



Schoolwide Plan Program (SWP)

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	May 19, 2025	June 24, 2025

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 Schoolwide Plan Program (SWP) 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 Schoolwide Plan Program (SWP) 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. 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 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, classified staff and community volunteers.

As part of the planning process for the SPSA/Annual Review, our School Site Council, English Learner Advisory Committee, 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. LCAP survey input from parents and staff, Panorama fall and winter student surveys and ongoing conversations and data analysis were utilized as part of planning for improvement.

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.

CAASPP ELPI Low (orange)
CAASPP ELA Low (orange)
CAASPP Math Low (orange)

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.

English Learners subgroup was very low and as well as Long-Term English Learners, Students with Disabilities scored two performance levels below (very low status).

Other Needs

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

2024-2025 Dashboard data determined that Del Sol maintained a 0.5% for our English Learner Progress, Math declined 4.4 points and was 71.1 points below standard, English Language Arts maintained at -0.3 points and was 44.9 below standard. To address these areas of low performance and performance gaps to improve student outcomes Del Sol will use Northwest Evaluation Association (NWEA) to monitor student subgroups in ELA and Math for elementary student and Interim Assessment Blocks (IAB) for 7th and 8th graders. 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, remaining elementary teachers will attend QTEL training this 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 2024 - 2025 school year for our English Learners by recognizing 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 each trimester).

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.08%	0.08%	0.08%	1	1	1
African American	7.14%	7.38%	7.81%	87	92	98
Asian	7.96%	8.26%	9.32%	97	103	117
Filipino	3.69%	3.13%	3.59%	45	39	45
Hispanic/Latino	64.32%	65.44%	64.38%	784	816	808
Pacific Islander	0.33%	0.16%	0.16%	4	2	2
White	11.57%	10.67%	10.28%	141	133	129
Multiple/No Response	3.12%	3.21%	2.79%	38	40	35
Total Enrollment				1,219	1247	1255

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			64
Kindergarten	175	185	112
Grade 1	135	136	139
Grade 2	136	141	141
Grade3	137	131	145
Grade 4	118	142	128
Grade 5	155	122	153
Grade 6	114	161	112
Grade 7	129	114	152
Grade 8	120	115	109
Total Enrollment	1,219	1,247	1,255

Conclusions based on this data:

1. We have had increasing enrollment overall. First and Second grades remain steady.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	230	248	255	18.1%	18.9%	20.3%
Fluent English Proficient (FEP)	165	151	137	15.1%	13.5%	10.9%
Reclassified Fluent English Proficient (RFEP)	19	12	22	6%	8%	8.6%

Conclusions based on this data:

1. Our reclassification percent increased from 6% to 8.6% over three years.
2. Our Fluent English Proficient percentage has continued to decrease for the past three years, from 15.10% to 10.9%.
3. English Learner enrollment has increased over the past three years which coincides with reclassifications being higher.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	143	127	145	141	124	140	141	123	140	98.6	97.6	96.6
Grade 4	116	143	122	114	142	119	114	140	119	98.3	99.3	97.5
Grade 5	151	126	152	150	123	149	150	123	149	99.3	97.6	98
Grade 6	116	160	109	114	158	109	114	158	109	98.3	98.8	100
Grade 7	125	113	153	123	111	148	123	111	148	98.4	98.2	96.7
Grade 8	119	111	103	116	110	99	116	110	99	97.5	99.1	96.1
All Grades	770	780	784	758	768	764	758	765	764	98.4	98.5	97.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2388.	2368.	2384.	14.18	12.20	14.29	17.02	17.07	16.43	24.82	22.76	22.86	43.97	47.97	46.43
Grade 4	2435.	2429.	2393.	14.91	12.14	7.56	22.81	20.00	13.45	21.93	21.43	16.81	40.35	46.43	62.18
Grade 5	2486.	2446.	2460.	18.67	10.57	12.08	27.33	20.33	21.48	23.33	17.07	25.50	30.67	52.03	40.94
Grade 6	2484.	2509.	2488.	3.51	12.66	5.50	26.32	31.01	29.36	33.33	29.11	31.19	36.84	27.22	33.94
Grade 7	2497.	2503.	2520.	8.94	5.41	13.51	19.51	21.62	25.00	29.27	35.14	29.73	42.28	37.84	31.76
Grade 8	2535.	2518.	2526.	7.76	11.82	7.07	30.17	14.55	25.25	29.31	34.55	32.32	32.76	39.09	35.35
All Grades	N/A	N/A	N/A	11.74	10.98	10.47	23.75	21.31	21.60	26.78	26.41	26.18	37.73	41.31	41.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.18	7.32	11.43	58.16	51.22	57.14	27.66	41.46	31.43
Grade 4	9.65	11.43	6.72	66.67	60.00	54.62	23.68	28.57	38.66
Grade 5	17.33	8.94	6.04	61.33	62.60	64.43	21.33	28.46	29.53
Grade 6	7.89	16.46	7.34	53.51	49.37	55.05	38.60	34.18	37.61
Grade 7	10.57	8.11	13.51	51.22	61.26	60.14	38.21	30.63	26.35
Grade 8	12.07	12.73	9.09	59.48	49.09	60.61	28.45	38.18	30.30
All Grades	12.27	11.11	9.16	58.44	55.42	58.90	29.29	33.46	31.94

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.80	9.84	11.43	48.23	47.54	45.71	43.97	42.62	42.86
Grade 4	9.65	8.57	1.68	57.89	52.14	46.22	32.46	39.29	52.10
Grade 5	19.33	12.30	12.75	48.67	45.90	53.69	32.00	41.80	33.56
Grade 6	7.02	13.92	6.42	57.89	55.70	55.96	35.09	30.38	37.61
Grade 7	13.01	8.11	16.89	40.65	54.05	46.62	46.34	37.84	36.49
Grade 8	9.48	12.73	6.06	57.76	40.00	52.53	32.76	47.27	41.41
All Grades	11.35	11.01	9.82	51.45	49.67	49.87	37.20	39.32	40.31

