteria, playground, library/media center, to become familiar with the school environment. • Teachers will meet with Pre-School, TK and Kinder students and parents, to conduct screening/assessments • Conduct a registration/orientation meeting for Pre-School, TK and Kinder in the spring, in English and Spanish. • Provide parents with information on Pre-school and TK. Host a parent night to inform parents how they can prepare students for TK/Kinder (letter, colors, numbers). 	<u>X</u> Other student group(s) Preschool/Head Start	Hourly rate for teachers who present at parent meeting. (6 teachers two hours each) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500 Subs for screening tests 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500

Action 1.12

	<u>X</u> Unchanged Action	
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Planned Actions/Services	Students to be served	Budget and Source
Purchase ALEKS math licences for online learning (grades 6-8)		ALEKS Licenses 4000-4999: Books And Supplies \$2,000

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Staff will continue to look at ways to respond to absenteeism and suspension rates, implement positive reinforcement for positive behaviors and foster positive student peer relationships, while engaging parents within the processes.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Attendance Rate	<p>For the 2019-20 School Year (as of February 11, 2020):</p> <p>All Students: 95.965% EI Students: 96.142% RSP Students: 94.463% SE Students: 100.00%</p> <p>Students grades TK-8 had attendance rates between 93.769%-96.930% with TK and Kinder having the highest absenteeism rate.</p> <p>Six days this year attendance has been below 93%: 10/31/2019 Halloween 11/01/2019 Day after Halloween 12/04/2019 Wednesday 12/20/2019 Day before winter break 02/03/2020 Monday/Inclement Weather 02/11/2020 Tuesday, after three day weekend.</p>	Increase attendance by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>We already have two more low attendance days than last year.</p> <p>It appears attendance rates tend to be the lowest before or after an extended weekend, and before/after Halloween.</p>	
<p>P6: Suspension Rate</p>	<p>The half time counselor had completed the following since her start date on 10/11/2019:</p> <ul style="list-style-type: none"> • 175 Peer Mediation/conflict resolution sessions for students grades K-8. • 30 Intensive Academic Counseling Sessions for 8th grade students who have a 2.0 GPA or less • 312 Counseling visits (referrals from staff and self referrals from students). • 7 Crisis Interventions (suicide/self harm/risk assessments) • Conducted social skills, anger management and grief groups for students grades K-8. <p>Source: JUSD Report Server</p> <p>Number/Percent Difference</p> <p>2018-19 2019-20</p> <p>Overall Suspension Rate 7.94% 3.37% -4.5%</p> <p>Number of Suspensions 87 41 -46</p> <p>Grade 3 1/.90% 0/0% . -1/-.78%</p> <p>Grade 4 1/.93% 1/.78% same</p> <p>Grade 5 13/10.32% 13/10.48% same</p> <p>Grade 6 28/26.17% 9/6.92% -17/-19.25%</p> <p>Grade 7 21/16.15% 9/7.44% -12/-8.71%</p>	<p>Decrease suspensions by 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 8 23/25.56% 9/6.98% -14/-18.58%</p> <p>Black/African American 16/23.19% 15/18.07% -1/-5.12%</p> <p>Hispanic/Latino 52/6.87% 21/2.66% -31/-4.21%</p> <p>White 10/6.49% 4/2.27% -6/-4.22%</p> <p>Female 26/4.74% 18/2.94 -8/-1.8%</p> <p>Male 61/11.13% 23/3.80% -38/-7.5%</p> <p>English Learners 28/10.41% 4/1.7% -24/-8.7%</p> <p>SED/Free Lunch 68/10.23% 33/4.81% -34/-5.42%</p> <p>McKinney-Vento 2/12.5% 1/4.35% -1/-8.14%</p> <p>504 Plan 0/0 4/30.77% +4/+30.77%</p> <p>SPED-RSP 15/19.48% 10/12.35% -5/-7.13%</p> <p>Foster 1/6.25% 5/33.33% +4/+27.08</p> <p>The suspension rate has been cut in half from the previous year, despite a ten percent growth in the student population.</p> <p>Suspensions dropped for the significant subgroups by the following percents: Black/African American (-5.12%), Hispanic/Latino (-4.21%), White (-4.22%), Female (-1.8%), Male (-7.5%), English Learners (-8.7%), SED (-5.42%), McKinney-Vento (-8.14%) and Special Education students (-7.13%).</p> <p>Suspensions dropped for the following grade levels: grade 3 (-.78), grade 6 (-19.25%), grade 7 (-8.71%), and grade 8 (-18.58%).</p>	
P5: Chronic Absenteeism Rate	<p>Del Sol/Chronic Absenteeism Rate: 9.64% as of 2/29/2020.</p> <p>Decreased by almost 1% from previous year.</p>	Increase attendance by 3%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P8: Other Student Outcomes Behavioral Analysis	Decrease discipline referrals by 10%	Decrease discipline referrals by 10%
Health Statistics	<p>Health Office visits for this 2019-2020 school year:</p> <p>Over 4,079 to the health office were recorded from 08/07/19-02/11/2020. This does not include daily visits from 3 diabetic students who receive services 2-3 times a day, and may return to the office any time they experience low or high sugar levels. Visits includes students who require medications.</p> <p>Other Health needs includes students who have:</p> <ul style="list-style-type: none"> • Seizures • Heart birth defects • Hemophilia • Chronic Asthma • Severe peanut allergy <p>Del Sol had a half-time health clerk for the 2019-20 school year.</p>	
Enrollment	<p>Enrollment August 2019: 1107 students Enrollment March 6, 2010: 1157 Percent increase: 4.5%</p> <p>Del Sol had a half-time registrar for the 2019-20 school year.</p>	

Planned Strategies/Activities

Action 2.1

2.1 School Safety Coordination

	<input checked="" type="checkbox"/> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The principal shall select a certificated staff member to serve as the Safe School's Site Coordinator, who assists with 1) Developing, implementing and revising the School Safety Plan, 2) Establishing a site School Safety Committee, 3) Conducting School Safety Committee meetings, 4) Facilitating and coordinating school safety drills, 5) Assembling and disseminating all required emergency response information packets, materials & equipment, 6) Communicating procedures and protocols to staff,community and parents.</p> <p>A)The principal, assistant principal and School Safety Coordinator will develop a school safety plan, with emergency drills. Administration will invite representatives of the fire and sheriff's department to walk the facility and give input to the plan. Classified staff, certificated staff, and parent representatives will review the plan during the summer and provide feedback. The plan will be revised and presented to staff before students return in August.</p> <p>B) School staff will review the plan with students the first week of school and conduct drills. Staff will evaluate drill effectiveness and revise plan as necessary. Information will be sent to parents/guardians ahead of time so they are informed of emergency procedures and may dialog with their children.</p> <p>C) Purchase equipment that is essential for campus security, disaster drills and disaster preparedness to ensure student safety, Including masks, gloves, sanitizer for COVID19 safety measures.</p>	<p><u>X</u> All Students</p>	<p>Emergency response supplies, paper, copies, plastic sleeves, buckets, water, snacks, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>

Action 2.2

2.2 Common Sense Media

	<p><u>X</u> Unchanged Action</p>	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A) Staff and students will participate in Common Sense Media K-8 Digital Citizenship curriculum, comprised of lessons designed to teach students to think critically, behave safely, and participate responsibly in our digital world. Lesson topics include staying safe online, cyber-bullying, protecting your identity, scams and schemes, strategic searching, and copyright use.</p> <ul style="list-style-type: none"> Site Technology Coordinator will attend related district sponsored training and develop the site technology plan. 	<p><u>X</u> All Students</p>	

- Review of lessons during faculty meetings
- Post lessons and links on Del Sol PowerSchool page
- Teachers conduct lessons in class and during advisory periods
- Teachers review and debrief lesson effectiveness during grade level and site meetings.

Action 2.3

2.3 Behavior Social & Emotional Learning (BSEL)

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A) The principal shall select a certificated staff member to serve as a Behavior Social & Emotional Learning (BSEL) Coordinator who assists with 1) Developing the site BSEL plan, 2) Planning and conducting recognition ceremonies, 3) Purchasing and distributing incentives and awards, 4) Establishing a BSEL Committee, 5) Conducting BSEL meetings, 6) Communicating the site plan to staff, students, and parents, 7) Leading staff with evaluating and revising the plan (ongoing).</p> <p>B) Administrators will provide BSEL training sessions with classified and certificated staff members, providing research and strategies, relevant readings, and web resources.</p> <p>C) To ensure a safe and positive experience for students and parents on our campus, extra campus supervision and extra custodial services will be provided for special campus events.</p> <p>D) The BSEL plan will include action steps to connect students to adults and peers on campus by encouraging them to participate in extra-curricular and school related events. Teachers will review school activities with students, encouraging them to select, calendar and attend at least one event or extra curricular activity per week.</p> <p>E) Teachers will teach short lessons which focus on positive, productive school and social behaviors as well as character traits. The BSEL coach will provide staff development and support with planning and delivering these short lessons. Lessons will be delivered to students during advisory periods and class time.</p>	<p>X All Students</p>	<p>Incentives/Awards/Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>BSEL Curriculum Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p> <p>Licenses for positive behavior software (BASE) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000</p>

F) Because the power of recognition can be a highly motivating force, student incentives and awards will be given to those who demonstrate positive behavior, grades, attendance and citizenship.

G) Administrators will conduct assemblies addressing expected social skills, anti-bullying, etc. Posters reinforcing expectations will be posted in student areas and classrooms.

H) The BSEL Committee will meet after school monthly or as needed to discuss issues/concerns, review discipline data, revise PBIS plan, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for good behavior/citizenship. Hourly rate will be paid for meeting attendance (classified and certificated).

I) Administrators will meet monthly with supervisors to discuss safety issues and concerns on campus, including the playground, hallways, and areas in front of school. Staff will be asked to identify and discuss ways to prevent, deter and react to problematic behavior, as well as ways to connect positively with students.

J) Staff will discuss ways to promote positive attendance. Administrators and staff will talk about the importance of attendance at parent events and during parent meetings.

Action 2.4

2.5 Additional School Safety Measures

	<u>X</u>	Modified Action
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Planned Actions/Services	Students to be served	Budget and Source
A) Students and staff will wear Lanyards/ID badges.	<u>X</u> All Students	ID Lanyards & pocket Covers (heavy duty)
B) Provide additional classified substitutes to provide additional supervision before school, during school after school and at special events (as needed).		4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000

Action 2.5

Safe and Healthy Environment

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A) LCAP fund provide additional hours for campus supervision throughout the day, which is necessitated by the school's growing population, and activities throughout campus:

Arrival time: 7:50-8:30 AM (40 minutes)

Required supervision:

- 2 activity supervisors for kinder area (one to monitor entrance gate and one to monitor play structure).
- 1 activity supervisor to monitor crosswalk in school driveway and drop off traffic.
- 1 activity supervisor to monitor main entrance for students grades 1-5.
- 1 activity supervisor to monitor bus gate (east side) and escort kinder /TK students who eat breakfast to the MPR for breakfast, supervise during the meal escort students to class.
- 1 activity supervisor to monitor middle school entrance (west gate).
- 2 activity supervisors to monitor east courts and play structure.
- 2 Campus supervisors to monitor west/middle school courts and lunch tables.

Morning Recess: 9:50 AM -10:30 AM

- 3 activity supervisors to monitor playground and lunch benches.

Kinder Transition:

- 1 supervisor is required to pick-up Kinder/TK bus riders at the bus loading zone in the AM and walk them to class, and pick-up PM Kinder/TK bus riders for the afternoon session and walk them to class.

Lunch & Recess

Lunches span from 11:15 AM to 1:05 PM,

X All Students

Heath Care Aide (HCA) 3 hrs. (.50): School Funded

2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$13,939

Half-Time Counselor (School funded)
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$33,488

Additional classified to bridge the gap between district funded & needed supervision staff (arrival, reces, lunch, etc)(Outlined in left hand column 2.6)

2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707
\$20,000

Heath Care Aide (HCA) 3 hrs. (.50) : District Funded

2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$21,844

Supervision requirements:

- 2 activity supervisors to monitor lunch benches (approximately 130-260 students at a time for grades 1-5 and 330 students for grades 6-8)
- 3 activity supervisors to monitor playground
- 1 activity supervisor to monitor MPR as students enter and stand in line for lunch
- LCAP funds are used to fund an Instructional Aide to supervise students who experience ongoing discipline issues and troubling social interactions on the play ground. A large percentage of these students are Special Education students. This measure has been highly successful with reducing discipline issues, and should be extended to lunchtime recess.

Middle School:

- 1 campus supervisor to monitor second floor during all times
- 1 campus supervisor to monitor courts every hour while students and teachers are dressing out in locker rooms.

General:

- When possible, a supervisor is located in the main hallway to ensure students who arrive late travel to class safely, monitor restrooms, and ensure middle school students travel directly and quietly to the locker room each period.
- In the morning during arrival time, supervisors are needed to monitor three school entrances, the front driveway, elementary play area, middle school play area, MPR and breakfast tables.

B) Health Office visits for this school year:

Over 4,079 to the health office were recorded from 08/07/19-02/11/2020. This does not include daily visits from 3 diabetic students who receive services 2-3 times a day, and may return to the office any time they experience low or high sugar levels. Visits includes students who require medications.

Other Health needs includes students who have:

- Seizures
- Heart birth defects
- Hemophilia
- Chronic Asthma
- Severe peanut allergy

Del Sol requires a full-time health clerk for the 2020-2021 school year and requests to use LCAP fund to provide this serve.

C) A half time guidance counselor was added to the staff in October. Her services have had a tremendous positive impact on student behavior and reduction of suspensions. She also completes threat assessments. Del Sol is requesting a full time counselor and is prepared to split the cost with the district, using LCAP funds.

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Del Sol will continue to sponsor school events which engage families, students and community members.

Students and parents are requesting a music lesson for students grades 1-3. Del Sol would like to request a full-time music teacher and will use LCAP funds to support this enrichment opportunity from part-time to full-time.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High attendance at school events.	Del Sol has provided a variety of ways for parents, students and community member to participate in school related activities and engage with school staff.	Parents, student and community members' attendance will increase by 5% at school events.
Maintain and create events which allow students, parents and community member to engage with the school.	Parents, student and community members' attendance will increase by 5% at school events.	Del Sol conducts numerous activities for students, parents and community members to engage in the school community.
California Healthy Kids Survey (CHKS)	For the 2018-19 school year, one hundred 5th grade students participated in the California Healthy Kids Survey (CHKS): <ul style="list-style-type: none"> • 51% of the students said they felt highly connected to the school • 47% said they felt moderately connected to the school • 70% feel connected most or all of the time. 	Del Sol will be administer a similar survey at the end of the school year.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- 89% reported that felt academically motivated most or all of the time
 - 66% reported adults in school were caring most or all the time
 - 61% reported they felt adults cared all the time most or all the time
 - 70% reported listened to when they had something to say most or all of the time
 - 52% reported adults made an effort to get to know them most or all the time
 - 64% reported adults told them when they were doing a good job most or all of the time.
 - 82% reported adults told them they believed they (students) could do a good job most or all of the time.
 - 93% reported they felt adults wanted them to do their best most or all of the time.
 - 13% believe they are given a chance to decide on school sponsored student activities and rules most or all of the time.
 - 37% reported adults ask them about their ideas
 - 58% reported grown ups give them opportunities to solve problems most or all of the time.
 - 64% reported they get to participate in interesting school activities most or all of the time.
- most or all of the time.
- 19% believe they are given a chance to decide on class activities and rules most or all of the time.
 - 15% are asked what they want to learn about
 - 57% are asked to do helpful things at school most or all of the time.
 - 44% feel close to people at school most or all of the time.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- 76% feel happy at school most or all of the time.
- 67% feel apart of the school most or all of the time.
- 87% report they feel treated fairly at school most or all of the time.
- 73% feel safe most or all of the time.
- 89% were classified as academically motivated
- 77% reported they felt proud to belong to the school most or all of the time.
- 89% reported the building was neat and clean most or all of the time.
- 73% reported there were social and emotional supports in place most or all of the time.
- 77% reported teachers and school rules were fair and they were treated with respect most or all of the time.
- 93% reported they followed classroom and school rules, and listen to adults, most or all of the time.
- 44% reported students were well behaved most or all of the time.
- 73% felt safe at school most or all of the time.
- 80% felt safe while traveling to and from school most or all of the time.
- 72% reported Del Sol had an anti bullying climate most or all of the time.
- 85% reported teachers make it clear bullying is not allowed most or all of the time.
- 79% reported teachers will help when they report bullying most or all of the time.
- 54% reported students will stop bullying when they see it most or all of the time.
- 84% reported parents were activity involved with their schooling most or all of the time (ask about school, check homework, ask about grades).

Metric/Indicator**Baseline/Actual Outcome****Expected Outcome**

For the 2018-19 school year, 121 seventh grade students participated in the California Healthy Kids Survey (CHKS):

Overall, 67% agree or strongly agree they feel connected to the school

- 61% agree or strongly agree they feel a part of the school.
- 91% agree or strongly agree they were academically motivated at school.
- 86% reported adults in school were caring, very much or pretty much.
- 89% reported adults in school had high expectations of students, very much or pretty much.
- 60% reported they meaningfully participated in school, very much or pretty much.
- 86% reported there were school support, very much or pretty much.
- 85% agree or strongly agree adults told them they believed they (students) could do a good job most or all of the time.
- 82% agreed or strongly agreed adults wanted them to do their best most or all of the time.
- 23% agreed or strongly agree they are given a chance to decide on school sponsored student activities and rules most or all of the time.
- 77% agreed or strongly agree adults at school had high expectations of them at school.
- 85% agreed or strongly agreed adults cared about them at school.
- 69% agreed or strongly agree adults noticed when they were not in school.
- 68% agreed or strongly agree they get to participate in interesting school activities.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

- 79% agreed or strongly agree that adults listened to them when they had something to say.
- 42% agreed or strongly agree they are given a chance to decide on class activities and rules most or all of the time.
- 62% agree or strongly agree they feel close to people at school most or all of the time.
- 70% agree or strongly agree they feel happy at school.
- 66% agree or strongly agree teachers treat them fairly at school.
- 76% agree or strongly agree they feel safe in school.
- 89% were classified as academically motivated
- 77% reported they felt proud to belong to the school most or all of the time.
- 73% agree or strongly agree the building is neat and clean most or all of the time.
- 71% reported they feel safe or very safe at school.
- 67% agreed or strongly agreed their parents were involved in school.
- 74% agreed or strongly agreed teachers communicated with their parents.
- 61% agreed or strongly agreed staff take parents concerns seriously.
- 64% agreed or strongly agreed their parents were welcome to participate at the school.

Overall, survey results indicate a majority of 5th and 7th grade students feel safe, cared for, connected to the school and supported most or all of the time.

Planned Strategies/Activities

Action 3.1

3.1 Parent Engagement and Leadership

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>A) Parent Engagement and shared decision making: Del Sol will establish a School Site Council (SSC), Gifted and Talented Education Committee (GATE), English Learner Advisory and Committee (ELAC). Parents will be recruited to serve on the district Special Education Advisory Committee (SEAC).</p> <ul style="list-style-type: none"> • Nominations will be held in July/August. • Voting will occur in August • Required meetings will be scheduled and conducted according to guidelines. All supporting documentation such as sign-in sheets, agendas and minutes will be turned into designated district personnel. <p>B) Childcare and refreshments will be provided at meetings.</p> <p>C) Translators will be in attendance at all meetings to ensure equal access and participation of all parents.</p> <p>D) Printed materials will be provided in English and Spanish.</p>	<p><u>X</u> All Students</p>	<p>Hourly, classified (child care) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$500</p> <p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p> <p>Translator(s) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$200</p> <p>Printed materials 4000-4999: Books And Supplies Title III LEP -- 4203 \$200</p>

Action 3.2

Engaging with the School Community

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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A) The principal will host informal meetings such as Coffee with the Principal (parents), to provide stakeholders with the opportunity to meet with leadership, answer questions, provide feedback and give suggestions.

B) The principal and assistant principal will host luncheons with students to discuss school safety, school climate and culture, possible activities and other issues with students.

Refreshments, Food for student meetings such as pizza,cookies,juice and sandwiches.
 4000-4999: Books And Supplies
 Title I Parent Involvement -- 3010 1902
 \$1,000

Action 3.3

Student & Parent Recognition

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

A) The School will host student recognition and awards assemblies throughout the year, which honor students who demonstrate exemplary citizenship, grades, academic achievement, community service, reaching the EL redesignation milestone (EL to RFEP), attaining personal/academic and social goals.

