School Plan for Student Achievement (SPSA) Template

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

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

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

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

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Del Sol Academy
Address	11626 Forsythia Street Jurupa Valley, CA 91752
County-District-School (CDS) Code	33-67090-0136721
Principal	James Wandrie
District Name	Jurupa Unified School District
SPSA Revision Date	May 2022
Schoolsite Council (SSC) Approval Date	May 19, 2022

Local Board Approval Date   June 13, 2022

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

Table of Contents

School Vision and Mission

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

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

Del Sol School Motto:
Learners Today, Leaders Tomorrow

School Profile

Describe The students and community and how school serves them.

The Story

Del Sol Academy is a STEAM school which opened its doors in August, 2018. The school serves approximately 1,150 students, ranging in ages from Transitional Kindergarten to 8th grade. The school's attendance boundary lies within the northwest region of the Jurupa Unified School District. STEAM refers to curriculum and learning experiences which address and enhance students' knowledge and competencies in the areas of science, technology, engineering, art and mathematics. Inquiry and problem based learning, focused on the Next Generation Science Standards (NGSS), foster student ownership of learning, while laying the groundwork for future success in STEAM related college and career endeavors

Based on 2020-2021 data, Del Sol's enrollment was 1,141 students and the school demographics were as follows: 65% Hispanic, 12.6% White, 7.8% Asian, 6% African American, 3.6% Filipino and 2.8% reported being two or more races. English Learners (EL) made-up 18.1% of the student population, 3.9% are Initially Fluent (IF) speakers, and 11.1% are Reclassified Fluent English Speakers (RFEP). 57.49% of the population receive free/reduced lunch, and .7% are foster youth and .6% are homeless youth. Of the student population, 10% receive Specialized Education services. Del Sol is a full inclusion school where all of its Special Education population are being served within the general education setting.

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

SPSA Highlights

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

The SPSA for Del Sol aligns with the LCAP goals of College and Career Readiness; Safe, Orderly, and Inviting Learning Environments; and Student and Community Engagement.
Key features include:
* Continuing development of AVID initiatives to support school-wide implementation.

* Furthering Math practices and refining instruction aligned to California State Standards & focus on conceptual knowledge and rigorous problem solving techniques.
* Continuing development of instructional practices and interventions to support reading and writing.
* Further developing Integrated ELD practices enhanced with academic language structures while providing Designated ELD.
* Continuing development of Positive Behavior Programs (PBIS) as well as social emotional learning (SEL) to support school culture, safety, and positive learning environment.
* Increase implementation of technology and creating activities to enhance learning experiences for students
* Further develop and enhance the STEAM program and curriculum.
* Effectively utilize online resources to provide information to enhance communication and increase student and parent engagement.
* Provide after school extended learning opportunities (ELO) to support students' academic and social emotional learning (SEL) needs.

Review of Performance – Comprehensive Needs Assessment

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

Greatest Progress

Since returning to in-person learning Del Sol demonstrated steady progress in ELA and Math during the 2021-22 school year. However, most grade levels did not meet growth expectations in math and ELA according to NWEA assessment results. The grade levels coming closest to reaching growth goals in reading were second and fifth grades. It's important to note that current growth norms are based on pre-pandemic results. Once updated, the assessment data will tell a more complete picture of student needs.

Del Sol has only administered the CAASPP once, in the Spring of 2019. The COVID pandemic prevented test administrations in 2020 and 2021. As a result, CAASPP data cannot be used at this time to demonstrate academic progress in math, ELA, and science for grades 3-8. Nonetheless, the 2019 data revealed that DSA's overall performance in ELA was 11.5 points below standard compared to the district's overall average of 30.3 points below standard. Asian (+5) and white (+29.4) students performed above standard. Del Sol students overall fared better in ELA compared to math. DSA's overall performance in math was 40.4 points below standard compared to the district's overall average of 66.8 points below standard. The two sub groups that did relatively well in math were Asian (+5 points) and white (-4 points) students.

A positive for DSA during the 21-22 school year was the positive feedback from families regarding communication from the school. The use of Class Dojo, Q communications, and other social media platforms, the school website, and phone calls allowed for our families to obtain important information. In March, many health restrictions were removed allowing for parents greater access to the campus. Limited school events and activities returned and added to the overall school experience. BMX assemblies, book fairs, and after school family events helped the school community feel welcomed and get reacquainted to a greater degree of normalcy.

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

Greatest Needs

Based on NWEA data, DSA's area of greatest need is to focus on reading across all the grade levels. None of the grade levels met growth expectations according to NWEA assessments.

DSA will continue with an emphasis on reading foundational skills, early intervention support with the use of bilingual tutors, and incorporate NWEA assessments to support growth helping all students read by 3rd grade. For mathematics, only grades 4-6 met growth goals. Other grade levels coming close were grades 2-3. As a result, Del Sol will continue to focus on supporting teachers with developing effective math instructional practices and strategies that promote math fluency and developing conceptual understanding of math through the use of manipulatives, pictorial representations, and collaborative learning. Regular math review will provide opportunities for students to be exposed to reteaching and have opportunities to incorporate writing explanations to develop their math reasoning skills.

According to the last CAASPP, students with disabilities (SWD's) represented the sub group with the greatest need. In ELA, SWD's were 99.9 points below standard and in mathematics, 131.6 points below standard. Since the time of this data, inclusive practices have been put into place at Del Sol which have provided greater access to rigor through the general education curriculum. Teachers qualified to teach students with special needs are supporting students in the classroom with this rigor along with support from instructional aides. Research has reflected that implementation of these practices translates into greater success with grade level standards. However, distance learning diminished the level of support that could be provided to students with disabilities due to limitations with technology and the nature of a virtual environment. The creation of virtual breakout rooms for online meetings and a return to in-person instruction will allow for the utilization of co-teaching and small group supports for these students.

Chronic Absences also represent a great need. 12.2% of students at DSA were chronically absent during the 2021-22 school years. Despite returning to in-person instruction, health restrictions prevented families from accessing the campus for the vast majority of the year. With these restrictions removed moving forward, greater parent involvement, meetings, student contracts, and efforts to connect families to child care have helped reduce chronic absenteeism in the past and will continue to be utilized. Addressing these students' reasons for absences will help reduce DSA's chronic absenteeism rates. There is a correlation between attendance and academic success. Therefore, addressing attendance issues will result in improved progress by students in grades 3-8 on the CAASPP in ELA and Mathematics as well as English learners being reclassified fluent English proficient.

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

Performance Gaps

DSA's students with disabilities have the greatest gap versus school-wide performance. As previously noted, during the 2019-2020 school year, DSA has implemented full inclusion for students with special needs. These changes in placement with support from a special education teacher and instructional aide allows for students to spend the majority of their time in the general education environment and receive greater exposure to grade level curriculum. In addition, the use of data and Impact team collaboration between teachers will provide greater differentiation and a focus on formative assessment. The goal is to close the learning gap.

The Gap between school-wide and SWD performance is included below:
ELA
School-wide: -11.5 points below standard
SWD: -99.9 points below standard
Math
School-wide: School: -40.4 points below standard
SWD: -131.6 points below standard

Purpose and Description

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

Schoolwide Program

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	148	153	147
Grade 1	103	135	132
Grade 2	128	125	128
Grade3	100	132	118
Grade 4	97	119	138
Grade 5	116	116	112
Grade 6	96	120	122
Grade 7	119	116	127
Grade 8	84	119	117
Total Enrollment	991	1,135	1,141

Conclusions based on this data:

1. Enrollment increased from 991 students in 2018-19 to 1,141 students in 2020-21.

2. In 2020-21, kindergarten had 147 students, the most amount of any grade level representing 12.8% of the total school population.

3. In 2020-21, 5th grade had 112 students, the least amount of any grade level representing 9.8% of the total school population.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	248	221	207	25.0%	19.5%	18.1%
Fluent English Proficient (FEP)	125	168	172	12.6%	14.8%	15.1%
Reclassified Fluent English Proficient (RFEP)	0	51	18	0.0%	20.6%	8.1%

Conclusions based on this data:

1. The percentage of English learners declined to 18.1% in 2020-21 from 19.5% from the previous year.

2. In 2020-21, 15.1% of students were fluent English proficient.

3. 8.1% of students in 2020-21 were reclassified as attaining fluent English proficiency.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3		104	119		101	0		101	0		97.1	0.0
Grade 4		100	139		99	0		99	0		99	0.0
Grade 5		112	112		111	0		111	0		99.1	0.0
Grade 6		101	126		101	0		101	0		100	0.0
Grade 7		120	129		118	0		118	0		98.3	0.0
Grade 8		85	114		83	0		83	0		97.6	0.0
Grade 11		NA			NA			NA				
All Grades	NA	622	739	NA	613	0	NA	613	0	NA	98.6	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		2413.5			13.86			30.69			28.71			26.73	
Grade 4		2444.5			15.15			25.25			22.22			37.37	
Grade 5		2491.7			14.41			30.63			26.13			28.83	
Grade 6		2523.0			18.81			32.67			23.76			24.75	
Grade 7		2557.7			17.80			40.68			18.64			22.88	
Grade 8		2543.4			8.43			32.53			31.33			27.71	
Grade 11		NA			NA			NA			NA			NA	
All Grades	N/A	N/A	N/A	NA	15.01		NA	32.30		NA	24.80		NA	27.90	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		11.88			56.44			31.68	
Grade 4		20.20			45.45			34.34	
Grade 5		20.72			52.25			27.03	
Grade 6		21.78			41.58			36.63	
Grade 7		19.49			53.39			27.12	
Grade 8		13.25			54.22			32.53	
Grade 11		NA			NA			NA	
All Grades	NA	18.11		NA	50.57		NA	31.32	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		18.81			51.49			29.70	
Grade 4		13.13			53.54			33.33	
Grade 5		19.82			56.76			23.42	
Grade 6		24.75			50.50			24.75	
Grade 7		33.05			49.15			17.80	
Grade 8		13.25			59.04			27.71	
Grade 11		NA			NA			NA	
All Grades	NA	21.04		NA	53.18		NA	25.77	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		12.87			68.32			18.81	
Grade 4		12.12			63.64			24.24	
Grade 5		9.91			67.57			22.52	
Grade 6		10.89			70.30			18.81	
Grade 7		14.41			61.86			23.73	
Grade 8		9.64			66.27			24.10	
Grade 11		NA			NA			NA	
All Grades	NA	11.75		NA	66.23		NA	22.02	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3		16.83			61.39			21.78	
Grade 4		17.17			50.51			32.32	
Grade 5		21.62			56.76			21.62	
Grade 6		28.71			48.51			22.77	
Grade 7		36.44			43.22			20.34	
Grade 8		15.66			60.24			24.10	
Grade 11		NA			NA			NA	
All Grades	NA	23.33		NA	53.02		NA	23.65	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2018-19, 7th grade students achieved the highest percentage of overall achievement with 58.48% of students meeting and exceeding the standards.