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.09	4.07	7.14	74.47	73.17	66.43	18.44	22.76	26.43
Grade 4	11.40	7.86	5.88	71.93	77.86	70.59	16.67	14.29	23.53
Grade 5	7.33	11.38	13.42	73.33	66.67	70.47	19.33	21.95	16.11
Grade 6	5.26	6.96	4.59	78.95	78.48	81.65	15.79	14.56	13.76
Grade 7	8.13	7.21	8.78	74.80	77.48	72.97	17.07	15.32	18.24
Grade 8	6.90	16.36	5.05	76.72	63.64	82.83	16.38	20.00	12.12
All Grades	7.65	8.76	7.85	74.93	73.33	73.43	17.41	17.91	18.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.06	6.50	8.57	60.99	56.10	62.14	26.95	37.40	29.29
Grade 4	9.65	11.43	8.40	67.54	58.57	60.50	22.81	30.00	31.09
Grade 5	17.33	8.94	10.07	60.00	60.16	63.09	22.67	30.89	26.85
Grade 6	8.77	13.29	9.17	68.42	67.72	66.97	22.81	18.99	23.85
Grade 7	11.38	10.81	14.86	61.79	63.96	64.86	26.83	25.23	20.27
Grade 8	12.07	11.82	12.12	65.52	66.36	70.71	22.41	21.82	17.17
All Grades	12.14	10.59	10.60	63.72	62.22	64.40	24.14	27.19	25.00

Conclusions based on this data:

1. In the following student groups, it was determined that overall 4th grade had the highest percent not met and 7th was the lowest not met.
2. There was an increase in performance in the area of Reading, Writing and Research/Inquiry for 7th grade and Listening for 5th grade
3. Overall participation of students over the past three years has increased.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	143	127	145	142	124	141	142	124	141	99.3	97.6	97.2
Grade 4	116	144	122	115	143	119	115	143	119	99.1	99.3	97.5
Grade 5	151	126	152	150	121	152	150	121	152	99.3	96.0	100
Grade 6	116	160	109	113	159	109	113	159	109	97.4	99.4	100
Grade 7	125	113	153	124	113	150	124	113	150	99.2	100.0	98
Grade 8	119	111	103	116	110	102	116	110	102	97.5	99.1	99
All Grades	770	781	784	760	770	773	760	770	773	98.7	98.6	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2398.	2398.	2396.	7.75	10.48	9.93	27.46	19.35	22.70	26.06	30.65	21.99	38.73	39.52	45.39
Grade 4	2435.	2433.	2412.	11.30	7.69	5.88	20.87	17.48	15.97	32.17	40.56	31.09	35.65	34.27	47.06
Grade 5	2459.	2445.	2452.	9.33	7.44	7.89	13.33	7.44	11.18	31.33	28.10	29.61	46.00	57.02	51.32
Grade 6	2482.	2495.	2483.	11.50	18.24	8.26	9.73	13.21	15.60	33.63	26.42	32.11	45.13	42.14	44.04
Grade 7	2469.	2468.	2479.	7.26	3.54	5.33	12.10	12.39	16.67	20.16	24.78	27.33	60.48	59.29	50.67
Grade 8	2488.	2487.	2486.	9.48	10.00	5.88	11.21	8.18	10.78	18.10	19.09	17.65	61.21	62.73	65.69
All Grades	N/A	N/A	N/A	9.34	10.00	7.24	16.05	13.25	15.65	26.97	28.70	26.78	47.63	48.05	50.32

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.79	16.94	13.48	49.30	41.94	47.52	35.92	41.13	39.01
Grade 4	13.04	11.89	8.40	51.30	51.05	36.97	35.65	37.06	54.62
Grade 5	8.00	3.31	7.24	52.00	55.37	48.03	40.00	41.32	44.74
Grade 6	6.19	11.32	5.50	46.02	52.83	55.05	47.79	35.85	39.45
Grade 7	7.26	6.19	8.67	45.97	53.98	58.00	46.77	39.82	33.33
Grade 8	8.62	11.82	3.92	50.00	45.45	62.75	41.38	42.73	33.33
All Grades	9.74	10.39	8.15	49.21	50.26	51.10	41.05	39.35	40.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.75	11.29	9.22	62.68	62.90	62.41	29.58	25.81	28.37
Grade 4	13.91	6.99	6.72	51.30	60.14	53.78	34.78	32.87	39.50
Grade 5	9.33	6.61	3.95	55.33	48.76	55.92	35.33	44.63	40.13
Grade 6	11.50	15.09	6.42	58.41	51.57	61.47	30.09	33.33	32.11
Grade 7	8.87	7.08	5.33	58.87	60.18	66.67	32.26	32.74	28.00
Grade 8	9.48	8.18	5.88	52.59	52.73	59.80	37.93	39.09	34.31
All Grades	10.00	9.48	6.21	56.71	55.97	60.16	33.29	34.55	33.64

Conclusions based on this data:

1. Overall, students decreased in the areas of Exceeded and Met, while there was an increase in the 6th grade students with a significant jump in scores.
2. 7th grade students are showing growth in the area of Problem Solving & Modeling/Data Analysis overall, while students in 3rd and 8th grades are demonstrating a need in this area.
3. 60% of our students are at or near standard in math and seen improvement over the last three years.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1421.7	1424.6	1429.3	1437.5	1435.6	1443.3	1384.1	1398.9	1396.6	40	40	39
1	1431.4	1444.7	1432.8	1470.3	1467.5	1445.5	1392.1	1421.4	1419.8	19	33	25
2	1449.3	1445.0	1478.2	1463.0	1454.6	1485.4	1435.0	1434.9	1470.5	26	21	32
3	1476.0	1479.8	1464.2	1484.4	1485.2	1471.2	1467.0	1473.8	1456.6	23	28	22
4	1499.9	1512.9	1487.1	1509.9	1521.2	1490.1	1489.5	1504.0	1483.8	27	23	27
5	1503.4	1513.2	1507.3	1513.5	1519.9	1500.6	1492.8	1506.0	1513.6	28	28	29
6	1521.1	1517.9	1522.4	1524.8	1513.0	1513.4	1516.8	1522.2	1530.7	12	31	26
7	1539.9	1531.4	1513.7	1542.8	1534.6	1505.7	1536.5	1527.5	1521.2	25	14	27
8	1586.4	1563.6	1513.2	1609.4	1574.6	1511.0	1563.1	1552.1	1514.9	19	21	13
All Grades										219	239	240

