



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Del Sol Academy	33-67090-0136721	April 26, 2024	June 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Del Sol Academy for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our school conducted a thorough needs assessment, analyzing student achievement data across various subgroups. This analysis revealed a concerning gap in math and ELA with English Learners and Students with Disabilities demonstrating lower proficiency than their peers. In response, our district developed a comprehensive goal within its Local Control and Accountability Plan (LCAP) to significantly increase college and career readiness, particularly emphasizing closing the gap for these identified subgroups. Our school mirrored this goal, breaking it down into specific, measurable targets aligned with our student population. To achieve this goal, we developed a multi-faceted strategy leveraging funding from multiple sources in a coordinated manner. LCAP funds support the implementation of research-based strategies during integrated instruction for English Learners in addition to professional development for all teachers using QTEL- Quality Teaching for English Learners. Additionally, Extended Learning Opportunities will be offered for targeted student groups, including Students with Disabilities and English Learners. Funds from the Every Student Succeeds Act (ESSA) are designated for professional development. They are focused on research-based strategies for teaching math to socioeconomically disadvantaged students and English learners to enhance our instructional approaches further. Recognizing the importance of family engagement, we also utilize local funds to provide translation services for parent workshops, empowering families to support their children's academic success. We've established a robust system of monitoring and evaluation. Regular assessments track the progress of all students, with particular attention paid to our target subgroups. We've set a clear timeline for analyzing this data, allowing us to quickly identify the most effective strategies and modify our approach to maximize learning gains. Transparency remains a priority, and we actively share our plan, progress updates, and outcomes with parents and community members. This integrated approach, drawing from ESSA, the LCAP, and local funding streams, demonstrates our school's deep commitment to ensuring that every student receives the support they need to excel in academics, regardless of background or language proficiency.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Site goals and schoolwide data were reviewed with all educational partners at our Welcome Back Staff Meeting in August. This meeting included certificated and classified staff.

As part of the planning process for the SPSA/Annual Review, our School Site Council, English Learner Advisory Committee, GATE, SPED, and PTA have helped review the site's specific needs and provide input. Site committees such as leadership, PBIS, and attendance meet monthly to give feedback and share strategies and ideas. The root cause analysis process has been utilized as a means for solution-based thinking. CAASPP scores, local assessment data, ELPAC results, NWEA results, attendance rates, discipline data, D/F grades (grades 7-8), and various student/teacher/parent survey results were used to identify Greatest Needs and Performance Gaps. The principal has also received support from our district School Based Coordinated Program-SBCP, Principal and Budget and Program Meetings.

To address the specific needs of our English Learners, our ELAC committee completed a Comprehensive Needs Assessment. Committee members shared ideas for improvement. SSC committee members and leadership team members helped provide input on how best to support the needs of our resource inequity subgroups, which include English Learners, students with disabilities, and students of two or more races. Ongoing conversations and data analysis were utilized as part of planning for improvement.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Resource inequities include three subgroups at DSA. These include English Learners (EL), students with disabilities (SWD), and students with two or more races. The California dashboard indicated that our EL and SWD subgroups have inequities in math and ELA, scoring in the very low range on CAASPP. With a large population of students at the elementary level, there is a need for additional support teachers to provide small-group instruction for intensive students. There is also a need to provide additional Extended Learning Opportunities for our English Learners and Students with Disabilities.

Our EL, SWD, and students with two or more race subgroups have inequities in the area of attendance, scoring in the very high range for chronic absenteeism. To increase attendance for these subgroups, funding is needed for enrichment opportunities such as off-campus field trips. Funding is also needed to purchase books that connect with various cultures on campus, to build cultural sensitivity and an appreciation of differences, and to create a more welcoming environment. There is a need to purchase student incentives for academics and attendance. Lastly, there is a need for funding to send staff members to professional development opportunities on restorative practices, research-based strategies for teaching English Learners, Social-Emotional Learning, and best practices to support all students, but with a careful emphasis on how we can best support our EL and SWD student subgroups.

Throughout the SPSA, specific actions have been identified to support these subgroups to support the identified inequities in the area of academics and attendance.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Del Sol was in the orange (low) performance category in the areas of English Language Arts (ELA) and Math, and in the red (very low) on the English Learner Progress Indicator (ELPI).

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Regarding Chronic Absenteeism, our English Learners, Students with Disabilities, and Students with Multiple Races scored two performance levels below (very low status) the "all student" performance, which was at the medium status level. Yet, we had no performance categories with a very low status. In suspension, our English Learners scored two performance levels below the "all-student" performance. In ELA and Math, our English Learners and Students with Disabilities scored one performance level below (very low status) the "all student" performance, which was at the medium status level.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

2022 - 2023 Dashboard data determined that Del Sol decreased 7.8 % overall on CAASPP in the area of English Language Arts, maintaining a low status, with an increase of 1.4% on CAASPP in Math, maintaining a low status. In ELA, Filipino and White subgroups increased, our Asian subgroup maintained, while all other subgroups had a decrease. In the area of Math, African American and Filipino subgroups increased; Socio-economically Disadvantaged, Students With Disabilities, Hispanic, and White subgroups maintained, while English Learners, Asian, and Multiple Race subgroups decreased. Our EL population had a decrease of 10.2% on the ELPAC assessment, which was a significant decrease.

NWEA, local assessment data, will be used to monitor student subgroups in ELA and Math for elementary students. Data shows that grades 1 and 6 reached the grade-level norms projected growth in ELA from the fall to winter benchmark, while grades 2, 3, 4, and 5 fell below the projected growth norms. NWEA Math data analysis shows that

grades 2, 3, and 6 exceeded the grade-level norms projected growth from the fall to winter benchmark, while grades 1, 4, and 5 fell below the projected growth norms. Formative Assessment Interim Benchmark (FIAB) assessment data will be used to monitor student subgroups in ELA and Math for middle school students. FIAB data shows that about 40% of 7th and 60% of 8th graders scored below the standard in math. About 50% of 7th and 8th graders scored below the standard in ELA. NWEA and F B data, in conjunction with state assessment data, demonstrate our need to keep our site focused on ELs and Math and also present a need to emphasize ELA more.

Based on the state and local assessment data, we will monitor our English Learners and Students with Disabilities using common grade-level and local assessments. Additionally, teachers in grades TK - 3 will attend QTEL training this year. 4th - 8th grade teachers attended training in the 2023 - 2024 school year. All staff will have mini professional development opportunities to share the best strategies for ELs and Students with Disabilities. All teachers will be aware of specific ELs and Students with Disabilities who scored very low on the CAASPP assessment. We will continue the practices implemented in the 2023 - 2024 school year for our English Learners. We will recognize students who increased one level on the ELPAC assessment in addition to recognizing students who reclassified during ELAC parent meetings. We will also provide a mini assembly for all English learners before taking the ELPAC to motivate them, prepare them for the assessment, and help them understand its significance. Release time will be provided for special education and general education teachers to plan together. Additionally, the middle school master schedule will be created to ensure that Students with Disabilities receive the most support possible.

Our attendance team will not only monitor overall attendance but also analyze data for the following subgroups: EL, Students with Disabilities, and Students with Multiple Races. The team will brainstorm ideas to address attendance needs for these subgroups. An effort will be made to include these students in our Del Sol 6 (each staff member selects six students to do check-ins with regularly).

Site committees, such as our Special Events Planning, Attendance Committee, PBIS Team, PTA, and Cultural Diversity Committee, will meet to brainstorm ideas to increase communication and address the needs of students in the following subgroups: EL, Students with Disabilities, and Students with Multiple Races.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Del Sol Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	0.08%	0.08%	1	1	1
African American	6.1%	7.14%	7.38%	69	87	92
Asian	7.8%	7.96%	8.26%	89	97	103
Filipino	3.7%	3.69%	3.13%	42	45	39
Hispanic/Latino	65.0%	64.32%	65.44%	742	784	816
Pacific Islander	0.3%	0.33%	0.16%	3	4	2
White	12.6%	11.57%	10.67%	144	141	133
Multiple/No Response	2.8%	3.12%	3.21%	32	38	40
Total Enrollment				1,141	1219	1247

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	147	175	185
Grade 1	132	135	136
Grade 2	128	136	141
Grade3	118	137	131
Grade 4	138	118	142
Grade 5	112	155	122
Grade 6	122	114	161
Grade 7	127	129	114
Grade 8	117	120	115
Total Enrollment	1,141	1,219	1,247

Conclusions based on this data:

1. We have had increasing enrollment overall. The Kindergarten population has the most significant increase. We tend to lose students when they reach middle school.
2. There has been a steady increase in our African American, Asian, and Hispanic subgroups over the past 3 years.

3. There was an increase in the majority of cultures/student groups (African American, Asian, Hispanic and multiple races) over the past three years, which also increased our English Learner population overall.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	207	230	248	18.1%	18.9%	19.9%
Fluent English Proficient (FEP)	172	165	151	15.10%	13.5%	12.1%
Reclassified Fluent English Proficient (RFEP)	12	19	12	6%	8%	5%

Conclusions based on this data:

1. Even though our reclassification percent decreased from 8% to 5% in 2021 - 2022 to 2022 - 2023, our English Learner population increased from 18.9% to 19.9%.
2. Our Fluent English Proficient percentage has continued to decrease for the past three years, from 15.10% to 12.1%.
3. Fewer than 10% of our English Learners are reclassifying over the course of the past three years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	143	127	0	141	124	0	141	123	0.0	98.6	97.6
Grade 4	139	116	143	0	114	142	0	114	140	0.0	98.3	99.3
Grade 5	112	151	126	0	150	123	0	150	123	0.0	99.3	97.6
Grade 6	126	116	160	0	114	158	0	114	158	0.0	98.3	98.8
Grade 7	129	125	113	0	123	111	0	123	111	0.0	98.4	98.2
Grade 8	114	119	111	0	116	110	0	116	110	0.0	97.5	99.1
All Grades	739	770	780	0	758	768	0	758	765	0.0	98.4	98.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2388.	2368.		14.18	12.20		17.02	17.07		24.82	22.76		43.97	47.97
Grade 4		2435.	2429.		14.91	12.14		22.81	20.00		21.93	21.43		40.35	46.43
Grade 5		2486.	2446.		18.67	10.57		27.33	20.33		23.33	17.07		30.67	52.03
Grade 6		2484.	2509.		3.51	12.66		26.32	31.01		33.33	29.11		36.84	27.22
Grade 7		2497.	2503.		8.94	5.41		19.51	21.62		29.27	35.14		42.28	37.84
Grade 8		2535.	2518.		7.76	11.82		30.17	14.55		29.31	34.55		32.76	39.09
All Grades	N/A	N/A	N/A		11.74	10.98		23.75	21.31		26.78	26.41		37.73	41.31