2. In 2018-19, 6th grade students achieved the second highest percentage of overall achievement with 51.48% of students meeting and exceeding the standards.

3. In 2018-19, 4th grade students achieved the lowest percentage of overall achievement with 40.4% of students meeting and exceeding the standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	104	119	NA	103	0	NA	103	0	NA	99	0.0
Grade 4	NA	100	139	NA	99	0	NA	99	0	NA	99	0.0
Grade 5	NA	113	112	NA	113	0	NA	113	0	NA	100	0.0
Grade 6	NA	101	126	NA	101	0	NA	101	0	NA	100	0.0
Grade 7	NA	120	129	NA	119	0	NA	119	0	NA	99.2	0.0
Grade 8	NA	85	114	NA	84	0	NA	84	0	NA	98.8	0.0
Grade 11	NA	NA		NA	NA		NA	NA		NA		
All Grades	NA	623	739	NA	619	0	NA	619	0	NA	99.4	0.0

Overall Participation for All Students

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	NA	2410.0		NA	8.74		NA	33.01		NA	24.27		NA	33.98	
Grade 4	NA	2448.2		NA	13.13		NANA	16.16		NA	41.41		NA	29.29	
Grade 5	NA	2484.9		NA	12.39		NA	13.27		NA	38.94		NA	35.40	
Grade 6	NA	2500.8		NA	13.86		NA	23.76		NA	24.75		NA	37.62	
Grade 7	NA	2540.2		NA	23.53		NA	17.65		NA	29.41		NA	29.41	
Grade 8	NA	2507.4		NA	8.33		NA	13.10		NA	28.57		NA	50.00	
Grade 11	NA	NA		NA	NA		NA	NA		NA	NA		NA	NA	
All Grades	N/A	N/A	N/A	NA	13.73		NA	19.55		NA	31.34		NA	35.38	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		18.45			40.78			40.78	
Grade 4		17.17			38.38			44.44	
Grade 5		17.70			31.86			50.44	
Grade 6		21.78			35.64			42.57	
Grade 7		27.73			36.13			36.13	
Grade 8		10.71			30.95			58.33	
Grade 11		NA			NA			NA	
All Grades		19.39			35.70			44.91	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		20.39			42.72			36.89	
Grade 4		17.17			38.38			44.44	
Grade 5		12.39			52.21			35.40	
Grade 6		14.85			39.60			45.54	
Grade 7		24.37			36.97			38.66	
Grade 8		9.52			45.24			45.24	
Grade 11		NA			NA			NA	
All Grades	NA	16.80			42.49		NA	40.71	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3		12.62			51.46			35.92	
Grade 4		18.18			35.35			46.46	
Grade 5		13.27			50.44			36.28	
Grade 6		14.85			45.54			39.60	
Grade 7		25.21			49.58			25.21	
Grade 8		10.71			53.57			35.71	
Grade 11		N/A			N/A			N/A	
All Grades	N/A	16.16		N/A	47.66		N/A	36.19	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall CAASPP scores were 8.59% above the district average, less than a percentage below county results.

2. Third and fourth grade math score dropped significant from the year before (approximately 10% drop). The fourth grade class was small, and had a large percentage of Special Education students.

3. The fourth grade class was small, and had a large percentage of Special Education students.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
ELPAC Summative Assessment Data												

Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	1417.4	1419.4	NA	1431.5	1439.7	NA	1384.3	1371.8	NA	30	26
1	NA	1450.0	1426.2	NA	1466.0	1449.2	NA	1433.4	1402.9	NA	28	29
2	NA	1484.0	1461.0	NA	1495.0	1460.8	NA	1472.5	1460.7	NA	21	24
3	NA	1469.1	1484.1	NA	1470.0	1482.2	NA	1467.8	1485.6	NA	15	29
4	NA	1522.5	1480.7	NA	1523.6	1473.2	NA	1520.8	1487.6	NA	30	26
5	NA	1540.5	1512.7	NA	1542.3	1512.3	NA	1538.3	1512.3	NA	24	12
6	NA	1532.6	1515.5	NA	1531.9	1519.7	NA	1532.8	1510.8	NA	19	26
7	NA	1543.3	1530.3	NA	1545.9	1525.3	NA	1540.0	1534.8	NA	16	23
8	NA	1561.9	1539.6	NA	1575.0	1524.5	NA	1548.5	1554.2	NA	18	16
All Grades	NA			NA			NA			NA	201	211

Table title: ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	6.67	15.38	NA	46.67	26.92	NA	36.67	50.00	NA	10.00	7.69	NA	30	26
1	NA	3.57	3.45	NA	35.71	24.14	NA	53.57	44.83	NA	7.14	27.59	NA	28	29
2	NA	4.76	8.33	NA	47.62	50.00	NA	42.86	25.00	NA	4.76	16.67	NA	21	24
3	NA	0.00	10.34	NA	26.67	31.03	NA	53.33	41.38	NA	20.00	17.24	NA	15	29
4	NA	30.00	0.00	NA	33.33	30.77	NA	26.67	42.31	NA	10.00	26.92	NA	30	26
5	NA	29.17	16.67	NA	54.17	16.67	NA	12.50	50.00	NA	4.17	16.67	NA	24	12
6	NA	15.79	11.54	NA	36.84	34.62	NA	31.58	46.15	NA	15.79	7.69	NA	19	26
7	NA	25.00	8.70	NA	43.75	65.22	NA	18.75	13.04	NA	12.50	13.04	NA	16	23
8	NA	33.33	12.50	NA	22.22	31.25	NA	38.89	50.00	NA	5.56	6.25	NA	18	16
All Grades	NA	16.42	9.00	NA	39.30	35.07	NA	34.83	39.81	NA	9.45	16.11	NA	201	211

Overall Language
Percentage of Students at Each Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	10.00	15.38	NA	43.33	42.31	NA	36.67	30.77	NA	10.00	11.54	NA	30	26
1	NA	21.43	27.59	NA	42.86	31.03	NA	32.14	27.59	NA	3.57	13.79	NA	28	29
2	NA	23.81	12.50	NA	61.90	54.17	NA	9.52	29.17	NA	4.76	4.17	NA	21	24
3	NA	13.33	20.69	NA	53.33	44.83	NA	13.33	24.14	NA	20.00	10.34	NA	15	29
4	NA	43.33	19.23	NA	40.00	34.62	NA	10.00	30.77	NA	6.67	15.38	NA	30	26
5	NA	62.50	33.33	NA	33.33	50.00	NA	0.00	8.33	NA	4.17	8.33	NA	24	12
6	NA	42.11	26.92	NA	31.58	57.69	NA	15.79	7.69	NA	10.53	7.69	NA	19	26
7	NA	37.50	17.39	NA	37.50	65.22	NA	25.00	13.04	NA	0.00	4.35	NA	16	23
8	NA	33.33	18.75	NA	33.33	18.75	NA	27.78	56.25	NA	5.56	6.25	NA	18	16
All Grades	NA	31.84	20.85	NA	41.79	44.55	NA	19.40	25.12	NA	6.97	9.48	NA	201	211

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	3.33	11.54	NA	33.33	15.38	NA	43.33	42.31	NA	20.00	30.77	NA	30	26
1	NA	3.57	0.00	NA	25.00	13.79	NA	35.71	27.59	NA	35.71	58.62	NA	28	29
2	NA	4.76	12.50	NA	33.33	33.33	NA	47.62	25.00	NA	14.29	29.17	NA	21	24
3	NA	0.00	6.90	NA	6.67	24.14	NA	53.33	37.93	NA	40.00	31.03	NA	15	29
4	NA	10.00	3.85	NA	43.33	19.23	NA	26.67	23.08	NA	20.00	53.85	NA	30	26
5	NA	8.33	8.33	NA	25.00	8.33	NA	54.17	50.00	NA	12.50	33.33	NA	24	12
6	NA	10.53	0.00	NA	21.05	19.23	NA	47.37	42.31	NA	21.05	38.46	NA	19	26
7	NA	6.25	8.70	NA	31.25	30.43	NA	43.75	43.48	NA	18.75	17.39	NA	16	23
8	NA	11.11	6.25	NA	22.22	43.75	NA	38.89	37.50	NA	27.78	12.50	NA	18	16
All Grades	NA	6.47	6.16	NA	28.36	22.75	NA	42.29	35.55	NA	22.89	35.55	NA	201	211

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	13.33	15.38	NA	83.33	76.92	NA	3.33	7.69	NA	30	26
1	NA	46.43	27.59	NA	53.57	62.07	NA	0.00	10.34	NA	28	29
2	NA	19.05	12.50	NA	76.19	75.00	NA	4.76	12.50	NA	21	24
3	NA	0.00	20.69	NA	73.33	72.41	NA	26.67	6.90	NA	15	29
4	NA	40.00	23.08	NA	50.00	61.54	NA	10.00	15.38	NA	30	26
5	NA	12.50	8.33	NA	87.50	83.33	NA	0.00	8.33	NA	24	12
6	NA	21.05	3.85	NA	63.16	80.77	NA	15.79	15.38	NA	19	26
7	NA	18.75	13.04	NA	75.00	73.91	NA	6.25	13.04	NA	16	23
8	NA	33.33	12.50		55.56	81.25	NA	11.11	6.25	NA	18	16
All Grades	NA	24.38	16.11	NA	68.16	72.99	NA	7.46	10.90	NA	201	211