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.00	17.50	17.95	42.50	27.50	38.46	40.00	32.50	25.64	12.50	22.50	17.95	40	40	39
1	0.00	9.09	0.00	15.79	33.33	36.00	52.63	39.39	44.00	31.58	18.18	20.00	19	33	25
2	7.69	4.76	9.68	38.46	28.57	51.61	23.08	38.10	29.03	30.77	28.57	9.68	26	21	31
3	0.00	7.14	0.00	43.48	32.14	18.18	39.13	39.29	50.00	17.39	21.43	31.82	23	28	22
4	18.52	8.70	11.11	25.93	52.17	22.22	29.63	30.43	44.44	25.93	8.70	22.22	27	23	27
5	7.14	7.14	20.69	28.57	39.29	41.38	46.43	32.14	13.79	17.86	21.43	24.14	28	28	29
6	8.33	12.90	11.54	50.00	38.71	38.46	33.33	32.26	38.46	8.33	16.13	11.54	12	31	26
7	24.00	21.43	11.11	44.00	35.71	29.63	20.00	28.57	37.04	12.00	14.29	22.22	25	14	27
8	42.11	23.81	15.38	36.84	47.62	23.08	15.79	23.81	30.77	5.26	4.76	30.77	19	21	13
All Grades	11.87	12.13	11.30	36.07	36.40	34.73	33.79	33.47	33.89	18.26	17.99	20.08	219	239	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	22.50	27.50	25.64	35.00	25.00	33.33	30.00	27.50	25.64	12.50	20.00	15.38	40	40	39
1	31.58	21.21	16.00	31.58	48.48	24.00	31.58	24.24	44.00	5.26	6.06	16.00	19	33	25
2	11.54	4.76	41.94	53.85	47.62	38.71	23.08	28.57	16.13	11.54	19.05	3.23	26	21	31
3	26.09	39.29	22.73	43.48	25.00	31.82	17.39	21.43	27.27	13.04	14.29	18.18	23	28	22
4	37.04	39.13	25.93	37.04	47.83	44.44	18.52	8.70	14.81	7.41	4.35	14.81	27	23	27
5	25.00	25.00	27.59	57.14	53.57	44.83	3.57	7.14	10.34	14.29	14.29	17.24	28	28	29
6	41.67	32.26	26.92	33.33	48.39	38.46	25.00	9.68	23.08	0.00	9.68	11.54	12	31	26
7	40.00	42.86	22.22	48.00	35.71	29.63	8.00	7.14	29.63	4.00	14.29	18.52	25	14	27
8	63.16	52.38	30.77	31.58	38.10	15.38	0.00	9.52	30.77	5.26	0.00	23.08	19	21	13
All Grades	31.05	30.54	26.78	42.01	40.59	34.73	17.81	17.15	23.85	9.13	11.72	14.64	219	239	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.50	10.00	15.38	27.50	20.00	10.26	45.00	42.50	51.28	25.00	27.50	23.08	40	40	39
1	0.00	3.03	0.00	10.53	27.27	12.00	15.79	21.21	44.00	73.68	48.48	44.00	19	33	25
2	7.69	4.76	3.23	26.92	9.52	58.06	26.92	38.10	16.13	38.46	47.62	22.58	26	21	31
3	0.00	0.00	0.00	0.00	21.43	9.09	65.22	32.14	27.27	34.78	46.43	63.64	23	28	22
4	0.00	0.00	3.70	22.22	26.09	14.81	25.93	52.17	40.74	51.85	21.74	40.74	27	23	27
5	0.00	7.14	6.90	7.14	17.86	10.34	50.00	28.57	51.72	42.86	46.43	31.03	28	28	29
6	0.00	3.23	7.69	16.67	19.35	23.08	58.33	41.94	38.46	25.00	35.48	30.77	12	31	26
7	20.00	7.14	7.41	12.00	14.29	18.52	44.00	42.86	44.44	24.00	35.71	29.63	25	14	27
8	10.53	23.81	0.00	57.89	14.29	15.38	15.79	33.33	46.15	15.79	28.57	38.46	19	21	13
All Grades	4.57	6.28	5.86	20.09	19.67	19.67	38.81	36.40	40.17	36.53	37.66	34.31	219	239	239

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.00	25.00	23.08	62.50	55.00	69.23	7.50	20.00	7.69	40	40	39
1	31.58	39.39	32.00	63.16	54.55	52.00	5.26	6.06	16.00	19	33	25
2	15.38	4.76	32.26	73.08	90.48	58.06	11.54	4.76	9.68	26	21	31
3	21.74	10.71	18.18	60.87	60.71	45.45	17.39	28.57	36.36	23	28	22
4	37.04	26.09	29.63	48.15	60.87	59.26	14.81	13.04	11.11	27	23	27
5	17.86	17.86	24.14	67.86	60.71	51.72	14.29	21.43	24.14	28	28	29
6	16.67	12.90	23.08	58.33	61.29	57.69	25.00	25.81	19.23	12	31	26
7	8.00	7.14	11.11	80.00	85.71	55.56	12.00	7.14	33.33	25	14	27
8	21.05	28.57	15.38	73.68	71.43	53.85	5.26	0.00	30.77	19	21	13
All Grades	22.83	20.50	23.85	65.30	64.02	56.90	11.87	15.48	19.25	219	239	239

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.00	27.50	20.51	75.00	37.50	58.97	15.00	35.00	20.51	40	40	39
1	26.32	18.18	12.00	57.89	72.73	60.00	15.79	9.09	28.00	19	33	25
2	26.92	28.57	38.71	61.54	47.62	58.06	11.54	23.81	3.23	26	21	31
3	60.87	46.43	40.91	26.09	39.29	40.91	13.04	14.29	18.18	23	28	22
4	48.15	56.52	29.63	40.74	39.13	44.44	11.11	4.35	25.93	27	23	27
5	75.00	57.14	55.17	7.14	32.14	27.59	17.86	10.71	17.24	28	28	29
6	75.00	58.06	42.31	25.00	32.26	46.15	0.00	9.68	11.54	12	31	26
7	80.00	71.43	33.33	12.00	14.29	51.85	8.00	14.29	14.81	25	14	27
8	84.21	90.48	46.15	10.53	9.52	30.77	5.26	0.00	23.08	19	21	13
All Grades	49.77	46.86	34.31	38.36	38.49	48.12	11.87	14.64	17.57	219	239	239