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.18	7.32		58.16	51.22		27.66	41.46
Grade 4		9.65	11.43		66.67	60.00		23.68	28.57
Grade 5		17.33	8.94		61.33	62.60		21.33	28.46
Grade 6		7.89	16.46		53.51	49.37		38.60	34.18
Grade 7		10.57	8.11		51.22	61.26		38.21	30.63
Grade 8		12.07	12.73		59.48	49.09		28.45	38.18
Grade 11	NA			NA			NA		
All Grades		12.27	11.11		58.44	55.42		29.29	33.46

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.80	9.84		48.23	47.54		43.97	42.62
Grade 4		9.65	8.57		57.89	52.14		32.46	39.29
Grade 5		19.33	12.30		48.67	45.90		32.00	41.80
Grade 6		7.02	13.92		57.89	55.70		35.09	30.38
Grade 7		13.01	8.11		40.65	54.05		46.34	37.84
Grade 8		9.48	12.73		57.76	40.00		32.76	47.27
Grade 11	NA			NA			NA		
All Grades		11.35	11.01		51.45	49.67		37.20	39.32

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.09	4.07		74.47	73.17		18.44	22.76
Grade 4		11.40	7.86		71.93	77.86		16.67	14.29
Grade 5		7.33	11.38		73.33	66.67		19.33	21.95
Grade 6		5.26	6.96		78.95	78.48		15.79	14.56
Grade 7		8.13	7.21		74.80	77.48		17.07	15.32
Grade 8		6.90	16.36		76.72	63.64		16.38	20.00
Grade 11	NA			NA			NA		
All Grades		7.65	8.76		74.93	73.33		17.41	17.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.06	6.50		60.99	56.10		26.95	37.40
Grade 4		9.65	11.43		67.54	58.57		22.81	30.00
Grade 5		17.33	8.94		60.00	60.16		22.67	30.89
Grade 6		8.77	13.29		68.42	67.72		22.81	18.99
Grade 7		11.38	10.81		61.79	63.96		26.83	25.23
Grade 8		12.07	11.82		65.52	66.36		22.41	21.82
All Grades		12.14	10.59		63.72	62.22		24.14	27.19

Conclusions based on this data:

1. In following student groups, it was determined that there was a decrease in Standard Not Met overall from 5th to 6th grade and 7th to 8th grade, while the Standards Exceeded overall increased from 6th to 7th grade and 7th to 8th grade. Respectively, overall, 3rd to 4th grade and 5th to 6th had an increase in Standards Met.
2. There is a decrease in performance in the area of Reading, with the exception of 5th to 6th grade and 7th to 8th grade. In the area of Writing, there was an increase from 3rd to 4th grade and 4th to 5th grade in the Above Standard Category. Overall, there was an increase in Below Standard scores. Our students are struggling in the area of Writing, and they scored highest in the area of Listening.
3. In the area of Research and Inquiry, our students are decreasing in the Above Standard category. Respectively, there is an increase in the Below Standard category.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	143	127	0	142	124	0	142	124	0.0	99.3	97.6
Grade 4	139	116	144	0	115	143	0	115	143	0.0	99.1	99.3
Grade 5	112	151	126	0	150	121	0	150	121	0.0	99.3	96.0
Grade 6	126	116	160	0	113	159	0	113	159	0.0	97.4	99.4
Grade 7	129	125	113	0	124	113	0	124	113	0.0	99.2	100.0
Grade 8	114	119	111	0	116	110	0	116	110	0.0	97.5	99.1
All Grades	739	770	781	0	760	770	0	760	770	0.0	98.7	98.6

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2398.	2398.		7.75	10.48		27.46	19.35		26.06	30.65		38.73	39.52
Grade 4		2435.	2433.		11.30	7.69		20.87	17.48		32.17	40.56		35.65	34.27
Grade 5		2459.	2445.		9.33	7.44		13.33	7.44		31.33	28.10		46.00	57.02
Grade 6		2482.	2495.		11.50	18.24		9.73	13.21		33.63	26.42		45.13	42.14
Grade 7		2469.	2468.		7.26	3.54		12.10	12.39		20.16	24.78		60.48	59.29
Grade 8		2488.	2487.		9.48	10.00		11.21	8.18		18.10	19.09		61.21	62.73
All Grades	N/A	N/A	N/A		9.34	10.00		16.05	13.25		26.97	28.70		47.63	48.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68	16.94		52.82	45.16		34.51	37.90
Grade 4		13.91	9.09		44.35	49.65		41.74	41.26
Grade 5		6.67	4.96		45.33	45.45		48.00	49.59
Grade 6		8.85	11.95		44.25	42.77		46.90	45.28
Grade 7		7.26	6.19		33.06	35.40		59.68	58.41
Grade 8		7.76	4.55		38.79	36.36		53.45	59.09
All Grades		9.47	9.22		43.42	42.86		47.11	47.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.79	16.94		49.30	41.94		35.92	41.13
Grade 4		13.04	11.89		51.30	51.05		35.65	37.06
Grade 5		8.00	3.31		52.00	55.37		40.00	41.32
Grade 6		6.19	11.32		46.02	52.83		47.79	35.85
Grade 7		7.26	6.19		45.97	53.98		46.77	39.82
Grade 8		8.62	11.82		50.00	45.45		41.38	42.73
All Grades		9.74	10.39		49.21	50.26		41.05	39.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.75	11.29		62.68	62.90		29.58	25.81
Grade 4		13.91	6.99		51.30	60.14		34.78	32.87
Grade 5		9.33	6.61		55.33	48.76		35.33	44.63
Grade 6		11.50	15.09		58.41	51.57		30.09	33.33
Grade 7		8.87	7.08		58.87	60.18		32.26	32.74
Grade 8		9.48	8.18		52.59	52.73		37.93	39.09
All Grades		10.00	9.48		56.71	55.97		33.29	34.55

Conclusions based on this data:

1. Overall, students decreased in the areas of Exceeded and Met, while there was an increase in the areas of Nearly Met and Not Met. 5th to 6th grade students had a significant jump from 2021 - 2022 to 2022 - 2023 in the Exceeded category.
2. Students are showing growth in the area of Problem Solving & Modeling/Data Analysis overall, while students are demonstrating needs in the area of Concepts and Procedures and Communicating Reasoning.
3. In all math achievement areas, students are scoring 30% or higher in the Below Standard category.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.4	1421.7	1424.6	1439.7	1437.5	1435.6	1371.8	1384.1	1398.9	26	40	40
1	1426.2	1431.4	1444.7	1449.2	1470.3	1467.5	1402.9	1392.1	1421.4	29	19	33
2	1461.0	1449.3	1445.0	1460.8	1463.0	1454.6	1460.7	1435.0	1434.9	24	26	21
3	1484.1	1476.0	1479.8	1482.2	1484.4	1485.2	1485.6	1467.0	1473.8	29	23	28
4	1480.7	1499.9	1512.9	1473.2	1509.9	1521.2	1487.6	1489.5	1504.0	26	27	23
5	1512.7	1503.4	1513.2	1512.3	1513.5	1519.9	1512.3	1492.8	1506.0	12	28	28
6	1515.5	1521.1	1517.9	1519.7	1524.8	1513.0	1510.8	1516.8	1522.2	26	12	31
7	1530.3	1539.9	1531.4	1525.3	1542.8	1534.6	1534.8	1536.5	1527.5	23	25	14
8	1539.6	1586.4	1563.6	1524.5	1609.4	1574.6	1554.2	1563.1	1552.1	16	19	21
All Grades										211	219	239

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	5.00	17.50	26.92	42.50	27.50	50.00	40.00	32.50	7.69	12.50	22.50	26	40	40
1	3.45	0.00	9.09	24.14	15.79	33.33	44.83	52.63	39.39	27.59	31.58	18.18	29	19	33
2	8.33	7.69	4.76	50.00	38.46	28.57	25.00	23.08	38.10	16.67	30.77	28.57	24	26	21
3	10.34	0.00	7.14	31.03	43.48	32.14	41.38	39.13	39.29	17.24	17.39	21.43	29	23	28
4	0.00	18.52	8.70	30.77	25.93	52.17	42.31	29.63	30.43	26.92	25.93	8.70	26	27	23
5	16.67	7.14	7.14	16.67	28.57	39.29	50.00	46.43	32.14	16.67	17.86	21.43	12	28	28
6	11.54	8.33	12.90	34.62	50.00	38.71	46.15	33.33	32.26	7.69	8.33	16.13	26	12	31
7	8.70	24.00	21.43	65.22	44.00	35.71	13.04	20.00	28.57	13.04	12.00	14.29	23	25	14
8	12.50	42.11	23.81	31.25	36.84	47.62	50.00	15.79	23.81	6.25	5.26	4.76	16	19	21
All Grades	9.00	11.87	12.13	35.07	36.07	36.40	39.81	33.79	33.47	16.11	18.26	17.99	211	219	239

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	22.50	27.50	42.31	35.00	25.00	30.77	30.00	27.50	11.54	12.50	20.00	26	40	40
1	27.59	31.58	21.21	31.03	31.58	48.48	27.59	31.58	24.24	13.79	5.26	6.06	29	19	33
2	12.50	11.54	4.76	54.17	53.85	47.62	29.17	23.08	28.57	4.17	11.54	19.05	24	26	21
3	20.69	26.09	39.29	44.83	43.48	25.00	24.14	17.39	21.43	10.34	13.04	14.29	29	23	28
4	19.23	37.04	39.13	34.62	37.04	47.83	30.77	18.52	8.70	15.38	7.41	4.35	26	27	23
5	33.33	25.00	25.00	50.00	57.14	53.57	8.33	3.57	7.14	8.33	14.29	14.29	12	28	28
6	26.92	41.67	32.26	57.69	33.33	48.39	7.69	25.00	9.68	7.69	0.00	9.68	26	12	31
7	17.39	40.00	42.86	65.22	48.00	35.71	13.04	8.00	7.14	4.35	4.00	14.29	23	25	14
8	18.75	63.16	52.38	18.75	31.58	38.10	56.25	0.00	9.52	6.25	5.26	0.00	16	19	21
All Grades	20.85	31.05	30.54	44.55	42.01	40.59	25.12	17.81	17.15	9.48	9.13	11.72	211	219	239