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	10.00	19.23	NA	73.33	57.69	NA	16.67	23.08	NA	30	26
1	NA	7.14	13.79	NA	85.71	68.97	NA	7.14	17.24	NA	28	29
2	NA	38.10	16.67	NA	57.14	79.17	NA	4.76	4.17	NA	21	24
3	NA	60.00	34.48	NA	20.00	48.28	NA	20.00	17.24	NA	15	29
4	NA	63.33	15.38	NA	30.00	65.38	NA	6.67	19.23	NA	30	26
5	NA	95.83	58.33	NA	0.00	33.33	NA	4.17	8.33	NA	24	12
6	NA	47.37	57.69	NA	42.11	34.62	NA	10.53	7.69	NA	19	26
7	NA	62.50	47.83	NA	31.25	47.83	NA	6.25	4.35	NA	16	23
8	NA	50.00	20.00	NA	44.44	73.33	NA	5.56	6.67	NA	18	15
All Grades	NA	45.77	30.00	NA	45.27	57.14	NA	8.96	12.86	NA	201	210

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	0.00	3.85	NA	90.00	65.38	NA	10.00	30.77	NA	30	26
1	NA	14.29	6.90	NA	39.29	34.48	NA	46.43	58.62	NA	28	29
2	NA	4.76	20.83	NA	80.95	58.33	NA	14.29	20.83	NA	21	24
3	NA	0.00	3.45	NA	13.33	65.52	NA	86.67	31.03	NA	15	29
4	NA	10.00	3.85	NA	60.00	46.15	NA	30.00	50.00	NA	30	26
5	NA	16.67	8.33	NA	79.17	50.00	NA	4.17	41.67	NA	24	12
6	NA	10.53	3.85	NA	36.84	23.08	NA	52.63	73.08	NA	19	26
7	NA	6.25	8.70	NA	37.50	43.48	NA	56.25	47.83	NA	16	23
8	NA	16.67	31.25	NA	38.89	37.50	NA	44.44	31.25	NA	18	16
All Grades	NA	8.96	9.00	NA	56.72	47.39	NA	34.33	43.60	NA	201	211

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	NA	23.33	34.62	NA	46.67	30.77	NA	30.00	34.62	NA	30	26
1	NA	0.00	0.00	NA	75.00	37.93	NA	25.00	62.07	NA	28	29
2	NA	4.76	12.50	NA	80.95	54.17	NA	14.29	33.33	NA	21	24
3	NA	13.33	17.24	NA	73.33	48.28	NA	13.33	34.48	NA	15	29
4	NA	20.00	3.85	NA	76.67	57.69	NA	3.33	38.46	NA	30	26
5	NA	8.33	8.33	NA	79.17	75.00	NA	12.50	16.67	NA	24	12
6	NA	31.58	0.00	NA	57.89	88.46	NA	10.53	11.54	NA	19	26
7	NA	6.25	8.70	NA	93.75	78.26	NA	0.00	13.04	NA	16	23
8	NA	0.00	6.67	NA	94.44	73.33	NA	5.56	20.00	NA	18	15
All Grades	NA	12.44	10.48	NA	73.63	58.10	NA	13.93	31.43	NA	201	210

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 5th grade with 16.67% and Kindergarten with 15.38% had the highest numbers of students scoring at level 4 overall on the 2020-21 ELPAC.

2. 1st grade with 27.59% and 4th grade with 26.92% had the highest numbers of students scoring at level 1 overall on the 2020-21 ELPAC.

3. 5th grade with 33.33% and 1st grade with 27.59% had the highest numbers of students scoring at level 4 in oral language on the 2020-21 ELPAC.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1141	**57.5**	**18.1**	**0.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	207	18.1
Foster Youth	9	0.8
Homeless	7	0.6
Socioeconomically Disadvantaged	656	57.5
Students with Disabilities	116	10.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	69	6.0
American Indian or Alaska Native	1	0.1
Asian	89	7.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Filipino	42	3.7
Hispanic	742	65.0
Two or More Races	32	2.8
Native Hawaiian or Pacific Islander	3	0.3
White	144	12.6

Conclusions based on this data:

1. English Learners represent 18.1% of the total enrollment for 2020-21.

2. Socioeconomically disadvantaged students represent 57.5% of the total enrollment for 2020-21.

3. Forster youth students represent 0.8% of the total enrollment for 2020-21.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** No Performance Color	**Suspension Rate** No Performance Color
Mathematics No Performance Color		

Conclusions based on this data:

1.   DSA will not have CAASPP performance data until Fall, 2022.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:
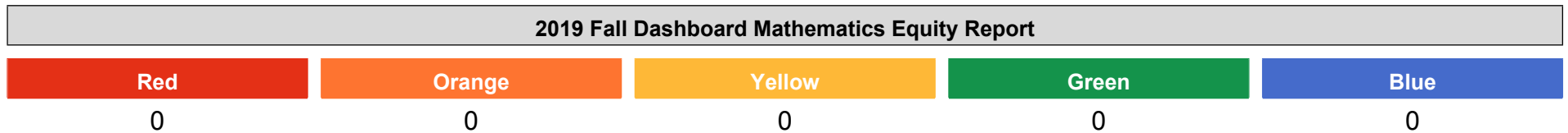
Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
11.5 points below standard	49.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
575	218	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	30.1 points below standard	99.9 points below standard
2	380	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
9.8 points below standard	0 Students	5 points above standard	81.8 points above standard
24		27	20

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
25.8 points below standard	31.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	29.4 points above standard
408	15	3	71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.8 points below standard	2.1 points below standard	9.4 points above standard
110	108	323

Conclusions based on this data:

1. DSA will not have CAASPP ELA performance data until Fall, 2022.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

No Performance Color

40.4 points below standard

576

English Learners

No Performance Color

71.4 points below standard

219

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2

Socioeconomically Disadvantaged

No Performance Color

57.2 points below standard

381

Students with Disabilities

No Performance Color

131.6 points below standard

62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
67.9 points below standard		8.5 points below standard	47.7 points above standard
24		28	20

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
53.9 points below standard	20.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	4 points below standard
408	15	3	71

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.3 points below standard	32.5 points below standard	24.5 points below standard
111	108	323

Conclusions based on this data:

1. DSA will not have CAASPP math performance data until Fall, 2022.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
51.3 making progress towards English language proficiency
Number of EL Students: 158
Performance Level: Medium
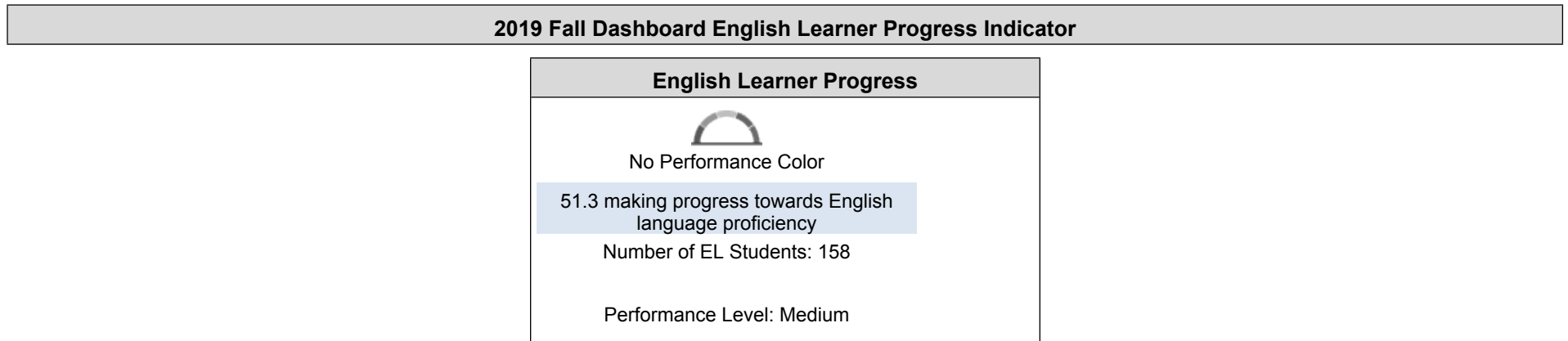
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
17.7	31.0	4.4	46.8

Conclusions based on this data:

1. DSA must continue to provide highly effective strategies during designated ELD and provide integrated ELD throughout all subject areas.

2. English learners will benefit from a focus on positive school attendance, positive behavioral intervention supports, and social emotional learning.

3. Utilizing Impact team strategies with a focus on the English learner subgroup with appropriate for reading throughout the year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

No Performance Color

10.5

1062

English Learners

No Performance Color

10.2

265

Foster Youth

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

10

Socioeconomically Disadvantaged

No Performance Color

13.7

652

Students with Disabilities

No Performance Color

10.5

105

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
21.2	Less than 11 Students - Data Not Displayed for Privacy	5.1	9.7
52	0	59	31

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
10.1	8.1	Less than 11 Students - Data Not Displayed for Privacy	11.1
733	37	6	144

Conclusions based on this data:

1. With 21.2, African American students had the highest chronic absentee rate compared to other subgroups in 2019.

2. With 13.7, Socioeconomically Disadvantaged students had the second highest chronic absentee rate compared to other subgroups in 2019.