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	10.00	12.82	67.50	72.50	69.23	20.00	17.50	17.95	40	40	39
1	5.26	18.18	0.00	10.53	24.24	64.00	84.21	57.58	36.00	19	33	25
2	11.54	4.76	0.00	50.00	38.10	77.42	38.46	57.14	22.58	26	21	31
3	0.00	0.00	0.00	26.09	46.43	27.27	73.91	53.57	72.73	23	28	22
4	0.00	0.00	7.41	44.44	73.91	40.74	55.56	26.09	51.85	27	23	27
5	3.57	7.14	6.90	39.29	42.86	58.62	57.14	50.00	34.48	28	28	29
6	0.00	3.23	3.85	41.67	41.94	50.00	58.33	54.84	46.15	12	31	26
7	24.00	7.14	7.41	36.00	28.57	48.15	40.00	64.29	44.44	25	14	27
8	47.37	23.81	7.69	26.32	19.05	23.08	26.32	57.14	69.23	19	21	13
All Grades	11.42	8.37	5.44	41.10	45.19	54.39	47.49	46.44	40.17	219	239	239

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	15.00	27.50	26.32	55.00	37.50	47.37	30.00	35.00	26.32	40	40	38
1	0.00	6.06	4.00	63.16	60.61	60.00	36.84	33.33	36.00	19	33	25
2	7.69	9.52	9.68	57.69	47.62	77.42	34.62	42.86	12.90	26	21	31
3	8.70	14.29	4.55	78.26	57.14	54.55	13.04	28.57	40.91	23	28	22
4	7.41	21.74	3.70	59.26	65.22	66.67	33.33	13.04	29.63	27	23	27
5	0.00	21.43	13.79	75.00	50.00	58.62	25.00	28.57	27.59	28	28	29
6	8.33	6.45	19.23	83.33	77.42	76.92	8.33	16.13	3.85	12	31	26
7	0.00	14.29	7.41	80.00	57.14	77.78	20.00	28.57	14.81	25	14	27
8	0.00	4.76	0.00	94.74	90.48	76.92	5.26	4.76	23.08	19	21	13
All Grades	5.94	14.64	11.34	69.41	59.00	65.13	24.66	26.36	23.53	219	239	238

Conclusions based on this data:

- Overall, English Learner students have had an increase in Levels 3 and 4 over the past three years.
- 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 11% are scoring in the Well Developed range in the area of Writing on the most current ELPAC assessment.
- Less than half of EL students are scoring in the Well Developed range in the area of Speaking. Reading is the greatest area of need with about 7.7% of students scoring in the Well Developed range.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,255	57.8%	20.3%	0.8%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	255	20.3%
Foster Youth	10	0.8%
Homeless	10	0.8%
Socioeconomically Disadvantaged	726	57.8%
Students with Disabilities	99	7.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	98	7.8%
American Indian	1	0.1%
Asian	117	9.3%
Filipino	45	3.6%
Hispanic	808	64.4%
Two or More Races	35	2.8%
Pacific Islander	2	0.2%
White	129	10.3%

Conclusions based on this data:

1. More than half of our student population, 57.8% are in the socio-economically disadvantaged category.

2. Our school has representation from multiple ethnic groups. Our African American student population has grown the most (7.8%), while our Hispanic population is our majority (64.4%).
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






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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Green</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Orange</div>		

Conclusions based on this data:

- Suspension rates are in the green (medium), contributing to a positive climate.
- English Learners have improved and are now in the orange category.
- 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

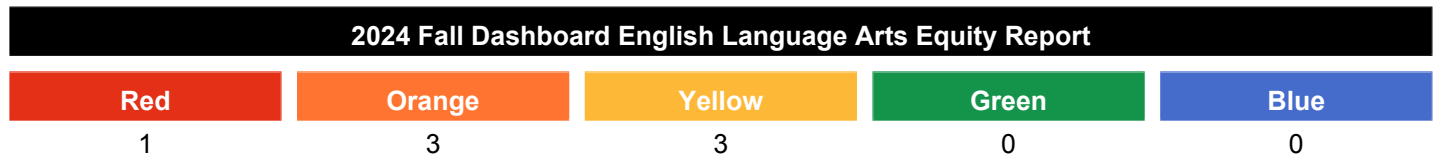
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>44.9 points below standard</div> <div>Maintained 0.3 points</div> <div>733 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>93.4 points below standard</div> <div>Maintained 2.3 points</div> <div>162 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Red</div> <div>132.6 points below standard</div> <div>Declined 9.7 points</div> <div>37 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>65.8 points below standard</div> <div>Increased 37.4 points</div> <div>12 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>62.3 points below standard</div> <div>Increased 4.4 points</div> <div>440 Students</div>

Students with Disabilities  Orange 116.9 points below standard Increased 6.8 points 67 Students	African American  Orange 59.9 points below standard Declined 12.8 points 59 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Yellow 0.0 points below standard Declined 7.0 points 58 Students	Filipino  No Performance Color 25.0 points above standard Declined 37.6 points 29 Students	Hispanic  Yellow 58.1 points below standard Increased 5.9 points 483 Students
Two or More Races  No Performance Color 8.9 points below standard Declined 8.3 points 19 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 22.6 points below standard Declined 26.3 points 73 Students

Conclusions based on this data:

1. In the area of English Language Arts, African American, Students With Disability and White scored in the orange (low) range and they fell at least 42 points below the standard.
2. English Learners and Long Term English Learners scored in the red (very low) range.
3. Hispanic and Filipino populations increased points above the standard.