Certificates, awards, refreshments
 4000-4999: Books And Supplies
 LCFF Suppl/Conc -- 0707
 \$1,500
 Rrefreshments
 4000-4999: Books And Supplies
 Title III LEP -- 4203
 \$1,000

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P2: LCAP Staff Survey on level of implementation of State Standards	States Standards and UoS will be fully implemented. All teachers will feel confident delivering California State Standards.	•Over 93% (21/23) of the teachers who participated in the May 2019 Staff LCAP Survey reported they strongly agree/agree they have mastered implementing California State Standards.
P4: Statewide Assessments - ELA	<p>2018 CAASPP data listed below was collected for incoming JUSD students, and does not include data from students who came from other districts.</p> <p>2nd Grade: No scores to compare.</p> <p>3rd Grade (2019 4th grade class) 2018 CAASPP ELA Results/% Met & Exceeded Standard: Del Sol: 31.9% District: 34.21% County: 46.18% State: 48.22%</p>	<p>2019 CAASPP Data</p> <p>Schoolwide:</p> <p>2019 CAASPP ELA Results/%Standard Met & Exceeded:</p> <p>Del Sol: 46.98%</p> <p>District: 37.69%</p> <p>County: 47.62%</p> <p>State: 50.8%</p> <p>3rd Grade Baseline Data:</p> <p>2019 CAASPP ELA Results/%Standard Met & Exceeded:</p> <p>Del Sol: 44.55%</p> <p>District: 33.15%</p> <p>County: 46.16%</p> <p>State: 48.54%</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

The percentage of incoming 4th grade students who who met or exceeded ELA standards was 31.9%, -2.5% below the district average of 34.4%.2019

2019 Goal: Exceed district average.

4th Grade Data: 2018 ELA CASSP (2019 5th grade class)

Del Sol: 38.1%
District: 36.20%
County: 46.69%
State: 48.67%
4th Grade Goal:

The percentage of incoming 4th grade students who score met or exceeded ELA standards will meet or exceed the district average (spring 2019).

5th Grade Data: 2018 ELA CAASPP (2019 6th grade class)

The percentage of Del Sol students who who met or exceeded ELA standards was 3.57% above the district average.

Del Sol: 40.7%
District: 37.13%
County: 47.62%
State: 48.67

5th Grade Goal:

The percentage of incoming 5th grade students who score met or exceed ELA standards will meet or exceed the county average (spring 2019).

6th Grade (2019 7th grade class)
2018 CAASPP ELA Results/%Standard Met & Exceeded:

4th Grade

2019 CAASPP ELA Results/% Met & Exceeded Standard:

Del Sol: 40.40%

District: 33.52%

County: 47.62%

State: 49.46%

- 8.5% increase

4th Grade Goal:

Met:The percentage of Del Sol students who score met or exceeded ELA standards will meet or exceed the district average (spring 2019).

5th Grade

2019 CAASPP ELA Results/%Standard Met & Exceeded:

Del Sol: 45.04%

District: 39.78%

County: 49.66%

State: 51.68%

- 7.94% increase

5th Grade Goal:

Met:The percentage of 5th grade students who scored met or exceeded ELA standards exceeded the district average by 5.26%.

Metric/Indicator

Expected Outcomes

Actual Outcomes

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Del Sol: 44.0% District: 46.67% County: 43.28% State: 49.3% The percentage of incoming 6th students who met or exceeded ELA standards was 2.67% above the district average. 6th Grade Goal: The percentage of incoming students who score met or exceeded ELA standards will meet or exceed the county average (spring 2019). 7th Grade 2018 ELA CAASPP Scores (2019 8th grade class) Del Sol: 28.1% District: 36.67% County: 44.85% State: 49.3%% Goal: Incoming 8th grade students will meet or exceed the district's ELA CAASPP achievement results, spring 2019.
--

6th Grade 2019 CAASPP ELA Results/%Standard Del Sol: 50.0% District: 36.9%% County: 46.15 % State: 51.37% Goal Met: Cohort experienced a 9.3% increase from previous year. Score exceeded the county average. 6th Grade Goal: Goal Met/Exceeded:The percentage of 6th grade students who scored met or exceeded ELA standards will meet or exceed the county average (spring 2019). 7th Grade Goal Met: ELA CAASPP scores will be equivalent to county results. 2019 CAASPP ELA Results/%Standard Met & Exceeded: 7th Grade Del Sol: 58.48% District: 36.9%% County: 46.15 % State: 51.37%
--

Metric/Indicator

Expected Outcomes

Actual Outcomes

- Increase of 14.48% from previous year. Scores exceeded state results by 7.11%.

8th Grade

Goal Met: 8th grade students will meet or exceed the district's ELA CAASPP achievement results, spring 2019.

2019 CAASPP ELA Results/%Standard Met & Exceeded:

Del Sol: 40.96%%

District: 32.64%

County: 44.37 %

State: 51.37%

- 12.86% Increase from the previous year
- % above the district average of 32.64%

P4: Statewide Assessments - Math

3rd Grade
Include only JUSD students, not students who transferred into the district.

2nd grade: No Comparable results

3rd Grade (2019 4th grade class)

2019 CAASPP Data

School-wide:

CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 33.28%

District: 24.69%

County: 34.14%

State: 39.73%

3rd Grade Baseline Data, Spring 2019

2019 CAASPP Math Results/%Standard Met & Exceeded:

Metric/Indicator**Expected Outcomes****Actual Outcomes**

2018 CAASPP Math Results/%Standard Met & Exceeded:
 Del Sol: 38.8%
 District: 34.14%
 County: 45.99%
 State: 48.89%

4th Grade (2019 5th grade students)
 2019 Goal: The percentage of incoming 4th students who score met or exceeded Math standards will meet or exceed the district average (spring 2019).

2018 CAASPP Math Results/%Standard Met & Exceeded:
 Del Sol: 35.70%
 District: 29.26%
 County: 38.30%
 State: 42.9 %

5th Grade (2019 6th grade students)
 2019 Goal: The percentage of incoming 5th grade students who score meet or exceed Math standards will meet or exceed the county average (spring 2019).

2018 CAASPP Math Results/%Standard Met & Exceeded:
 Del Sol: 27.1%
 District: 18.32%
 County: 31.59%
 State: 35.97%%

Del Sol: 41.75%

District: 33.15%

County: 46.62%

State: 48.54%

4th Grade

Not Met: The percentage of incoming 4th students who score met or exceeded Math standards will meet or exceed the district average (spring 2019).

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 29.92%

District: 29.44%

County: 40.80%

State: 44.94%

- 8.88% decrease from previous year

5th Grade

Goal Not Met: The percentage of 5th grade students who score exceeded or standard met on the 2019 Math CAASPP will meet or exceed the county average (spring 2019).

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 25.66%

District: 21.19%

County: 33.17%

State: 37.99%

Metric/Indicator

Expected Outcomes

Actual Outcomes

[Empty Metric/Indicator column]

6th Grade (2019 7th grade students)
6th Grade Math CAASPP Goal: The percentage of Del Sol students who score exceeded or meet Math standards will meet or exceed the county average (spring 2019).
2018 CAASPP Math Results/%Standard Met & Exceeded:
Del Sol: 27.5%
District: 24.47%
County: 31.37%
State: %

7th Grade (2019 8th grade students)
2018 CAASPP Math Results/%Standard Met & Exceeded:
Del Sol: 16.9%
District: 19.81%
County: 29.57%
State: 37.30%

Del Sol's 7th grade students will meet or exceed the district's math CAASPP achievement results

- 10.04% decrease from previous year.

6th Grade

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 37.62%

District: 27.86%

County: 33.48%

State: 38.52%

- 10.52% increase from previous year

Goal Met: The percentage of 6th grade students who score exceeded or standard met on the 2019 Math CAASPP will meet or exceed the county average.

In 2019, the percentage of 6th students was 9.76% above the district average of 27.86%, 4.14% above the county average, and .less than 1% below the state average of 37.99%.

7th Grade

2019 CAASPP Math Results/%Standard Met & Exceeded:

Del Sol: 41.18%

District: 21.16%

County: 30.09%

State: 37.84%

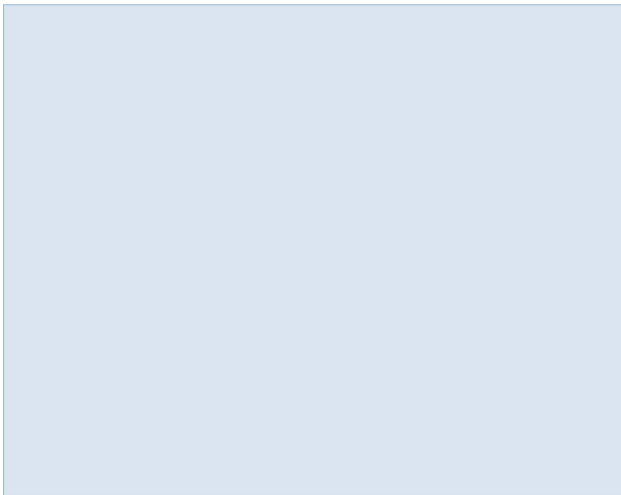
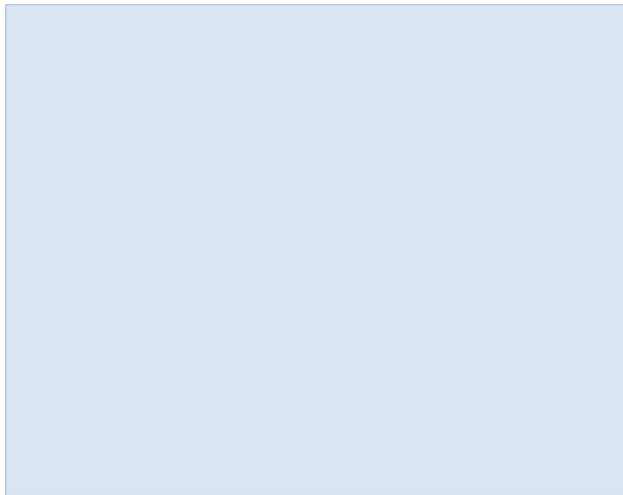
The percentage of 7th grade students who met or exceeded math standards was 20.02% above the

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>district average, 11.09%. above the county and 3.34% above the county.</p> <ul style="list-style-type: none"> 13.68% increase from previous year <p>Goal Met: 7th grade 2019 Math CAASPP scores are equivalent to county scores,</p> <p>8th Grade 2018 CAASPP: Math</p> <p>Del Sol: 21.43%</p> <p>District: 18.9%</p> <p>County: 29.18%</p> <p>State: 36.63%</p> <ul style="list-style-type: none"> 4.53% increase from previous year <p>Goal met: Del Sol's 8th grade students will meet or exceed the district's math CAASPP achievement results.</p>
P4: ELPAC Assessments	5% increase in number or LTEL who meet the ELPAC requirements for reclassification.	Assessment is currently being administered. Will be updated once data is available.
P4: Reclassification Rate	<p>Reclassify all EL students before they become LTEL.</p> <p>As of January, 2019, Del Sol had 196 English Learners.</p> <ul style="list-style-type: none"> 51 English Learners were redesignated in January 2019, making Del Sol's reclassification rate 26% (state rate is 7-9%). 5 of the 51 (9.8%) reclassified students were LTEL's. Del Sol had 47/196 (23.9%) Long Term English Learners LTEL. (February 2019) 	<p>February 17, 2020</p> <p>Del Sol has 208 English Learner, making up 18.71% of the student population.</p> <ul style="list-style-type: none"> 54/208 (25.9%) are classified as LTELs (Long Term English Learners) 118/208 (56.7%) are classified as English Learners 36/208 (17.3%) are classified as At Risk (At risk of becoming LTELs). 15/208 (7.2%) are classified as newcomers 45/208 (21.63%) are eligible for reclassification (Summative ELPAC score of 4)

Metric/Indicator

Expected Outcomes

Actual Outcomes



- 8/45 (36.9%) are LTELs

ELPAC score of 4

- State: 16.4% scored proficient in 2018.
- County: 15.02%
- District: 10.8%
- Del Sol: 21.63%

Del Sol;s percentage was 5.23% higher than the state average and 6.61% higher than the county.

Reclassification rate dropped from 26% to 21.63% from 2019-2020. Drop is attributed to the number of new EL students entering the school.

P8: DIBELS Other Student Outcomes

Goal for 2019-20: 10% reduction in number of students who do not meet expected grade level scores.

2019 Benchmark 2 Data:

DIBELS Composite Scores: Kindergarten (2019 first grade students)

Benchmark Well Below Below At or Above

B1 10% 12% 79%

B2 21% 20% 59%

B3 6% 15% 78%

- 4% +4% +1%

District Summary

B1 30% 17% 53%

B2 28% 23% 49%

B3 23% 22% 55%

Goal Met:

During the 2019-20 school year, a full time reading intervention teacher provided support for 115 students, grades 1-3, during guided reading time in the classrooms. Twelve students were exited from this intense intervention after benchmark 2 data was collected, due to attaining grade level scores. This was a 10.4% reduction in the number of students who did not meet grade level benchmark performance expectations.

Of the 115 students who received intense reading intervention:

2020 Benchmark 1/2 Data:

DIBELS Composite Scores: Kindergarten

Benchmark Well Below Below At or Above

B1 20% 14% 66%

B2 23% 19% 58%

+3% +5% -8%

District Summary

Metric/Indicator

Expected Outcomes

Actual Outcomes

- 7% +5% +4%

DIBELS Composite Scores: Grade 1 (2020 Second grade students)

Benchmark Well Below Below At or Above

B1 19% 15% 65%

B2 40% 8% 52%

B3 35% 11% 54%

+4% -4% -13%

District Summary

B1 29% 12% 59%

B2 31% 14% 55%

B3 33% 13% 54%

+4% +1% -5%

DIBELS Composite Scores: Grade 2 (2020 3rd grade students)

Benchmark Well Below Below At or Above

B1 13% 4% 83%

B2 22% 16% 62%

B3 25% 35% 40%

+12% +31% -43%

District Summary

B1 28% 9% 63%

B2 36% 15% 49%

B1 37% 16% 47%

B2 31% 21% 48%

- 6% 5% 1%

DIBELS Composite Scores: Grade 1

Benchmark Well Below Below At or Above

B1 22% 11% 67%

B2 29% 15% 56%

+7% +4% -11%

- 12% decrease in the percentage of student who are meeting or surpassing B1 At or Above benchmark (2020 Second grade students).
- 3% decrease in the percentage of student who are meeting or surpassing B2 At or Above benchmark (2020 Second grade students).

District Summary

B1 38% 13% 48%

B2 35% 13% 52%

- 3% - +4%

DIBELS Composite Scores: Grade 2

Benchmark Well Below Below At or Above

B1 26% 5% 69%

B2 28% 20% 52%

+2% +15% -17%

Metric/Indicator

Expected Outcomes

Actual Outcomes

B3 40% 27% 33%
+8% +18% -30%

DIBELS Composite Scores: Grade 3 (2020 4th grade students)

Well Below Below At or Above

B1 33% 16% 51%

B2 50% 22% 28%

B3 52% 22% 26%

+19% +6% -25%

District Summary

B1 45% 17% 37%

B2 52% 23% 25%

B3 25% 21% 19%

+15% + 4% -18%

4% increase in percentage of students who are at or above benchmark, from the following year.

District Summary

B1 29% 9% 61%

B2 35% 17% 48%

+6% +8% -13%

- 4% decrease in the percentage of student who are meeting or surpassing B1 At or Above benchmark (2020 Second grade students).

No change with the percentage of student who are meeting or surpassing B2 At or Above benchmark (2020 Second grade students).

DIBELS Composite Scores: Grade 3

Benchmark Well Below Below At or Above

B1 31% 17% 52%

B2 32% 21% 47%

+1% +4% -5%

District Summary

B1 44% 17% 39%

B2 48% 22% 30%

+4% +5% - 9%

- 31% decrease in the percentage of student who are meeting or surpassing B1 At or Above benchmark (2020 Second grade students).
- 15% decrease in the percentage of student who are meeting or surpassing

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>B2 At or Above benchmark (2020 Second grade students).</p> <p>Overall: Del Sol results surpassed district results , however, the gap closed with each benchmark. This year's kindergarten class is not performing as well as last year's, which indicates we need more intervention at this level and more supports for first grade students next year. There is a huge concern with the percentage of students who are no longer at or above the B2 At or Above benchmark.</p>
College and Career Readiness	<p>Goal: All 8th grade students will be eligible for a-g, college preparation courses when they enter high school. Students will not require remediation for math or ELA during their freshman year.</p> <p>For the 2018-19 school year, only 4 8th grade students qualified for Math 1, while sixty students qualified for Accelerated Math 7 (1 section).</p>	<p>For the 2019-20 school year, over thirty-six 8th grade students qualified for Math 1.</p> <p>For the 2019-20 school year, over seventy-two 7th grade students qualified for Accelerated Math 7 (Accelerated math 7 prepares students for Math 1 their 8th grade year. Math 1 is a high school level course.</p> <p>Goal: For the 2020-21 School Year, Del Sol will have 2-3 sections of Math 1 and 2-3 sections of Accelerated Math 7.</p>
CAST	Spring 2018 CAST not implemented yet.	<p>Spring 2019 CAST results:</p> <p>Grade 5= % who Met & Exceeded Standard Del Sol: 20.54% District: 18.40% County: 27.57% State: 31.72%</p> <p>Grades 8 Del Sol: 16.86% District: 16.68% County: 25.28 % State: 30.84%</p> <p>Goal: For the 2020 school year, 5th & 8th grade students will increase CAST scores by at least 2%.</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

Lexia: Grades K-8

For the 2019-20 school year:

Lexia Progress Report: Grades K-5

59% of students (329) who met usage requirements advanced one or more grade levels.