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	2.50	10.00	15.38	27.50	20.00	42.31	45.00	42.50	30.77	25.00	27.50	26	40	40
1	0.00	0.00	3.03	13.79	10.53	27.27	27.59	15.79	21.21	58.62	73.68	48.48	29	19	33
2	12.50	7.69	4.76	33.33	26.92	9.52	25.00	26.92	38.10	29.17	38.46	47.62	24	26	21
3	6.90	0.00	0.00	24.14	0.00	21.43	37.93	65.22	32.14	31.03	34.78	46.43	29	23	28
4	3.85	0.00	0.00	19.23	22.22	26.09	23.08	25.93	52.17	53.85	51.85	21.74	26	27	23
5	8.33	0.00	7.14	8.33	7.14	17.86	50.00	50.00	28.57	33.33	42.86	46.43	12	28	28
6	0.00	0.00	3.23	19.23	16.67	19.35	42.31	58.33	41.94	38.46	25.00	35.48	26	12	31
7	8.70	20.00	7.14	30.43	12.00	14.29	43.48	44.00	42.86	17.39	24.00	35.71	23	25	14
8	6.25	10.53	23.81	43.75	57.89	14.29	37.50	15.79	33.33	12.50	15.79	28.57	16	19	21
All Grades	6.16	4.57	6.28	22.75	20.09	19.67	35.55	38.81	36.40	35.55	36.53	37.66	211	219	239

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	30.00	25.00	76.92	62.50	55.00	7.69	7.50	20.00	26	40	40
1	27.59	31.58	39.39	62.07	63.16	54.55	10.34	5.26	6.06	29	19	33
2	12.50	15.38	4.76	75.00	73.08	90.48	12.50	11.54	4.76	24	26	21
3	20.69	21.74	10.71	72.41	60.87	60.71	6.90	17.39	28.57	29	23	28
4	23.08	37.04	26.09	61.54	48.15	60.87	15.38	14.81	13.04	26	27	23
5	8.33	17.86	17.86	83.33	67.86	60.71	8.33	14.29	21.43	12	28	28
6	3.85	16.67	12.90	80.77	58.33	61.29	15.38	25.00	25.81	26	12	31
7	13.04	8.00	7.14	73.91	80.00	85.71	13.04	12.00	7.14	23	25	14
8	12.50	21.05	28.57	81.25	73.68	71.43	6.25	5.26	0.00	16	19	21
All Grades	16.11	22.83	20.50	72.99	65.30	64.02	10.90	11.87	15.48	211	219	239

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.23	10.00	27.50	57.69	75.00	37.50	23.08	15.00	35.00	26	40	40
1	13.79	26.32	18.18	68.97	57.89	72.73	17.24	15.79	9.09	29	19	33
2	16.67	26.92	28.57	79.17	61.54	47.62	4.17	11.54	23.81	24	26	21
3	34.48	60.87	46.43	48.28	26.09	39.29	17.24	13.04	14.29	29	23	28
4	15.38	48.15	56.52	65.38	40.74	39.13	19.23	11.11	4.35	26	27	23
5	58.33	75.00	57.14	33.33	7.14	32.14	8.33	17.86	10.71	12	28	28
6	57.69	75.00	58.06	34.62	25.00	32.26	7.69	0.00	9.68	26	12	31
7	47.83	80.00	71.43	47.83	12.00	14.29	4.35	8.00	14.29	23	25	14
8	20.00	84.21	90.48	73.33	10.53	9.52	6.67	5.26	0.00	15	19	21
All Grades	30.00	49.77	46.86	57.14	38.36	38.49	12.86	11.87	14.64	210	219	239

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	12.50	10.00	65.38	67.50	72.50	30.77	20.00	17.50	26	40	40
1	6.90	5.26	18.18	34.48	10.53	24.24	58.62	84.21	57.58	29	19	33
2	20.83	11.54	4.76	58.33	50.00	38.10	20.83	38.46	57.14	24	26	21
3	3.45	0.00	0.00	65.52	26.09	46.43	31.03	73.91	53.57	29	23	28
4	3.85	0.00	0.00	46.15	44.44	73.91	50.00	55.56	26.09	26	27	23
5	8.33	3.57	7.14	50.00	39.29	42.86	41.67	57.14	50.00	12	28	28
6	3.85	0.00	3.23	23.08	41.67	41.94	73.08	58.33	54.84	26	12	31
7	8.70	24.00	7.14	43.48	36.00	28.57	47.83	40.00	64.29	23	25	14
8	31.25	47.37	23.81	37.50	26.32	19.05	31.25	26.32	57.14	16	19	21
All Grades	9.00	11.42	8.37	47.39	41.10	45.19	43.60	47.49	46.44	211	219	239

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.62	15.00	27.50	30.77	55.00	37.50	34.62	30.00	35.00	26	40	40
1	0.00	0.00	6.06	37.93	63.16	60.61	62.07	36.84	33.33	29	19	33
2	12.50	7.69	9.52	54.17	57.69	47.62	33.33	34.62	42.86	24	26	21
3	17.24	8.70	14.29	48.28	78.26	57.14	34.48	13.04	28.57	29	23	28
4	3.85	7.41	21.74	57.69	59.26	65.22	38.46	33.33	13.04	26	27	23
5	8.33	0.00	21.43	75.00	75.00	50.00	16.67	25.00	28.57	12	28	28
6	0.00	8.33	6.45	88.46	83.33	77.42	11.54	8.33	16.13	26	12	31
7	8.70	0.00	14.29	78.26	80.00	57.14	13.04	20.00	28.57	23	25	14
8	6.67	0.00	4.76	73.33	94.74	90.48	20.00	5.26	4.76	15	19	21
All Grades	10.48	5.94	14.64	58.10	69.41	59.00	31.43	24.66	26.36	210	219	239

Conclusions based on this data:

1. Overall, English Learner students have had an increase in Levels 3 and 4 over the past three years.
2. Writing is an area of need for our English Learners. An average of 25% of our EL students are scoring at a Level 3 & 4 on Written Language while an estimated 15% are scoring in the Well Developed range in the area of Writing on the most current ELPAC assessment.
3. Roughly half of EL students are scoring in the Well Developed range in the area of Speaking, which is an area of strength, while reading is the greatest area of need with about 50% of students scoring in the Beginning range.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1247	56.3	19.9	1
Total Number of Students enrolled in Del Sol Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	248	19.9
Foster Youth	13	1
Homeless	1	0.1
Socioeconomically Disadvantaged	702	56.3
Students with Disabilities	110	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	92	7.4
American Indian	1	0.1
Asian	103	8.3
Filipino	39	3.1
Hispanic	816	65.4
Two or More Races	40	3.2
Pacific Islander	2	0.2
White	133	10.7

Conclusions based on this data:

1. More than half of our student population, 56.3% are in the socio-economically disadvantaged category.
2. Our school has representation from multiple ethnic groups. Our white population is a minority student group (10.7%) while our Hispanic population is our majority (65.4%).
3. Our American Indian, Filipino, and Pacific Islander are less than 5% each of our student groups on campus.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rates are in the green (medium), contributing to a positive climate.
2. English Learners remain in the red category (very low), and this is our greatest area of need.
3. Del Sol has made improvements in the area of Chronic Absenteeism, and we are in the yellow (very high) category.

School and Student Performance Data

Academic Performance English Language Arts

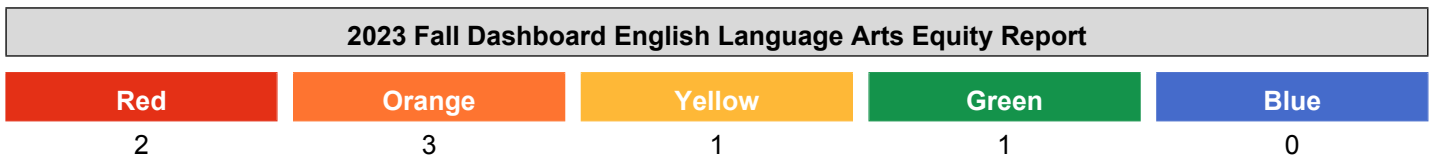
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>44.6 points below standard</p> <p>Decreased -7.8 points</p> <p>732 Students</p>	<p>English Learners</p>  <p>Red</p> <p>95.8 points below standard</p> <p>Decreased -12.1 points</p> <p>169 Students</p>	<p>Foster Youth</p> <p>103.3 points below standard</p> <p>11 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>66.7 points below standard</p> <p>Decreased -10.8 points</p> <p>440 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>123.8 points below standard</p> <p>Decreased Significantly -20.9 points</p> <p>78 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 47.2 points below standard Decreased -9.5 points 45 Students	Less than 11 Students 1 Student	 Yellow 7 points above standard Maintained -0.1 points 53 Students	62.6 points above standard Increased +3.7 points 28 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64 points below standard Decreased -9.8 points 498 Students	0.7 points below standard Decreased Significantly - 26.2 points 19 Students	Less than 11 Students 1 Student	 Green 3.7 points above standard Increased +11.2 points 73 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
126.2 points below standard Decreased -4.1 points 132 Students	13 points above standard Increased Significantly +30.9 points 37 Students	31.5 points below standard Decreased -9 points 473 Students

Conclusions based on this data:

1. In the area of English Language Arts, African American and Hispanic students scored in the orange (low) range and had a decrease of more than 9 points and they fell at least 40 points below the standard.
2. English Learners and Students with Disabilities scored in the red (very low) range.
3. White and Asian subgroups are the only students who scored a few points above the standard, putting them at the medium range.

School and Student Performance Data

Academic Performance Mathematics

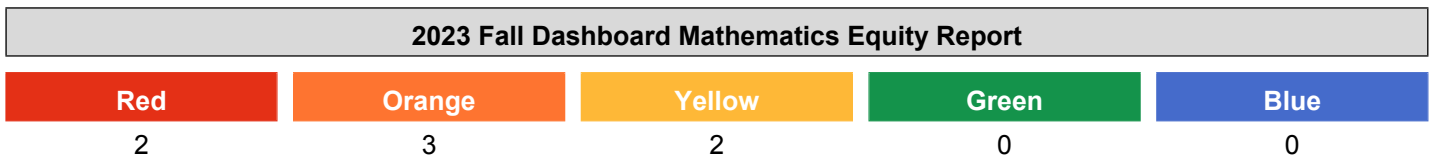
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 66.7 points below standard Maintained +1.4 points 729 Students	English Learners  Red 109.4 points below standard Decreased -6.9 points 169 Students	Foster Youth 136 points below standard 11 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 89.6 points below standard Maintained -1.1 points 439 Students	Students with Disabilities  Red 136.8 points below standard Maintained +2.8 points 78 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 91.2 points below standard Increased +6.8 points 44 Students	Less than 11 Students 1 Student	 Yellow 8 points below standard Decreased -9.6 points 53 Students	29.3 points above standard Increased +13.1 points 28 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 80.9 points below standard Maintained +2.2 points 498 Students	38.3 points below standard Decreased -5.7 points 19 Students	Less than 11 Students 1 Student	 Orange 36.3 points below standard Maintained +2.8 points 72 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
130.9 points below standard Maintained -1.5 points 132 Students	32.7 points below standard Increased Significantly +24.2 points 37 Students	55.3 points below standard Maintained +2.4 points 470 Students

Conclusions based on this data:

1. None of our student subgroups performed in the high or very high range in the area of mathematics. Most student subgroups fell in the low or very low range, with the exception of Asian and African American subgroups.
2. In the area of Math, our English Learners scored substantially lower (almost double at 130.0 points below the standard) in comparison to 66.7 points below the standard for all students.
3. Students with Disabilities and English Learners scored more than 100 points below the standard in Math.