School and Student Performance Data

Academic Performance Mathematics

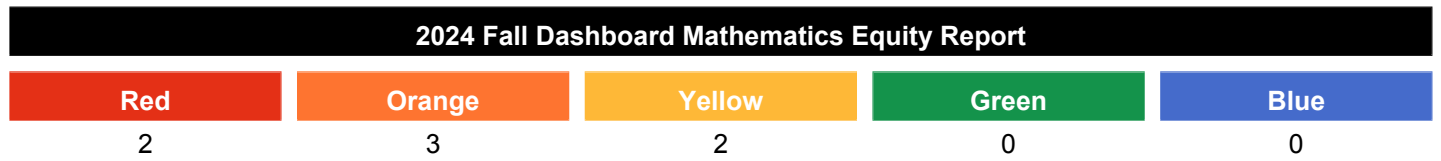
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>71.1 points below standard</div> <div>Declined 4.4 points</div> <div>739 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>110.4 points below standard</div> <div>Maintained 1.0 points</div> <div>168 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Orange</div> <div>163.3 points below standard</div> <div>Increased 7.8 points</div> <div>37 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>93.4 points below standard</div> <div>Increased 42.6 points</div> <div>12 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>91.3 points below standard</div> <div>Maintained 1.7 points</div> <div>446 Students</div>

Students with Disabilities  Red 144.7 points below standard Declined 7.9 points 67 Students	African American  Yellow 79.9 points below standard Increased 11.3 points 59 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Yellow 23.1 points below standard Declined 15.1 points 59 Students	Filipino  No Performance Color 19.9 points above standard Declined 9.4 points 29 Students	Hispanic  Orange 85.7 points below standard Declined 4.8 points 488 Students
Two or More Races  No Performance Color 51.4 points below standard Declined 13.1 points 19 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Orange 41.0 points below standard Declined 4.7 points 73 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 and Students With Disabilities scored substantially lower in comparison to other subgroups.
3. Students with Disabilities, English Learners and Long Term English Learners scored more than 100 points below the standard in Math.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Red
42.6% making progress.	32.3% making progress.
Number Students: 183 Students	Number Students: 31 Students

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

2024 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
25.1%	32.2%	0%	42.6%

Conclusions based on this data:

1. Approximately 43% of English Learners progressed at least one level on the English Proficiency Progress Indicator (ELPAC) assessment, and 0 students maintained the highest level score of a 4.
2. About 32% of students maintained a level 1, 2, or 3 score on the ELPAC assessment.
3. About 25% of students decreased one level on the English Proficiency Progress Indicator (ELPAC) assessment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>25.1% Chronically Absent</div> <div>Declined 7.4</div> <div>1307 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>33.7% Chronically Absent</div> <div>Declined 9.7</div> <div>279 Students</div>	<div>Long-Term English Learners</div> <div> Orange</div> <div>39.5% Chronically Absent</div> <div>Declined 11.7</div> <div>43 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>31.8% Chronically Absent</div> <div>Increased 11.8</div> <div>22 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>66.7% Chronically Absent</div> <div>0</div> <div>18 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>32% Chronically Absent</div> <div>Declined 6.2</div> <div>791 Students</div>

Students with Disabilities  Orange 28.6% Chronically Absent Declined 19.5 119 Students	African American  Orange 25.3% Chronically Absent Declined 11.6 99 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Yellow 13.7% Chronically Absent Declined 13 124 Students	Filipino  Orange 6.5% Chronically Absent Increased 4 46 Students	Hispanic  Yellow 28.7% Chronically Absent Declined 6.2 842 Students
Two or More Races  Yellow 18.2% Chronically Absent Declined 12.5 55 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 22.1% Chronically Absent Declined 4.6 136 Students

Conclusions based on this data:

1. Long Term English Learners had a higher rate of Chronic Absenteeism than our overall student population.
2. Overall our students have had a significant decline (7.4%) in chronic absenteeism.
3. Subgroups that improved (Two or More Races, Hispanic, Asian, English Learners, Socio Economically Disadvantaged) had the biggest decline in chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

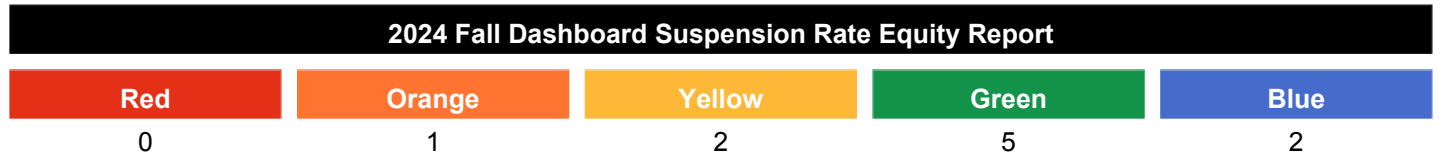
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.4% suspended at least one day</div> <div>Declined 0.4%</div> <div>1337 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>1.4% suspended at least one day</div> <div>Declined 1.6%</div> <div>286 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>Yellow</div> <div>4.4% suspended at least one day</div> <div>Declined 10.2%</div> <div>45 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>4.2% suspended at least one day</div> <div>Increased 4.2%</div> <div>24 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>21 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>2% suspended at least one day</div> <div>Declined 0.7%</div> <div>815 Students</div>

Students with Disabilities  Green 0.8% suspended at least one day Declined 2.2% 130 Students	African American  Orange 4% suspended at least one day Increased 0.6% 101 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Blue 0% suspended at least one day Maintained 0% 130 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 46 Students	Hispanic  Yellow 1.5% suspended at least one day Maintained 0.2% 856 Students
Two or More Races  Green 1.7% suspended at least one day Declined 2.9% 59 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 0.7% suspended at least one day Declined 0.7% 140 Students

Conclusions based on this data:

1. Our suspension rate has decreased and we are performing at a medium performance range (green).
2. African American is 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), Math and on the English Learner Progress Indicator (ELPI). Yellow on Chronic Absenteeism and green for the Suspension Rate.

2023 - 2024 Dashboard data determined that Del Sol maintainex -0.3 overall on CAASPP in the area of English Language Arts, maintaining a low status of 44.9 points below standard with a 71.1 points below standard in math, declining 4.4 points on the CAASPP in Math. In ELA and Math Asian, Hispanic and Socioeconomically Disadvantaged scored in the yellow sub group. Our EL population had remained in the very low sub group (red) in both ELA and Math.