All Student progress:

- 11% of all users have reached end of year benchmark
- 36% of all students are at grade level

My Lexia: % of students with Grade Level Skills (Word Study, Grammar, Comprehension)

Beginning of year February 2020

K 39% 74%

1 40% 62%

2 33% 45%

3 13% 46%

4 30% 36%

5 15% 18%

Lexia: Power-Up Grades 6-8 Results: % of students who scored intermediate (3-5 grade level) or advanced (6-8 grade level)

Overall Progress Beginning of year February 2020

Word Study 61% 77%

Grammar 60% 72%

Comprehension 73% 86%

% Proficient

Word Study 14% 19%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Grammar 9% 15% Comprehension 20% 28%
iStation	2018-19 School Year Grade 4 September February Tier 1 48% 52% Tier 2 23% 23% Tier 3 30% 25% Tier 3 readers decreased by 5% Tier 1 readers increased by 4%	Tier Movement 2019-20 School Year All Grades Overall Reading September February Tier 1 51% 53% Tier 2 20% 22% Tier 3 29% 25% Tier 3 readers decreased by 4% Grade 4 September February Tier 1 56% 58% Tier 2 14% 19% Tier 3 30% 24% Tier 3 readers decreased by 6% Grade 5 September February Tier 1 53% 52% Tier 2 18% 24% Tier 3 29% 23% Tier 3 readers decreased by 6% Grade 6 September February Tier 1 44% 49% Tier 2 27% 22% Tier 3 29% 29% Tier 3 readers decreased by 0% tier 2 readers decreased by 5% Tier 1 readers increased by 5%
SSTs and Evaluations	2018-19 School Year, Del Sol's School Psychologist completed 53 assessments at Del Sol: 28 Initial Assessments 22 Triennial and/or reassessments	For the 2019-20 school year, the Student Study Team (SST) has conducted 78 SST meetings. On the average, the SST Coordinator receives one referral per day.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	2 ERMHS Evaluations 1 Manifest Determination Assessment Total Assessments for the 2018-19: 53	The school psychologist has completed or am in process of completing 47 assessments - to date. 28 Initial Assessments 17 Triennial and/or reassessments 1 Functional Behavior Assessment 1 Manifest Determination Assessment Total Assessments for the 2019-20 school year: 47 Total number of Special Education Students Source: Q-Special Ed Analysis Report 8/7/2018 5/31/201 8/8/2019 3/1/2020 410-Related Services(Speech) 24 25 24 30 420-RSP 47 67 66 79 Pending Assessment 1 0 0 10 Total 72 92 90 119 The number of Special Education students has greatly increased since the beginning of the year (19.7%) and from when the school opened (68%) due to an increase in enrollment, newly identified students, and students returning to their home school from SDC programs within the district. The number of assessments Education Specialist are processing has stressed teams.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 AVID Strategies A)The principal shall select a site AVID coordinator who does the following: 1) Attends the AVID summer institute with the AVID team, and principal, 2) Co-	1.1) AVID Strategists A) Two AVID Site coordinators were selected for the 2019-20 school year. Students were provided with AVID	AVID materials: binders, folders, planners, dividers. 4000-4999: Books And Supplies LCFF AVID – 0765	AVID materials: binders, folders, planners, dividers etc. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>leads the development of the site implementation plan, 3) Provides training to staff, 4) Assist with collecting AVID evidence and preparing for the site review, 5) Orders and distributes AVID materials such as AVID binders, dividers and planners, and 6) Plans, prepares for and conducts AVID events like College Kick-off Day.</p>	<p>materials, planner, binder/folder, divider, highlighters, notebooks, pens, pencils etc.</p>	<p>\$2,215</p>	<p>\$7186</p>
<p>B) The principal will attend AVID Summer Institute with the AVID site team (comprising of 9 teachers and the assistant principal). During the conference, the principal will work with site team to create and implement a AVID site plan to be presented to staff an implemented August 2019.</p>	<p>B) The principal and assistant principal attended the AVID Summer Institute with nine teachers during the month of July, 2019. The site plan was developed during the this time and implemented August 2019. When teachers returned for the new school year, together, they reviewed AVID organization/strategies/expectations for each grade level, throughout the year at staff meetings.</p>	<p>AVID Site Coordinator (Year 2) 1000-1999: Certificated Personnel Salaries LCFF AVID – 0765 \$1,000</p>	<p>Not until year 2 None Specified \$0</p>
<p>C) The assigned AVID Program Specialist will provide an in depth staff training on implementing an AVID Elementary (AE) model and other needs as identified by administrators and staff.</p>	<p>February 2020, Del Sol registered thirteen beginning teachers, the assistant principal, and principal for the 2020 AVID summer institute in Anaheim, California. In the fall, all teachers will have completed at least one summer institute.</p>	<p>AVID & College/University related posters, pennants, pins, college gear, pins, flags etc. 4000-4999: Books And Supplies LCFF AVID – 0765 \$2,700</p>	<p>AVID & College/University related posters, pennants, pins, etc. 4000-4999: Books And Supplies LCFF AVID – 0765 \$1127</p>
<p>D) This principal and AVID site leadership team will lead staff through the official AVID implementation and certification process. The Coordinator will collect and submit data and evidence for required of the certification process.</p>	<p>C&D) Reviewed AVID initiatives with teachers during monthly staff and leadership meetings including: 1) Use of 3 column notes, 2) Implement organizational systems (Binders for students grades 3-8, and folders for students grades TK-2), 3) Student use of daily planners, grades 3-8), 4) Socratic Seminar, 5) Program Specialist conducted a walk through in the fall focused on three column notes.</p>	<p>Field Trips to Universities/Colleges/Teach schools: Buses and related fees 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$6,500</p>	<p>UCR: MESA Competition (Buses) 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$616</p>
<p>E) Staff will review AVID methodologies and site plan with parents at Back to School Night, SSC, ELAC, SST, IEP, and other parent meetings.</p>	<p>Feedback was reviewed during the next staff meeting.</p>	<p>AVID Trainings/Conf 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$4,800</p>	<p>AVID Trainings/Conf 5000-5999: Services And Other Operating Expenditures LCFF AVID – 0765 \$19539</p>
		<p>\$</p>	<p>UCR: MESA Competition (Hourly clerical/supervision) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>F) Students grades 6-8 will be enrolled in an Advisory period with his/her first period teacher. The teacher will use this time to help students organize planners and notebooks. Teachers of students grades K-5 will guide students with folder and/or notebook organization and maintaining daily planners.</p> <p>G) Students and staff will participate in College & Career Day and other awareness activities.</p>	<p>Del Sol will participate in AVID Focused Note Taking Walk Throughs on March 9, 2020 and will use feedback to improve practices.</p> <p>To help create a college going atmosphere, start-up funds were used to purchase additional college and university flags for classrooms and hallways. Teachers created displays for hallway bulletin boards identifying their Alma mater(s).</p> <p>E) February, 2020, site AVID Coordinators, ELAC Advisers, counselor, and assistant principal conducted a parent info night at which they will review AVID philosophy, goals and strategies with parents.</p> <p>Del Sol's site academic counselor reviewed high school graduation and a-g requirements with 8th grade students prior to registration.</p> <p>Teachers and students reviewed binder organization, planners and three column notes with parents during Back to School Night classroom presentations, parent conferences, IEP, and SST meetings.</p> <p>F) Students grades 6-8 were enrolled in a daily advisory period with his/her first period teacher. Teachers used this time to help students organize planners, complete notebook checks, deliver digital citizenship and CaliforniaColleges.edu lessons. Students who completed notebook</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>checks were given the opportunity to participate in PE for one advisory period per week.</p> <p>G) During Red Ribbon week, Del Sol launched a college and career readiness week, which consisted of teacher led activities to help increase student awareness of college opportunities which included virtual tours of universities, CaliforniaColleges.edu career lessons, aptitude tests, and spirit days.</p> <p>Students grade 6-8 participated in UCR's MESA Engineering Day which was held on UCR's campus, March 2020. LCAP funds were used to fund transportation (bus fees), hourly supervisor to assist with supervision and project supplies/tools/equipment. Students will participate in a second event May 2020.</p>		
<p>1.2 CCSS Implementation Teachers will deliver UOS with fidelity. Del Sol Academy will fully implement Units of Study (UOS) including lesson plans and assessments which are aligned to Common Core Standards, California State Standards (CSS) and Next Generation Science Standards (NGSS).</p> <p>A)Teacher representatives will attend district and site UOS and Formative Assessment trainings</p>	<p>1.2) Teachers implemented Units of Study, evidenced by student work samples, student work samples, assessment results, and classroom observations.</p> <p>A) Del Sol Teacher representatives served on the following Units of study Committees for the 2019-20 school year:</p> <ul style="list-style-type: none"> • District Science Committee (2nd grade teacher) • Math Committee (6th grade teacher) 	<p>Printing materials and copies 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$1,500</p> <p>Lesson materials & equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,079</p> <p>Subs for release days 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$12000</p>	<p>Printing materials and copies 5700-5799: Transfers Of Direct Costs Title I Basic -- 3010 \$12,000</p> <p>Lesson materials & equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1080</p> <p>Subs for release days 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,800</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>B) Teachers will participate in ongoing grade level meetings (site- full day release, half-day and after school), at which they have opportunities to review and discuss effective delivery of UOS, administration of formative assessments, and how to integrate STEAM supplemental curriculum.</p>	<ul style="list-style-type: none"> • ELA Committee (kindergarten teacher, two 1st grade teachers, 1-6th grade teacher) • Balanced Math Facilitator (1st grade teacher and a 6th grade teacher). • Science Fair Coordinator (6th grade teacher) • DSC: First grade teacher • NGSS: One 7th and one 8th grade teacher participated with developing units, common district assessments and reviewing assessment results. 	<p>Laminating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Laminating (discretionary budget) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>
<p>C) During grade level meetings, teachers will review assessment data and use summations to place students in appropriate math classes/clusters, revise assessments, adjust instruction, reteach concepts, and identify additional support needed to ensure student mastery of the standards.</p>	<p>B) Teachers participated in weekly team meetings and were provided additional team planning and staff development days when requested (full day or half day substitute release).</p>	<p>Teacher Training & Instructional materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$6291</p>	<p>Funds to purchase a teacher's prep period for a Math 1 course. Teacher Training materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$0</p>
<p>D) Teachers will provide the district feedback regarding the units of study and formative assessments, which will be used by UOS committee members to make necessary revisions.</p>	<p>Del Sol launched impact teams this year. Five middle school math teachers, grades 6-8, and three 5th grade teachers participated on Impact Teams. The middle school team focused on a common math standard and a math practice while completing two Impact Team Inquires. The fifth grade team focused on a complex math standard which extended over a couple months.</p>	<p>Consultants/Trainers 5800: Professional/Consulting Services And Operating Expenditures Title I Parent Involvement -- 3010 1902 \$816</p>	<p>None used \$0</p>
<p>E) Purchase additional materials and supplies (print, copier, laminator) to support standard based instruction.</p>	<p>C) Teachers reviewed student assessment data during weekly meetings, grade level meetings,</p>	<p>\$</p>	<p>Lesson materials & equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>F)Purchase digital tools, technology, and resources to increase instructional leadership capacity.</p>		<p>Admin/Teacher Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$5000</p>	<p>Admin/Teacher Conferences 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
<p>G)Purchase supplemental science, math, ELA, PE, etc. instructional materials and supplies (hands on manipulatives, poster boards) to support standard based instruction.</p>		<p>Software Licenses: Learning * Language Development 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$3,000</p>	<p>Software Licenses 5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 \$0</p>
		<p>Refreshments/Food for staff development and meetings None Specified</p>	<p>Refreshments/Food for staff development 4000-4999: Books And Supplies</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>H) Teacher/Administrators will attend training sessions and conferences to support the instructional methodology and implementation of: CA CCSS ELA/Math, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain based strategies, and STEAM curriculum.</p>	<p>Impact Team meetings, release days, and monthly secondary UoS meetings.</p> <p>Middle school teachers reviewed previous math grades, MDTP/CAASPP data to place students in appropriate math classes/clusters. Teachers administered the MDTP to students new to the district.</p> <p>D) Teachers provided UoS feedback on feedback forms.</p> <p>E) Additional materials have been purchased including copies and lamination supplies.</p> <p>F & G) Books and supplemental teaching supplies were purchased.</p> <p>H) During a staff meeting, site BMF teachers conducted a mini-training session at a staff meeting to review BMF strategies, materials and information. They also reviewed how to find digital resources, and answered teacher questions related to how to deliver balanced math instruction. Teachers were encouraged to observe facilitators or invite a facilitator into classrooms to model lessons or provide feedback.</p> <p>First and second year teachers met with the district's Early Literacy Coach to review effective reading intervention instruction first trimester, and literacy circles second trimester.</p>	<p>LCFF Suppl/Conc -- 0707 \$568</p>	<p>LCFF Suppl/Conc -- 0707 \$0</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Teachers attended professional development opportunities presented by JUSD.		
<p>1.3 ELD Content area teachers (English/Science & Math/social Science), grades 6-8, will deliver 15 minutes of integrated English Language Development (ELD) instruction, aligned to the ELD standards, to English Learners within the academic periods. (This will meet the state required daily 30 minutes.) Instruction will be focused on meeting the individual needs of the student and developing language skills unique to the content area, ensuring access to the content standards.</p> <p>A) Support personnel from the Language Services division and on site master teachers will provide ongoing training, model lessons to teachers, give feedback and guidance to the principal, assistant principal, teachers, Bilingual Language Tutors (BLTs) and administrators regarding effective instructional and assessment strategies for ELD, LTELs, and Reclassified Fluent English Proficient (RFEP) students.</p> <p>B) Staff will administer the English Language Proficiency Assessments for California (ELPAC) exam to students and use results to assign students appropriate supports and instruction. Assessment results will be used to</p>	<p>A)</p> <ul style="list-style-type: none"> Implemented during the 2018-19 school year. Belief Training is schedule for staff, spring 2020. First trimester, the director of Language Services observed ELD instruction with the principal and provided feedback, which was shared with staff. The site EL Coordinator attended two full days of ELF training and two full days for ELPAC training. BLTs attend three, informational meetings per year hosted by Language Services. <p>B) The site EL Coordinators were provided several release days to prepare and oversee administration of site ELPAC.</p> <p>Teachers and Bilingual tutors attended ELPAC training and received district certification to administer the ELPAC exam.</p>	<p>Software for Language Development: 4000-4999: Books And Supplies Title I Basic -- 3010 \$3,000</p> <p>Substitute teachers to release master teachers. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$1,500</p> <p>\$</p> <p>Certificated Subs to provide release time for testing and other EL related tasks, such as making/generating reports, modeling lessons to teachers, testing. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p> <p>Three BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$25,188</p> <p>Two BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>	<p>BLT (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$650</p> <p>Translators for parent meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$150</p> <p>None used None Specified \$</p> <p>Certificated Subs to provide release time for testing 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1812</p> <p>3 BLT (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$51008</p> <p>2 BLT (3 hours) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>measure the academic/language development progress of EL students, reclassify students when appropriate, and evaluate instruction and instructional materials.</p> <p>C) Teachers will monitor and evaluate individual student's EL levels using multiple measures including ELPAC Scores, grades, CAASPP scores etc. Summations will be used to adjust instruction, identify student needs and redesignate students when appropriate.</p> <p>D) A BLT will be assigned to classrooms with EL students to provide additional language support.</p> <p>E) During parent conferences, teachers will review ELPAC scores, academic growth, and progress towards reaching the redesignation criteria. Teachers will help parents and students develop a plan to improve the students' progress. Students who make significant gains and attain reclassification will be honored during award assemblies.</p> <p>F) Del Sol will investigate and possibly purchase software such as Rosetta stone for EL students, especially those who speak a language other than Spanish.</p> <p>G) Purchase the prep period of a master teacher who can provide intense writing support for TELs, Utilizing Step Up To Writing.</p>	<p>C) During the 2018-19 school year, 51 of Del Sol's English Learners were reclassified as Fluent English Proficient. As of February 2020, the reclassification rate has not been determined yet.</p> <p>D) Three, half-time BLTs assisted English Language learners in TK-8th grade classrooms.</p> <p>E) Redesignated English Learners will be recognized at Del Sol's Awards Assembly in March.</p> <ul style="list-style-type: none"> • Site EL coordinators met individually with LTELs to review individual student test scores, language proficiency, grades and reclassification criteria during advisory period. Students were encouraged to set goals which will help them meet the redesignation criteria. • A pizza party was held spring 2019 for those who met reclassification criteria. A second party will be held 2020 for those who are reclassified. • BLTs and the ELPAC coordinator attended ELPAC training, required for administration of the assessment. LCAP funds 	\$33622	\$27,492

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>will be used to fund additional BLT hours for testing.</p> <p>F) Focus was switched to students using Lexia and iStation.</p> <p>G) Postponed to 2020-21.</p>		
<p>1.4 Common Reading and Writing Support Del Sol will focus on common reading and writing strategies across the content areas and K-8 grade span, where all teachers integrate reading and writing into NGSS instruction.</p> <p>A) Teachers will focus on ways to enhance language instruction for EL students.</p> <p>B) All teachers and administrators will attend the Step Up To Writing training if they have not already done so.</p> <p>C) Teachers will develop writing lessons in grade level and district staff/site development sessions.</p> <p>D) Teachers will analyze student writing samples and share ways to effectively utilize SUTW strategies.</p> <p>E) Teachers will discuss and develop ways to effectively utilize writing strategies in the various content areas, including math, STEAM and elective classes.</p>	<p>1.4 Del Sol will focus on common reading and writing strategies across the content areas and K-8 grade span, where all teachers integrate reading and writing into learning activities.</p> <p>For the 2020-21 school year, staff will deliver on Focused Note Taking (FNT) strategie. The school is participating in FNT rounds in March, lead by the Director of College and Career Readiness. As a result, staff will receive feedback as to how to enhance this practice.</p> <p>A) Ongoing throughout the year.</p> <p>B) Deferred to 2020-21.</p> <p>C) Middle school ELA/Science teachers have designed and delivered lessons which integrate ELA standards with science instruction.</p> <p>D) Deferred to 2019-20 school year.</p>	<p>Subs for release time for teacher training and collaboration. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$15,810</p>	<p>Subs for release time for teacher training and collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3,500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	E) Teachers integrated ELA standards into science and STEAM instruction.		
<p>1.5 MESA Elective 6-8th Grade Students Del Sol will Implement MESA elective for 6-8th grade students. This will allow students to have extensive opportunities to engage in Next Generation Science Standards (NGSS) and participate in the 5 E model (Engage, Explore, Explain, Elaborate, Evaluate).</p> <p>A) Teachers of 6-8 grades students will participate in a two day MESA training sponsored by UCR.</p> <p>B) Teachers will use this training to create and facilitate Engineering and Design challenges to students, grades 6-8, during MESA elective and content classes.</p> <p>C) Engineering and Design Challenges are beneficial for the following reasons:</p> <ul style="list-style-type: none"> • Provides unique STEM opportunities for Del Sol students which help define it as a magnet school. • Requires students to use higher order thinking skills and learn at higher levels of cognitive demand. (Challenges 	<p>1.5) All 6th-8th grade students participated in an elective wheel, which included a MESA elective class.</p> <p>B) All middle school teachers taught a section of MESA or STEAM elective.</p> <p>C)</p> <ul style="list-style-type: none"> • Students worked in groups to complete the engineering and design process (research, design, make, test and redesign prototypes.) • Teachers worked together to place students in multi-grade level teams, working on a design challenge of their choice. • Teachers conducted a site competition to test student prototypes. Volunteers from UCR and Cal Baptist University assisted with the judging. • Fifty students, five teachers and the principal attended UCR MESA Day competition held on UCR's campus, February 2019. Students participated in the bridge 	<p>Supplies & Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000</p> <p>2 Site MESA Coordinator stipend 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,000</p> <p>Classroom Engineering & Design Posters/Print Materials 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$500</p> <p>Professional readings and books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Transportation/Buses to competitions and events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p> <p>MESA/Engineering Day Coordinator</p>	<p>Supplies & Materials 4000-4999: Books And Supplies LCFF District -- 500 0707 \$1430</p> <p>Site MESA Coordinator 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$1000</p> <p>Classroom Engineering & Design Posters/Print Materials 5700-5799: Transfers Of Direct Costs LCFF Suppl/Conc -- 0707 \$0</p> <p>Professional readings and books 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Buses for MESA Competition 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$616</p> <p>MESA/Engineering Day Coordinator</p>

**Planned
Actions/Services**

- increase in complexity over the 6-8 grade-span.)
- Allow students to perform tasks at his/her ability level, providing ALL students with opportunities to be challenged including GATE, Special Education and English Learner students.
 - Provides opportunities for students to collaborate in groups.
 - Creates team teaching opportunities including team planning, and vertical alignment.
 - Provides students opportunities to engage in Dimension 1 of the Science & Engineering Practices of the NGSS: 1) Asking questions, 2) Developing and using models, planning and carrying out investigations, 3) Using mathematics and computational thinking, 4) Designing solutions, 5) Engaging in argument from evidence, 6) Obtaining, evaluating and communicating information.
 - Provides students with the opportunity to engage in Dimension 3 of the NGSS Framework: 1) ETS1: Engineering and Design, and 2) ETS2 Links Among Engineering, Technology, Science and Society.

**Actual
Actions/Services**

building, prosthetic hand and machine competitions. Students grades 6-8, placed 1st, 2nd and 3rd for best design and performance in the prosthetic hand and machines division.

**Budgeted
Expenditures**

1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1,487

Site Lego Coordinator: Hourly time card to total listed amount.
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1,000

**Estimated Actual
Expenditures**

1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1,487

Summer Training
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$1,000

**Planned
Actions/Services**

- Provides opportunities for students to partake in STEM competitions and to visit UCR campus.
- Provides learning activities which integrate the core content areas English Language Arts, mathematics, sciences and social science.
- Provides real life applications and fosters responsible global citizenship. For example, upper grade students may design a challenge relevant to a local social issue such as how to reduce local runoff into the Santa Ana river bed.
- Provides students with the opportunity to apply and use art (design) and technology such as computers, coding, robotics, 3D printing.
- Provides real world experiences and exposure to the engineering process increasing awareness of what engineers do and engineering pathways; thus building student confidence and capabilities, while promoting future related college and career pathways.

For grades TK-5, teachers will be given opportunities to train and plan STEM related lessons, including Lego Robotics and coding. A site Lego expert will lead this endeavor.