School and Student Performance Data

Academic Performance English Learner Progress

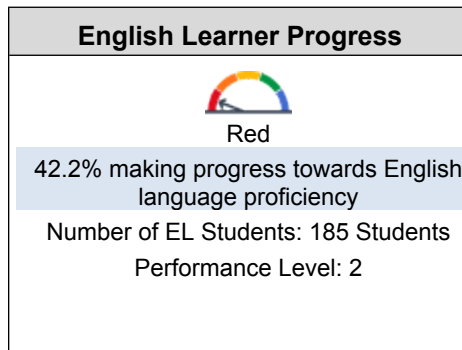
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
37	70	3	75

Conclusions based on this data:

1. Approximately 40% of English Learners progressed at least one level on the English Proficiency Progress Indicator (ELPAC) assessment, and only 3 students maintained the highest level score of a 4.
2. About 38% of students maintained a level 1, 2, or 3 score on the ELPAC assessment.
3. About 20% of students decreased one level on the English Proficiency Progress Indicator (ELPAC) assessment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 32.5% Chronically Absent Declined Significantly -3.6 1309 Students	English Learners Red 43.3% Chronically Absent Increased 1.5 263 Students	Foster Youth 20% Chronically Absent Increased 2.4 20 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Yellow 38.2% Chronically Absent Declined Significantly -4.9 770 Students	Students with Disabilities Red 48.1% Chronically Absent Increased 1.7 131 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 36.8% Chronically Absent Declined -6.6 114 Students	Less than 11 Students 1 Student	 Orange 26.7% Chronically Absent Declined -0.9 105 Students	 Blue 2.5% Chronically Absent Declined -8.6 40 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35% Chronically Absent Declined Significantly -3.9 846 Students	 Red 30.6% Chronically Absent Maintained 0.3 62 Students	Less than 11 Students 2 Students	 Orange 26.6% Chronically Absent Declined -3.8 139 Students

Conclusions based on this data:

- English Learners and Students With Disabilities have a higher rate of Chronic Absenteeism than our overall student population, and are in the lowest performance range (red).
- Overall our students have had a significant decline (3.6%) in chronic absenteeism, yet most student groups fell in the lowest performance ranges (red or orange).
- African American and Filipino subgroups had the biggest decline in chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

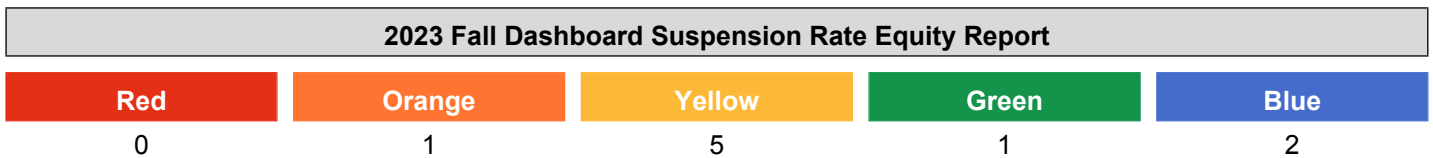
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1.8% suspended at least one day Declined -0.6 1354 Students	<p>English Learners</p>  Orange 3% suspended at least one day Increased Significantly 3 271 Students	<p>Foster Youth</p> <p>0% suspended at least one day</p> <p>Maintained 0 21 Students</p>
<p>Homeless</p> <p>Less than 11 Students 7 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 2.6% suspended at least one day Maintained -0.2 796 Students	<p>Students with Disabilities</p>  Green 3% suspended at least one day Declined -2.1 135 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 3.4% suspended at least one day Declined -8.2 118 Students	Less than 11 Students 3 Students	 Blue 0% suspended at least one day Maintained 0 111 Students	 Blue 0% suspended at least one day Maintained 0 40 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.7% suspended at least one day Maintained 0.1 868 Students	 Yellow 4.6% suspended at least one day Declined -1.3 65 Students	Less than 11 Students 3 Students	 Yellow 1.4% suspended at least one day Maintained 0.1 146 Students

Conclusions based on this data:

1. Our suspension rate has decreased and we are performing at a medium performance range (green).
2. English Learners are the only subgroup that increased in the number of suspensions and are performing at the medium performance range (orange).
3. Asian and Filipino subgroups performed at the highest performance rates for suspensions (blue), while all other student subgroups performed at or below the performance level of "all students."

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will be college and career ready.

The aim of college and career readiness is to ensure all students graduate high school prepared for their futures. This means equipping them with the academic foundation, critical thinking skills, and real-world experience to succeed in either higher education or directly in their chosen career path. By fostering college and career readiness, we empower students to transition smoothly into their next chapter and contribute meaningfully to the workforce.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career-ready.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Del Sol was in the orange (low) performance category in the areas of English Language Arts (ELA) and Math, and in the red (very low) on the English Learner Progress Indicator (ELPI).

2022 - 2023 Dashboard data determined that Del Sol decreased 7.8 % overall on CAASPP in the area of English Language Arts, maintaining a low status, with an increase of 1.4% on CAASPP in Math, maintaining a low status. In ELA, Filipino and White subgroups increased, our Asian subgroup maintained, while all other subgroups had a decrease. In Math, African American and Filipino subgroups increased; Socio-economically Disadvantaged, Students With Disabilities, Hispanic, and White subgroups maintained, while English Learners, Asian, and Multiple Race subgroups decreased. Our EL population had a decrease of 10.2% on the ELPAC assessment, which was a significant decrease.

NWEA, local assessment data, will be used to monitor students' subgroups in ELA and Math for elementary students. Data shows that grades 1 and 6 reached the grade-level norms projected growth in ELA from the fall to winter benchmark, while grades 2, 3, 4, and 5 fell below the projected growth norms. NWEA Math data analysis shows that grades 2, 3, and 6 exceeded the grade-level norms projected growth from the fall to winter benchmark, while grades 1, 4, and 5 fell below the projected growth norms. Formative Assessment Interim Benchmark (FIAB) assessment data will be used to monitor student subgroups in ELA and Math for middle school students. FIAB data showed that about 40% of 7th graders and 60% of 8th graders scored below the standard in Math. About 50% of 7th and 8th graders scored below the standard in ELA. NWEA and F B data, in conjunction with state assessment data, demonstrate our need to keep our site focused on ELs and Math and also present a need to emphasize ELA more.

Based on the state and local assessment data, we will monitor our English Learners and Students with Disabilities using common grade-level and local assessments. Additionally, teachers in grades TK - 3 will attend QTEL training this year. 4th - 8th grade teachers attended training in the 2023 - 2024 school year. All staff will have mini professional development opportunities to share the best strategies for ELs and Students with Disabilities. All teachers will be aware of specific ELs and Students with Disabilities who scored very low on the CAASPP assessment. We will continue the practices implemented in the 2023 - 2024 school year to recognize English Learners who increased one level on the ELPAC assessment and recognize students who reclassified at an awards ceremony during an ELAC parent meeting. Release time will be provided for special education and general education teachers to plan together. Additionally, the middle school master schedule will be created to ensure that Students with Disabilities receive the most support possible.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>English/Language Arts (ELA) Academic Indicator: Distance from Standard (DFS)</p>	<p>CAASPP ELA Academic Performance, 2022 - 2023</p> <p>School Overall: Low range: 44.6 points below standard</p> <p>SED: Low range: 66.7 points below standard</p> <p>EL: Very low range: 95.8 points below standard</p> <p>SWD: Very low range: 123.8 points below standard</p> <p>Hispanic: Low range: 64 points below standard</p> <p>African American: Low range: 47.2 points below standard</p> <p>Asian: Medium range: 7 points above standard</p> <p>Filipino: Very high range: 62.6 points above standard</p> <p>White: Medium range: 3.7 points above standard</p> <p>Foster Youth: Very low range: 103.3 points below standard</p> <p>Multiple Races: Medium range: 0.7 points below standard</p>	<p>School Overall: 34.6 points below standard</p> <p>SED: Low range: 56.7 points below standard</p> <p>EL: Very low range: 85.8 points below standard</p> <p>SWD: Very low range: 113.8 points below standard</p> <p>Hispanic: Low range: 54 points below standard</p> <p>African American: Low range: 37.2 points below standard</p> <p>Asian: Medium range: 3 points above standard</p> <p>Filipino: Very high range: 72.6 points above</p>
<p>LCFF Priority 4: Pupil Achievement on Statewide Assessments: California Assessment of Student Performance and Progress (CAASPP):</p> <p>Mathematics Academic Indicator: Distance from Standard (DFS)</p>	<p>CAASPP Math Academic Progress, 2022 - 2023</p> <p>School: Low range: 66.7 points below standard</p> <p>SED: Low range: 89.6 points below standard</p> <p>EL: Very low range: 109.4 points below standard</p> <p>SWD: Very low range: 136.8 points below standard</p> <p>Hispanic: Low range: 80.9 points below standard</p> <p>African American: Low range: 91.2 points below standard</p> <p>Asian: Medium range: 8 points below standard</p> <p>Filipino: High range: 29.3 points above standard</p> <p>White: Low range: 36.3 points below standard</p> <p>Foster Youth: Very low range: 136 points below standard</p> <p>Multiple Races: Low range: 38.3 points below standard</p>	<p>School: Low range: 56.7 points below standard</p> <p>SED: Low range: 79.6 points below standard</p> <p>EL: Very low range: 99.4 points below standard</p> <p>SWD: Very low range: 126.8 points below standard</p> <p>Hispanic: Low range: 70.9 points below standard</p> <p>African American: Low range: 81.2 points below standard</p> <p>Asian: Medium range: 2 points above standard</p> <p>Filipino: High range: 39.3 points above standard</p> <p>White: Low range: 26.3 points below standard</p>
<p>LCFF Priority 4: Percentage of English Learner students making progress on English Proficiency</p>	<p>Summative ELPAC Data, 2022 - 2023</p> <p>42.2% of English Learners are making progress towards English proficiency.</p>	<p>Increase to 45.2% of English Learners making progress towards English proficiency</p>