3. Hispanic students had the largest number of chronically absent students with 74 out of 733 students (rate of 10.1).

School and Student Performance Data

Conditions & Climate
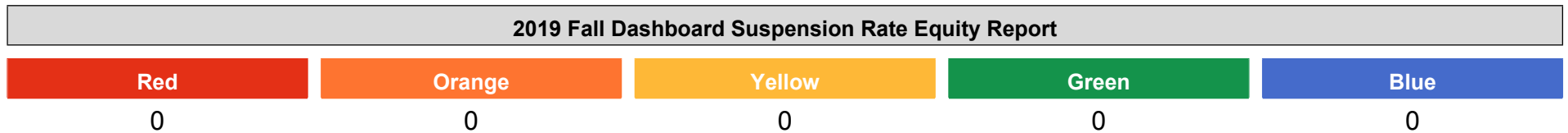## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
5.6	5.9	9.1
1096	271	11

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
12.5	7	5.5
16	674	109
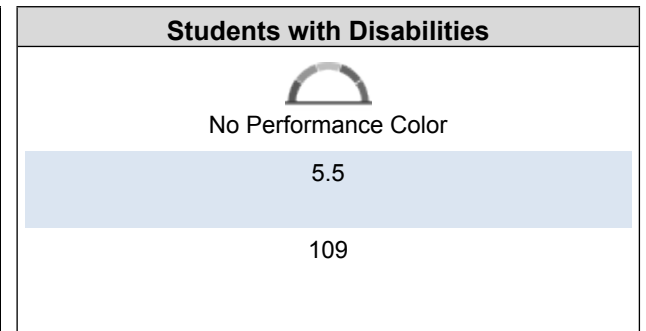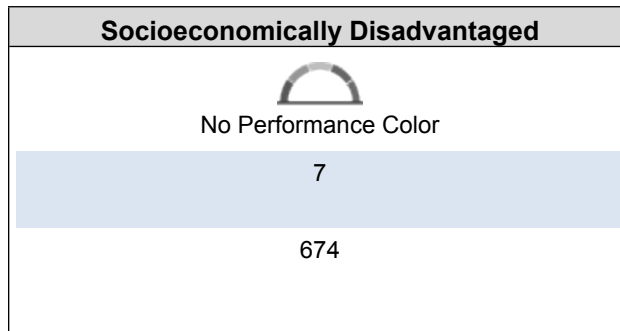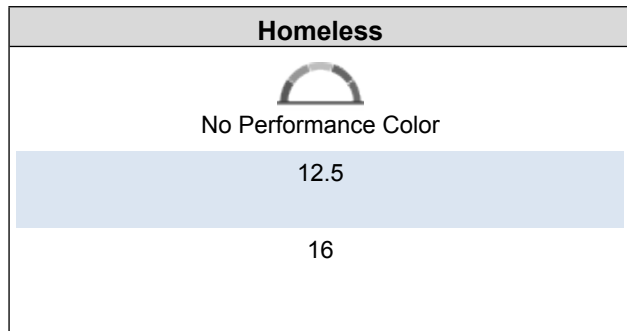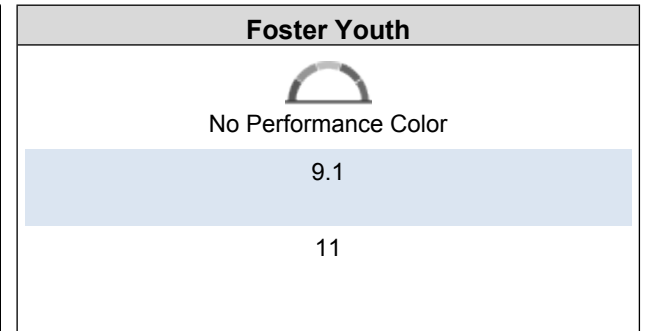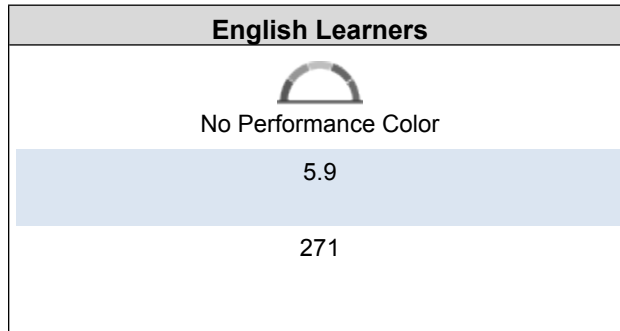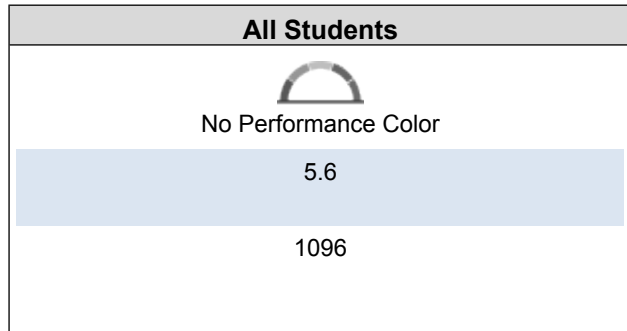
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
12.1		3.3	0
58		60	31

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
5	10.5	Less than 11 Students - Data Not 6	6.2
757	38		146

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
		5.6

Conclusions based on this data:

1. Of the student sub groups, homeless (12.5 rate) and foster youth (9.1) had the highest suspension rates for 2019.

2. The race/ethnic student group with highest suspension rate at 12.1 were the African American students.

3. The race/ethnic student group with lowest suspension rate at 3.3 were the Asian students.

Goals, Strategies, & Proposed Expenditures

Goal 1.0

College and Career Readiness

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

Additional and continued support for SEL training and resources will be needed for students and staff. The baseline for ELA and math NWEA will allow teachers to better prepare for their students and address their academic needs. In addition to the two Reading Intervention Teachers we currently have, DSA added a Math Intervention Teacher to specifically support students to build a strong foundation in number sense and problem-solving. Release time will be provided to staff in order to administer assessments and other benchmarks; our Tech Coordinators to provide support; and for other coordinators such as our Safe School, PBIS, and AVID Coordinators, as well as our Leadership Team. We also plan to expand our capacity to schedule additional SST meetings to address student academic and behavioral needs. Funding for PBIS, AVID, ASB and other student-centered teams will be increased to support a positive school culture and environment celebrating success and addressing areas of need or concern. AVID strategies will continue to remain a focus. Untrained staff will attend AVID Path and/or Summer Institute trainings. Staff will also receive professional development and review WICOR strategies by AVID coaches, lead teachers, and administration. AVID Assessments will be conducted in grades 3-8 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The DSA site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals. Reading support, resources and training will largely center on small group guided reading implementation. Until that goal is met, guided reading intervention will be provided for students in need for grades four through 6 with the objective of having them access grade-level reading material. To support grades 7-8, teachers will use online reading intervention programs to supplement their language arts instruction. Inclusive practices will also be refined and deepened to support students with special needs. These practices include, co-teaching, planning, work modification, small group support, collaboration, and scaffolding to provide access to grade level curriculum.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	CAASPP ELA Actual Progress, Fall 2019 School: -11.5 points below standard; No comparable data SED: -30.1 points below standard; No comparable data EL: -49.4 points below standard; No comparable data	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SWD:- 99.9 points below standard; No comparable data Hispanic: -25.8 points below standard: No comparable data African American: -9.8 points below standard: No comparable data Asian: +5 points above standard: No comparable data White: +29.4 points above standard: No comparable data	
P4 Statewide Assessments - Math Data Dashboard	CAASPP Math Actual Progress, Fall 2019 School: -40.4 points below standard; No comparable data SED: -57.2 points below standard; No comparable data EL: -71.4 points below standard; No comparable data SWD: -131.6 points below standard; No comparable data Hispanic: -53.9 points below standard; No comparable data African American: -9.8 points below standard: No comparable data Asian: +5 points above standard: No comparable data White: -4 points below standard: No comparable data	Due to suspension of the 2020 and 2021 Dashboard, expected outcomes will be established based on Spring 2022 CAASPP administration as reported on Fall 2022 Dashboard.
P4 Statewide Assessments - ELPAC	2020-21 ELPAC Data 9.5% Level 4 (Well Developed) 35.3% Level 3 (Moderately Developed) 37.9% Level 2 (Somewhat Developed) 17.4% Level 1 (Minimally Developed) There are 218 English Learners. Most of DSA's students have either somewhat or moderately developed English Skills as measured on the 2021 ELPAC state assessment.	15% of students at Level 4 - Well Developed 35% of students at Level 3 - Moderately developed Less than 50% of students at Levels 2 & 1 - Somewhat Developed & Beginning Stage

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	2020 - 2021 Dataquest Fluent-English-Proficient Students: 15.1% (172 students) Re-designated FEP Students: 6.8% (15)	Increase percentage of standard proficiency in each grade by 3%.
P8: Other Student Outcomes - NWEA ELA	Spring 2021-22 NWEA Language Arts- Reading Data: K 29% students scored average to high average- Down 25% 1st 24% students scored average to high average- Down by 12% 2nd 32% students scored average to high average-Up by 1% 3rd 34% students scored average to high average- 0% change 4th 34% students scored average to high average- Down by 4% 5th 40% students scored average to high average- 0% change 6th 34% students scored average to high average- Down 14% The majority of our grade levels had a decrease in average to high average percentages except for 2nd grade, which had an increase. 3rd and 5th grade had no change.	Increase percentage of standard proficiency in each grade by 5%.
P8: Other Student Outcomes - NWEA Math	Spring 2021-22 NWEA Math Data: K 36% students scored average to high average- Down 8% 1st 24% students scored average to high average- Down by 19% 2nd 31% students scored average to high average-Down by 6% 3rd 34% students scored average to high average- Down by 6% 4th 34% students scored average to high average- Up by 1% 5th 28% students scored average to high average- 0% change 6th 24% students scored average to high average- Down 6% The majority of our grade levels had a decrease in average to high average percentages except for	Increase percentage of standard proficiency in each grade by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th grade, which had an increase. 5th grade had no change.	
P8: Other Student Outcomes - HMH Reading Inventory for ELA	Due to CAASPP flexibility, a local assessment was used. The Reading Inventory results as CAASPP level equivalents are as follows: Not Met: 35% Nearly Met: 31% Met: 18 % Exceeded: 15% Source: HMH Reading Inventory Assessment, Spring 2021	Increase percentage of standard proficiency for meets & exceeds by 5%.
P8: Other Student Outcomes - MDTP for Math	Due to CAASPP flexibility, a local assessment was used. The MDTP results as CAASPP level equivalents are as follows: Not Met: 37% Nearly Met:22% Met: 17.89% Exceeded: 24% Source: MDTP Assessment, Spring 2021	Increase percentage of standard proficiency for meets & exceeds by 5%.