**Actual
Actions/Services**

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**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.6 STEAM Support Del Sol will select a teacher to serve as a STEAM Coordinator. This person will do the following:</p> <p>A) Order, organize and distribute STEAM related learning materials and equipment required of STEAM lessons & enrichment experiences</p> <p>B) Lead the planning, organizing, and conducting STEAM themed family nights such as Family Code Night, STEAM Night, Family Robotics, 2-3 events for the first year. (Once a trimester).</p> <p>C) Assist teachers with planning and facilitating STEAM/Engineering lessons.</p> <p>D) Create and present lessons to students grades TK-5 on minimum days and during release periods.</p>	<p>1.6)</p> <p>A) Completed by grade level leaders.</p> <p>B) A STEAM Coordinator was selected and organized a well attended family STEAM night in October 2020, which was combined with Trunk or Treat. LCAP funds were used to purchase supplies, fund teachers to present activities and allow for campus supervisors.</p> <p>C) The lead Lego Robotics teacher provides ongoing support to teachers to assist with lesson development and managing materials. Funds were used to purchase additional equipment/kits, and pay for subs to provide release time for planning and collaboration.</p> <p>D) The PE teach presented STEAM lessons to Kinder and Transitional Kinder students during minimum days (Wednesday) when both AM and PM students were present. Wednesday rotations included STEAM lessons, PE, music lessons with the music teacher and library time. STEAM lessons included Lego Robotics and Bee Bots programming.</p>	<p>STEAM Coordinator Stipend (paid out on time card) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,534</p> <p>\$</p>	<p>STEAM Coordinator Stipend 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p> <p>Release days for Coordinators (subs) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,534</p>

**Planned
Actions/Services**

1.7 Art, Music, and Choir
A) Del Sol will provide opportunities for students to participate in music and choir lessons/activities during and outside the school day. A full time band/choir teacher will be supported with VAPA funds, to provide instrumental music, middle school band, and choir to students.

**Actual
Actions/Services**

- The PE teach presented STEAM lessons to Kinder and Transitional Kinder students during minimum days (Wednesday) when both AM and PM students were present (150-165 students). Wednesday rotations included STEAM lessons, music lessons with the music teacher and library time.
- A full time music teacher provided 30 minute music and/or vocal lessons to students grades TK-3, weekly instrumental music lessons to students grade 4 & 5, and conducts a daily band class for students grades 6-8.
- December 2019, band students, grades 4-8, conducted a holiday themed concert for students during the day and an evening concert for families. A spring concert was held May 2019.
- Beginning second trimester, the music teacher started an afternoon choir club for students grades 6-8.
- During the month of December, Kindergarten and Transitional

**Budgeted
Expenditures**

Music Teacher
1000-1999: Certificated
Personnel Salaries
LCFF VAPA -- 0763
\$81,722

Materials and supplies
4000-4999: Books And Supplies
LCFF VAPA -- 0763
\$4,300

**Estimated Actual
Expenditures**

Music Teacher
1000-1999: Certificated
Personnel Salaries
LCFF VAPA -- 0763
\$81722

Music supplies
4000-4999: Books And Supplies
LCFF VAPA -- 0763
\$4300

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>Kindergarten students performed a holiday choral concert for parents and families.</p> <ul style="list-style-type: none"> Beginning second trimester, two teachers volunteered to conduct a choir club for students grade 3-5, before school, twice a week. Spring 2019, Del Sol conducted a talent show for all students grades. The show highlighted various student talents including signing, dancing and music and performances were spread over two nights. Spring 2020, Del Sol's PTO will host a Cultural Awareness evening where dance, food, culture and music are highlighted. 		
<p>1.8 MTSS Academic and Behavior Support Del Sol will implement support for student who struggle academically, socially and /or emotionally.</p> <p>A) Administrators, SST Coordinator, teachers, Education Specialists, and support staff will meet on a regular basis to review students' academic progress utilizing data such as grades, state assessment results, ELPAC scores,</p>	<p>A& B) Del Sol has a secondary and elementary SST Coordinator who conduct SST meetings on a regular basis. Substitute teachers provided release time for coordinators to</p>	<p>Substitute teacher to provide release time so teachers may attend SST meetings. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$6,934</p> <p>\$</p>	<p>Teacher compensation for preparing and presenting activities. 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$0</p> <p>Subs for SSTs 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$3600</p>

**Planned
Actions/Services**

district assessment results, attendance records, behavior/citizenship logs, and staff/parents feedback.

B) Students Study Teams (SSTs) will convene for struggling students, at which interventions and supports will be identified along with follow-up steps.

The principal will select a student Study Team Leader (SST) to lead the SST process, process SST referrals, run student reports, schedule, prepare and conduct SST meetings, and other associated tasks.

C) Secondary teachers will use Advisory periods to monitor student progress and to assist students with self-monitoring, goal setting, preparing for student led conference and follow through on goal/action plan.

**Actual
Actions/Services**

conduct SST meetings, and for referring teachers to participate.

C) Secondary teachers use advisory periods to conduct AVID notebook and planner checks. Students participated in student led conferences in the fall (2019).

All teachers, grades TK-8, discussed and utilized ways to incorporate student led conferencing techniques during parent conferences in October.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.9 Intervention Support Del Sol will have focus on reading and writing across the content areas and across the K-8 grade span, where all teachers integrate reading and writing into learning activities. Special consideration will be given to supporting students with below grade level reading levels.</p> <p>A) Year 1:</p> <p>For the 2018-19 school year, Del Sol will develop and deliver a push-in model for struggling readers, K-5. Staff will take the following steps to ensure full inclusion and equal access to the curriculum:</p> <ul style="list-style-type: none"> Review and discuss research describing effective programs. Meet with colleagues from other schools to discuss and observe push-in models. Brainstorm possible reading structures to implement during grade level, primary and upper grade level meetings and decide on a structure for the year. Administrators, teachers and support staff will attend relevant inservices. <p>B) Further tasks:</p> <ul style="list-style-type: none"> Review student reading assessment scores and identify students who need more support, and readjust groupings. 	<p>1.9)</p> <p>Middle school students participated in a 100 minute block of ELA and Science instruction, five days a week until December 2019. After this date, scheduling constraints restricted blocked classes to grades 6-7. elementary teachers integrate ELA standard in to science and STEAM activities.</p> <p>B) All students, grades TK-8, have access to the Lexia reading programs and Tier 3 readers, grades 4-6 to iStation. iStation reading scores are used to screen all students grades 4-6, and identify Tier 1, 2, and 3 readers.</p> <ul style="list-style-type: none"> Fourth & fifth grade students who demonstrated far below grade level reading skills utilize the iStation reading program and participate in specialized, guided reading groups during the school day. The school has two full time reading intervention teachers, who conduct reading assessments, support teachers with effective reading intervention, provide guided reading support in the classroom, and additional small groups instruction out 	<p>CSR Intervention Teacher (A. Anderson) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$100,000</p> <p>Read Naturally Live, Lexia, Ed Mark sites and/or Istation Licenses 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 \$4,450</p> <p>\$</p> <p>CSR Intervention Teacher (K. Stragey) 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$121,807</p> <p>Translators/Supervisor/ Child Care for Literacy Night 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$150</p> <p>Teacher Compensation hourly for preparation and presentation of Literacy Night 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$900</p>	<p>1 FTE Intervention specialist, grades 3-6: District LCAP funded 1000-1999: Certificated Personnel Salaries LCFF Sec Int -- 0046 \$143,719</p> <p>Duplicate expenditure- see Inclusion section 5000-5999: Services And Other Operating Expenditures Title III LEP -- 4203 \$180</p> <p>Lexia Licenses 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$11,900</p> <p>1 FTE Intervention reading specialist (grades K-2): 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$143719</p> <p>Presenting teachers translated None Specified \$0</p> <p>Teachers waived compensation. None Specified \$0</p>

**Planned
Actions/Services**

- Contact parents of struggling readers to ensure they are aware their student is in need of additional supports. Invite them to Literacy Night.
- Teachers of students grades K-8 will continue to use Read Naturally, Lexia, Raz Kids and Ed Mark reading programs. Programs will provide remediation to struggling readers and rigor to advanced readers.
- Teachers of students grades 4-6 and the Intervention teacher will implement the newly district adopted reading intervention curriculum once the selection process is finalized.
- JUSD's Literacy Coach will model conducting effective reading groups in teacher classrooms.
- USD's Literacy Coach will train BLTs and IAs on effective reading groups, providing in the classroom training, shadowing and feedback.

C) School Initiatives:

- Partner with JUSD's Literacy Coach to conduct a Literacy Night for parents to review the elements of literacy and activities parents can do with their children to reinforce

**Actual
Actions/Services**

of the classroom to tier 3 readers. A middle school teacher provides extra reading support to kinder students during her elective period.

- Teachers grades 3-6, attended reading intervention training.
- Both, beginning and tenured teachers who taught a primary grade level for the first time, attended a half-day Early Literacy training presented by the district's early literacy coach. Teachers received an overview of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments and how to administer correctly (September, 2019). Teachers attended a second half day training in February to learn about literacy circles.
- Teachers attended a mini-optional LEXIA training session during a minimum day. Two sessions were offered, one for first time users and a send for experienced users.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

- reading skills and instill the love of reading.
- Partner with Glen Avon Library to create student/family events for evenings and Saturday School sessions.
- Investigate the effectiveness of Accelerated Reader, STAR Reading and other intervention programs. Decide if such programs are valuable and feasible for our site.
- Administrators and teachers of student grades 4-8 will continue to investigate reading support and intervention measures, diagnostic assessments and structuring flexible push-in reading groups.
- Del Sol will create a Book Buddy club for students grades 6-8.

Students volunteers or Book Buddies, will read to younger students grades K-4 at lunch or after school and log time to earn community service hours. USD's Literacy Coach will conduct two short training sessions for students 7-8.

- The principal will work with SPARK administrators to schedule a session at which the principal can share games and activities from the PowerSchool Early Literacy page with after school care providers, so they may utilize

**Actual
Actions/Services**

- Many middle school teachers teamed up with a primary grade teacher to create shared reading time (Book Buddies) during the school week.
- To promote literacy, Del Sol participated in Read Across America, March 2019. During the culminating event, all students and staff paired up with students to read for an hour of time. The local fire department, community members, and district personnel were invited to share in this school event. Del Sol will participate in Read Across America again, March 2020.
- Ten staff members are registered for the 2020 AVID summer institute, including the principal, assistant principal, counselor and seven teachers. Staff if focused on Focused Note Taking (FNT) for the 2019-20 school year with an emphasis on effective use of three column notes.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>them with students who attend the after school program.</p> <p>D) Year 2:</p> <ul style="list-style-type: none"> Teachers will select WICOR strategies to utilize during the school year such as literacy circles, closed reading activities, and Socratic Seminar. Teachers will agree to frequency of use in the classroom so strategies become ingrained in instruction and learning. Teachers of student grades 4-8 will continue to investigate reading support and intervention measures/programs for struggling readers. 			
<p>1.10 Inclusion Support For the 2018-19 school year, Del Sol will develop and deliver a push-in model for struggling readers, including Special Education and English Learners, grades K-8. Staff will take the following steps to ensure full inclusion and equal access to the curriculum:</p> <p>A) Review and discuss research describing effective programs. B) Meet with colleagues from other schools to discuss and observe push-in models. C) Review student IEPs and services. D) Brainstorm ways to collaborate/team teach and provide support to students. Decide on a structure for the year.</p>	<p>1.10) Del Sol is a full inclusion school, meaning all Special Education students mostly received services within the regular education setting/classrooms. Special Education Services were provided by three full time case carriers, a part-time Speech and Language Pathologist, and a part-time School Psychologist.</p> <p>A) Education Specialists and teachers have attended numerous trainings this year to learn how to better serve special education students in the general education setting. Ed. Specialists and teachers are provided with release time for planning.</p>	<p>teachers subs to provide release time for collaboration & training. 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 \$1,802</p> <p>\$</p> <p>\$</p>	<p>Readings/books 4000-4999: Books And Supplies Title I Basic -- 3010 \$650</p> <p>Subs for release time- planning and conferences 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1800</p> <p>Conference Registration Fees 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>E) Implement reading structure, evaluate at end of each trimester.</p>	<p>B & C) Full Inclusion general education and special education teachers were provided release time for collaboration, at which they reviewed student caseloads, students' progress towards reaching IEP goals, progress with attaining district curriculum benchmarks, and effective teaching strategies.</p> <p>C & D) IEPs and services were reviewed with general education teachers throughout the year during teacher collaboration and IEP meetings.</p> <p>E) Edmark and Read Naturally Encore licenses/curriculum were purchased and are utilized by Ed. Specialists with special education students.</p>	<p>\$</p> <p>\$</p>	<p>\$0</p> <p>Travel Request Expenses 5800: Professional/Consulting Services And Operating Expenditures Title I Basic -- 3010 \$0</p> <p>EDMARK online Licences 4000-4999: Books And Supplies Title I Basic -- 3010 \$1604</p>
<p>1.12 Library Support</p> <p>A) A full time library/Media technician will be available to assist students and staff with tech needs, Chromebooks, books, STEAM projects, research, associated orders and repairs, maintaining the library, providing supplemental materials for instruction, and other need</p> <p>B) Materials for library maintenance and to purchase books to complete reading series.</p>	<p>1.12) A full time library/Media tech maintains the library, assists with chromebook needs, accounts for and distributes instructional materials such as teaching materials, Chromebooks and textbooks. The library tech provides weekly and biweekly lessons to students, guiding them in the use of a library, tech lessons, etc.</p> <p>Materials were purchased for lessons and equipment maintenance.</p>	<p>Library Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72,096</p> <p>Materials/Supplies/textbooks 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Library Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$72096</p> <p>Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$500</p>

**Planned
Actions/Services**

1.13 Preschool Transitional Plan:
A) Summer Pre-School and Pre-K Transition Activities:

- Pre-School and TK students will visit TK/Kinder classrooms, the office, cafeteria, playground, library/media center, to become familiar with the school environment.
- Pre-School, TK and Kinder students will meet and conduct joint activities with students.
- Conduct a registration/orientation meeting for Pre-School, TK and Kinder in the spring, in English and Spanish.
- Provide parents with information on Pre-school and TK. Host a parent night to inform parents how they can prepare students for TK/Kinder (letter, colors, numbers).

**Actual
Actions/Services**

1.13) Preschool Transition Plan
A) Spring 2020, Kindergarten and TK teachers invited parents and incoming students to the school for academic screening. Teachers utilized Educational Software for Guiding Instruction (ESGI) for this task. ESGI software assesses and tracks student mastery of letters, sounds, sight words, number sense, and more. Data was used to place students in balanced classes and guide instruction.

- ESGI accounts were purchased and set up for all TK/Kinder teachers. ESGI data is used for progress monitoring and during SST meetings to help determine if a student should be advanced or retained when requested by a SST team.
- Spring 2019, parents and students were able to visit the kindergarten rooms and playground area. Teachers led students on tours the first week of school, which included the office, cafeteria, playground, and library/media center. Teachers took this opportunity to introduce students to school personnel.

**Budgeted
Expenditures**

Hourly rate for teachers who present at parent meeting. (6 teachers two hours each)
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$900

**Estimated Actual
Expenditures**

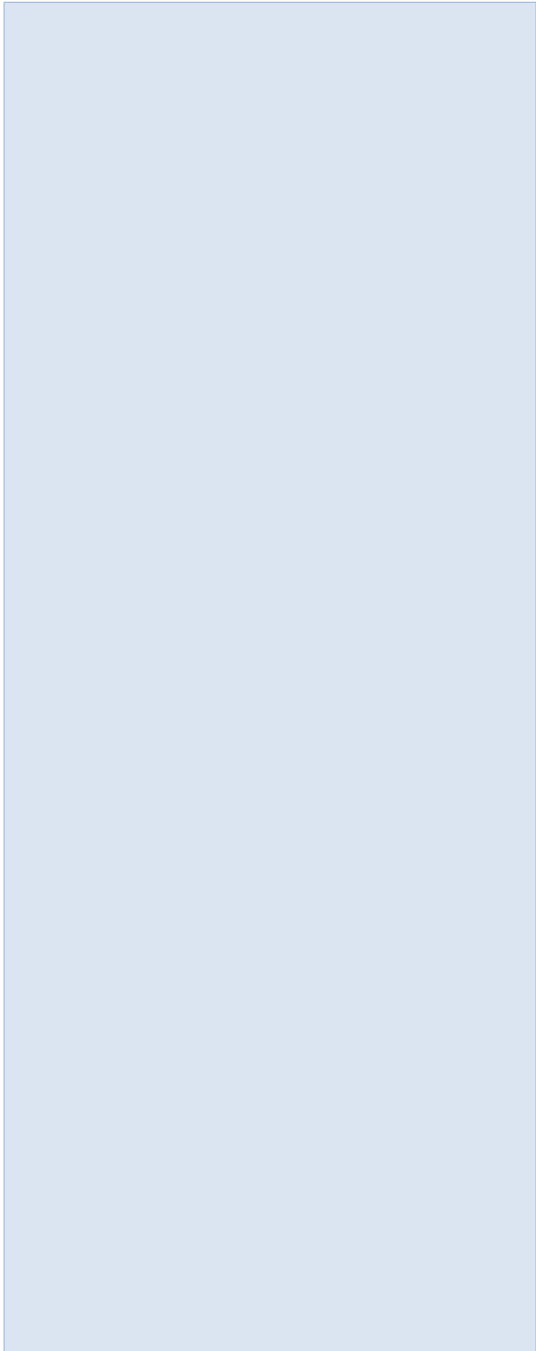
ESGI Software licenses
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$900

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



- All students and parents were able to tour the school, and meet with teachers in classrooms at Back to School Night (BTSN), the evening before the first day of school.

B) TK/Kinder students participated in a variety of activities together, including recess time, choir concerts, school presentations (MPR), awards assemblies, 100 Mile Club events (e.g. weekly runs, Turkey Trot) and toured middle school MESA displays.

C & D) A kindergarten/TK Orientation Round-up meeting is scheduled for an evening in May. Ways to prepare students for TK/Kindergarten will be reviewed with parents. The school will use this time to meet parents and gauge the number of incoming TK/Kinder students.

C & D) An afternoon parent workshop for the parents of struggling TK/kinder students is scheduled for March, 2019. Teachers will provide parents with ways to support student learning at home.

C & D) Teachers will conduct Kinder/TK assessments in May to help gauge the skills/abilities of the incoming class.

The PE teach presented STEAM lessons to Kinder and Transitional Kinder students during minimum days

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	(Wednesday) when both AM and PM students were present (150-165 students). Wednesday rotations included STEAM lessons, music lessons with the music teacher and library time.		
<p>1.14 Extended Day A) Provide After School/Saturday School Tutoring (ELO) for students in need of academic support.</p> <p>B) Provide extra support during advisory for EL students.</p>	<p>2.3) Throughout the year, teachers provide after school tutoring on at the Swan Lake Community Center, where a heavy concentration of EL, Special Education and SED students live, and cannot stay after school for tutoring.</p>	<p>Certificated Hourly Rate for after school tutoring. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$18,000</p> <p>Snacks for after school tutoring 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p>	<p>Certificated Hourly Rate 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$3479</p> <p>\$0</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

College and Career Readiness: New Initiatives

AVID

Del Sol implemented the Elementary AVID program to students grades K-8. The principal and assistant principal attended the AVID Summer Institute with nine teachers during the month of July, 2019. The site plan was developed during the this time and implemented over the 2019-20 school year. The site team reviewed AVID initiatives with teachers during monthly staff meetings which included the use of 3 column notes, implementation of organizational systems such as binders and binder checks, and the use of daily planners. The AVID site team modeled instructional strategies such as Socratic Seminar and three column notes during staff meetings too. The AVID Program Specialist conducted a walk-through in the fall and provided feedback to staff. Next Steps: Site administrators and teaches are scheduled to participate in Focused Note Taking fishbowls in March. Another ten certificated staff members will attended the 2020 Summer Institute. This will ensure all but a few teachers will have the background knowledge they need to effectively deliver AVID institutional and organization strategies in the classroom.

Performing Arts

A full time music teacher provided weekly, 30 minute music and vocal lessons to students grades TK-3; weekly instrumental music lessons to students grade 4 & 5; and a daily 6th period elective band class for students grades 6-8. Beginning second trimester, the music teacher started an afternoon choir club for students grades 6-8, and two primary teachers volunteered to conduct a choir club for students grade 3-5, before school, twice a week. This year and last, students

participated in winter and spring choir/band concerts. Last spring, Del Sol conducted its first Annual Talent Show which was open to all students grades TK-8. The show highlighted various student talents including singing, dancing and music. It was so popular that performances were spread over two nights.