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 attended QTEL training last year. 4th - 8th grade teachers attended training in the previous 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
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	"All Students -44.9 English Learners -93.4 Long-Term English Learners -132.6 Foster Youth -65.8 Homeless -N/A Socioeconomically Disadvantaged - 62.3 Students with Disabilities -116.9 African American -59.9 Asian -N/A Filipino 25 Hispanic -58.1 Native Hawaiian or Pacific Islander - N/A White -22.6 Two or More Races -8.9 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."	"All Students -41.9 English Learners -90.4 Long-Term English Learners -129.6 Foster Youth -62.8 Homeless -N/A Socioeconomically Disadvantaged - 59.3 Students with Disabilities -113.9 African American -56.9 Asian -N/A Filipino 28 Hispanic -55.1 Native Hawaiian or Pacific Islander - N/A White -19.6 Two or More Races -8.6 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	"All Students -71.1 English Learners -110.4 Long-Term English Learners -163.3 Foster Youth -93.4 Homeless -N/A Socioeconomically Disadvantaged - 91.3 Students with Disabilities -144.7 African American -79.9 Asian -23.1 Filipino 19.9 Hispanic -85.7 Native Hawaiian or Pacific Islander - N/A White -41 Two or More Races -51.4 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."	"All Students -68.1 English Learners -107.4 Long-Term English Learners -160.3 Foster Youth -90.4 Homeless -N/A Socioeconomically Disadvantaged - 88.3 Students with Disabilities -141.7 African American -76.9 Asian -20.1 Filipino 22.9 Hispanic -82.7 Native Hawaiian or Pacific Islander - N/A White -38 Two or More Races -48.4 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy."
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	"Current Percentage of English Learners making progress: -135.2% Status Level: ""orange""	"Current Percentage of English Learners making progress: XX% Status Level: ""Color""
P4: English Learner Reclassification Rate during 2024-25 School Year	Percentage of English Learners Reclassified:23	Percentage of English Learners Reclassified:
P8: Other Student Outcomes - NWEA ELA	"Achievement Percentile: All Grades: 37th All Grades (EL): 17th All Grades (Students with Disabilities) 12th Grade 1: 43rd Grade 2: 38th Grade 3: 41st	"Achievement Percentile: All Grades: 41th All Grades (EL): 21th All Grades (Students with Disabilities) 16th Grade 1: 47th Grade 2: 42th Grade 3: 45th

	Grade 4: 31st Grade 5: 25th Grade 6: 43rd	Grade 4: 35th Grade 5: 29th Grade 6: 44th
P8: Other Student Outcomes - NWEA Math	"Achievement Percentile: All Grades: 37th All Grades (EL): *23rd All Grades (Students with Disabilities) 15th Grade 1: 51st Grade 2: 54th Grade 3: 39th Grade 4: 30th Grade 5: 24th Grade 6: 37th	"Achievement Percentile: All Grades: 41th All Grades (EL): 27th All Grades (Students with Disabilities) 19th Grade 1: 55th Grade 2: 58th Grade 3: 43rd Grade 4: 34th Grade 5: 29th Grade 6: 41th

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) 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. Teachers will have opportunities to 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.</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 2025 - 2026 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</p>	All Students, prioritizing English Learners and Students with Disabilities	<p>4,700 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Sub costs for teacher grade level release days</p> <p>395 Title III LEP -- 4203 1000-1999: Certificated Personnel Salaries Parent information Nights- EL Outreach</p> <p>17,132 Title I Basic -- 3010 4000-4999: Books And Supplies Instructional Materials and Supplies for CC planning and implementation</p> <p>176,939 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries 1 FTE Support Teacher Salary, elementary 100%</p> <p>38,153 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries 1 FTE Support Teacher Salary, elementary (split funded)</p>

	<p>information on how to best support their child academically at home, such as Explorer Excellence Day, Back to School Night, Career Day, and a STEAM Showcase 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.</p> <p>G) 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>135,268 Title I Basic -- 3010 1000-1999: Certificated Personnel Salaries 1 FTE Support Teacher Salary, elementary (split funded)</p> <p>102,893 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Full time Library Technician Salary</p> <p>180,584 Title I District -- 500 3010 1000-1999: Certificated Personnel Salaries 1 FTE Support Teacher Salary, elementary 100%</p>
1.2	<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. Elementary admin staff</p>	English Learners	<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>54,264 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries (2) Bilingual Language Tutors Salaries (3 hrs.)</p> <p>1,233 Title I Parent Involvement -- 3010 1902 2000-2999: Classified Personnel Salaries Classified staff extra paid hourly (translation)</p>

	<p>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).</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>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 from the 23-24 school year. The contract will be renewed via a grant. Subs will be provided for release half days with the RCOE Carnegie STEM 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.</p> <p>E) Library techs will provide STEAM-based lessons and activities in the Maker Space during library time.</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>739 LCFF Suppl/Conc -- 0707 5000-5999: Services And Other Operating Expenditures Transportation/Buses to competitions and events</p> <p>750 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.</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>	All Students	<p>1,875. LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Lamination and Poster Maker Supplies</p> <p>3,000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies</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> <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>		Print Shop
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>143,895 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>		
1.7	<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>	All Students, prioritizing English Learners and Students with Disabilities	<p>2000 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>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. Sub costs will be provided 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: 2024-25

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 2024 - 2025 school year, we successfully implemented data analysis and professional development (PD) that aligned with our site goals in the areas of Literacy and small group instruction. Primary teachers, grades TK—3rd, had Quality Teaching for English Learners (QTEL) training. Staff meetings provided mini PD by our EL Facilitator on ELPAC tips, Building Thinking Classrooms, Universal Design for Learning (UDL), Learning with AI for all staff members. In addition several staff members attended professional development opportunities in Behavior Supports in the TK-1 Classroom, Verbal Judo, and Restorative Practices.

Administrators also attended QTEL 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) in both ELPAC and CAASPP study skills and test taking strategies were offered.