Planned Strategies/Activities

Action 1.1
AVID Strategies

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
AVID coordinator(s) will do the following: 1) Co-lead revisions to the site AVID plan, 2) Provide training to staff, 3) Assist with collecting AVID evidence and preparing for the site review, 4) Order and distribute AVID materials such as	X All Students	AVID materials: binders, folders, planners, dividers. 4000-4999: Books And Supplies

AVID binders, dividers and planners, 5) present AVID info at SSC, ELAC, and other parent meetings, and 6) Plan, prepare and conduct AVID events like College Kick-off Day.

A) Unless provided by the district, site funds will be used to purchase AVID materials such as binders dividers, highlighters, planners and folders.

B) The AVID team will share and model AVID strategies with staff throughout the year.

C) The principal and AVID site leadership team will work with staff to implement the AVID site plan and certification process. The Coordinator will collect and submit data and evidence required for the certification process.

D) Staff will review AVID methodologies and site plan with parents at Back-to-School Night, SSC, ELAC, SST, IEP, and other parent meetings.

E) Students and staff will participate in College & Career Day and other awareness activities.

F) Site will conduct parent information nights to inform families of a-g requirements, college and career paths, AVID strategies, techniques, philosophies.

H) AVID staff development will be provided, which includes AVID Summer Institutes, PATH, WICOR workshops, etc.

LCFF AVID – 0765
$7,500

AVID PD (AVID PATH, & WICOR workshops)
5800: Professional/Consulting Services And Operating Expenditures
LCFF AVID – 0765
$4500

Parent information Nights- EL Outreach
1000-1999: Certificated Personnel Salaries
Title III LEP -- 4203
$400

Child care for parent outreach nights (EL)
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
$150

Refreshments for parent outreach nights (EL)
4000-4999: Books And Supplies
Title III LEP -- 4203
$300

Action 1.2
CCSS Implementation: Common Core & State Standards

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
Del Sol Academy will design lesson plans and assessments aligned to Common Core Standards, California State Standards (CSS) and Next Generation Science Standards (NGSS). A) Staff will attend district and site trainings.	X All Students	Teacher release time for extended collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $15000 Instructional materials & supplies

B) Teachers will participate in ongoing grade level meetings on minimum days and (site- full day release, half-day and after school), at which they have opportunities to review and discuss effective instructional delivery, administration of formative assessments, and how to integrate STEAM supplemental curriculum.

C) During grade level meetings, teachers will review assessment data to determine student placement in appropriate math classes/clusters, revise assessments, adjust instruction, reteach concepts, and identify additional supports needed to ensure student mastery of the standards.

D) Teachers will provide the district feedback regarding curriculum work and formative assessments.

E) Purchase additional materials and supplies (print, copier, laminator) to support standard based instruction.

F) Purchase digital tools, technology, and resources to support instruction, including supplemental science, math, ELA, PE, etc. instructional materials and supplies (ie: hands on manipulatives, poster boards) to support standard based instruction.

H) Teacher/Administrators will attend training sessions and conferences to support the instructional methodology and implementation of: CA CCSS ELA/Math, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain based strategies, and STEAM curriculum. Teachers will receive ongoing PD support via staff and grade level meetings in order to implement standards based curriculum and site and district initiatives.

4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$31291
Laminating
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$500

Action 1.3
ELD

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**
A) 30 minutes daily of designated ELD instruction will be provided. B) Integrated EL support (i.e. SDAIE strategies) will be provided across content areas.	X Other student group(s) English Learners	Materials & Supplies to Support ELD instruction 4000-4999: Books And Supplies Title III LEP -- 4203

C) EL levels for EL newcomers are determined at the district assessment center.		$1500
		Substitutes to support ELPAC administration
D) When possible, classes are configured to have no more than 2 adjacent EL levels.		1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $5,771
E) Staff will administer the ELPAC to students and use results to assign appropriate supports and instruction to students. Teachers will monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data.		Four BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $48,025
		Four BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $26,292
F) Four Bilingual Language Tutors (BLTs) support EL students by providing lesson reinforcement and reading support in both English and Spanish.		
G) Professional development to support ELD program will be provided. District Language Services staff and on site master teachers will provide ongoing training, model lessons to teachers, give feedback and guidance to the principal, assistant principal, teachers, bilingual language tutors (BLTs) and administrators regarding effective instructional and assessment strategies for ELD, LTELS, and Reclassified Fluent English Proficient (RFEP) students.		
H) During ELAC meetings and parent conferences, teachers will review ELPAC scores, academic growth, and progress towards reaching the redesignation criteria. Teachers will help parents and students develop a plan to improve the students' progress.		
I) Students who make significant gains and attain reclassification will be honored during award assemblies.		
J) Extra supports (ie. tutoring, materials, resources) for long-term English language learners (LTELs).		

Action 1.4
Reading and Writing Support

	X	Modified Action	

Planned Actions/Services	**Students to be served**	**Budget and Source**

Del Sol will have focus on reading and writing across the content areas and across the K-8 grade span, where all teachers integrate reading and writing into learning activities. Special consideration will be given to supporting students with below grade level reading levels.

X	All Students
X	Other student group(s)

A) Del Sol will focus on common reading and writing strategies across the content areas such as Step-Up-To-Writing (SUTW) and K-8 grade span, where all teachers integrate reading and writing into learning activities.

B) Staff will deliver Focused Note Taking (FNT) AVID strategies, participate in FNT rounds.

C) Middle school ELA/Science teachers will deliver lessons which integrate ELA & Science standards.

D) Administrators, teachers and support staff will attend relevant inservices.

E) Teachers, admin and support staff will review student reading assessment scores and identify students who need more support, and adjust groupings.

F) Contact parents of struggling readers to ensure they are aware their student is in need of additional supports. Invite them to Literacy Nights or other parent workshops.

G) Teachers of students grades TK-8 will use supplemental resources such as computer programs to support reading remediation for struggling readers and rigor to advanced readers. Online reading programs will support remote learning. This district will purchase licenses for various on-line tools such as Raz Kids, Paper.co (7-8th grades), etc.

H) JUSD's Literacy Coach and/or site literacy intervention teachers will model conducting effective reading groups in teacher classrooms.

I) JUSD's Literacy Coach and/or site literacy intervention teachers will train teachers, BLTs and instructional aides (IAs) on how to conduct effective reading groups.

J) Del Sol will create a Book Buddy club for students grades 6-8. Student volunteers or Book Buddies will read to younger students grades K-4 at lunch or after school and log time to earn community service hours.

K) Teachers will select AVID WICOR strategies to utilize during the school year such as literacy circles, reciprocal teaching, closed reading activities,

1 FTE Literacy Support Teacher, grades 3-6
1000-1999: Certificated Personnel Salaries
Title I District -- 500 3010
$70,280

1 FTE Literacy Support Teacher, grades 3-6
1000-1999: Certificated Personnel Salaries
LCFF District -- 500 0707
$70,280

1 FTE Literacy Support Teacher, grades K-2
1000-1999: Certificated Personnel Salaries
Title I Basic -- 3010
$149,204

Teacher Hourly to prepare and conduct parent workshops
1000-1999: Certificated Personnel Salaries
Title I Parent Involvement -- 3010 1902
$1,484

and Socratic Seminar. Teachers will agree to frequency of use in the classroom so strategies become ingrained in instruction and learning.

L) Site literacy intervention teachers will provide individual and small group reading instruction/support to struggling readers.

Action 1.5
STEAM Curriculum

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
Del Sol will offer a variety of STEAM elective curriculum and activities, including MESA curriculum for 6-8th grade students. Students in grades TK-5 will participate in a variety of STEAM activities including LEGO Robotics and Bee Bot Robotics. Funds will provide: • Teachers with release time for training and planning. • Conference/training fees and related costs. • Fund site STEAM challenges/competitions, grades TK-8. • Transportation costs to competitions, such as UCR's MESA day at UCR. • Materials, equipment,supplies, copies or any other items necessary to conduct the classes/STEAM activities.	X Other student group(s) Grades 6-8	STEAM Supplies & Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4,000 Site MESA Coordinator stipend 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1500 Transportation/Buses to competitions and events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1,000 Site Lego Coordinator: Hourly time card to total listed amount. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000

Action 1.6
Extended Day Learning Opportunities

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A) The district will continue to fund Del Sol's after school extended learning opportunities (ELO) program for students in need of academic support (math, SEL, ELL and reading intervention). B) Before & after school activities/clubs will promote the arts (theatre, art, choir, etc.)	X All Students	

Action 1.7
Art, Music, and Choir

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A) Del Sol will provide opportunities for students (grades TK-8) to participate in music and choir lessons/activities during and outside the school day. A full time band/choir teacher will be supported with VAPA funds, to provide instrumental music, middle school band, and choir to students.	X All Students	Music Teacher Salery 1000-1999: Certificated Personnel Salaries LCFF VAPA -- 0763 $87,951 Materials and supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 $4200

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

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
Del Sol will implement support for student who struggle academically, socially and/or emotionally. A) Administrators, SST Coordinators, teachers, Education Specialists, and support staff will meet on a regular basis to review students' academic	X All Students	Teacher release time to attend SST meetings. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $8000

progress utilizing data such as grades, state assessment results, ELPAC scores, district assessment results, attendance records, behavior/citizenship logs, and staff/parents feedback.