LCFF Priority 4: English Learner Reclassification Rate	2023 - 2024 Data Total ELs: 255 Total # reclassifications: 22 (8.6%)	Increase percentage of English Learner Reclassifications to 11.6%
LCFF Priority 8: Other Student Outcomes - NWEA ELA	Spring 2023- 2024 NWEA Language Arts- Reading Data: 39% of students scored in the 1st - 20th percentile 22% of students scored in the 21st - 40th percentile 20% of students scored in the 41st - 60th percentile 13% of students scored in the 61st - 80% percentile 6% of students scored in the 81st percentile or above	42% of students scored in the 1st - 20th percentile 25% of students scored in the 21st - 40th percentile 17% of students scored in the 41st - 60th percentile 10% of students scored in the 61st - 80% percentile 3% of students scored in the 81st percentile or above
LCFF Priority 8: Other Student Outcomes - NWEA Math	Spring 2023 - 2024 NWEA Math Data: 35% of students scored in the 1st - 20th percentile 23% of students scored in the 21st - 40th percentile 18% of students scored in the 41st - 60th percentile 15% of students scored in the 61st - 80% percentile 9% of students scored in the 81st percentile or above percentile	38% of students scored in the 1st - 20th percentile 26% of students scored in the 21st - 40th percentile 15% of students scored in the 41st - 60th percentile 12% of students scored in the 61st - 80% percentile 6% of students scored in the 81st percentile or above

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>CCSS Implementation: Common Core & State Standards Del Sol Academy will design lesson plans and assessments that are aligned with the Common Core Standards, California State Standards (CSS), and Next Generation Science Standards (NGSS).</p> <p>A) Funds will cover sub-costs for staff to attend district and site training/workshops to support standards-based curriculum implementation and site /district initiatives. This includes release time for teachers for implementation planning and progress monitoring following their attendance at a training/workshop. An emphasis will be placed on seeking professional development opportunities to support inclusion and students with disabilities.</p> <p>B) Teachers will participate in ongoing grade-level meetings on minimum days for standards-based planning. Site-funded half and full-day release days for the grade level and/or department planning will be provided. Teachers will have opportunities to</p>	All Students, prioritizing English Learners and Students with Disabilities	<p>10,000 LCFF AVID – 0765 4000-4999: Books And Supplies AVID materials and supplies</p> <p>23,800 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub cost for teacher team release days and leadership meetings</p> <p>400 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Parent information Nights- EL Outreach</p> <p>2,000</p>

<p>analyze and plan lessons, establish and monitor SMART goals, select and/or create common assessments, select strategies for instruction based on formative assessment data results and district/site priorities and initiatives, and plan for STEAM integration. This includes release time for general education and education specialist teachers to collaborate and plan. The leadership team will also meet throughout the year to analyze school data. Sub-time may be needed for leadership meetings.</p> <p>C) Purchase digital tools, manipulatives, and supplemental materials and supplies to support standard-based instruction and college and career readiness (including organizational supplies such as folders, binders, dividers, planners, and writing utensils for a student to organize their materials). Teachers will have a supply budget for the 2024 - 2025 school year.</p> <p>D) Funding will be used for materials and supplies and hourly pay for staff to plan and facilitate school community events that provide families with information on how to best support their child academically at home, such as Back to School Night, Explorer Excellence Day, College & Career Day, STEAM Night, Read Across America, Family Literacy Night and Family Math Night.</p> <p>E) Ongoing analysis of local and state assessment data will take place. Teachers, admin, and staff will review state data as it becomes available. Elementary teachers will review NWEA assessment data for reading, reading fluency, and math, while middle school teachers will review FIAB assessment data in reading and math. Assessment data will inform instruction and determine which students will receive intervention support (push-in support or as a reading or math support elective in middle school).</p> <p>F) Support teachers will offer small group support for students who are working below grade level in reading or math. Support teachers will attend professional development training in an effort to implement the best strategies. Support teachers will meet with the admin monthly for progress monitoring and to plan support (workshops) for staff and/or families based on current data and needs. Hourly pay will be provided to support teachers in planning for training. Reading and math support classes will be offered as elective courses for middle school students who are performing below grade level.</p> <p>G) School-funded Extended Learning Opportunities (ELO) will be offered for targeted subgroups, including Students with Disabilities, African Americans, and English Learners.</p>		<p>LCFF AVID – 0765 1000-1999: Certificated Personnel Salaries Sub Release Days for planning</p> <p>23,950 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Instructional Materials and Supplies for CC planning and implementation</p> <p>4,313 Title I Basic -- 3010 4000-4999: Books And Supplies Instructional Materials and Supplies for CC planning and implementation</p> <p>172,298 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries 1 FTE Support Teacher Salary, elementary 100%</p> <p>159,193 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries 1 FTE Support Teacher Salary, elementary 100%</p> <p>101,674 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Full time Library Technician Salary</p> <p>172,298 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries 1 FTE Support Teacher Salary, elementary 100%</p> <p>3,146 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher hourly for ELO</p>
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	<p>H) A full-time library/media technician will be available to assist students and staff with tech needs, including Chromebooks, associated orders and repairs, book selection and checkout, STEAM projects, research, library maintenance, supplemental materials for instruction, and other needs.</p> <p>I) A full-time Library/Media technician will be available to assist students and staff with tech needs, Chromebooks, associated orders and repairs, books, STEAM projects, research, maintaining the library, providing supplemental materials for instruction, and other needs.</p>		
<p>1.2</p>	<p>English Learner Development (ELD) Del Sol teachers will provide 30 minutes of designated ELD instruction daily. Integrated support will be provided across content areas.</p> <p>A) Staff will administer the ELPAC to English Learners annually. Results will be used to assign appropriate support and instruction. Teachers will monitor and evaluate EL levels. Subs may be needed to help with ELPAC training and assessment administration.</p> <p>B) Bilingual Language Tutors (BLTs) support English Learners by providing lesson reinforcement and reading support in English and Spanish.</p> <p>C) Staff will be provided with professional development to support the ELD program. District Multilingual Services staff will provide certificated and classified staff PD and ongoing feedback and guidance to the administrative team, teachers, and bilingual language tutors (BLTs) regarding data analysis and effective instructional strategies for ELs, LTELs, and Reclassified Fluent English Proficient (RFEP) students. All TK - 3rd-grade teachers will attend QTEL training to learn strategies to support and engage our English Learners and a means to reduce the number of LTE (Long Term English Learners). 4th - 8th-grade teachers attended in the 2023 - 2024 school year, so the goal is to have all teachers trained by the end of the 2024 - 2025 school year. Subs will be provided for teachers to attend training and release time as needed for planning after PD sessions.</p> <p>D) During SSC, ELAC, and parent conferences, teachers will review ELPAC scores, academic growth, and progress toward reaching the redesignation criteria. Parents will be involved in the Needs Assessment during our spring ELAC meeting. Classified staff members will be provided overtime hours as needed to support translation for parents and families.</p>	<p>English Learners</p>	<p>1,984 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Subs for teachers to attend ELPAC training, or PD to support ELs and for planning</p> <p>43,446 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries (3 hrs.)</p> <p>200 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified staff extra paid hourly (translation)</p>

	<p>E) Purchase materials and supplies to support ELD instruction.</p> <p>F) An ELPAC bootcamp assembly will be provided for EL students to prepare them for the ELPAC assessment.</p>		
1.3	<p>STEAM Curriculum Del Sol will offer a variety of STEAM elective curricula and activities, including a LEGO curriculum for elementary school and MESA, Dell Tech, and eSports for middle school.</p> <p>A) Staff will attend professional development to refine instructional practices for STEAM integration.</p> <p>B) STEAM challenges and competitions, such as MESA day at UCR, will be funded to include hourly pay for staff, materials and supplies, transportation costs, and registration fees.</p> <p>C) The STEAM Team was established for STEAM curriculum planning. The contract will be renewed, and subs will be provided for release days with the RCOE Carnegie STEAM Excellence Pathway planning.</p> <p>D) A certificated staff member and/or media tech will oversee the Dell Tech Club on campus. Dell Tech will meet throughout the year during electives and/or after school during ELO. Staff members will be compensated hourly for meetings held beyond the contractual day.</p> <p>E) Library techs will provide STEAM-based lessons and activities in the Maker Space during library time. Library Teacher Assistants will be added as a middle school elective.</p>	All Students, prioritizing English Learners and Students with Disabilities	<p>500 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Site MESA and Dell Tech Coordinator: Hourly time card</p> <p>750 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Transportation/Buses to competitions and events</p> <p>2000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies STEAM Supplies</p> <p>12,000 LCFF Suppl/Conc -- 0707 5800: Professional/Consulting Services And Operating Expenditures RCOE STEAM Pathway Contract</p> <p>4,340 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub cost for RCOE STEAM Pathway meetings</p>
1.4	<p>Essential Services and Supports for Student Learning Teachers and staff will be provided with the necessary supplies and services for effective classroom instruction.</p> <p>A) Staff will have access to copy machines, poster makers, laminators, and printers to print necessary materials for classroom instruction. Necessary supplies such as ink and toner will be purchased to sustain copy machines and printers.</p> <p>B) Staff will have an adequate supply of paper for classroom activities and use in printers and copy machines.</p> <p>C) Teachers will have adequate working technology in their classrooms.</p>	All Students	<p>2,800 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Lamination and Poster Maker Supplies</p> <p>3,500 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Print Shop</p>