Local assessment data shows that students in Kindergarten and Grade 6 show strong growth (CGPs: 59 and 67). These grades are performing at or above expectations compared to their national peers. Grades 2, 3, 4, and 5 show lower-than-expected growth. Grade 2 (CGP: 41) and Grade 3 (CGP: 39) have observed growth below projections, indicating students are not progressing at the expected rate. Grades 4 and 5 (CGPs: 39 and 39) are also showing slower growth, with fewer students meeting their projected targets. Grade 1 is on the borderline (CGP: 57). While students are growing, they are slightly behind national expectations. In addition students in grades 1st, 3rd and 6th showed an increase the most increase with students scoring in the 41st and higher percentile on NWEA in the area of reading, while students in 1st and 2nd showed an increase in the number of students scoring above the 51st percentile on NWEA in the area of math.

The California Dashboard shows that most student subgroups declined overall in ELA and math, however our English Learners maintained at 2.3 points in ELA and -1 point in math. Although sitewide goals in math and English learners were the focus of the 2024 - 2025 school year. An area that needs additional attention is our support for our Students with Disabilities subgroup. Some of the strategies emphasized were reviewing ELPAC scores during parent conferences, rewarding students with a certificate if they achieved reclassification and working with all teachers to provide ELPAC tips during each staff meeting. Based on feedback from previous school years, the GATE program was revamped in the 2023 - 2024 school year, but fall short during the 24-25 school year. 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. We also planned our second annual Multicultural Day where Del Sol families host 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 2024 - 2025 school year. In Action 1.1- AVID, we did not spend money on AVID. Instead, materials and supplies were used to purchase planners and organizers for grades TK-8th. In Action 1.11 - TK/K- funding was not used for subs to support assessment administration. This action will remain but has been consolidated into former Action 1.2 - CC Implementation. In Action 1.1C we moved \$2,940. from materials and supplies for the software license for EdPuzzle. 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. Funding was used towards sub costs for release days for grade level teams.

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 2025 - 2026 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 reduced the number of our Bilingual Tutors from 4 to 2 and this will remain for 2025 - 2026. In 2024 - 2025, TK - 3rd-grade teachers attended QTEL training, and the plan is to have assistant principals and TSA's attend QTEL in the 2025 - 2026 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 year.

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: 100% Source: 2024-25 School Accountability Report Card (SARC)"	"Percentage of facilities meeting ""Good Repair"" status: % Source: 2025-26 School Accountability Report Card (SARC)"
"LCFF Priority 5: School Attendance Rate "	"TK: 85.6 K: 89.2 1: 90 2: 91.2 3: 91.2 4: 91.1 5: 92 6: 91.2 Source: Student Information System P-2 report"	"TK: 86.6 K: 90.2 1: 91 2: 92.2 3: 92.2 4: 92.1 5: 93 6: 92.2 Source: Student Information System P-2 report"

"LCFF Priority 5: Chronic Absenteeism Rate K-8 Only"	"All Students 25.1 English Learners 33.7 Long-Term English Learners 39.5 Foster Youth 31.8 Homeless 66.7 Socioeconomically Disadvantaged 32.0 Students with Disabilities 28.6 African American 25.3 Asian 13.7 Filipino 6.5 Hispanic 28.7 Native Hawaiian or Pacific Islander 0 White 22.1 Two or More Races 18.2 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard"	"All Students 24.1 English Learners 32.7 Long-Term English Learners 38.5 Foster Youth 30.8 Homeless 65.7 Socioeconomically Disadvantaged 31.0 Students with Disabilities 27.6 African American 24.3 Asian 12.7 Filipino 5.5 Hispanic 27.7 Native Hawaiian or Pacific Islander 0 White 21.1 Two or More Races 17.2 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard"
LCFF Priority 6: Pupil Suspension Rate	"All Students 1.4 English Learners 1.4 Long-Term English Learners 4.4 Foster Youth 4.2 Homeless 0 Socioeconomically Disadvantaged 2.0 Students with Disabilities 0.8 African American 4.0 Asian 0 Filipino 0 Hispanic 1.5 Native Hawaiian or Pacific Islander 0 White 0.7 Two or More Races 1.7 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2024 Dashboard"	"All Students 1.1 English Learners 1.1 Long-Term English Learners 4.1 Foster Youth 3.9 Homeless 0 Socioeconomically Disadvantaged 1.7 Students with Disabilities 0.5 African American 3.7 Asian 0 Filipino 0 Hispanic 1.2 Native Hawaiian or Pacific Islander 0 White 0.4 Two or More Races 1.4 Note: N/A indicates that the student group size is less than 11 students. Data for less than 11 students is not reported to protect student privacy. Source: Fall 2025 Dashboard"
LCFF Priority 6: Pupil Expulsion Rate	"All Students: 0 Source: Data Quest 2023-24"	"All Students: 0"
LCFF Priority 6: School Climate Survey: School Safety	"Percent favorable perceptions of student physical and psychological safety at school 47% Source: Panorama Student Survey"	"Percent favorable perceptions of student physical and psychological safety at school 50% Source: Panorama Student Survey"
LCFF Priority 6: School Climate Survey: Sense of Belonging	"Percent favorable of how much students feel they are valued members of the school community. 34% Source: Panorama Student Survey"	"Percent favorable of how much students feel they are valued members of the school community. 37% Source: Panorama Student Survey"

LCFF Priority 6: School Climate Survey: Teacher-Student Relationships	"Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 87% Source: Panorama Student Survey"	"Percent favorable of how strong the social connection is between teachers and students within and beyond the classroom. 90% Source: Panorama Student Survey"
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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	
2.2	<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</p>	<p>All students</p> <p>English Learners</p> <p>Students with Disabilities</p> <p>Students with Multiple Races</p>	<p>200</p> <p>LCFF Suppl/Conc -- 0707</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Classified subs for staff to be compensated the hourly rate for attending meetings</p>