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

C) Site funds will support adding more SST coordinators to support the increased number of referrals for students needing academic and behavioral interventions.

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

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

F) To address the increase in SST referrals, 1-2 SST coordinators will be added to support additional SST meetings.

Books & Resources (MTSS)
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
$4000

Stipend to add 2 additional SST coordinators
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
$1720

Action 1.9
Library & Media Support

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A) A full time library/Media technician will be available to assist students and staff with tech needs, Chromebooks, books, STEAM projects, research, associated orders and repairs, maintaining the library, providing supplemental materials for instruction, and other need B) Materials for library maintenance and to purchase books to complete reading series. C) The district provides a library assistant to support check-out materials and care for (ie. Chromebooks, books).	X All Students	Library & Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $80,294 Materials/Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5000

D) Additional library books to engage a wider range of student interests and grade levels.		

Action 1.10
Inclusion Support

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
The planned actions for Full Inclusion include: A) Continued professional development for general education teachers, educational specialists, and paraprofessionals. B) If budget allows, release time for teachers to collaborate and plan for the support and success for all students. C) Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).	X Other student group(s) Students with Disabilities	Subs to provide teacher release time for collaboration & training. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,711 Subs to provide teacher release time for collaboration & training. 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $4000 Conference/PD Fees 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2000

Action 1.11
Preschool Transitional Plan

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A) Summer Pre-School and Pre-K Transition Activities:	X Other student group(s) Preschool/Head Start	Hourly rate for teachers who present at parent meeting. (6 teachers two hours each) 1000-1999: Certificated Personnel Salaries

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

LCFF Suppl/Conc -- 0707
$500

Subs for screening tests
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
$1,500

Action 1.12
Math supplemental supports

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A) The district will purchase licenses for such programs as ALEKS math to support 7-8th grade students. B) A math intervention teacher will push into classrooms and provide math support for students in grades 1-5. C) Middle school math support electives will be available for students struggling in math.		

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need from the Annual Evaluation and Needs Assessment:

The need for additional support to help address students' social emotional needs will help alleviate stress for staff and students and provide much needed support academically. The need for SEL support and resources, as well as additional academic support will continue to be essential. Continued training in the areas of SEL/trauma and how to work with students in academic and social settings will provide staff members the support needed to deal with sensitive issues and better support our students and their families. More specifically, mini lessons addressing behavior skills and expectations will be shared with staff early on. Behavioral, academic, and attendance incentives and award ceremonies will return to normal next year - with this we may find an increase of student engagement and parental involvement.

Del Sol will continue to implement supports so students can learn to problem solve, effectively communicate, collaborate, develop critical thinking skills, create personal goals, take ownership for their learning, and understand how to better access the curriculum. The BSEL coordinators, school psychologist and counselor will support the development of these activities. The leadership team received training on trauma informed principles and strategies, which was shared with grade levels during the year. This content will continue to guide training provided to staff to fully implement SEL supports for our students.

Our BSEL coordinators and administration will continue to review and improve current PBIS practices and systems to improve student behavior outcomes and meet their needs. The proposed system will build in a network of influential staff members on staff to support students and establish a check-in system to motivate and coach them to make the necessary behavior corrections. Incentives will accompany these systems and serve as reinforcement for growth in making positive behavior choices.

The parent/student handbook and the supervisor handbook will be reviewed to include information on how to handle both medical and behavior situations and to address changes in rules and procedures.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P1: School facilities are maintained in good repair	DSA school facility report indicates 100% Good or Better on FIT reports (2021-22 FIT Reports)	All school facility will be maintained as expected.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: School Attendance Rates (Semester 1 Q SIS)	Attendance rate at 88.12%	Increase attendance rate above 90%
P5: Chronic Absenteeism Rate (2020-21 Data Quest)	Chronic Absentee rate of 12.2% 21.8% African American * % American Indian or Alaska Native 5.5% Asian 0.0% Filipino 14.0% Hispanic or Latino * % Pacific Islander 5.5% White 9.4% Two or More Races 5.3% Not Reported	Decrease Chronic Absentee rate to below 10%
P5: Middle School dropout rates	Middle School dropout rate: 0.8%	Decrease middle school dropout rate to below 0.5%
P6: Pupil suspension rate	Pupil suspension rate of 0.0% (2020-21) 0.0% African American 0.0% American Indian or Alaska Native 0.0% Asian 0.0% Filipino 0.0% Hispanic or Latino 0.0% Pacific Islander 0.0% White 0.0% Two or More Races	Keep suspension rates below 10%
P6: Pupil expulsion rate	Pupil expulsion rate of 0.0% (2020-21) 0.0% African American 0.0% American Indian or Alaska Native 0.0% Asian 0.0% Filipino 0.0% Hispanic or Latino 0.0% Pacific Islander 0.0% White 0.0% Two or More Races	Keep suspension rates below 1.0%
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Student Survey, Spring 2022: "How often do you worry about violence at your school?"	Increase rate to 55% for responses of "Almost Never" or "Once in a while"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	49% responded "Almost Never" or "Once in a while"	
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Teacher Survey, Spring 2022: "For students who need extra support, how difficult is it for them to get the support that they need?" 47% responded "Not at all difficult" or "Slightly difficult"	Increase rate to 55% for responses of "Not at all difficult" or "Slightly difficult"
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Parent/Family Survey, Spring 2022: "How well do you feel like this school or district is currently doing in the following area: Diversity and inclusion of all students?" 52% responded "Quite Well" or "Extremely Well"	Increase rate to 55% for responses of "Quite Well" or "Extremely Well"

Planned Strategies/Activities

Action 2.1
2.1 School Safety Coordination

	X Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
The principal shall select certificated staff members to serve as Safe School's Site Coordinators, who assists with 1) Developing, implementing and revising the School Safety Plan, 2) Establishing a site School Safety Committee, 3) Conducting School Safety Committee meetings, 4) Facilitating and coordinating school safety drills, 5) Assembling and disseminating all required emergency response information packets, materials & equipment, 6) Communicating procedures and protocols to staff,community and parents.	X All Students	Emergency response supplies, paper, copies, plastic sleeves, buckets, water, snacks, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $600

A)The principal, assistant principal and School Safety Coordinator will develop a school safety plan, with emergency drills. Administration will invite representatives of the fire and sheriff's department to walk the facility and give input to the plan. Classified staff, certificated staff, and parent representatives will review the plan during the summer and provide feedback. The plan will be revised and presented to staff before students return in August.

B) School staff will review the plan with students the first week of school and conduct drills. Staff will evaluate drill effectiveness and revise plan as necessary. Information will be sent to parents/guardians ahead of time so they are informed of emergency procedures and may dialog with their children.

C) Purchase equipment as necessary and essential for campus security, disaster drills and disaster preparedness to ensure student safety.

Action 2.2
2.2 Common Sense Media

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A) Staff and students will participate in Common Sense Media K-8 Digital Citizenship curriculum, comprised of lessons designed to teach students to think critically, behave safely, and participate responsibly in our digital world. Lesson topics include staying safe online, cyber-bullying, protecting your identity, scams and schemes, strategic searching, and copyright use. • Site Technology Coordinator will attend related district sponsored training and develop the site technology plan. • Review of lessons during faculty meetings • Post lessons and links on Del Sol PowerSchool page • Teachers conduct lessons in class and during advisory periods • Teachers review and debrief lesson effectiveness during grade level and site meetings.	X All Students	

Action 2.3
2.3 Behavior Social & Emotional Learning (BSEL)

	X	Modified Action	

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

H) The BSEL Committee will meet monthly or as needed to discuss issues/concerns, review discipline data, revise PBIS plan, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for good behavior/citizenship. Classified and certificated staff will be compensated the hourly rate for attending meetings outside of their work schedule.

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

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

K) Staff will receive SEL PD and strategies to support positive student behavior outcomes.

Action 2.4
Student Engagement

	X	Unchanged Action	

Planned Actions/Services	Students to be served	Budget and Source
A) 3 additional hours for the registrar position increasing total to 7 hours to support the office and Del Sol's unorganized Associated Student Body (ASB) with cash handling and deposits to support ASB fundraising. ASB in turn will help promote and create a unique secondary experience for students in grades 7-8. LCFF funds will cover 2 hours and site discretionary funds will cover 1 hour of the total 3 hours being added to the position. B) ASB will plan, organize school events and activities to mainly support 7-8th grades. They will also support school wide events and activities and help create and promote a positive school culture. Student leadership development will be a key area of focus. In addition to meeting during advisory, ASB students will be able to meet after school during ELO to conduct business and plan and coordinate for school events/activities.	X All Students	Additional Registrar Hours (Site LCFF will cover 2 hours) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $17000 Student Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $10,000

C) Incentives to support and promote positive student behavior outcomes (weekly raffles for prize room, student store, special assemblies, etc.

Action 2.5
Safe and Healthy Environment

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A) LCAP fund provide additional hours for campus supervision throughout the day, which is necessitated by the school's growing population, and activities throughout campus: B) Health Office visits for this school year: C) A full time guidance counselor supports positive student behaviors and helps reduce suspensions, conducts threat assessments. The cost for the counselor is split evenly between site and district funding. D) Administration will conduct up to 6 meetings with campus & activity supervisors to provide PD and supports and discuss and address safety issues on campus. E) Students and staff will wear Lanyards/ID badges. F) As needed, provide additional classified substitutes to provide additional supervision before school, during school after school and at special events (as needed). G) Compensation for activity supervisors in the event they're needed beyond their scheduled hours (ie. inclement weather days)	X All Students	Heath Care Aide (HCA) 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $15,314 Half-Time Counselor (School funded) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $58,836 Half-Time Counselor (District funded) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $58,836 Hourly rate for classified staff for safety coverage. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $2000 Supervisor Meetings (up to six for the year) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000

Goals, Strategies, & Proposed Expenditures

Goal 3.0

Parent, Student and Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities: P3 and P6

Identified Need from the Annual Evaluation and Needs Assessment:

Depending on the status of Distance Learning vs. In-person instruction, virtual options to attend meetings for various parent groups will be incorporated to allow greater access to families unable to attend in-person. In addition, the shift to later meetings may also contribute to greater engagement from parents. Safety precautions will need to be added should in-person events be allowed.