	<p>D) Lamination supplies will be purchased as needed to support classroom instruction.</p> <p>E) Maintenance contracts for copiers, poster makers, printers, laminators, and other machinery utilized for classroom instruction.</p> <p>F) Printshop services will be available to staff for schoolwide communication and classroom instructional materials.</p>		
1.5	<p>Visual and Performing Arts (VAPA) Del Sol will provide opportunities for all students to participate in music and choir lessons/activities.</p> <p>A) A full-time band/choir teacher will provide instrumental music instruction and middle school band and choir programs for students.</p> <p>B) Materials and supplies will be purchased to enhance the VAPA program on-site.</p> <p>C) The music teacher will attend conferences.</p>	All Students	<p>132,315 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Music Teacher Salary</p> <p>3,000 LCFF VAPA -- 0763 4000-4999: Books And Supplies VAPA materials and supplies</p> <p>1,200 LCFF VAPA -- 0763 5000-5999: Services And Other Operating Expenditures Conferences</p>
1.6	<p>Preschool Transition to Elementary School This Schoolwide Program (SWP) includes a plan to ensure a smooth transition for preschoolers entering kindergarten, with strategies such as joint activities between preschool and kindergarten classes to bridge the gap between early childhood education and elementary school.</p>		
1.8	<p>Multi-tier system of supports (MTSS): Academics and Behavior Del Sol will implement support for students who struggle academically, socially, and/or emotionally. Del Sol will also offer enrichment programs for students working above grade level or who have been recognized as Gifted and Talented.</p> <p>A) Administrators, SST Coordinators, classroom teachers, English Learner Facilitators, Education Specialists, and Literacy and Math Support teachers will meet regularly to review students' academic progress, utilizing data such as grades, work samples, state assessment results, ELPAC scores, district assessment results, attendance records, behavior/citizenship logs, and staff/parent feedback.</p> <p>B) Students' Study Teams (SSTs) and 504 meetings will be held for struggling students. Interventions and supports will be identified, implemented, and reviewed during SST meetings. Follow-up meetings will also be scheduled. The 504/SST Coordinator will support student access for our English Learners. Subcosts will be provided</p>	All Students, prioritizing English Learners and Students with Disabilities	<p>2,675 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Teacher release time to attend SST and IEP meetings.</p> <p>250 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries SST coordinators- hourly pay for planning</p>

	<p>for classroom teachers and SST committee members as needed.</p> <p>C) The SST coordinator will process SST referrals, run student reports, schedule, prepare, and conduct SST meetings, and perform other associated tasks. The coordinator may also provide professional development for staff.</p> <p>D) Secondary teachers will use advisory periods to monitor student progress and assist students with self-monitoring, goal setting, preparing for student-led conferences, and following through on goal/action plans.</p> <p>E) Education specialists will monitor student progress on IEP goals, work with general education teachers and families to discuss student progress, and schedule meetings with the IEP team for annual and triennial meetings, including parent-requested meetings. Subs will be provided for the education specialist and the general education teacher to attend IEPs.</p> <p>F) The GATE coordinator will provide training for staff and informational meetings for parents about the GATE program. The coordinator will also help develop and/or update our site GATE plan annually, schedule parent meetings as needed, and monitor the GATE program.</p> <p>G) Enrichment courses and opportunities will be provided for students in the GATE program.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In the 2023 - 2024 school year, we successfully implemented data analysis and professional development (PD) that aligned with our site goals in the areas of ELD and Math. Primary teachers, grades 1st—3rd, had PD in Graham Fletcher's Grassroots math training, while upper-grade teachers attended Quality Teaching for English Learners (QTEL) training. Staff meetings provided mini PD by admin on math and ELD for all staff members. Administrators also attended QTEL and Grassroots training. The time at staff meetings was dedicated to mini-professional development training and activities to analyze research, discuss effective and ineffective instructional strategies, and highlight best practices. Data analysis was ongoing with all educational partners. Additionally, an emphasis was placed on providing small group instruction in all grades in order to provide timely support and scaffolds for students who needed more intensive support or enrichment. Extended Learning Opportunities (ELO) and a Study Skills class were designed and offered to English Learners, including a class for our Newcomers.

Local assessment data shows that students in 1st, 2nd, 3rd, and 5th showed an increase in the number of students scoring above the 61st percentile on NWEA in the area of reading, while students in 1st, 2nd, 3rd, and 6th showed an increase in the number of students scoring above the 61st percentile on NWEA in the area of math.

The California Dashboard shows that most student subgroups declined overall in ELA, with the exception of Filipino and White students. There was a slight increase overall in math, with the following subgroups demonstrating an increase: Hispanic, African American, Filipino, and White students. Although sitewide goals in math and English learners were the focus of the 2023 - 2024 school year, state assessment data does not reflect these actions and strategies yet. An area that needs additional attention is our support for our Students with Disabilities subgroup. Some of the strategies listed but not completed emphasize reviewing ELPAC scores during parent conferences, working with support teachers to provide training for Bilingual Tutors and Instructional Aides, and teachers working to establish a vertical alignment for Step Up to Writing. These items will remain in the school plan. Based on feedback from the 2022 - 2023 school year, the GATE program was revamped in the 2023 - 2024 school year to include GATE ELO, training for GATE families, a book study for parents, and GATE enrichment opportunities (field trip). The GATE plan will continue to be refined and improved. Other areas of improvement included the emphasis on cultural diversity on campus. A Cultural Diversity Committee was formed, and resources and lessons were shared with staff. Funding was used to purchase books, and teachers received cultural diversity books each month for their classroom libraries. We also planned our first Multicultural Day, and Del Sol families hosted booths.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Changes in spending were a direct cause of salary increases in the 2023 - 2024 school year. In Action 1.1- AVID, we did not spend money on release days for AVID planning. Instead, AVID coordinators were paid extra hourly time to plan professional development workshops for staff. In Action 1.11 - TK/K- funding was not used for subs to support assessment administration. Rather, the ESGI Assessment program was purchased for TK and K. For Action 1.10 - Inclusion Support, funding was not utilized for professional development to support Inclusion. This action will remain but has been consolidated into former Action 1.2 - CC Implementation. Lastly, for Action 1.12- Math, we did not spend the allotted amount of money to purchase math materials and supplies. Only a few supplies that were needed for the new math adoption were purchased for middle school students. Additional funding was used this year to increase the amount of money teachers have for the year for classroom supplies for Action 1.2-CC Implementation. Many materials and supplies were covered through remaining ESSER funds rather than LCFF. Also, additional funding was used towards sub costs for release days for grade level teams and departments and to support Inclusion - Actions 1.2 - CC Implementation and Action 1.10 - Inclusion. In Action 1.8, we did not use funding for an additional SST coordinator.

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.

Several actions and strategies will be consolidated for the 2024 - 2025 school year since they serve the same student population or purpose. Former Action 1.1 - AVID will be removed since JUSD will no longer have AVID Elementary. The remaining AVID structures and strategies will be included under former Action 1.2- CC Implementation. Additionally, former Actions 1.4 - Reading and Writing Support, Action 1.9 - Library and Media Support, Action 1.10 - Inclusion Support, and Action 1.12 - Math will be combined under current Action 1.1 - CC Implementation since these actions all support CC implementation and instruction. The district will no longer be purchasing licenses for RazPlus, Aleks, Paper.Co., Seesaw, MAP Accelerator, and NewsELA. Parts of former Action 1.11 - TK and K will be moved to Goal 3 since it connects better with building parent and community partnerships. The remaining elements of former Action 1.11- TK/K will be removed since registration for all students is now centrally located at our Parent Center. In 2024 - 2025, we will reduce the number of our Bilingual Tutors from 4 to 2 and strategize where they will most effectively support our English Learners (reflected in former Action 1.3). In 2023 - 2024, 4th - 8th-grade teachers attended QTEL training, and the plan is to have all remaining teachers (TK - 3rd grade) attend QTEL in the 2024 - 2025 school year. Funding for materials and supplies in all areas will be reduced due to a reduction in site allocations. Additionally, teacher release days will be reduced from one day per trimester to one day per semester.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will have a safe, orderly, and inviting learning environment.

Our goal is to cultivate a learning environment where all students feel safe, respected, and supported. This means creating a space that is orderly and predictable, allowing students to focus on learning. We also want it to be inviting and stimulating, fostering a love of discovery and a sense of belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will have a safe, orderly, and inviting learning environment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Regarding Chronic Absenteeism, our English Learners, Students with Disabilities, and Students with Multiple Races scored two performance levels below (very low status) the "all student" performance, which was at the medium status level. Yet, we had no performance categories with a very low status. In suspension, our English Learners scored two performance levels below the "all-student" performance. In ELA and Math, our English Learners and Students with Disabilities scored one performance level below (very low status) the "all student" performance, which was at the medium status level.

Our attendance team will monitor overall attendance and analyze data for the following subgroups: EL, Students with Disabilities, and Students with Multiple Races. The team will brainstorm ideas to address attendance needs for these subgroups. An effort will be made to include these students in our Del Sol 6 (each staff member selects 6 students to do check-ins with on a regular basis).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCFF Priority 1: Safe, Clean Functional School Facilities	Percentage of facilities meeting "Good Repair" status: 97% Source: 2022-23 School Accountability Report Card (SARC)	Percentage of facilities meeting "Good Repair" status: 100% Source: 2023-24 School Accountability Report Card (SARC)
LCFF Priority 5: School Attendance Rate	TK: 91.4% K: 90.2% 1: 93.08% 2: 92.9% 3: 94.09% 4: 93.2% 5: 93.3% 6: 93.03% 7: 92.4% 8: 91.4% EL: 91.2	TK: 92% K: 91% 1: 94% 2: 94% 3: 95% 4: 94% 5: 94% 6: 94% 7: 93% 8: 92% EL: 92%

	SWD: 92.1% Source: Student Information System P-2 report	SWD: 93% Source: Student Information System P-2 report
LCFF Priority 5: Chronic Absenteeism Rate	All Students: 32.5% Socioeconomically Disadvantaged: 38.2% English Learners: 43.3% Students with Disabilities: 48.1% Foster Youth: 20% Students experiencing Homelessness: N/A African American: 36.8% American Indian: N/A Asian: 26.7% Filipino: 2.5% Hispanic: 35% Pacific Islander: N/A Two or More Races: 30.6% White: 26.6%	All Students: 29.5% Socioeconomically Disadvantaged: 35.2% English Learners: 40.3% Students with Disabilities: 45.1% Foster Youth: 17% Students experiencing Homelessness: N/A African American: 33.8% American Indian: N/A Asian: 23.7% Filipino: 0% Hispanic: 32% Pacific Islander: N/A Two or More Races: 27.6% White: 23.6%
LCFF Priority 6: Pupil Suspension Rate	All Students: 1.8% Socioeconomically Disadvantaged: 2.6% English Learners: 3.0% Students with Disabilities: 3.0% Foster Youth: 0% Students experiencing Homelessness: N/A African American: 3.4% American Indian: N/A Asian: 0% Filipino: 0% Hispanic: 1.7% Pacific Islander: N/A Two or More Races: 4.6% White: 1.4%	All Students: 1.3% Socioeconomically Disadvantaged: 2.1% English Learners: 2.5% Students with Disabilities: 2.5% Foster Youth: 0% Students experiencing Homelessness: N/A African American: 2.9% American Indian: N/A Asian: 0% Filipino: 0% Hispanic: 1.2% Pacific Islander: N/A Two or More Races: 4.1% White: .9%
LCFF Priority 6: Pupil Expulsion Rate	All Students: 0%	All Students: 0%
LCFF Priority 6: School Climate Survey: School Safety (6th grade & 7th Grade)	"How safe do you feel when you are at school?" Grade 6: Safe/Very Safe: 63% Grade 7: Safe/Very Safe: 53% Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024	"How safe do you feel when you are at school?" Safe/Very Safe: 70% - 6th grade Safe/Very Safe: 60% - 7th grade Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: School Connectedness (6th grade & 7th Grade)	"I feel connected to my school." Grade 6: Strongly Agree/Agree: 61% Grade 7: Strongly Agree/Agree: 52%	"I feel connected to my school." Grade 6: Strongly Agree/Agree: 70% Grade 7: Strongly Agree/Agree: 60%

	Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024	Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025
LCFF Priority 6: School Climate Survey: Caring Relationships (6th grade & 7th Grade)	<p>"Do the teachers and other grown-ups at school care about you?"</p> <p>Grade 6: Very much true/Pretty much true: 57% Grade 7: Very much true/Pretty much true: 63%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2024</p>	<p>"Do the teachers and other grown-ups at school care about you?"</p> <p>Grade 6: Very much true/Pretty much true: 60% Grade 7: Very much true/Pretty much true: 70%</p> <p>Source: California Healthy Kids Survey, California School Climate Health and Learning Surveys (CalSCHLS) Spring 2025</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>School Safety The principal will work with the Safe School's Site Coordinators to implement our Site Safety Plan.</p> <p>A)The principal, assistant principal, and School Safety Coordinator will develop, implement, and revise a school safety plan, including a schedule of emergency drills. The administration will invite fire and sheriff's department representatives to walk the facility and give input on the plan.</p> <p>B) Classified staff, certificated staff, and parent representatives will review the plan and provide feedback via staff meetings, leadership meetings, and SSC committee meetings. The plan will be revised and presented to staff before students return in August.</p> <p>C) School staff will review the plan with students during the first week of school. Throughout the school year, our Safe School's Coordinator will disseminate all required emergency response information packets, materials & equipment, as needed.</p> <p>D) Staff will schedule and facilitate Monthly school safety drills (earthquake, fire, lockout, lockdown). Staff will evaluate drill effectiveness and revise the plan as necessary. Parents/guardians will be notified as needed so they can discuss the drills with their children.</p> <p>E) Work with the district to purchase necessary equipment for campus security, disaster drills, and disaster preparedness to ensure student safety.</p>	All students	

<p>2.3</p>	<p>Behavior Social & Emotional Learning (BSEL) The administrator and Behavior Social & Emotional Learning (BSEL) Coordinator will work to develop our BSEL / PBIS plan.</p> <p>A) The BSEL Coordinator, BSEL / PBIS team, and administrative team will meet monthly to review and revise the site BSEL / PBIS plan and revise the plan throughout the year (SOAR to Success), discuss staff and parent concerns, review discipline data, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for good behavior/citizenship.</p> <p>B) The BSEL plan includes action steps to connect students to adults and peers on campus (Del Sol 6) by encouraging them to participate in extracurricular and school-related events. Special attention will be given to subgroups that have been identified as having a very high chronic absenteeism rate. These subgroups include EL students, students with disabilities, and students with two or more races.</p> <p>C) Teachers will teach short lessons using the district-adopted Second Step curriculum, which focuses on positive, productive school and social behaviors. The BSEL coach will provide staff support with planning and delivering these short lessons. Lessons will be delivered to students during elective periods and class time.</p> <p>D) Student incentives, awards, and incentive parties will be planned each month. Bi-weekly drawings recognizing students for following school expectations will be utilized. Trimester Award Ceremonies will be held to recognize students' academic achievements and progress, positive behavior, and resilience with goal setting.</p> <p>E) Various assemblies, school announcements, and activities highlighting school expectations while emphasizing a safe and welcoming environment will be provided. Posters reinforcing expectations will be posted in common student areas throughout campus and in classrooms.</p> <p>F) Administrators will meet with supervisors monthly to discuss safety issues and concerns on campus, including the playground, hallways, and areas in front of the 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. Classified staff will be compensated the hourly rate for attending meetings outside of their work schedule.</p> <p>G) Staff will be offered site—and district-level SEL / PBIS/Behavior Management professional</p>	<p>All students</p>	

	<p>development opportunities and strategies to support positive student behavior outcomes.</p> <p>H) A behavioral health associate will support DSA in meeting SEL needs.</p> <p>I) Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for our African American students, English Learners, and Students with Disabilities. Provide access and support such as peer counseling and mentoring to support Students with Disabilities.</p>		
<p>2.4</p>	<p>Student Engagement and Attendance</p> <p>A) Increase the Registrar's work day by three hours, totaling seven hours to support the office, registration, student, and parent needs.</p> <p>B) The middle school ASB program will plan, organize, and facilitate school events and activities to create and promote a positive school culture. Student leadership development will be a key area of focus. ASB students will be able to meet during their elective period, after school, during summer, and at after-school events to enhance their leadership skills, conduct business, and plan and coordinate school events/activities.</p> <p>C) Incentives will be purchased to support and promote positive student behavior outcomes, positive attendance, and student engagement activities, including clubs and programs. The Five Star Program and scanners will be used to incentivize schoolwide behavior expectations for middle school students, and a Student Store will be available for middle school.</p> <p>D) Students have opportunities to participate in various clubs/programs/elective classes on campus, including the elementary and middle school band and choir programs, Del Tech Club, various STEAM electives, Book Buddies, eSports, Art, MESA, 100 Mile Club, and the Peer Mediation Program.</p> <p>E) The school will schedule engaging school assemblies, activities, and field trips. These events foster positive character development, school safety, academic support, anti-bullying, connectedness to school, and an overall positive school climate to motivate students socially and academically and as a means to increase school attendance.</p> <p>F) An Attendance Committee meets monthly to review attendance data, discuss ways to increase attendance and develop a plan of action. Administrators and staff will talk about the importance of attendance at parent events and during parent meetings. They will provide weekly</p>	<p>All students English Learners Students with Disabilities Students with Multiple Races</p>	<p>27,139 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Registrar Salary</p> <p>10,300 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student Incentives and 5 Star Program</p>

	<p>video announcements as well as a monthly admin newsletter for families. Other school committees will help support these efforts: Leadership, SSC, PTA, BSEL / PBIS, SPED team, etc.</p> <p>G) Efforts will be made to reach out to individual students in an effort to increase attendance in targeted subgroups, including Students with Disabilities, English Learners, and Students with Multiple Races. For example, case carriers will call students on their caseloads with excessive absences, the EL Facilitator will discuss the importance of attendance at ELAC meetings, and teachers will identify students to target for attendance (Del Sol 6). "We miss you" postcards will be used for students who are absent more than 10% each month, and "Perfect Attendance" postcards will be used for those with perfect attendance each month.</p>		
<p>2.5</p>	<p>Safe and Healthy Environment</p> <p>A) Additional hours for campus supervision and Health Clerk Aide have been added, necessitated by the school's growing population and activities throughout campus.</p> <p>B) An administrative team consisting of the site principal, two assistant principals, and an administrative TSA works together to provide a safe and welcoming environment for the Del Sol school community.</p> <p>C) A full-time guidance counselor supports positive student behaviors, conducts conflict mediation meetings and offers counseling to prevent conflict, helps reduce the suspension rate, and conducts threat assessments. Fifty percent of the counselor position is site-funded, and the remaining is district-funded.</p> <p>D) Staff will wear district-provided lanyards/ID badges. Visitors on campus will be required to be cleared with the district. Upon visiting the site, they will check into the office and be cleared through the Raptor System, and a sign-in log will be utilized to screen all visitors. Visitors will be provided with sticker badges and instructed to wear them while they are on campus.</p> <p>E) To ensure a safe and positive experience for students and parents on our campus, extra campus supervision and custodial services will be provided for special campus events during and after school. Compensation will be provided for classified staff in the event they're needed beyond their scheduled hours (ie. inclement weather days, after-school events)</p> <p>F) Office staff will attend professional development in the area of Customer Service to promote a</p>	<p>All students</p>	<p>53,083 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide (HCA) Salary 6 hours</p> <p>71,474 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Half-Time Counselor Salary (School funded)</p> <p>71,474 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Half-Time Counselor Salary (District funded)</p> <p>24,506 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Activity Supervisors Salaries (2)</p>

	<p>welcoming environment. Materials and supplies will be purchased to enhance our school office and make it more inviting (decor, frames for student artwork, etc.)</p> <p>G) The district's School Resource Officer, Riverside County Health Systems, district staff, and additional community support personnel will be invited to provide optional professional development for staff and/or presentations for students or parents on microaggressions, trauma-informed practices, gang awareness, social media use, sex trafficking, fentanyl, and other topics for middle school students.</p> <p>H) Leadership opportunities will be provided for our Peer Mediators and ASB members to help improve school culture and promote positive behavior.</p> <p>I) Staff and students will participate in the 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. The Site Technology Coordinator will provide an overview of lessons during staff meetings. Lessons will be posted and linked on shared sites, such as Canvas.</p> <p>J) Our PBIS team will meet monthly to analyze current data for major and minor behaviors and to discuss strategies to ensure students understand the behavior expectations. Students who follow schoolwide SOAR expectations (Stay Safe, Organize Mind and Materials, Appreciate Differences, and Respect Others) will be incentivized. Elementary students will be entered into bimonthly raffles to visit the Explorer Room, and they will participate in monthly SOAR parties. Middle school students will have a student store twice a week. The 5 Star Program will also be used for middle school.</p>		
2.6			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There have been significant improvements in the area of attendance and suspension rates. All subgroups except English Learners, Students with Disabilities, and students with Two or More Races reduced chronic absenteeism rates overall. Suspension rates for all subgroups declined except for the White and English Learner subgroups. Del Sol had many events and assemblies for students to promote a safe and welcoming environment. Assemblies included a Password Assembly, a Boundaries assembly, and an Anti-Bullying assembly. The PBIS and attendance committees meet monthly to analyze data and brainstorm ideas to reduce chronic absenteeism, increase student engagement, and promote positive behavior outcomes. Several strategies and ideas have been implemented using feedback from students, parents, and staff members, and they have been proven to help reduce absenteeism overall and decrease negative behavior, especially in middle school. Implementing the student store for middle school has been a huge motivator for students eager to purchase items. Admin has worked with the leadership team to conduct root-cause analysis activities to refine our Behavior Flow Chart. Through analysis of goal 2, it was recognized that we need to place more emphasis on our Students with Disabilities, English Learners, and Students with Multiple Races subgroups in the area of attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All actions were impacted due to the negotiated increase in salaries during the 2023 - 2024 school year. Less funding was used on student incentives and events. In the area of school safety, we did not schedule a visit from the local fire and sheriff department to walk the campus and provide feedback. Middle school students did not complete Common Sense Digital Citizenship and Second Step lessons, which were completed during elective classes instead of advisory classes. Del Sol started the year as a full-time Behavior Health Associate, but due to staffing needs, she supported another site and was only available three days a week at Del Sol. Our ASB students did not have an Advisory Class this year since this did not fit within the Master Schedule. Additionally, a spring ELO session was not offered this year because the district could not fund the program for a second session. Instead of meeting with supervisors on a trimester basis, monthly meetings were held.