<p>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. 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 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>		
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2.3	<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, Yearbook, 100 Mile Club, and Intramural Sports.</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 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</p>	<p>All students English Learners Students with Disabilities Students with Multiple Races</p>	<p>24710 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Registrar Salary</p> <p>5000 LCFF Suppl/Conc -- 0707 4000-4999: Books And Supplies Student Incentives</p>

	teachers will identify students to target for attendance (Del Sol 6).		
2.4	<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 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 ASB members to help improve school culture and promote positive behavior.</p>	All students	<p>58281 LCFF District -- 500 0707 2000-2999: Classified Personnel Salaries Health Care Aide (HCA) Salary 6 hours</p> <p>77930 LCFF Suppl/Conc -- 0707 1000-1999: Certificated Personnel Salaries Counselor Salary (School funded)</p> <p>77930 LCFF District -- 500 0707 1000-1999: Certificated Personnel Salaries Counselor Salary (District funded)</p> <p>25697 LCFF Suppl/Conc -- 0707 2000-2999: Classified Personnel Salaries Activity Supervisors Salaries (2)</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 weekly raffles to visit the Explorer Room and middle school students will have a student store twice a week. The 5 Star Program will also be used for middle school.</p>		
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Annual Review

SPSA Year Reviewed: 2024-25

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 Filipino reduced chronic absenteeism rates overall. Suspension rates for all subgroups declined except for the African American subgroup which increased .6%. Del Sol had many events and assemblies for students to promote a safe and welcoming environment. Assemblies included a SOAR Expectations Assembly, a Boundaries assembly, Anti-Bullying assembly, and Culture of Kindness 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 and students caught SOARing in grades TK-6 receiving tickets to select items in the SOAR store.

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 2024 - 2025 school year. Less funding was used on student incentives and events. Del Sol continued this year with a full-time Behavior Health Associate, and two Multi-Tiered Systems of Support personnel.

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 2025 -2026 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.

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 2024 - 2025 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
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	"The percentage of parents who responded favorably to the question: ""This school encourages parents to be an active partner with the school in educating my child."" 87.9% Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: ""This school encourages parents to be an active partner with the school in educating my child."" 91% Source: LCAP Parent Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	"The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.).""	"The percentage of staff who responded favorably to the question: ""My school encourages parental involvement (engagement events, volunteerism, etc.).""

	95.2% Source: LCAP Staff Survey Winter 2024-25"	98.2% Source: LCAP Staff Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Parent Survey	"The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. "" 85% Source: LCAP Parent Survey Winter 2024-25"	"The percentage of parents who responded favorably to the question: ""Teachers communicate with parents about what students are expected to learn in class. "" 88% Source: LCAP Parent Survey Winter 2025-26"
LCFF Priority 3: Parent & Family Engagement: LCAP Staff Survey	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress. "" 87.3% Source: LCAP Staff Survey Winter 2024-25"	"The percentage of staff who responded favorably to the question: ""My school effectively communicates with parents/guardians regarding student progress. "" 90.3% Source: LCAP Staff Survey Winter 2025-26"

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	<p>Parent Engagement and Leadership</p> <p>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. 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.</p> <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>750</p> <p>Title III LEP -- 4203</p> <p>2000-2999: Classified Personnel Salaries</p> <p>Hourly, classified (child care and translation)</p>
3.2	Parent Involvement Opportunities		1,000

<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, Career Day, Red Ribbon Week, Multi-cultural Celebration Day, Book Fairs, Band and Choir Concerts, Read Across America, Black History Celebration, and a STEAM Showcase.</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>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</p>		<p>Title I Parent Involvement -- 3010 1902 4000-4999: Books And Supplies Parent Meeting supplies</p> <p>1,000 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>
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	between parents/staff and certificated/classified staff to build healthy partnerships to support our students.		
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Annual Review

SPSA Year Reviewed: 2024-25

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 2024 - 2025 school year, we continued to increase attendance during ELAC meetings by handing 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 STEAM Showcase at the end of May. Parents were invited to host sessions for Multicultural Day 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 were 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 2025 - 2026 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	\$340,363.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,144,269.00
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 (\$)
Title I Basic -- 3010	\$152,400.00
Title I District -- 500 3010	\$180,584.00
Title I Parent Involvement -- 3010 1902	\$2,750.00
Title III LEP -- 4203	\$4,629.00

Subtotal of additional federal funds included for this school: \$340,363.00

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 District -- 500 0707	\$559,938.00
LCFF Suppl/Conc -- 0707	\$239,768.00
LCFF VAPA -- 0763	\$4,200.00

Subtotal of state or local funds included for this school: \$803,906.00

Total of federal, state, and/or local funds for this school: \$1,144,269.00

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	152,400	0.00
Title I Parent Involvement -- 3010 1902	2,750	0.00
Title III LEP -- 4203	4,629	0.00
LCFF Suppl/Conc -- 0707	239,768	0.00
LCFF District -- 500 0707	559,938	0.00
LCFF VAPA -- 0763	4,200	0.00
Title I District -- 500 3010	180,584	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF District -- 500 0707	559,938.00
LCFF Suppl/Conc -- 0707	239,768.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	152,400.00
Title I District -- 500 3010	180,584.00
Title I Parent Involvement -- 3010 1902	2,750.00
Title III LEP -- 4203	4,629.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	841,278.00
2000-2999: Classified Personnel Salaries	269,045.00
4000-4999: Books And Supplies	32,007.00
5000-5999: Services And Other Operating Expenditures	1,939.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	398,764.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	161,174.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	124,283.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	104,871.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	9,875.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	739.00
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	135,268.00
4000-4999: Books And Supplies	Title I Basic -- 3010	17,132.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	180,584.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,750.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	1,000.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	2,379.00
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	Total Expenditures
Goal 1	870,754.00
Goal 2	269,748.00
Goal 3	3,767.00

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
Evelyn English	Principal
Amanda Molina	Classroom Teacher
Jonathan McClure	Classroom Teacher
Kailee Fairchild	Classroom Teacher
Vacancy	Other School Staff
Deshay Slane	Parent or Community Member
Marie Keaney	Parent or Community Member
Rajdeep Kaur	Parent or Community Member
Esmeralda Pulido	Parent or Community Member
Cathy Huynh	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

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 May 19, 2025.

Attested:

Evelyn English

Principal, Evelyn D. English on May 19, 2025

Deshay Slane

SSC Chairperson, Deshay Slane on May 19, 2025

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 as 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/>

Updated by the California Department of Education, October 2023