New weekly, monthly and trimester incentive programs to promote academic effort, AVID participation, attendance & engagement, and positive behavior outcomes will be incorporated. Along with the 100 Mile Club, intramural sports will be added to support student engagement and promote an active and healthy life-style.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...community partnerships?" 67% responded "Extremely Important" or "Quite Important"	Increase rate above 75% for responses of "Extremely Important" or "Quite Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Parent/Family Survey, Spring 2022: "For this school or district to be successful over the next three years, how important is it for us to focus on...Student activities and extracurricular activities?"	Increase rate above 50% for responses of "Extremely Important" or "Quite Important"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	33% responded "Extremely Important" or "Quite Important"	
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey, Spring 2022: "On most days, how enthusiastic are the students about being at school?" 60 % responded "Quite Enthusiastic" or "Extremely Important"	Increase rate above 70% for responses of "Quite Enthusiastic" or "Extremely Important"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey, Spring 2022: "Overall, how much do you feel like you belong at your school?" 65 % responded "Belong quite a bit" or "Completely belong"	Increase rate above 75% for responses of "Belong quite a bit" or "Completely belong"

Planned Strategies/Activities

Action 3.1
Parent Engagement and Leadership

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A) Increase parent involvement in school/district advisory committees 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, district technology, school website, and marquee. When necessary these meetings will take place in a virtual environment. B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.	X All Students	Hourly, classified (child care) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $944 Refreshments & snacks 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $400 Translator(s) 2000-2999: Classified Personnel Salaries

			Title III LEP -- 4203 $300 Printed materials 4000-4999: Books And Supplies Title III LEP -- 4203 $300

Action 3.2
Parent Involvement Opportunities

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A) Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as 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 on a timely manner. B) The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, Fall Festival, Book Fairs, AVID workshops, & STEAM events.	X All Students	Refreshments food for student meetings 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $852 Refreshments food for student meetings (ELAC) 4000-4999: Books And Supplies Title III LEP -- 4203 $1000

Action 3.3
Parent Communication and Connectivity

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A) Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. School will provide a parent station to ensure all parents have access to parent connect and other district resources.	X All Students	Clerical-Overtime 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $500

B) Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo, and flyers sent home.

C) Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.

Action 3.4

Community Involvement and Student Transition

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
Del Sol believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Del Sol employs the following: A) Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Del Sol staff members assist in facilitating written communication in both English and Spanish. B) Parent/Student/Teacher Compacts are signed each year. C) Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. Home visits are provided if necessary. D) Parents are encouraged to be a part of SSC, ELAC and/ or PTA. E) Parents are provided the opportunity to participate in district parenting classes or community events that will assist their children in learning the standards. F) In preparation and readiness for the beginning and ending of the academic school year, Peralta students and parents will be given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures.	X All Students	Certificates, awards, refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,500 Refreshments 4000-4999: Books And Supplies Title III LEP -- 4203 $1000

G) Parents will be invited to attend grade-level, AVID parent workshops, STEAM family nights to learn ways to provide academic support for their child at home.

H) Transitional Kindergarten parents, Kindergarten parents and students will be given the opportunity to attend Back-to-School Night/Readiness Orientation to familiarize themselves with the Kindergarten program.

I) Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom.

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

Action 3.5

3.5 Involvement of staff, parents and community

	X	Modified Action	

Planned Actions/Services	Students to be served	Budget and Source
A) Teachers will hold meetings with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back-to-School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication will go out to parents via district communication systems and school's social media platforms, website, telephone calls and the marquee. B) Our parent involvement opportunities include School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences, Read	X All Students	Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $250 Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $300 Translation Services 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $500

Across America, STEAM family nights. We plan to build on these opportunities in the coming year.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 1

College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - ELA Distance from Standard (DFS)	CAASPP ELA Actual Progress will not be available to review in Fall 2021. Testing for Spring 2021 cancelled due to COVID-19 school closure. NO CURRENT DATA FOR 2021 DUE TO COVID-19 PANDEMIC. Goals will be based and measured with the next administration of the CAASPP. PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN-PERSON INSTRUCTION/2022 TESTING - Del Sol focus on making the following expected outcomes: School-wide increase of +3 point; Student groups increase of +5	Maintain use of 2019 CAASPP Data Dashboard
P4: Statewide Assessment - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)	CAASPP Math Actual Progress will not be available to review in Fall of 2021. Testing for Spring 2021 cancelled due to COVID-19 school closure. NO CURRENT DATA FOR 2021 DUE TO COVID-19 PANDEMIC. Goals will be based and measured with the next administration of the CAASPP. PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN-PERSON	Maintain use of 2019 CAASPP Data Dashboard

Metric/Indicator	Expected Outcomes	Actual Outcomes
	INSTRUCTION/2022 TESTING - Del Sol focus on making the following expected outcomes: School-wide increase of +3 point; Student groups increase of +5	
P4: Percentage of English Learner pupils who make progress towards English proficiency as measured by ELPAC on CASDB through English Learner Progress Indicator (ELPI)	PENDING THE BASELINE DATA ESTABLISHED WITH RETURN TO IN-PERSON INSTRUCTION/2022 TESTING - Camino Real will continue with the following expected outcomes: English Learner actual progress will be recorded in summer of 2021. School-wide goal is to have EL students maintain or increase their ELPI level while decreasing the percentage of students in ELPI. An overall goal is set for an 3% increase for those students maintaining an ELPI level of 4 or progressing at least one ELPI level.	2020-21 ELPAC Data 9.5% Level 4 (Well Developed) 35.3% Level 3 (Moderately Developed) 37.9% Level 2 (Somewhat Developed) 17.4% Level 1 (Minimally Developed) There are 218 English Learners. Most of DSA's students have either somewhat or moderately developed English Skills as measured on the 2021 ELPAC state assessment.
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	Reclassified students 18-19 = 0 students Reclassified students 19-20 = 51 students Reclassified students 20-21 = Goal is to increase the number of students reclassified annually by 10%. Reclassified students 21-22 expected outcome: English Learners will increase the number of students reclassified annually by 10%. Maintain or increase CALPADS/Data Quest census data.	2020 - 2021 Dataquest Fluent-English-Proficient Students: 15.1% (172 students) Re-designated FEP Students: 6.8% (15)
P8 Other student outcomes-NWEA Reading in place of CAASPP	NO CURRENT DATA FOR 2021 DUE TO SCHOOL COVID-19 PANDEMIC. Resuming administration of CAASPP ELA, a new baseline will be set and monitored. Goals will be based and measured with the next test administration to include:	DSA School Results: Fall 2021-22 NWEA Language Arts- Reading Data: K 54% students scored average to high average 1st 36% students scored average to high average 2nd 31% students scored average to high average 3rd 34% students scored average to high average 4th 38% students scored average to high average 5th 40% students scored average to high average 6th 48% students scored average to high average

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Goal - to increase the total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%.	The students in Kindergarten have at least half of their students at the Average or above range. Spring 2021-22 NWEA Language Arts- Reading Data: K 29% students scored average to high average-Down 25% 1st 24% students scored average to high average-Down by 12% 2nd 32% students scored average to high average-Up by 1% 3rd 34% students scored average to high average-0% change 4th 34% students scored average to high average-Down by 4% 5th 40% students scored average to high average-0% change 6th 34% students scored average to high average-Down 14% The majority of our grade levels had a decrease in average to high average percentages except for 2nd grade, which had an increase. 3rd and 5th grade had no change.
P8 Other student outcomes-NWEA Math in place of CAASPP	NO CURRENT DATA FOR 2021 DUE TO SCHOOL COVID-19 PANDEMIC. Resuming administration of CAASPP Math, a new baseline will be set and monitored. Goals will be based and measured with the next test administration to include: Goal - to increase the total Near or Above Standard by 2% and decrease the percentage of students not meeting the standard by 2%.	Fall 2021-22 NWEA Math Data: K 44% students scored average to high average 1st 43% students scored average to high average 2nd 37% students scored average to high average 3rd 40% students scored average to high average 4th 33% students scored average to high average 5th 28% students scored average to high average 6th 30% students scored average to high average The students in All grade levels are below the Average in Mathematics standards as assessed on the NWEA assessment. Spring 2021-22 NWEA Math Data: K 36% students scored average to high average-Down 8% 1st 24% students scored average to high average-Down by 19% 2nd 31% students scored average to high average-Down by 6%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		3rd 34% students scored average to high average- Down by 6% 4th 34% students scored average to high average- Up by 1% 5th 28% students scored average to high average- 0% change 6th 24% students scored average to high average- Down 6% The majority of our grade levels had a decrease in average to high average percentages except for 4th grade, which had an increase. 5th grade had no change.
P8 Other student outcomes- Istation Math & ALEKS Math	Increase percentage of standard proficiency in each grade by 5%.	The use of Istation was discontinued by the district for 2021-22.
P8 Other student outcomes- MDTP Math 6th & 8th grades	2021 - 2022 Expected outcome: The results of the 2020 - 2021 Read 180 Diagnostic Test will give 6-8th grade teachers a baseline on the progress of their students in regards to the 6-8th grade ELA standards.	6th grade: Assessment of Preparedness for 7th Grade Math Data Analysis & Statistics: 35% Decimals & Percents; Absolute Value: 45% Fractions, including Applications: 45% Geometric Measurement & Coordinate Geometry: 45% Integers: 60% Literals & Equations: 50% Proportions: 50% 7th grade: Assessment of Preparedness for 8th Grade Math Data Analysis & Probability & Statistics: 60% Decimals & Percents; Absolute Value: 60% Fractions, including Applications: 60% Geometric Measurement & Coordinate Geometry: 55% Integers: 70% Literals & Equations: 55% Proportional Reasoning: 55% 8th graders-Algebra 1/Integrated Math Readiness Data Analysis & Probability & Statistics: 60% Decimals, including Applications; Percents; Absolute Value: 65% Exponents & Square Roots; Scientific Notation: 70%