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.

Former Action 2.2 - Common Sense Media was consolidated into Action 2.4 - Safe and Healthy Environment since they serve the same student population and have the same purpose. Additional student clubs were added to support Action 2.4 - Student Engagement and Attendance. Some strategies in this action were combined since they fell under the category of student incentives. Due to a reduction in site allocations for the 2024 -2025 school year, funding for all actions will be reduced. We will look into other funding options, such as partnerships with PTA and fundraising to purchase incentives and pay for special events for students with increased attendance and positive behavior. The site will no longer be funding BASE licensing to support behavior. BASE is no longer needed now that we have the Second Step program.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.

We strive to build a strong school community where all students feel like valued members. This involves creating engaging educational practices that spark curiosity and make learning relevant. We also foster partnerships with parents and community members, allowing them to contribute to the learning experience and creating a support system that extends beyond the classroom walls. This collaborative approach ensures students feel connected, supported, and empowered to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will feel connected to their school community through engaging educational practices and partnerships with parents and the community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Site committees, such as our Special Events Planning, Attendance Committee, PBIS Team, PTA, and Cultural Diversity committee, will meet to brainstorm ideas to increase communication and address the needs of students in the following subgroups: EL, Students with Disabilities, and Students with Multiple Races.

We will continue the practices implemented in the 2023 - 2024 school year for our English Learners. We will recognize students who increased one level on the ELPAC assessment in addition to recognizing students who reclassified during ELAC parent meetings. We will also provide a mini assembly for all English Learners before taking the ELPAC to motivate and prepare them for the assessment and help them understand its significance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child."" 80% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	"The percentage of parents who ""Strongly agree or agree"" with ""This school encourages me to be an active partner with the school in educating my child."" 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who ""strongly agree or agree"" with ""School is	"The percentage of staff who ""strongly agree or agree"" with ""School is

	welcoming to and facilitates parent involvement." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	welcoming to and facilitates parent involvement." 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Parent Survey LCFF Priority 3	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 82% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	"The percentage of parents who ""Strongly agree or agree"" with ""Teachers communicate with parents about what students are expected to learn in class."" 85% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"
Parent & Family Engagement: California School Staff Survey LCFF Priority 3	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2024"	"The percentage of staff who ""strongly agree or agree"" with ""Teachers at this school communicate with parents about what their children are expected to learn in class."" 100% Source: California School Parent Survey, California School Climate Health and Learning Surveys (CaSCHLS) Spring 2025"

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Parent Engagement and Leadership A) Increase parent involvement in school/district advisory committees (SSC, ELAC, and PTA) to review current school/district programs and make recommendations. The principal will provide regular updates to parents about classroom/school activities and programs via social media platforms, Parent Square, district technology, school website, and school marquee. When necessary, these meetings will take place in a virtual environment. The PTA will provide a digital monthly calendar of events, and the administrative team will send out a monthly newsletter highlighting school events at the end of each month.		750 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Hourly, classified (child care and translation) 904 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Refreshments & snacks

	<p>B) TK and K students and their parents/guardians will have the opportunity to visit TK/K classrooms and tour the campus to become familiar with it prior to the first day of school.</p> <p>C) The administrative team will work with the PTA and the JUSD Human Resources department to increase the number of parent volunteers on campus.</p>		
<p>3.2</p>	<p>Parent Involvement Opportunities</p> <p>A) Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and class and grade-level events while promoting classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home in a timely manner.</p> <p>B) Parents will be encouraged to join or attend the School Site Council, English Learner Advisory Committee, and Parent-Teacher Association. School-wide data will be shared with and interpreted during SSC and ELAC meetings. These committees will have input regarding school event planning, school funding, revision of the Parent/Student/Teacher Compact, and program needs.</p> <p>C) The school staff will invite parents to participate in site-based activities such as the 100 Mile Club Community Runs, College and Career Readiness Day, Red Ribbon Week, Multi-cultural Celebration Day, Fall Festival, Book Fairs, Band and Choir Concerts, Read Across America, Black History Celebration, Family Math and Literacy Nights, & STEAM events. Additionally, select grade levels will host events for parents (First Grade Tea, Fifth Grade Wax Museum).</p> <p>D) Teachers will hold meetings (Back to School Night, parent conferences, and other meetings as planned) for parents to review grade level CCSS standards, homework, assessments, progress, etc., to enhance student achievement. Translation will be provided as needed. All parents will sign the school-parent compact. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. According to the district calendar, progress reports and report cards will be provided for students and parents.</p> <p>E) Parents are provided the opportunity to participate in district parenting classes or community events that will assist their children. DSA will work with our Parent Involvement Community Outreach (PICO) department to schedule parent classes for our families.</p>		<p>1,000 Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Parent Meeting supplies</p> <p>1000 Title III LEP -- 4203 4000-4999: Books And Supplies Refreshments for ELAC meetings and student recognition for language proficiency growth</p> <p>517 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Childcare and support during parent meetings and events.</p> <p>500 Title III LEP -- 4203 2000-2999: Classified Personnel Salaries Translation, classified staff support</p>

	<p>F) Del Sol will host and invite parents and families to student recognition and awards assemblies throughout the year, which honor students who demonstrate exemplary citizenship, grades, academic achievement, community service, reach the EL redesignation milestone (EL to RFEP), attain personal/academic and social goals. To increase parent attendance at ELAC meetings, EL Reclassification awards and awards for students who increased one level on the ELPAC assessment will be given awards during ELAC meetings.</p> <p>G) Our Community Ambassador will connect with families at school events and serve as a liaison between parents/staff and certificated/classified staff to build healthy partnerships to support our students.</p>		
3.4			
3.8			
3.9			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023 - 2024 school year, we significantly increased attendance during ELAC meetings by giving out student awards for reclassification and adding awards for students who increased one level on the ELPAC assessment. We also had a significant increase in parent volunteers this school year. Based on parent feedback during SSC and PTA meetings, we added two new events to the calendar, including Multicultural Day and a Black History Month Mini Museum. Parents were invited to host sessions for Multicultural Day and College and Career Day. Parents also volunteered to chaperone on field trips and provide support with school, class, and grade-level events. Systems and processes were put in place to gather parent input during parent meetings and events that addressed their needs and concerns. They also helped us collect ideas for implementation to support student achievement, a welcoming environment, and attendance.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funding was not utilized for translation due to the fact that we do not have translation in multiple languages that align with our school community needs. Childcare funds were also not needed this school year, but we will keep this offer available to increase parent participation. Printing costs were not needed since we opted to communicate with parents using digital platforms to save money.

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.

Due to a decrease in site allocations for the 2024 - 2025 school year, funds will be reduced or eliminated for translation, printing and classified overtime. More emphasis will be placed on the use of our Community Ambassador to connect with our school community.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$213,184
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,146,679.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF AVID -- 0765	\$12,000.00
LCFF District -- 500 0707	\$530,844.00
LCFF Suppl/Conc -- 0707	\$257,480.00
LCFF VAPA -- 0763	\$4,200.00
Title I Basic -- 3010	\$163,506.00
Title I District -- 500 3010	\$172,298.00
Title I Parent Involvement -- 3010 1902	\$1,717.00
Title III LEP -- 4203	\$4,634.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$1,146,679.00

Total of federal, state, and/or local funds for this school: \$1,146,679.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	163506	0.00
Title I Parent Involvement -- 3010 1902	1717	0.00
Title III LEP -- 4203	4634	0.00
LCFF Suppl/Conc -- 0707	257480	0.00
LCFF District -- 500 0707	530844	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID -- 0765	12,000	0.00
Title I District -- 500 3010	172298	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	12,000.00
LCFF District -- 500 0707	530,844.00
LCFF Suppl/Conc -- 0707	257,480.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	163,506.00
Title I District -- 500 3010	172,298.00
Title I Parent Involvement -- 3010 1902	1,717.00
Title III LEP -- 4203	4,634.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	818,147.00
2000-2999: Classified Personnel Salaries	251,815.00
4000-4999: Books And Supplies	62,767.00

5000-5999: Services And Other Operating Expenditures	1,950.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID – 0765	2,000.00
4000-4999: Books And Supplies	LCFF AVID – 0765	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	376,087.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	154,757.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	106,185.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	95,091.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	43,454.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	750.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	12,000.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	3,000.00
5000-5999: Services And Other Operating Expenditures	LCFF VAPA -- 0763	1,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	159,193.00
4000-4999: Books And Supplies	Title I Basic -- 3010	4,313.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	172,298.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	717.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	2,384.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	1,250.00
4000-4999: Books And Supplies	Title III LEP -- 4203	1,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
884,032.00
257,976.00
4,671.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Corrine Ortiz	Principal
Jessica Schmidt	Classroom Teacher
Amanda Molina	Classroom Teacher
Daniel Schaefer	Classroom Teacher
MaryJane Razook	Other School Staff
Deshay Slane	Parent or Community Member
Rania Hamdy	Parent or Community Member
Marie Keaney	Parent or Community Member
Esmeralda Pulido	Parent or Community Member
Robyn Carroll	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 April 26, 2024.

Attested:



Principal, Corrine Ortiz on April 26, 2024



SSC Chairperson, MaryJane Razook on April 26, 2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- [Plan Description](#)
- [Educational Partner Involvement](#)
- [Comprehensive Needs Assessment](#)
- [Goals, Strategies/Activities, and Expenditures](#)
- [Annual Review](#)
- [Budget Summary](#)
- [Appendix A: Plan Requirements for Title I Schoolwide Programs](#)
- [Appendix B: Select State and Federal Programs](#)

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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