Teacher Effectiveness

Del Sol launched two Impact Teams this year. Five middle school math teachers, grades 6-8, and three 5th grade teachers participated in a district sponsored Impact Training and two Impact Team Inquires. The middle school team focused on a common math standard and a math practice while completing inquires, while the fifth grade team focused on a complex math standard which extended over Impact Team Inquiries.

Ongoing Initiatives:

Teacher Effectiveness

Common Core Implementation

Del Sol Teacher representatives served on the following Units of study Committees for the 2019-20 school year and were instrumental with developing curriculum, sharing units with staff, and implementing units in classroom instruction.

- District Science Committee (2nd grade teacher)
- Math Committee (6th grade teacher)
- ELA Committee (kindergarten teacher,
- two 1st grade teachers, 1-6th grade teacher)
- Balanced Math Facilitator (1st grade teacher and a 6th grade teacher).
- Science Fair Coordinator (6th grade teacher)
- DSC: First grade teacher
- NGSS: One 7th and one 8th grade teacher participated with developing units, common district assessments and reviewing assessment results.

Reading Support

Two full time teachers provided intensive reading support to students grades K-6. One teacher was funded with district funds and the other with site Title 1 funds. The intervention teachers along with two Ed. Specialists, provided push-in services during guided reading time to students grades. Intervention teachers assisted with administering reading assessments, working with general education teachers to conduct guided reading groups in classrooms, and providing additional individual instruction to tier 3 readers. A middle school teacher provided extra reading support to PM kinder students during her elective period, due to a high concentration of underperforming and Special Education students. Teachers used running records, DIBELS, iStation, and CAASPP data to identify students who needed extra support, assign resources (iStation licenses), organize reading groups and measure growth.

For the 2018-19 school year, 6th-8th grade English and Science classes were blocked, taught by the same teacher, to foster subject integration. Teachers were able to provide reading support through the science content, and create assignments and assessments which integrated the standards. For the 2019-20 school year, only grades 6-7 are integrated.

Mathematics

Mathematics

Middle school (grades 6-7) Math and Social Studies were blocked this school year, and 6-8th grade class for the 2019-20 school year. Blocks allowed for flexibility, where teachers could spend more time on mathematics if necessary, and integrate the subject areas some. Due to scheduling constraints, 7 & 8th

grade accelerated math courses were not blocked this year. Two teachers (one elementary and one middle school teacher) served as BMF facilitators, and provided support to teachers throughout the year. During a fall staff meeting, site BMF teachers conducted a mini-training session at a staff meeting to review BMF strategies, materials and information. They also reviewed how to find digital resources, and answered teacher questions related to how to deliver balanced math instruction. Teachers were encouraged to observe facilitators or invite a facilitator into classrooms to model lessons or provide feedback. Seasoned teachers had the opportunity to attend a refresher training, offered by the district. The principal scheduled classroom observations during math and guided reading instruction to ensure practices were put into place and provide feedback.

MESA/STEAM Electives

All students grades 6-8 participated in an elective wheel this year, choosing a new STEAM elective each trimester. Students had the opportunity to take Lego Robotics; Coding: With an emphasis in Web Design; Coding, with an Emphasis in Website Design; 3D Printing; MESA: Glider Design Challenge; MESA: Prosthetic Arm Design Challenge; MESA: Boat Design Challenge; MESA: Bridge Design Challenge; MESA: Roller Coaster Design Challenge; MESA: Robotics Design Challenge; and MESA: Rockets Design Challenge. Each student was required to participate in at least one MESA challenge during the year. MESA students with the best designs competed in the MESA Engineering Day Competition at UCR in February, this year. Fifty students attended the field trip and had the opportunity to walk the campus, visit the bookstore, work in the science and engineering classrooms, and interact with UCR engineering student who conducted the competitions. Twenty students placed during the competition and received certificates for design and performance. A second competition is scheduled for the fall.

All students grades TK-5 partook in Lego Robotics lessons. Teachers participated in whole group discussions to align lessons with grade level NGSS standards. Students grades TK and K, participated in Bee Bot programming and Lego Robotic lessons throughout the year. Teachers conducted engineering and design challenges in addition to NGSS/Units of Study, and Lego Robotics lessons. Staff conducted a STEAM night in October at which they created many fun STEAM activities for families and a STEAM magician gave performances in the MPR.

Full inclusion

Three Ed. Specialists provide services to Special Education students, which includes team teaching, small group and individual support in the classrooms, and small group and individual support outside of the classroom. Teachers and Ed. Specialists worked together to place students in classes in the fall, or as they were enrolled. In the fall, caseloads were redistributed and aide schedules were revised to provide more teacher/student support. Collaborative meeting time with Ed. Specialists (release time) was provided, along with teacher trainings. Site personnel worked closely with district Program Specialists and Behavior Specialists to develop tier intervention plans when needed. District personnel held a mini workshop with the site Special Education team to review the process of developing tiered behavioral plans, identify appropriate supports and review caseloads.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Reading Support:

- Fifteen students from the primary reading intervention group no longer need extra reading support. Most intervention students demonstrated reading gains evidenced by running records, DIBELS, LEXIA, and iStation scores.
- Overall ELA CASSPP results surpassed district results, and were less than 1% short of matching county results.
- ELA CAASPP results exceeding district results for grades 3-8, scores for grade 3, 7, & 8 exceeded county scores. 7th grade scores exceeded state results by 7.11%. Grade level cohorts made significant gains, grade levels 3-8, between 8-14.5% gains per grade. (Scores from 2017-18 were based on JUSD students only.)

Mathematics:

- Overall CAASPP scores were 8.59% above the district average, less than a percentage below county results. Third and fourth grade math score dropped significant from the year before (approximately 10% drop). The fourth grade class was small, and had a large percentage of Special

Education students centralized in one classroom. There has been a focus on math instruction this year, especially for the 5th grade class(last year's 4th grade cohort). Fifth grade students participate in rotations, the math teacher has worked closely with an experienced successful middle school math teacher, and the 5th grade teachers are participating in a math focused Impact Team. A strong math teacher was added to the 4th grade team. Additionally, two Math Facilitators have provided support to teachers for the 2019-20 school year.

- Only 3 three students qualified for a Math 1 course during the 20018-19 school year. A full section of Math 1 was offered for the 2019-20 school year.

English Language Learners (EL)

- 51 English Learners were reclassified for the 2018-19 school year. English Learners still scores significantly lower than other subgroups on ELA and Math CAASPP tests. This subgroup is expected to grow academically with continued BLT support, reading intervention, implementation of AVID strategies, after school tutoring, iStation, Lexia and reading interventions. Del Sol is working to motivate EL students though student recognition for academic performance and reaching reclassification status, along with parent outreach, college and career awareness and academic counseling. Site EL coordinators met individually with LTELs to review individual student test scores, language proficiency, grades and reclassification criteria during advisory period. Students were encouraged to set goals which will help them meet the redesignation criteria. We expect this action will increase student engagement.

AVID

An AVID implementation plan was developed and implemented for the 2019-20 school year.

- The site team reviewed AVID strategies as staff meetings throughout the year.
- All students have grade level appropriate AVID materials such as planners, highlighters, pencil pouches, notebooks, folders, binders etc.
- For grades 3-8, students, teachers conduct weekly notebook checks and daily planner checks, and implemented AVID instructional strategies such as 3 column notes.
- Del Sol participated in Focused Note Taking fishbowls, conducted by the Director of College and Career Readiness.
- 23/43 of the teachers have attended an AVID Summer Institute. In the fall, 33/43 teachers will have attended a summer institute.
- AVID coordinators, site teachers, JVHS students and the JVHS AVID Coordinator conducted a parent night at Del Sol to review AVID program, graduation and a-g requirements.

MESA Engineering/STEAM Electives

All 6th-8th grade students participated in an elective wheel, which included a MESA elective class. The elective wheel required that each student participate in a MESA challenge.

Full inclusion

All Special Education students are assigned to general education classes and receive services from Ed. Specialists. This is an area of ongoing attention and growth.

Performing Arts

Parents report they are extremely pleased to have their children participate in performing arts activities, and enjoy student performances. Performances have been well attended by family an extended family members, Overall, everyone is very excited to see Del Sol enhanced the A in STEAM this year.

Teacher Effectiveness

Impact Team Inquires helped teachers achieve clarity around selected standards, enhance the skill of developing an assessment that measures how well students attained the standard, and identify next steps to reteaching to those who didn't meet or exceed performance expectations. Teachers and administrators circled through two inquires, which helped them learn the inquiry process. The process reinforce the necessity of delivering in depth meaningful instruction, engaging students in evaluating and taking charge of their learning, and the need to differentiate learning and assessment tasks for Special Education, EL and GATE learners. Middle school Science/English teachers will make an excellent addition to Impact Team for the 2020-21 school year. It would be most beneficial if the middle school groups focused on commonalities from the Common Core Content area practices (gray matter). This progression will foster further integration of the subject areas.

Del Sol launched two Impact Teams this year and plans to launch a third team for the 2010-21 school year, which will include middle school Science and English Language Arts Teachers.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

- A middle school teacher provided extra reading support to kinder students during her elective period (no cost).
- Additional LCAP funds were allocated to fund conferences, so teachers could attend trainings related to the SST process and inclusion.
- The number of Special Education students has greatly increased since the beginning of the year (19.7%) and from when the school opened (68%), due to an increase in enrollment, newly identified students, and students returning to their home school from SDC programs within the district. Additional LCAP funds have been used to fund instructional aides.
- LCAP funds were used to provide release time so first and second year teachers could attend two half-day trainings with the Early Literacy Coach.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Del Sol still has a large percentage of struggling readers. Del Sol would like to use Title 1 funds again next year to support a second literature coach.
- For the 2020-21 school year, funds provided by Education Services will be used to provide release days so teachers may plan with Ed. Specialists, and meet with inclusion specialists to learn more about effective inclusion strategies. LCAP will be used funds to fund an Inclusion Specialists who will coach teachers.
- Given the number of SST referrals and students who are recommended for testing, staff will start to look more closely at Tier 1 and 2 interventions, which will eventually reduce the need for referrals.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P5: Attendance Rate	<p>Goal: Increase attendance by 10%</p> <p>For the 2019-20 School Year (as of February 11, 2020):</p> <p>All Students: 95.10%</p> <p>Days where attendance rate dips well below 93% Lowest days of attendance 2018-2019.</p> <p>11/05/2018 Monday 12/21/2018 Friday before winter break. 02/04/2019 Monday 02/15/2019 Friday before three day weekend. 03/11/2019 Monday 03/22/2019 Friday before spring break. 04/22/2019 Monday 05/13/2019 Monday 05/24/2019 Day before Memorial Day. 05/28/2019 Day after Memorial Day 05/29/2019 Second day after Memorial Day. 05/30/2019 Second to the last day of school. 05/31/2019 Last day of school.</p>	<p>Didn't meet goal. However, attendance is up by almost 1%.</p> <p>For the 2019-20 School Year (as of February 11, 2020):</p> <p>All Students: 95.965% EI Students: 96.142% RSP Students: 94.463% SE Students: 100.00%</p> <p>Students grades TK-8 had attendance rates between 93.769%-96.930% with TK and Kinder having the highest absenteeism rate.</p> <p>Six days this year attendance has been below 93%: 10/31/2019 Halloween 11/01/2019 Day after Halloween 12/04/2019 Wednesday 12/20/2019 Day before winter break 02/03/2020 Monday/Inclement Weather 02/11/2020 Tuesday, after three day weekend.</p> <p>We already have two more low attendance days than last year.</p> <p>It appears attendance rates tend to be the lowest before or after an extended weekend, and before/after Halloween.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>P6: Suspension Rate</p>	<p>Decrease suspensions by 10%</p> <p>2018-19 School Year</p> <p>Del Sol Suspension Rate: 5.6%</p> <p>Suspension Rate: State Del Sol</p> <p>Overall 3.4% 5.6%</p> <ul style="list-style-type: none"> • African American 9.1% 28.6% • American Indian/Alaska Native 7.5% NA • Asian 1.0% 3.3% • Filipino 1.4% 0% • Hispanic or Latino 3.6% 5.0% • Pacific Islander 4.6% NA • White 3.0% 6.2% • Two or More Races 3.5% 3.7% 	<p>Our half time counselor has completed the following since she started on 10/11/2019:</p> <ul style="list-style-type: none"> • 175 Peer Mediation/conflict resolution sessions for students grades K-8. • 30 Intensive Academic Counseling Sessions for 8th grade students who have a 2.0 GPA or less • 312 Counseling visits (referrals from staff and self referrals from students). • 7 Crisis Interventions (suicide/self harm/risk assessments) • Conducted social skills, anger management and grief groups for students grades K-8. <p>Source: JUSD Report Server</p> <p>Number/Percent Difference</p> <p>2018-19 2019-20</p> <p>Overall Suspension Rate 7.94% 3.37% -4.5%</p> <p>Number of Suspensions 87 41 -46</p> <p>Grade 3 1/.90% 0/0% . -1/-78%</p> <p>Grade 4 1/.93% 1/.78% same</p> <p>Grade 5 13/10.32% 13/10.48% same</p> <p>Grade 6 28/26.17% 9/6.92% -17/-19.25%</p> <p>Grade 7 21/16.15% 9/7.44% -12/-8.71%</p> <p>Grade 8 23/25.56% 9/6.98% -14/-18.58%</p> <p>Black/African American 16/23.19% 15/18.07% -1/-5.12%</p> <p>Hispanic/Latino 52/6.87% 21/2.66% -31/-4.21%</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

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White 10/6.49% 4/2.27% -6/-4.22%

Female 26/4.74% 18/2.94 -8/-1.8%

Male 61/11.13% 23/3.80% -38/-7.5%

English Learners 28/10.41% 4/1.7% -24/-8.7%

SED/Free Lunch 68/10.23% 33/4.81% -34/-5.42%

McKinney-Vento 2/12.5% 1/4.35% -1/-8.14%

504 Plan 0/0 4/30.77% +4/+30.77%

SPED-RSP 15/19.48% 10/12.35% -5/-7.13%

Foster 1/6.25% 5/33.33% +4/+27.08

The suspension rate has been cut in half from the previous year, despite a ten percent growth in the student population.

Suspensions dropped for the significant subgroups by the following percents: Black/African American (-5.12%), Hispanic/Latino (-4.21%), White (-4.22%), Female (-1.8%), Male (-7.5%), English Learners (-8.7%), SED (-5.42%), McKinney-Vento (-8.14%) and Special Education students (-7.13%). Suspensions dropped for the following grade levels: grade 3 (-.78), grade 6 (-19.25%), grade 7 (-8.71%), and grade 8 (-18.58%).

P5: Chronic Absenteeism Rate

Decrease attendance by 10%

All Students/Chronic Absenteeism Rate: 10.5%

Source: CDE Dashboard

Del Sol Chronic Absenteeism Rate: 10.5%

District Chronic Absenteeism Rate: 12.7%

County Chronic Absenteeism Rate: 12.6%

Del Sol/Chronic Absenteeism Rate: 9.64% as of 2/29/2020.

Decreased by almost 1%.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Chronic Absenteeism Rate: State Del Sol <ul style="list-style-type: none"> • African American 22.5% 21.2% • American Indian/Alaska Native 21.8% NA • Asian 4.3% 5.1% • Filipino 6.2% 9.7% • Hispanic or Latino 13.4% 10.1% • Pacific Islander 20.2% 33.3% • White 9.9% 11.1% • Two or More Races 11.0% 7.7% 	
P8: Other Student Outcomes Behavioral Analysis	Decrease discipline referrals by 10%	
Health Statistics	Del Sol had a half-time health clerk for the 2018-19 school year.	Health Office visits for this 2019-2020 school year: Over 4,079 to the health office were recorded from 08/07/19-02/11/2020. This does not include daily visits from 3 diabetic students who receive services 2-3 times a day, and may return to the office any time they experience low or high sugar levels. Visits includes students who require medications. Other Health needs includes students who have: <ul style="list-style-type: none"> • Seizures • Heart birth defects • Hemophilia • Chronic Asthma • Severe peanut allergy Del Sol had a half-time health clerk for the 2019-20 school year.
Enrollment	Enrollment August 2018: 949 students Enrollment May 2019: 1009 Percent increase: 6.3% Del Sol had a half-time registrar for the 2018-19 school year.	Enrollment August 2019: 1107 students Enrollment March 6, 2010: 1157 Percent increase: 4.5% Del Sol had a half-time registrar for the 2019-20 school year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.1 School Safety Coordination The principal shall select a certificated staff member to serve as the Safe School's Site Coordinator, who assists with 1) Developing, implementing and revising the School Safety Plan, 2) Establishing a site School Safety Committee, 3) Conducting School Safety Committee meetings, 4) Facilitating and coordinating school safety drills, 5) Assembling and disseminating all required emergency response information packets, materials & equipment, 6) Communicating procedures and protocols to staff,community and parents.</p> <p>A)The principal, assistant principal and School Safety Coordinator will develop a school safety plan, with emergency drills. Administration will invite representatives of the fire and sheriff's department to walk the facility and give input to the plan. Classified staff, certificated staff, and parent representatives will review the plan during the summer and provide feedback. The plan will be revised and presented to staff before students return in August.</p> <p>B) School staff will review the plan with students the first week of school and conduct drills. Staff will evaluate drill effectiveness and revise plan as necessary. Information will be sent to parents/guardians ahead of time so they</p>	<p>2.0)</p> <p>A & B) Two teachers share the role of Safe School Site Coordinator. Together, they revised the school's safety plan with input from stakeholders, presented the plan to staff and School Site Council, and helped conduct emergency drills.</p> <p>B) Del Sol conducted an earthquake and fire drill the first week of school. Revisions to the plan were made according to observations and staff feedback. Parents were notified of the drill at BTSN.</p> <p>C) Additional classroom emergency kits were purchased and distributed to new classrooms and offices. Original kits were updated with needed/fresh</p>	<p>Emergency response supplies, paper, copies, plastic sleeves, buckets, water, snacks, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>	<p>Emergency response classroom kits 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>are informed of emergency procedures and may dialog with their children.</p> <p>C) Purchase equipment that is essential for campus security, disaster drills and disaster preparedness to ensure student safety.</p>	<p>supplies such as batteries and cases of water.</p>		
<p>2.2 Common Sense Media</p> <p>A) Staff and students will participate in Common Sense Media K-8 Digital Citizenship curriculum, comprised of lessons designed to teach students to think critically, behave safely, and participate responsibly in our digital world. Lesson topics include staying safe online, cyber-bullying, protecting your identity, scams and schemes, strategic searching, and copyright use.</p> <ul style="list-style-type: none"> • Site Technology Coordinator will attend related district sponsored training and develop the site technology plan. • Review of lessons during faculty meetings • Post lessons and links on Del Sol PowerSchool page • Teachers conduct lessons in class and during advisory periods • Teachers review and debrief lesson effectiveness during grade level and site meetings. 	<p>2.2)</p> <p>A) A Site Technology Coordinator worked with stakeholders to create a site tech plan. The coordinator assisted staff with technology needs and accessing and delivering Common Sense Media K-8 Digital Citizenship lessons to students.</p>		
<p>2.3 Positive Behavioral Intervention Support (PBIS)</p>	<p>2.2)</p>		<p>Classified Hourly PBIS Meeting Participation</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A) The principal shall select a certificated staff member to serve as a Positive Behavioral Intervention and Support (PBIS) Coordinator who assists with 1) Developing the site PBIS plan, 2) Planning and conducting recognition ceremonies, 3) Purchasing and distributing incentives and awards, 4) Establishing a PBIS Committee, 5) Conducting PBIS meetings, 6) Communicating the site plan to staff, students, and parents, 7) Leading staff with evaluating and revising the plan (ongoing).</p>	<p>A) Two teachers, co-chair the BSEL committee (one middle school and one elementary representative). Coordinators worked with the assistant principal to develop and implement a site BSEL plan which included providing weekly BSEL lessons to teachers, and ordering incentives for good behavior.</p>	<p>\$</p>	<p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$360</p>
<p>B) Administrators will conduct PBIS training sessions with classified and certificated staff members, providing research and strategies, relevant readings, and web resources.</p>	<p>B) Ongoing throughout the school year. Delivered by the assistant principal and BSEL Coordinators.</p>	<p>Incentives/Awards/Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,500</p>	<p>Incentives/Awards/Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1500</p>
<p>C) To ensure a safe and positive experience for students and parents on our campus, extra campus supervision and extra custodial services will be provided for special campus events.</p>	<p>C) Extra campus supervision was provided for breakfast, morning recess, lunch, and school events such as STEAM night and dances.</p>	<p>5 STAR Student Tracker subscription package 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$950</p>	<p>5 STAR Student Tracker subscription package 4000-4999: Books And Supplies LCFF District -- 500 0707 \$1050</p>
<p>D) The PBIS plan will include action steps to connect students to adults and peers on campus by encouraging them to participate in extra-curricular and school related events. Teachers will review school activities with students, encouraging them to select, calendar and attend at least one event or extra curricular activity per week. Staff will use 5 Star to scan ID badgers and award students point for attendance and participation. Students may earn extra</p>	<p>D) Students were provided with a sturdy student ID cover and lanyard to wear during the school day.</p>	<p>\$</p>	<p>5 STAR Mobile Scanner (10), USB wired Barcode (1) 4000-4999: Books And Supplies LCFF District -- 500 0707 \$0</p>
<p>D) The PBIS plan will include action steps to connect students to adults and peers on campus by encouraging them to participate in extra-curricular and school related events. Teachers will review school activities with students, encouraging them to select, calendar and attend at least one event or extra curricular activity per week. Staff will use 5 Star to scan ID badgers and award students point for attendance and participation. Students may earn extra</p>	<p>E) BSEL lessons were emailed weekly to teachers. Lessons were delivered during class time.</p>	<p>\$</p>	<p>5 STAR Student Mobile App 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Licenses for positive behavior software 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2000</p>	<p>Teachers hourly- PBIS meetings 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$0</p>
		<p>Refreshments for awards assemblies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p>	<p>Didn't purchase. \$</p>
		<p>PBIS training materials 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p>	<p>PBIS training materials & posters 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$750</p>

**Planned
Actions/Services**

points if they attend an event with a parent/guardian.

E) Teachers will teach short lessons which focus on positive, productive school and social behaviors as well as character traits. The PBIS coach will provide staff development and support with planning and delivering these short lessons. Lessons will be delivered to students during advisory periods and class time.

F) Because the power of recognition can be a highly motivating force, student incentives and awards will be given to those who demonstrate positive behavior, attendance and citizenship.

G) Administrators will conduct assemblies addressing expected social skills, anti-bullying, etc. Posters reinforcing expectations will be posted in student areas and classrooms.

H) The PBIS Committee will meet after school monthly or as needed to discuss issues/concerns, review discipline data, revise PBIS plan, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for good behavior/citizenship. Hourly rate will be paid for meeting attendance (classified and certificated).

I) Administrators will meet monthly with supervisors to discuss safety issues and concerns on campus, including the

**Actual
Actions/Services**

F) Teachers implemented awards systems in classrooms using Sunburst tickets which were awarded for good behavior, school service and academics. Students may use Sunburst tickets to earn prizes.

Middle school students who demonstrated good citizenship were allowed to attend a school dance after school.

G) Site administrators and counselor conducted class presentations where they reviewed student behavior expectations for school, bus, and bus stop. During class discussions, students were introduced to the PSST app.

H) BSEL team members meets on a regular basis to develop incentives and awards, and develop/create weekly PBIS lessons for students.

I) Administration has ongoing conversations with classified and certificated staff to discuss expectations, safety issues, supervision procedures and routines which address issues and improve practices.

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

playground, hallways, and areas in front of school. Staff will be asked to identify and discuss ways to prevent, deter and react to problematic behavior, as well as ways to connect positively with students.

J) The principal will deliver weekly character lessons and inspiring words of wisdom to students and staff (Words of Wisdom curriculum).

K) Staff will discuss ways to promote positive attendance. Administrators and staff will talk about the importance of attendance at parent events and during parent meetings.

**Actual
Actions/Services**

J) Completed during morning announcements.

K) Ongoing discussions occur during grade level and grade level leader meetings. The importance of attendance is highlighted during student award assemblies, where students receive certificates for perfect and exemplary attendance.

New:
For the 2019-20 school year, a half-time guidance counselor was assigned to the school in October. During this time, she works with students who need an alternative classroom setting, provides academic counseling, delivers BASE lessons, conducts conflict mediation, or social emotional groups. The counselor provides classroom presentations on topics related to social emotional learning and academics. She conducts home visits, risk assessments, parent presentations, and meets with middle school students on a regular basis who have a GPA of 2.0 or below. This year, we have had a significant drop in suspensions and discipline referrals to the office. We are requesting to use

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	LCAP funds to bring her on full-time for the 2020-21 school year.		
<p>2.4 Student Attendance and Review Team (SART) A) Site administrators will conduct Student Attendance and Review Team (SART) meeting for students who reach the absence threshold. At SART meetings, staff, parents and students will identify a mentor and supports for the student. Students who fail to meet the contract will be moved through the SARB process.</p> <p>B) In an attempt to connect the student to the school community, a designated staff member will connect with the student experiencing attendance deficits on a regular basis. During such meetings, students will be asked to reevaluate progress towards attendance goals, and to identify, calendar and attend school events/extra curricular activities that will connect the student to a staff member(s) and peers. Examples include MESA activities, 100 Mile Club, Art Smarts lessons and choir.</p>	<p>2.3) The assistant principal and attendance clerk conducted SART meetings for students who met absenteeism thresholds. Students with unexcused absences were invited to Saturday School sessions to clear absences. Teachers provided GATE, STEAM themed activities during Saturday School.</p> <p>Del Sol staff created an array of fun and engaging activities this year to encourage student attendance, engagement within the school community, and positive relationships with staff members and peers. Teachers, Educational Specialists, School Psychologist, supervisors, counseling intern, assistant principal, and principal dialog with students and parents on a regular basis regarding the importance of attendance.</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.5 Additional School Safety Measures A) Students and staff will wear Lanyards/ID badges.</p> <p>B) Provide additional classified substitutes to provide additional supervision before school, during school after school and at special events (as needed).</p>	<p>2.4) Every visitor is scanned with the Raptor system.</p> <ul style="list-style-type: none"> Parents who volunteer to help on campus or in classrooms were required to be cleared (fingerprints and TB screening). In the fall, parent orientation meetings were conducted with volunteers. 	<p>Classified Substitutes</p> <p>2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$15,000</p> <p>ID Lanyards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$800</p>	<p>Classified hours: extra supervision 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$15,000</p> <p>ID Lanyards 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1042</p>
<p>2.6 Safe and Healthy Environment A) Tentatively, the following staff members and School Resource Officer (SRO) have been appointed to Del Sol Academy to help ensure a safe and healthy environment (subject to change with enrollment and district budget constraints):</p> <ul style="list-style-type: none"> 3 crossing guards (.219) 3 part-time activity supervisors for grades (.375) 2 full-time campus supervisory 1 part-time health clerk (.375) will provide appropriate health care and nursing services. 1 part-time SRO <p>B) The Health Care Aide will help connect students and families with appropriate community agencies based on needs (clothes, counseling, glasses). A part-time school nurse will perform vision and hearing screening on select kids annually.</p>	<p>2.6)</p> <p>A) LCAP funds provide additional hours for campus supervision throughout the day, which is necessitated by the school's growing population, and activities throughout campus:</p> <p>Arrival time: 7:50-8:30 AM (40 minutes)</p> <p>Required supervision:</p> <ul style="list-style-type: none"> 2 activity supervisors for kinder area (one to monitor entrance gate and one to monitor play structure). 1 activity supervisor to monitor crosswalk in school driveway and drop off traffic. 1 activity supervisor to monitor main entrance for students grades 1-5. 1 activity supervisor to monitor bus gate (east side) and escort kinder /TK students who eat breakfast to the MPR for breakfast, 	<p>\$</p> <p>Health Care Aide (HCA) 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7,430</p> <p>Health Care Aide (HCA) 3 hrs. (.50) 2000-2999: Classified Personnel Salaries Title I District -- 500 3010 \$10,713</p>	<p>Intern Fee 5000-5999: Services And Other Operating Expenditures LCFF District -- 500 0707 \$2000</p> <p>Health Care Aide (HCA) 3 hrs. (.50) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$7430</p> <p>Health Care Aide (HCA) 3 hrs. (.50) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 \$10713</p>

**Planned
Actions/Services**

C) A LCSW counseling intern will work with students who need more support with social and emotional issues and skills.

D) The principal and head custodian will walk the facility on a regular basis to identify needed repairs and ensure the building is kept clean. Work orders will be made in a timely manner along with follow-up to ensure repairs are made.

E) Regular inspections completed by custodian for proactive action to be taken.

F) Supervisors will participate in trainings that focus on conflict resolution, positive interactions and positive reinforcement of desired behaviors.

**Actual
Actions/Services**

supervise during the meal
escort students to class.

- 1 activity supervisor to monitor middle school entrance (west gate).
- 2 activity supervisors to monitor east courts and play structure.
- 2 Campus supervisors to monitor west/middle school courts and lunch tables.

Morning Recess: 9:50 AM -10:30 AM

- 3 activity supervisors to monitor playground and lunch benches.

Kinder Transition:

- 1 supervisor is required to pick-up Kinder/TK bus riders at the bus loading zone in the AM and walk them to class, and pick-up PM Kinder/TK bus riders for the afternoon session and walk them to class.

Lunch & Recess

Lunches span from 11:15 AM to 1:05 PM,

Supervision requirements:

- 2 activity supervisors to monitor lunch benches (approximately 130-260 students at a time for grades

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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1-5 and 330 students for grades 6-8)

- 3 activity supervisors to monitor playground
- 1 activity supervisor to monitor MPR as students enter and stand in line for lunch
- LCAP funds are used to fund an Instructional Aide to supervise students who experience ongoing discipline issues and troubling social interactions on the play ground. A large percentage of these students are Special Education students. This measure has been highly successful with reducing discipline issues, and should be extended to lunchtime recess.

Middle School:

- 1 campus supervisor to monitor second floor during all times
- 1 campus supervisor to monitor courts every hour while students and teachers are dressing out in locker rooms.

General:

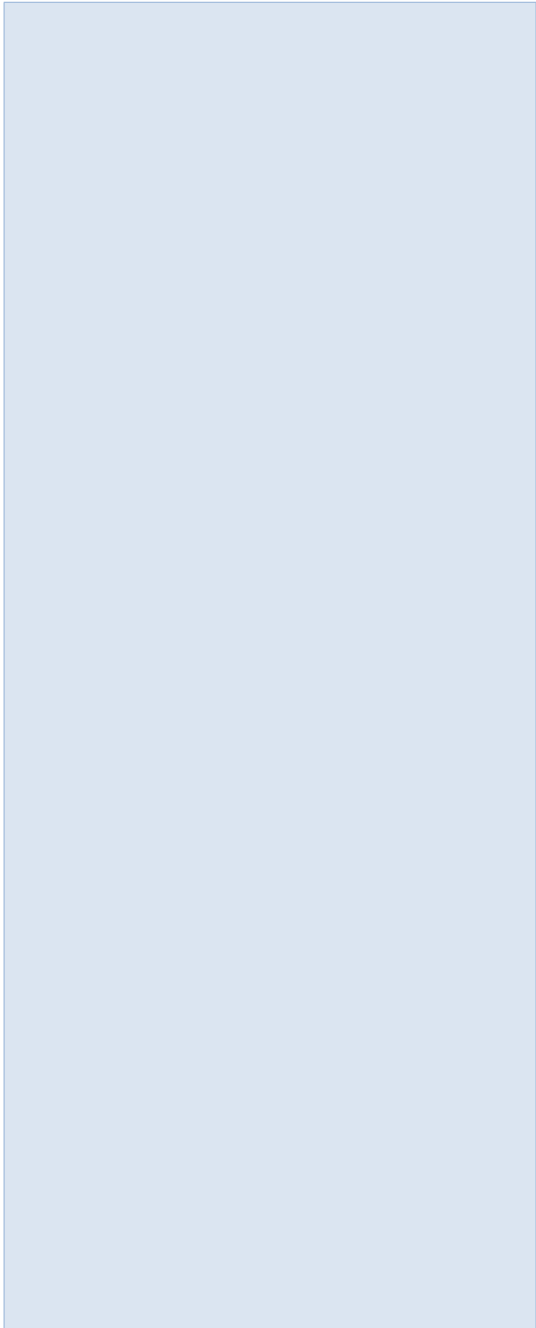
- When possible, a supervisor is located in the main hallway to ensure students who arrive late travel to

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**



class safely, monitor restrooms, and ensure middle school students travel directly and quietly to the locker room each period.

- In the morning during arrival time, supervisors are needed to monitor three school entrances, the front driveway, elementary play area, middle school play area, MPR and breakfast tables.

B) Health Office visits for this 2019-2020 school year:

Over 4,079 to the health office were recorded from 08/07/19-02/11/2020. This does not include daily visits from 3 diabetic students who receive services 2-3 times a day, and may return to the office any time they experience low or high sugar levels. Visits includes students who require medications.

Other Health needs includes students who have:

- Seizures
- Heart birth defects
- Hemophilia
- Chronic Asthma
- Severe peanut allergy

Del Sol requires a full-time health clerk for the 2020-2021 school year and requests to use LCAP fund to provide this serve.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>C) A half time guidance counselor was added to the staff in October. Her services have had a tremendous positive impact on student behavior. Del Sol is requesting a full time counselor and is prepared to split the cost with the district, using LCAP funds.</p> <p>D & E) Completed on a regular basis.</p> <p>Added:</p> <p>Due to Del Sol's enrollment numbers we are requesting a full time registrar.</p>		
<p>2.7 Physical Fitness A) During Physical Education (PE) teachers will focus on activities that promote physical fitness, cooperation and teamwork and mindfulness. Examples of activities are team sports, yoga and Spring Forest Qigong. Such activities will help students learn sportsmanship, including connecting positively with peers, learning how to handle stress, experiencing how to have fun and to lose with grace.</p>	<p>2.6) Conducted on an ongoing basis.</p>		
	<p>2.7) Supervisors have attended district sponsored training which relates to ways to positively interact with students and to help deescalate situations.</p>	<p>\$</p>	<p>Didn't use \$</p>
	<p>2.8) Mindfulness materials have been purchased. The PE teachers utilize materials.</p>	<p>\$</p>	<p>Training Materials and Equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			\$2000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

2.1) Two teachers share the role of Safe School Site Coordinator. Together, they revised the school's safety plan with input from stakeholders, presented the plan to staff and School Site Council, and helped conduct emergency drills. Additional classroom emergency kits were purchased and distributed to new classrooms and offices. Original kits were updated with needed/fresh supplies such as batteries and cases of water.

2.2) A Site Technology Coordinator worked with stakeholders to create a site tech plan. The coordinator assisted staff with technology needs, and delivering Common Sense Media K-8 Digital Citizenship lessons to students. Common Sense Media K-8 Digital Citizenship curriculum is comprised of lessons designed to teach students to behave safely, and participate responsibly in our digital world. Lesson topics include staying safe online, cyber-bullying, protecting your identity, scams and schemes, strategic searching, and copyright use.

2.3) The principal selected two teachers to serve as Behavior, Social, Emotional Learning (BSEL) Coordinators who assisted with developing and implementing a site BSEL plan, which included providing weekly BSEL lessons to teachers, and ordering incentives for good behavior. Teachers implemented awards systems in their classrooms using Sunburst tickets, which were awarded for exemplary citizenship, school service and academics. Additionally, students received raffle tickets for participating in school events such as spirit week, and recognized daily/weekly drawings. Middle school students were required to demonstrate good citizenship in order to participate in activities such as dances, field trips and promotion. BASE online lessons were used with middle school students to help with teaching new behaviors. Student successes were recognized and celebrated at fall, winter and spring Students Awards Assemblies.

2.4) Staff created and implemented numerous fun and engaging activities to encourage student attendance, connect stakeholders to the school community, and foster a positive rapport with staff members and peers. Teachers, Educational Specialists, School Psychologist, supervisors, academic counselor, assistant principal, and principal dialogued with students and parents on a regular basis regarding the importance of attendance and participating in school related activities. The assistant principal and attendance clerk scheduled and conducted SART meetings for students who met absenteeism thresholds. Students with unexcused absences were invited to Saturday School sessions, where teachers provided GATE/STEAM themed activities. Perfect and exemplary attendance were recognized at student award assemblies.

2.5) Office staff used the Raptor system to screen visitors and make visitor badges. Parent volunteers were required to complete the clearance process with personnel, which included fingerprint screening, a TB test, and attending a site orientation at which expectations, safety procedures, and guidelines will be reviewed by an administrator. Students and staff were provided with ID cards and lanyards, a necessity with the ongoing new student enrollment.

2.6) Del Sol hired a guidance counselor in October, who assisted with supervision, made class presentations, conducted social skills, grief and anger management groups, conducted conflict mediation, made home visits, and responded to bullying complaints. Additionally, she conducted alternative classroom placement for students in lieu of suspension, during which she guided students through BASE lessons (social emotional online learning program). The counselor also conducted ongoing academic counseling to middle school students earning a GPA of 2.0 and below. Throughout the year, she made presentations to parents and students which included topics such as high school graduation and a-g requirements. Since she has started, we have seen a significant drop in suspensions and discipline referrals to the office for students grades 1st-8th.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Data Highlights:

Enrollment Has Increased By 21.9% Since Del Sol Opened Its Doors:

Enrollment over the last two year has increased from 949 students to 1,157 students. Since August 2019, enrollment has increased from 1107 students to 1157 students. Del Sol's student population has experienced a 21.9% increase since it opened its doors in August, 2018, and a 14.7% increase since the end of last year. Ten new teachers have been added to the teaching staff, and the part time psychologist in now full time. Of the 50 certificated staff members, fourteen are new to the district,13 are in the first or second year of teaching. There have been 21 classroom changes within the last year to make room for increased number of class section.

Due to significant growth in enrollment, two separate start and end times were implemented for elementary and middle school students for the 2019-20 school year. LCAP funds were used to provide additional minutes to staff shifts to cover supervision. Del Sol supervision is challenging given the ten different grade levels, three playgrounds, three school entrance and exits, size of the facility. Lunches are increasing difficult to manage due to the high volume of student who are out at one time. For example, approximately 265 first and second grade students overlap at lunch time.

Success: Despite A Growing Student Population Suspensions Rate Dropped by Half

The number of suspensions has decreased by over half, which is significant considering the school's rapidly growing student population.

Suspensions dropped for the following significant subgroups: Black/African American (-5.12%), Hispanic/Latino (-4.21%), White (-4.22%), Female (-1.8%), Male (-7.5%), English Learners (-8.7%), SED (-5.42%), McKinney-Vento (-8.14%) and Special Education students (-7.13%). Additionally, suspensions dropped for the following grade levels: grade 3 (-.78), grade 6 (-19.25%), grade 7 (-8.71%), and grade 8 (-18.58%). This reduction is attributed great to the new guidance counselor, identifying academically struggling students and providing necessary supports through the SST process, creating engaging learning and extra curricular activities for students, and providing supervised play during recess time. Since the school opened, staff has perfected routines and procedures, while students and parents have developed a better understanding of behavior expectations, consequences, rewards, and who to turn to for support. All are important factors to reducing discipline and increasing positive behaviors.

Success: Despite A Growing Student Population Attendance Rates Increased Slightly, While Absenteeism Rate Decreased

Overall attendance increased by 1% and Chronic Absenteeism decreased by 1%. This increase is attributed to the efforts of staff engaging students and families within the school community with school events, working with families to provide supports to students through the SST/IEP process, connecting families with outside resources, conducting home visits, conducting SART/SARB meetings, and providing counseling services to families and students who are experiencing difficulties.

Health Statistics Indicate School Needs More Support

The health office receives a steady stream of students throughout the day. Q records indicate there have been 4,079 visits to the health office from 08/07/19-02/11/2020. This does not include daily visits from 3 diabetic students who receive services 2-3 times a day, and may return to the office any time they experience low or high sugar levels. We currently have students who experience seizures, heart birth defects, hemophilia, chronic asthma, and severe allergies. Our current half-time clerk does not suffice given our school population.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Additional LCAP funds were used to provide longer shifts for campus supervisors during the school day and fund a supervisor to provide structured recess to students with frequent discipline problems. Lunch time is challenging due to the high number of students who are out at once. For safety reasons, lunches (grade 1-8) should be expanded from 110 minutes to 130 minutes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Del Sol's large student body continues to drive changes:

A half-time guidance counselor was added to the staff in October. Her services have had a tremendous positive impact on student behavior. Del Sol is requesting a full time counselor and is prepared to split the cost with the district, using LCAP funds.

For the 2019-20 school year, the site has paid an instructional aide an additional hour to conduct structured recess for 1st-5th grade students. This aide plays with a group of students during recesses, who have been continually referred to the office for playground behavior such as fighting, name calling and rough housing. This has reduced the number of referrals to the office, injuries due to fighting and recess detentions. Parents response has been very positive. This support needs to be extended to lunch time recess.

Given Del Sol's enrollment numbers, Del Sol is requesting a full-time health clerk. Del Sol currently has a half-time health clerk.

Given Del Sol's enrollment numbers, we are requesting a full-time registrar. Currently, Del Sol has a half-time registrar.

Del Sol is requesting two additional half-time activity supervisors to assist with lunch and recess supervision. Next year, three recess instead of two and extending total lunch time by 20 minutes (from 110 minutes to 130 minutes) is under consideration, to provide enough time for students to move through the lunch area in a timely manner and provide sufficient supervision. The facility provides an extra challenge in that the elementary playground is on the opposite side of the building as the lunch area. Del Sol is willing to use LCAP funds to help support an additional activity supervisor.

Annual Evaluation and Update

SPSA Year Reviewed: 2019-20

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Maintain and create events which allow students, parents and community member to engage with the school.</p>	<p>Parents, student and community members' attendance will increase by 5% at school events.</p>	<p>Have not been able to track. Have numerous activities for parents to engage in the school community.</p>
<p>California Healthy Kids Survey (CHKS)</p>	<p>For the 2018-19 school year, one hundred 5th grade students participated in the California Healthy Kids Survey (CHKS):</p> <ul style="list-style-type: none"> • 51% of the students said they felt highly connected to the school • 47% said the felt moderately connected to the school • 70% feel connected most or all of the time. • 89% reported that felt academically motivated most or all of the time • 66% reported adults in school were caring most or all the time • 61% reported they felt adults cared all the time most or all the time • 70% reported listened to when they had something to say most or all of the time • 52% reported adults made an effort to get to know them most or all the time • 64% reported adults told them when they were doing a good job most or all of the time. • 82% reported adults told them they believed they (students) could do a good job most or all of the time. 	<p>Del Sol will be administer a similar survey at the end of the school year.</p>

Metric/Indicator

Expected Outcomes

Actual Outcomes

- 93% reported they felt adults wanted them to do their best most or all of the time.
- 13% believe they are given a chance to decide on school sponsored student activities and rules most or all of the time.
- 37% reported adults ask them about their ideas
- 58% reported grown ups give them opportunities to solve problems most or all of the time.
- 64% reported they get to participate in interesting school activities most or all of the time.

most or all of the time.

- 19% believe they are given a chance to decide on class activities and rules most or all of the time.
- 15% are asked what they want to learn about
- 57% are asked to do helpful things at school most or all of the time.
- 44% feel close to people at school most or all of the time.
- 76% feel happy at school most or all of the time.
- 67% feel apart of the school most or all of the time.
- 87% report they feel treated fairly at school most or all of the time.
- 73% feel safe most or all of the time.
- 89% were classified as academically motivated
- 77% reported they felt proud to belong to the school most or all of the time.
- 89% reported the building was neat and clean most or all of the time.
- 73% reported there were social and emotional supports in place most or all of the time.

Metric/Indicator

Expected Outcomes

Actual Outcomes

- 77% reported teachers and school rules were fair and they were treated with respect most or all of the time.
- 93% reported they followed classroom and school rules, and listen to adults, most or all of the time.
- 44% reported students were well behaved most or all of the time.
- 73% felt safe at school most or all of the time.
- 80% felt safe while traveling to and from school most or all of the time.
- 72% reported Del Sol had an anti bullying climate most or all of the time.
- 85% reported teachers make it clear bullying is not allowed most or all of the time.
- 79% reported teachers will help when they report bullying most or all of the time.
- 54% reported students will stop bullying when they see it most or all of the time.
- 84% reported parents were activity involved with their schooling most or all of the time (ask about school, check homework, ask about grades).

For the 2018-19 school year, 121 seventh grade students participated in the California Healthy Kids Survey (CHKS):

Overall, 67% agree or strongly agree they feel connected to the school

- 61% agree or strongly agree they feel a part of the school.
- 91% agree or strongly agree they were academically motivated at school.
- 86% reported adults in school were caring, very much or pretty much.
- 89% reported adults in school had high expectations of students, very much or pretty much.

Metric/Indicator

Expected Outcomes

Actual Outcomes

- 60% reported they meaningfully participated in school, very much or pretty much.
- 86% reported there were school support, very much or pretty much.
- 85% agree or strongly agree adults told them they believed they (students) could do a good job most or all of the time.
- 82% agreed or strongly agreed adults wanted them to do their best most or all of the time.
- 23% agreed or strongly agree they are given a chance to decide on school sponsored student activities and rules most or all of the time.
- 77% agreed or strongly agree adults at school had high expectations of them at school.
- 85% agreed or strongly agreed adults cared about them at school.
- 69% agreed or strongly agree adults noticed when they were not in school.
- 68% agreed or strongly agree they get to participate in interesting school activities.
- 79% agreed or strongly agree that adults listened to them when they had something to say.
- 42% agreed or strongly agree they are given a chance to decide on class activities and rules most or all of the time.
- 62% agree or strongly agree they feel close to people at school most or all of the time.
- 70% agree or strongly agree they feel happy at school.
- 66% agree or strongly agree teachers treat them fairly at school.
- 76% agree or strongly agree they feel safe in school.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<ul style="list-style-type: none"> • 89% were classified as academically motivated • 77% reported they felt proud to belong to the school most or all of the time. • 73% agree or strongly agree the building is neat and clean most or all of the time. • 71% reported they feel safe or very safe at school. • 67% agreed or strongly agreed their parents were involved in school. • 74% agreed or strongly agreed teachers communicated with their parents. • 61% agreed or strongly agreed staff take parents concerns seriously. • 64% agreed or strongly agreed their parents were welcome to participate at the school. <p>Overall, survey results indicate a majority of 5th and 7th grade students feel safe, cared for, connected to the school and supported most or all of the time.</p>	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.1 Parent Engagement and Leadership A) Parent Engagement and shared decision making: Del Sol will establish a School Site Council (SSC), Gifted and Talented Education Committee (GATE), English Learner Advisory and Committee (ELAC). Parents will be recruited to serve on the district Special Education Advisory Committee (SEAC).</p> <ul style="list-style-type: none"> • Nominations will be held in July/August. • Voting will occur in August 	<p>3.0) Parents and staff participated in shared decision making through School Site Council (SSC), English Learner (EL), Gifted and Talented (GATE), Special Education, and district advisory councils. Del Sol was proud to host the district's joint District English Language Advisory Committee (DELAC) and District</p>	<p>Hourly, classified (child care) 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$100</p> <p>Refreshments 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$300</p>	<p>Hourly, classified (child care) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$200</p> <p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$775</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Required meetings will be scheduled and conducted according to guidelines. All supporting documentation such as sign-in sheets, agendas and minutes will be turned into designated district personnel. <p>B) Childcare and refreshments will be provided at meetings.</p> <p>C) Translators will be in attendance at all meetings to ensure equal access and participation of all parents.</p> <p>D) Printed materials will be provided in English and Spanish.</p>	<p>Advisory Committee (DAC) meeting in January, 2019.</p> <ul style="list-style-type: none"> Translation services were provided during meetings. Refreshments and printed materials in English and Spanish were provided at meetings. 	<p>Translator(s) 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$100</p> <p>Printed materials 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$75</p> <p>\$</p>	<p>Translator(s) 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$200</p> <p>\$</p> <p>Hourly, classified (child care) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$400</p>
<p>3.2 Parent Teacher Organization (PTO)</p> <p>A) Del Sol will work with parents to establish a Parent Teacher Organization (PTO). Staff and PTO members will work together to support/sponsor student events, fundraisers and teacher/student recognition events such as Teacher Appreciation Week and student awards assemblies.</p>	<p>3.1) A PTO was formed, and established fundraising and membership drives as the main activities for the 2018-19 school year. The PTO sponsored fundraiser to pay for future events to engage students and families such as field trips and dances.</p>		
<p>3.4 School Events Communications</p> <p>A) School staff will keep parents informed of school events with the school website, Class Dojo, email, Del Sol Facebook page, Twitter, automated phone messages, apps and letters.</p>	<p>3.3)</p> <p>Over 1,000 parents have signed up for Del Sol Dojo accounts.</p> <ul style="list-style-type: none"> We maintain Del Sol Facebook, Twitter, Instagram, and Dojo accounts 	<p>Stipend to Maintain Website 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$300</p>	<p>Website Coordinator 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$300</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> The school utilized its web page, social media accounts, school marquee, Peach Jar, Q, automated phone messages, letters and flyers to communicate with parents and community members. 		
<p>3.5 Academic Progress Communications A) Parents will be kept informed of student's academic, attendance and behavior during teacher conferences (TK-5), student-led conferences (6-8), Back to School Night, progress reports, Standards-Based Report Cards, SART meetings, IEP meetings, 504 meetings, and SST meetings. Documents will be translated to Spanish and translators will be at events and meetings.</p>	<p>3.4) For two full days in October, teachers facilitated student lead parent conferences at which students reviewed academic progress, student portfolios, assessment scores, and student academic goals with parents.</p> <p>The Ed. Specialist who serves middle school students, has begun to walk students through the process of student led IEPs.</p>	<p>Translator 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$200</p>	<p>Translator 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$0</p>
<p>3.6 Engaging with the Administration A) The principal will host informal meetings such as Coffee with the Principal (parents), Mother's Day and Father's Day Celebrations, and Principal's Council (students K-8 representing various subgroups) to provide stakeholders with the opportunity to meet with administration, provide feedback and give suggestions.</p> <p>B) The principal and assistant principal will host luncheons with students to discuss school safety, school climate and culture, possible activities and other issues with students.</p>	<p>3.5) The principal relied on interactions during school events, ELAC, SSC, GAC, IEP/SST meetings, and school events to interact with parents and community members.</p>	<p>Refreshments 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$502</p> <p>Translator 2000-2999: Classified Personnel Salaries Title I Parent Involvement -- 3010 1902 \$100</p> <p>Food for luncheons such as pizza, juice and sandwiches. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1000</p>	<p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p> <p>Translator 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$150</p> <p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$650</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.7 Engaging Students with the Community A) Staff will explore and create ways for students to participate in community service hours at the school, including reading to younger students, helping peers with homework, campus beautification, setting-up for school events, and mentoring younger students.</p> <p>Students will receive points, recognition, and awards for community services awards.</p> <p>B) Under the direction of the PBIS Coordinator and teacher advisers, 7th and 8th-grade students will serve as student ambassadors and conduct school tours to new students and visitors.</p>	<p>3.6)</p> <p>A)Students earn Starburst coupons for good behavior, assisting with cleanup and campus beautification. Staff provide prizes to those with coupons.</p> <ul style="list-style-type: none"> • Middle school teachers have students read to primary students. • Middle school Student Council members conduct student tours for visitors and new students. 	<p>supplies and equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$300</p>	<p>Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$0</p>
<p>3.8 Student Recognition A) The School will host student recognition and awards assemblies throughout the year, which honor students who demonstrate exemplary citizenship, grades, academic achievement, community service, reaching the EL redesignation milestone (EL to RFEP), attaining personal/academic and social goals.</p>	<p>3.7) Parents of students receiving recognition awards attended the school's very first Student Awards Assembly, conducted on October 31, 2018. Teachers presented STAR Burst Awards to students who demonstrated accomplishments in the areas of citizenship, academics, kindness, grit, and ingenuity. Students with perfect and exemplary attendance received awards too. A second awards assembly was conducted in February, 2019, In addition to Sunburst and attendance awards, English Learner students who</p>	<p>Supervisors for extended hours on Assembly days 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p>	<p>Supervision 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$500</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>were re-designated as Fluent English Speakers, and students who placed during science and engineering fairs, and MESA competitions were recognized.</p> <p>An additional award assembly is scheduled for third trimester May, 2019.</p> <p>During Spirit Weeks, students earned raffle tickets for participation for prizes.</p>		
<p>3.9 Visual and Performing Arts A) Staff recognizes that choir and band are valuable in that they provide students with 1) Exposure to Performing Arts, 2) Opportunities to develop natural talents, 3) The means to connect with a school activity, 4) An avenue of success for academically struggling students, and 5) Public Speaking/Performance experience. Consequently, Del Sol Academy will provide students the opportunity to participate in the band.</p> <p>Students in grades 3-6 are encouraged to join the school choir which is conducted before school by a Del Sol teacher. Under the supervision of the choir teacher, students partake in three choir concerts throughout the year. Students in grades 4-8 have the opportunity to join the school band.</p> <p>Instrumental Music: A music teacher will provide band lesson one day a week, during the school day, to students grades 4-5.</p>	<p>A music teacher provided music instruction to students grades 3-8, during zero period and the school day. On Wednesdays, the teacher provides music to TK/K students.</p> <p>The music teacher conducted an after school choir club twice a week to middle school students.</p> <p>During the month of December, Kindergarten and Transitional Kindergarten students performed a holiday choral concert for parents and families.</p> <p>Band students, grades 4-8 (instrumental music and band), conducted a holiday themed concert for students during the day and an evening concert to a packed Multi-Purpose Room (MPR) to families.</p>	<p>Expenses are listed in Goal 1</p> <p>\$</p> <p>\$</p>	<p>Costs are listed in Goal 1.</p> <p>\$</p> <p>Materials such as music rights and instruments. 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A music teacher will provide a period of band instruction to students grades 6-8 four days a week for an hour either the last period of the day or after school.</p> <p>For a minimal fee provided by the parent, the organization Art Stars, will provide art lessons after school to students each minimum day at no cost to the school. Additionally, the organization hosts an art event in the evening, free of charge, to parents and students.</p>			
<p>3.10 MESA Engineering A) Students grades 6-8 will take a MESA Engineering elective. Students will be required to work collaboratively on Engineering and Design challenges as well as participate in competitions at Del Sol, neighboring schools and at the University of California, Riverside (UCR). Highly engage students will need an advisor to supervise them while they work on projects after school and while attending competitions on or off campus. Students will need funds to help purchase materials and the school may need to provide refreshments/snack for long days or evens off campus. MESA will provide an opportunity for students to participate in a co-curricular activity.</p>	<p>All 6th - 8th grade middle school students participated in a MESA elective, taught by a Del Sol teacher. This year, Del Sol is competing with JVHS students in MESA boat races to see who can design the best boat. The competition will be held at JVHSs pool this spring.</p> <p>An 8th grade teacher was selected to serve as a MESA advisor, and oversaw the completion of student MESA applications, attended teacher trainings, organized the site competition, attended MESA advisory meetings, organized and supervised the UCR field trip, and ordered supplies.</p>		
<p>3.11 SPARKS After School Program</p>	<p>SPARK was implemented August 2018 and serves 1st-8th grade</p>		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A) The Jurupa Area Recreation and Park District will sponsor the SPARK after school program at Del Sol Academy from 3 PM to 6 PM on regular school days and from 1:15 PM to 6 PM on minimum/early release days. Students grades 1-6 are eligible and parents are charged a reasonable fee based on a sliding scale. SPARK staff assist students with homework and lead them in fun activities. SPARK will provide a valuable service to families with working parent(s).</p>	<p>students five days a week from 3 to 6 PM.</p>		
<p>3.12 STEM Expo A) Del Sol will host a STEM Expo in its multipurpose room on February 14th, 2019. Professionals and university/college teachers from the STEM fields are invited to set-up a booth at EXPO. The purpose of the EXPO is to expose students to future careers in science and engineering and develop their understanding of what engineers do. The expo will help engage members of the community by creating valuable experiences for our kids.</p> <p>B) Through the year, Del Sol will invite professionals from STEM fields to speak to our students and staff about STEM careers and related educational pathways.</p>	<p>A) Instead of a STEM EXPO, teachers opted to host a school MESA Competition. Students competed in bridge building, machines, glider, prosthetic arm competitions with prototypes they had developed in MESA competitions. Winners were eligible to move on to the next level of competition at UCR's MESA Day. Students from Cal Baptist and UCR, and a representative from UCR's MESA program assisted with judging and testing student projects.</p> <p>Fifty students, five middle school teachers and the principal attending UCR's MESA Day competition, February, 2019. Sixth and seventh grade teams placed in the Machines and Prosthetic Arm competitions for best design and performance. In all, thirteen students walked away with ribbons and certificates.</p> <p>STEM EXPO will be considered for the 2019-20 school year.</p>	<p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$250</p> <p>Printed brochures 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$200</p>	<p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Printed brochures 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.13 100-Mile Club Del Sol Academy will establish a 100-Mile Club for students and families. The 100-mile club sponsors daily physical activities in a non-competitive, supportive, and fully-inclusive environment. The program presents students with a straightforward challenge: run, jog, or walk 100 miles over the course of the school year.</p>	<p>Del Sol staff school conducts a 100 Mile Club to promote physical fitness for students and families through walking and running. Weekly family walks are conducted on the school track, Wednesday mornings from 7:30 AM to 8:30 AM. Students earn points for laps during this weekly event, PE, and recess which allows them to earn rewards when they reach 25, 50, 75, and 100 mile benchmarks.</p> <p>In celebration of Halloween and Red Ribbon Week, students and families participated in the first annual Say Boo to Drugs run by wearing costumes during the morning 100 Mile Club Family walk.</p> <p>The Annual Del Sol Turkey Trot was conducted the week before Thanksgiving Break. Parents and community members watched as students, grades TK-8, participated in daily potato sack, obstacle courses, and relay races. Winners were awarded trophies, t-shirts, frozen turkeys and pumpkin pies. The school conducted a food drive this week for the needy, with students earning a "free" mile for donating food items. Collected items were donated to JUSD's annual food drive.</p> <p>In February 2019, Del Sol held a Mile Medal Run for all students, grades 1-</p>	<p>Supervision for activities 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$200</p>	<p>Certificated hourly: Running afterschool 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,0000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>8. Medals were awarded to the fast runners.</p> <p>A teacher and classified employee (advisors) will conduct a track club after school for students grades Kinder-6th, after school a couple nights a week, first and second trimester. A small stipend of \$500 per person will be awarded to advisors for their time.</p>		
<p>3.14 Family Engagement</p> <p>A) Del Sol staff will host a variety of night time activities for families such as STEAM Night, Back to School Night, Family Code Night, Literacy Night, and Art Night. Activities are meant to engage families in STEAM curriculum, provide parents with ways to support students in their learning, build and strength relationships with stakeholders.</p> <p>B) Del Sol will host school events which will allow for staff to interact and engage with families and community members.</p>	<p>A) In October, Del Sol hosted a Trunk or Treat and STEAM night for families within the community. After Trunk & Treating, families participated in fun, teacher led STEAM activities. The event was well attended by families.</p> <p>The school's first Back to School Night was conducted in August, the evening before the first day of school. Students and parents participated in school tours, which included the library, band room, classrooms, labs, and maker space areas. During this time, they had the opportunity to meet teachers and support staff, and preview STEAM curriculum.</p> <p>B) Throughout the year, parents were invited to tour hallways after school to view student art, class assignments, science experiments and engineering projects.</p> <p>Parents interested in volunteering in the classrooms and school events</p>	<p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1200</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>Teacher compensation for their time. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$12000</p>	<p>Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Materials & Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$</p> <p>Teacher compensation for their time. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

were invited to attend a short orientation meeting. For parent convenience, several meetings were conducted in the fall and as a result we have volunteers assisting in classrooms and the office.

In December, first grade teachers worked with parents to conduct the first annual Holiday Breakfast, at which first grade students wore pajamas to school and participated in a family style breakfast with family members and teachers.

In December, staff, parents and community members were invited to judge science projects for the school's first science and engineering fair. Afterwards, parents were invited to tour school halls to view projects after the judging, along with student work and art projects.

Del Sol hosted its first promotion for 8th grade student students, families and faculty on the last day of school. Families and staff were able to celebrate our students' success and have closure with the inaugural 8th grade class.

Del Sol will host an 8th grade picnic the day before promotion to celebrate student achievement and promotion.

This spring, kindergarten and transitional kinder teachers will host a student parent picnic the last day of school to celebrate student

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>achievement and promotion to the first grade.</p> <p>In May, Del Sol will conduct a promotion for 8th grade student who are leaving for high school. Middle school teachers and students have raised funds this year to conduct a Knot's Berry Farm trip for 8th grade students on the last day of school. Del Sol will assist with funding buses for this trip, and received a Target grant which will be applied to the costs.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

For the 2018-29 and 2019-20 school year, parents, students, and community members have had numerous opportunities to participate in school sponsored events:

- A PTO was formed and has been fundraising and co-sponsoring activities at Del Sol such as the Winter Snowball Dance for middle school students, the VIP dance for elementary students , and the spring Talent Show.
- Back to School Night was conducted in August. Students and parents participated in school tours, met with teachers, and had the opportunity to speak with staff.
- In October, Del Sol hosted a Trunk or Treat and STEAM night for families within the community. After Trunk & Treating, families participated in fun and engaging, teacher led STEAM activities.
- Families were invited to attend Student Awards Assemblies, which were conducted each trimester. Teachers presented STAR Burst Awards to students who demonstrated accomplishments in the areas of citizenship, academics, attendance, kindness, grit, and ingenuity. Additionally, students received recognition for attendance, reading achievement, and grades. English Learner students who have been re-designated as Fluent English Speakers, and students who placed during science and engineering fairs will also be recognized at future assemblies.

- In October, teachers facilitated student lead parent conferences at which students reviewed academic progress, student portfolios, assessment scores, and student academic goals with parents. Additionally, the middle school Educational Specialist began guiding students with student lead IEPs. Parents of struggling students were invited to SST meetings where staff discussed ways to support student learning and engagement.
- A teacher and instructional aide began an after school track club for students K-8. On several occasions, students from Jurupa Valley High School's cross country team were invited to run with Del Sol students. Parents were welcome to attend and watch as students participated. This after school club was very well received.
- Staff conducts 100 Mile Club Runs Wednesday mornings, to promote physical fitness for students and families. Students earn points for laps during this weekly event, PE, and recess which allows them to earn rewards when they reach 25, 50, 75, and 100 mile benchmarks.
- In celebration of Halloween and Red Ribbon Week, students and families participated in the school's annual Say Boo to Drugs run by wearing costumes during the morning 100 Mile Club Family walk.
- The Second Annual Del Sol Turkey Trot was conducted the week before Thanksgiving break. Parents and community members watched as students, grades TK-8, participated in potato sack, obstacle courses and relay races. Winners were awarded medals, trophies, t-shirts, frozen turkeys, and pumpkin pies. At this time, the school conducted a food drive for the needy, with students earning a "free" mile for donating food items. Collected items were donated to JUSD's annual food drive.
- Parents and staff participate in shared decision making through School Site Council (SSC), English Learner (EL), Gifted and Talented (GATE), Special Education, and District Advisory Council (DAC).
- Parents interested in volunteering in the classrooms and school events were invited to attend a short orientation meeting. For parent convenience, several meetings were conducted in the fall and as a result we have volunteers assisting in classrooms and the office. Parents are recognized in the spring for their time and effort.
- In December, first grade teachers worked with parents to conduct the annual holiday breakfast, at which first grade students wore pajamas to school and participated in a family style breakfast with family members and teachers.
- Two middle school teachers served as Student Council Advisors. All middle school students were allowed to participate in student council (no elections) and conduct activities such as spirit week, Suicide Awareness Week, Be Kind Week, and morning announcements.
- During the month of December, Kindergarten and Transitional Kindergarten students performed a holiday choral concert for parents and families. Band students, grades 4-8, conducted a holiday themed concert for students during the day and an evening concert to a packed Multi-Purpose Room (MPR) to families.
- In December, staff, parents and community members were invited to judge science projects for the school's science and engineering fair. Afterwards, parents were invited to tour school hallways after school, to view projects after the judging, along with student work and art projects.
- Del Sol hosted spring and winter band concerts for parents.

- Middle school teachers conducted an evening orientation for fifth grade parents and students, to help prepare them for the transition from the elementary to middle school model at Del Sol.
- Kindergarten and Transitional Kindergarten teachers conducted a spring Kinder Round-up informational meeting for parents of incoming students. Teachers shared enrollment information, ways to prepare students for reading and made appointments for screening assessments.
- In February, 2020, site AVID Coordinators, ELAC Advisers, counselor, and assistant principal conducted a parent info night at which they reviewed AVID philosophy, organization strategies, a-g and graduation requirements..
- Last spring, kindergarten and transitional kinder teachers hosted a student/parent picnic the last day of school to celebrate student achievement and promotion to the first grade. All students, grades TK-8, participated in a Color Run the last two days of school. Activities were broken up into three different groups over three days.
- On the last day of school, Del Sol conducted the first annual 8th grade promotion for families. Eight grade students will say goodbye to fellow students during a "walk out" though the school on the way to the promotion ceremony.

To communicate with families and the community, Del Sol maintains Dojo, Facebook, Instagram and Twitter accounts. Del Sol's Dojo/School story account has over one thousand followers and is the main instrument for communicating with families.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Del Sol continues to offer a variety of ways to engage students, staff, families and community members. The number of events this year has expanded from the previous year, and family participation has been strong.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

• A teacher and instructional aide began an after school track club for students K-8. On several occasions, students from Jurupa Valley High School's cross country team were invited to run with Del Sol students. Parents were welcome to attend and watch as students participated. Students and parents loved this new club and a small amount of funds were used to provide blue time card to compensation advisors' for time spent planning and conducting sessions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Del Sol will continue to look for new ways to engage families, students and community members.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	182,815.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	670,083.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	209,780.00	0.00
Title I Parent Involvement -- 3010 1902	2,613.00	0.00
Title III LEP -- 4203	6,109.00	0.00
LCFF Suppl/Conc -- 0707	163,440.00	0.00
LCFF District -- 500 0707	193,940.00	0.00
LCFF VAPA -- 0763	84701.00	0.00
LCFF AVID -- 0765	7500	0.00

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
- 6 Classroom Teachers
- 1 Other School Staff
- 8 Parent or Community Members

Name of Members	Role
Maureen Stevens	Principal
Todd Bayer (Chairperson)	Parent or Community Member
Tyler Byrne (Vice Chairperson)	Parent or Community Member
Kerri Bollin	Parent or Community Member
Rania Hamdy	Parent or Community Member
Melissa Mazzei	Parent or Community Member
Kendra Kay (DAC Representative)	Parent or Community Member
Kelly Miramontes	Parent or Community Member
Sonia Villaneda	Parent or Community Member
Christi Ruffin	Classroom Teacher
Jessica Schmidt	Classroom Teacher
Fatima Sandoval	Other School Staff
Jarrod Hessler	Classroom Teacher

Kavita Kajla	Classroom Teacher
April Jacobson	Classroom Teacher
Susan Tanner	Classroom Teacher

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/05/2020.

Attested:



Principal, Maureen Stevens on 5/19/2020

SSC Chairperson, Todd Bayer on 5/26/2020

LCAP Goal		Support	Targeted Grades	Category	Budget 1- Regular	Budget 1- Regular	Budget 2- Lean	Budget 3- Very Lean
1.1	AVID	AVID Supplies, Coordinator Stipend & Field Trip (Seek donations)	K-8	District Funded	0	0		
1.2	CCSS Implementation	Print, lesson materials & equipment, subs, instructional materials	8-Mar	LCAP	14,205			
1.3	ELD	2 BLTs	K-8	Title 1		27,493		
1.3	ELD	3 BLTs	K-8	LCAP	51,008		27,492	
1.3	ELD	ELPAC Administration	TK-8	Title 1		5,771	3,000	3,000
1.4	Reading & Writing Support	Lexia Reading Program & materials	TK-8	Title 1		13,000		
1.4	Reading & Writing Support	Subs to provide release time for assessing & training, software licenses.	TK-8	LCAP	4,500		4,500	4,500
1.4	Reading & Writing Support	Reading Intervention Teacher &	K-2	Title 1		143,719	0	0
1.5	STEAM Electives: 6-8th Grade Students	Materials & Supplies, MESA & LEGO Coordinators, transportation costs (Seek donations)	6-8	LCAP	7,500			
1.6	Extended Day Learning Opportunities	Extended Day: Before and after school tutoring	K-8	Title 1		11,195	15,000	10,000
1.6	Extended Day Learning Opportunities	Extended Day: Snacks for participating students	K-8	LCAP	1,000		1,000	1,000
1.7	Art, Music, and Choir	Music Teacher Not from School Budgets	TK-8	LCAP/VAPA				
1.8	MTSS Academic and Behavior Support	Multi-tier system of supports (MTSS): Academic and Behavior: Subs for SST meetings. Publications and	TK-8	Title 1		6,300	6,300	6,300
1.10	Library & Media Support	Library & Media Tech: Material & Supplies (Seek donations)	TK-8	Title 1		500	250	100
1.11	Inclusion Support	Conferences/teacher training	TK-8	LCAP	2,000			
1.11	Inclusion Support	Release time for teachers to collaborate	TK-8	Title 1		1,802	6,000	3,000
1.12	Preschool Transitional Plan	Release time for teachers to present to parents and conduct screening/assessments (required element by the state)	TK-K	LCAP	2,000		1,000	500
2.1	School Safety Coordination	Emergency response supplies, paper, copies, plastic sleeves, buckets, water, snacks, etc. (Seek donations)	TK-8	LCAP	1,000			
2.2	Common Sense Media	No Cost	TK-8		0	0		
2.3	Behavior Social & Emotional Learning (BSEL)	Training, curriculum, teaching materials, incentives, awards, certificates, refreshments, & software licenses. (Seek donations)	TK-8	LCAP	10,000		12,500	6,500
2.4	Additional School Safety Measures	Students and staff will wear Lanyards/ID badges.	TK-8	LCAP	1,000		0	0
2.5	Safe and Healthy Environment	Health Care Aide (HCA) 3 hrs. (.50): School Funded	TK-8	LCAP	13,939		7,430	7,430
2.5	Safe and Healthy Environment	Half Time Counselor	TK-8	LCAP	33,488		24,000	24,000

2.5	Safe and Healthy Environment	Additional Classified to bridge the gap between district funded & needed supervision (recess, lunch, crossing guards)	TK-8	LCAP	20,000			
3.1	Parent Engagement and Leadership	Refreshments for ELAC, SSC, GATE, SEAC meetings.	TK-8	LCAP	300		275	100
3.2	Engaging with the School Community	Refreshments for principal meetings with community members and students.	TK-8	Title 1-Parent				
3.4	Student & Parent Recognition	Awards, certificates, refreshments	TK-8	LCAP	1,500			
		Allotted: \$163,440			163,440	209,780	Allotted: \$209,780	



Jurupa Unified School District

Del Sol Academy

SCHOOL SITE COUNCIL

May 5, 2020

3:00 PM

Google-Meets

Meeting No. 04



AGENDA and MEETING ANNOUNCEMENT

OPENING ACTIVITIES

- Call to Order
- Welcome, Introductions & Roll Call

Members

PARENT/COMMUNITY

Tyler Byrne (Vice Chairperson) - Parent
Todd Bayer (Chairperson) - Parent
Kerri Bollin - Parent
Rania Hamdy - Parent
Kendra Kay (DAC Representative) - Parent
Melissa Mazzei - Parent
Kelly Miramontes - Parent
Sonia Villaneda- Parent

STAFF

Maureen Stevens - Principal
Jarrod Hesler - Teacher
Kavita Kajla – Teacher
Christi Ruffin -Teacher
Fatima Sandoval - Classified
Jessica Schmidt (Secretary) - Teacher
April Jacobson -Teacher
Susan Tanner -Teacher

INFORMATION SESSION

- 1) Welcome
- 2) Review and approval of minutes from November 21, 2019 meeting
- 3) Review and approval of minutes from January 30, 2020 meeting
- 4) Review and approval of 2020-21 School Plan for Student Achievement (SPSA)
- 5) Review and approval of bylaws for 2020-21
- 6) Review of resources for parents. (PICO)

HEARING SESSION

This item is included on the agenda to allow parents and others attending to ask questions or comments regarding the conduct of Consolidated Application Programs.

Adjournment



Jurupa Unified School District
Del Sol Academy

SCHOOL SITE COUNCIL

May 5, 2020

3:00 PM

Google-Meets

Meeting No. 04



AGENDA and MEETING ANNOUNCEMENT

OPENING ACTIVITIES

- Call to Order
- Welcome, Introductions & Roll Call

Members

PARENT/COMMUNITY

Tyler Byrne (Chairperson) - Parent (absent)
Todd Bayer - Parent (absent)
Kerri Bollin - Parent (present)
Rania Hamdy - Parent (present)
Kendra Kay (DAC Representative) - Parent (absent)
Melissa Mazzei - Parent (absent)
Kelly Miramontes - Parent (absent)
Sonia Villaneda - Parent (absent)

STAFF

Maureen Stevens - Principal (present)
Jarrod Hesler - Teacher (present)
Kavita Kajla – Teacher (present)
Christi Ruffin -Teacher (present)
Fatima Sandoval - Classified (present)
Jessica Schmidt (Secretary) - Teacher (present)
April Jacobson -Teacher (present)
Susan Tanner -Teacher (present)

INFORMATION SESSION

- 1) Welcome: called meeting to order at 3:05
 - a. Guest: Norma Arroyo, Marietta Sifuentes, and Karla Dunzweiler
 - b. Guest Mr. Shi from ELAC
- 2) Review and approval of minutes from November 21, 2019 meeting
 - a. Kerri Bollin approved the minutes with correction and Christi Ruffin seconded the motion. Passed
- 3) Review and approval of minutes from January 30, 2020 meeting
 - a. Susan Tanner approved the minutes and Kerri Bollin seconded the motion. Passed
- 4) Review and approval of 2020-21 School Plan for Student Achievement (SPSA)
 - a. Mrs. Stevens reviewed the Proposed Title 1 & LCAP Budget. The council was given time review the budget and ask questions. Council members spoke about areas they liked in the budget and Christi Ruffin approved the budget as written. April Jacobson seconded the motion.
- 5) Review and approval of bylaws for 2020-21
 - a. The council was given time to review the bylaws for 2020- 2021, Mrs. Stevens approved the bylaws as written. Rania Hamdy seconded the motion. Passed
- 6) Review of resources for parents. (PICO)
 - a. Mrs. Stevens reviewed the resources for parents that are available through PICO and shared that if anyone needs support during this time, to please reach out for support.

HEARING SESSION

This item is included on the agenda to allow parents and others attending to ask questions or comments regarding the conduct of Consolidated Application Programs.

Adjournment

3:47 motioned by Jessica Schmidt seconded by Kerri Bollin

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

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2020.

Attested:



Principal, Maureen Stevens on 5/19/2020



SSC Chairperson, Todd Bayer on 5/26/2020

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Del Sol Academy stakeholders, have developed a Title I Parental Involvement Policy with input from Title I parents. The school site annually involves parents with a joint review and revision of the policy during School Site Council (SSC) and site advisory meetings (i.e., English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education Advisory (GATE), and Parent Teacher Organization (PTO). In the past, the policy has been distributed to parents of Title I students via registration packets. The policy will be provided in future digital informational materials which are distributed to parents at the beginning of the year and posted on the school's website and social media app. Hard copies will be provided upon request. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

To involve parents in the Title I, Part A programs, the following practices have been established:

In conjunction with the first SSC meeting of the year, Del Sol Academy convenes an annual meeting for Title 1 parents, to explain the school's Title 1 program, expenditures, review relevant student achievement data, identify achievement gaps, and SPSA action plan to improve learning for Title 1 students. Parents are informed of their rights to attend SSC meetings, and agendas are posted ahead of time for review. An annual survey is conducted by Jurupa Unified School District (JUSD) to collect parent and stakeholder feedback. Ongoing, data is reviewed with stakeholders to evaluate the effectiveness of Title 1 programs and adjustments are made accordingly. Timely information regarding Title 1 programs is provided to parents and the community via social media, school website, phone messages, and postings. Curriculum, assessment information, student progress, and intervention programs are reviewed during parent conferences, Back to School Night, (BTSN), Student Attendance and Review (SART), and Student Study Team (SST) meetings.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

In conjunction with the first SSC meeting of the year, Del Sol Academy convenes an annual meeting for Title 1 parents, to explain the school's Title 1 program, expenditures, review relevant student achievement data, identify achievement gaps, and SPSA measures to improve learning for Title 1 students.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

A flexible number of meetings are held at varying times based on parent needs and input. Stakeholders of site advisory committees are surveyed at the beginning of the year and jointly work with site administrators and coordinators, to set meeting dates and times at the convenience of committee members. When needed, child-care and translation services are provided so all parents may participate.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Throughout the year, Del Sol Academy invites parents to School Site Council (SSC) and site advisory meetings (i.e., English Learner Advisory Committee (ELAC), Gifted and Talented and Special Education Advisory (GATE), and Parent Teacher Organization (PTO)), where Title 1 programs and outcomes are reviewed. Parents are encouraged to provide feedback and suggestions. Input is documents through meeting minutes, and used to revise the SPSA which outlines action plans of Title 1 programs and expenditures. The final draft of the SPSA is approved by SSC, and parents of Title 1 students, along with all community members, are invited to attend the SSC meeting.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]). How does the school provide the information?

Information is disseminated via parent flyers, evening presentations such as Back-to-School Night, orientation events, parent meetings, parent conferences, school website, social media, as well as SSC, ELAC, and PTA meetings.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

Information is disseminated via evening presentations such as Back-to-School Night and AVID Night; 6th grade and kinder orientation events, parent meetings, parent letters, parent conferences, school website, JUSD website, as well as SSC, ELAC, and PTA meetings.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Individual parent meetings are conducted, upon request, with site administrators, at which parents are encouraged to attend advisory meetings conducted by SSC, GATE, ELAC, and PTO.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Del Sol Academy distributes to all parents, including Title I parents, a school-parent compact. The compact, was jointly developed with parents, and outlines how parents, school staff, and students share responsibility for improved student academic achievement. It describes specific ways the school and families will work together, to help children achieve the state and Common Core academic standards. The compact addresses legally required items, as well as other items suggested by parents of Title I students. The compact reflects the school's responsibility and commitment to provide high-quality curriculum and instruction to students and ways parents can support their child's learning. The importance of ongoing communication between parents and teachers is outlined, with the expectation that both stakeholders participate in annual parent-teacher conferences and review student progress on an ongoing basis. Parents are encouraged to volunteer their child's classroom; observe classroom activities, and participate in school events. The school-parent compact is distributed through parent conferences and provided digitally at the beginning of the school year.

Del Sol Academy conducts annual parent conferences, at which teachers review standards, grade level benchmarks, student learning expectations, standards-based grading, and student's academic progress. Ways to support student learning are discussed, along with school and community resources. The same information is shared at SART, SST, IEP and 504 meetings.

Standards, grade level benchmarks, student learning expectations, standards-based grading, CAASPP scores, DIBELS scores, ELPAC scores and other assessments are reviewed at site advisory meetings throughout the year. Ways to support student learning are discussed, along with school and community resources.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Ways to support students learning, and relevant materials are shared with parents during orientation meetings, AVID Night, parent conferences, SART, BTSN, 504, IEP, SST, and advisory meetings.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

The importance of parent contributions, and ways to include parents in school activities, and learning are reviewed at staff meetings, grade level meetings and site advisory meetings. Del Sol hosts several events such as AVID Night, orientation events and BTSN throughout the year to encourage parent participation. Additionally, parents are encouraged to serve on advisory committees, volunteer in classrooms, attend school events, and participate in PTO.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Coordination of parent involvement activities are led by administration, PTO, staff, the site leadership team, and advisory committees. Appropriate roles for parents have been developed and are evident through community events such as STEAM Night, 100 Mile Club Family Run, Read Across America, Awards Assemblies, Muffins with Mother, Donuts with Dads, and 8th grade promotion.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

School information, including communication about the Title I program, is translated and distributed in all the major languages spoken by the families of the students at the school via social media, school website, phone messages, and flyers.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

Parent involvement strategies, within the SPSA, are integrated based on parent input and parent survey data. Parents may submit comments to the Principal and/or the SSC if they are not satisfied with the school plan activities, or meet with the principal privately.

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Please attach the School-Parent Compact to this document.

This policy was adopted by Del Sol Academy, in September, 2020, and will be in effect until it is revised again, September 2021.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 10, 2020.



Maureen Stevens, Principal