Metric/Indicator	Expected Outcomes	Actual Outcomes
		Fractions, including Applications: 55% Functions & their Representations: 60% Geometric Measurement & Coordinate Geometry: 50% Integers: 70% Linear Equation & Inequalities: 60%
P8: Other student outcomes - I-Station	2021 - 2022 Expected outcome: The results of the 2020 - 2021 I-Station in ELA and Math will be used as a baseline for planning in these two areas. Targeted guided reading intervention will be provided with a goal to increase literacy achievement and engage students in accelerated learning.	I-station was discontinuted.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 AVID Strategies AVID coordinator will do the following: 1) Co-lead revisions to the site AVID plan, 2) Provides training to staff, 3) Assist with collecting AVID evidence and preparing for the site review, 4) Order and distributes AVID materials such as AVID binders, dividers and planners, and 5) Plan, prepare and conduct AVID events like College Kick-off Day. A) Unless provided by the district, site funds will be used to purchase AVID materials such as binders dividers, highlighters, planners and folders. B) The AVID team will share and model AVID strategies with staff throughout the year.	1.1 AVID Strategies AVID site team made revisions to the site plan to account for a return to in-person schooling. Coordinators collected AVID evidence to support AVID certification requirements. Support and guidance was provided to staff on AVID strategies. AVID supplies and materials were purchased by the district. Students received binders, dividers, and planners, etc. A college Kick-off event was held in October. A) The district purchased AVID materials & supplies.	AVID materials: binders, folders, planners, dividers. 4000-4999: Books And Supplies LCFF AVID – 0765 $7,500	AVID materials: binders, folders, planners, dividers. 4000-4999: Books And Supplies LCFF AVID – 0765 $2000
		AVID PD (Site staff PD, AVID SI, PATH, & WICOR workshops) 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 $4500	AVID PD (Site staff PD, AVID SI, PATH, & WICOR workshops) 5800: Professional/Consulting Services And Operating Expenditures LCFF AVID – 0765 $10,000
		Parent information Nights- EL Outreach 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $500	AVID PD (Site staff PD, AVID SI, PATH, & WICOR workshops) 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
C) The principal and AVID site leadership team will work with staff to implement the AVID site plan and certification process. The Coordinator will collect and submit data and evidence required for the certification process.

D) Staff will review AVID methodologies and site plan with parents at Back-to-School Night, SSC, ELAC, SST, IEP, and other parent meetings.

E) Students and staff will participate in College & Career Day and other awareness activities.

F) Site will conduct parent information nights to inform families of a-g requirements, college and career paths, AVID strategies, techniques, philosophies.

H) AVID staff development provided for all elementary sites. Professional development include AVID Summer Institutes, PATH, WICOR workshops, etc.

I) Distance teachers and learners will use google classroom, calendar and gmeets for organization and learning, | B) The AVID team will shared and modeled AVID strategies with staff throughout the year.

C) The principal and AVID site leadership team worked with staff to implement the AVID site plan and certification process. Coordinators collected, submitted data and evidence required for the certification process.

D) Staff reviewed AVID methodologies and site plan with parents at Back-to-School Night, SSC, ELAC, SST, IEP, and other parent meetings.

E) Students and staff participated in College & Career Day and other awareness activities during the year.

F) Families were informed of a-g requirements, college and career paths, AVID strategies, techniques, philosophies at SSC, ELAC, and other parent meetings.

H) A team comprised of teachers and admin will attend the AVID Summer Institute professional development.

I) Teachers continued and students continued to google classroom, calendar and gmeets for organization and learning even after returning from distance learning. | Child care for parent outreach nights (EL) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $150

Refreshments for parent outreach nights (EL) 4000-4999: Books And Supplies Title III LEP -- 4203 $500 | $0

Child care for parent outreach nights (EL) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $0

Refreshments for parent outreach nights (EL) 4000-4999: Books And Supplies Title III District -- 500 4203 $0 |
| 1.2 CCSS Implementation: Common Core & State Standards | 1.2 CCSS Implementation: Common Core & State Standards | Printing materials and copies 4000-4999: Books And Supplies | Printing materials and copies 4000-4999: Books And Supplies |

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Del Sol Academy will fully implement Units of Study (UOS) including lesson plans and assessments which are aligned to Common Core Standards, California State Standards (CSS) and Next Generation Science Standards (NGSS). Teachers will deliver UOS with fidelity. A)Teacher representatives will attend district and site UOS and Formative Assessment trainings B) Teachers will participate in ongoing grade level meetings (site- full day release, half-day and after school), at which they have opportunities to review and discuss effective delivery of UOS, administration of formative assessments, and how to integrate STEAM supplemental curriculum. C) During grade level meetings, teachers will review assessment data and use summations to place students in appropriate math classes/clusters, revise assessments, adjust instruction, reteach concepts, and identify additional support needed to ensure student mastery of the standards. D) Teachers will provide the district feedback regarding the units of study and formative assessments, which will be used by UOS committee members to make necessary revisions.	Del Sol Academy implemented Units of Study (UOS) including lesson plans and assessments aligned to Common Core Standards, California State Standards (CSS) and Next Generation Science Standards (NGSS). A)Teacher representatives attended district UOS committee meetings and Formative Assessment trainings. B) Teachers participated in weekly grade level meetings to review and discuss effective delivery of UOS, administration of formative assessments, and how to integrate STEAM supplemental curriculum. C) During grade level meetings, teachers reviewed assessment data, planned appropriate interventions, determined student groupings, revised assessments, adjusted instruction, planned for reteaching, and identified additional supports to ensure student mastery of the standards. D) Teachers provided feedback to the district regarding the units of study and formative assessments, which was used by UOS committee members to make necessary revisions. E) Additional materials and supplies (print, copier, laminator) were purchased to support standard based instruction.	LCFF Suppl/Conc -- 0707 $13,049 Lesson materials & equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000 Laminating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500	LCFF Suppl/Conc -- 0707 $13,049 Lesson materials & equipment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000 Laminating 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
E) Purchase additional materials and supplies (print, copier, laminator) to support standard based instruction. F) Purchase digital tools, technology, and resources to support instruction. G) Purchase supplemental science, math, ELA, PE, etc. instructional materials and supplies (ie: hands on manipulatives, poster boards) to support standard based instruction. H) Teacher/Administrators will attend training sessions and conferences to support the instructional methodology and implementation of: CA CCSS ELA/Math, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain based strategies, and STEAM curriculum. I) Teachers will participate in Impact Teams, focused on "unwrapping standards", creating effective common assessments, analyzing assessment results and student learning, evaluating the effectiveness of the assessment, reteaching and reassessing the original standard. A major emphasis will be on promoting peer support; teaching students how to use rubrics (success criteria) to provide and receive accurate feedback to and from peers. J) Teachers will receive ongoing PD support via staff and grade level meetings in order to implement	F) The district purchased various digital tools, technology, and resources such as NWEA assessments, Ellevation, Paper.co tutoring, Raz-Plus-Kids, & Seesaw to support instruction. The site purchased ESGI to support TK assessments. G) Site funds were used to purchase supplemental science, math, ELA, PE, etc. instructional materials and supplies (ie: hands on manipulatives, poster boards) to support standard based instruction. H) Teacher/Administrators attended training sessions and conferences to support the instructional methodology and implementation of: CA CCSS ELA/Math, CA ELD Standards, NGSS, PE Model Content Standards, AVID, Brain based strategies, and STEAM curriculum. I) Teachers participated in Impact Teams, focused on "unwrapping standards", creating effective common assessments, analyzing assessment results and student learning, evaluating the effectiveness of the assessment, reteaching and reassessing the original standard. A major emphasis was on promoting peer support; teaching students how to use rubrics (success criteria) to provide and receive accurate feedback to and from peers.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
standards based curriculum and site and district initiatives.	J) Teachers received ongoing PD support via staff and grade level meetings in order to implement standards based curriculum and site and district initiatives.		
1.3 ELD A) 30 minutes of designated ELD instruction will be provided. B) Integrated EL support (i.e. SDAIE strategies) will be provided over multiple subjects. C) EL levels for EL newcomers are determined at the district assessment center. D) When possible, classes are configured to have no more than 2 adjacent EL levels. E) Staff will administer the ELPAC to students and use results to assign appropriate supports and instruction to students. Teachers will monitor and evaluate EL levels using multiple measures including classroom assessments and ELPAC data. F) Four Bilingual Language Tutors (BLTs) support EL students by providing lesson reinforcement and reading support in both English and Spanish. G) Professional development to support ELD program will be provided. District Language Services staff and on site master teachers will provide ongoing	1.3 ELD A) 30 minutes of designated ELD instruction were provided. B) Integrated EL support (i.e. SDAIE strategies) was provided over multiple subjects. C) EL levels for EL newcomers are determined at the district assessment center. D) When possible, classes were configured to have no more than 2 adjacent EL levels. E) Staff administered the ELPAC to students and used results to assign appropriate supports and instruction to students. Teachers monitored and evaluated EL levels using multiple measures including classroom assessments and ELPAC data. F) Four Bilingual Language Tutors (BLTs) support EL students by providing lesson reinforcement and reading support in both English and Spanish. G) Professional development to support ELD program was provided. District Language Services staff and	Substitutes to support ELPAC administration 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $5,771 Four BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $36,457 Four BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $22,294	Substitutes to support ELPAC administration 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $5771 Four BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $36,457 Four BLTs (3 hrs.) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $22,294

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
training, model lessons to teachers, give feedback and guidance to the principal, assistant principal, teachers, bilingual language tutors (BLTs) and administrators regarding effective instructional and assessment strategies for ELD, LTELS, and Reclassified Fluent English Proficient (RFEP) students. H) During ELAC meetings and parent conferences, teachers will review ELPAC scores, academic growth, and progress towards reaching the redesignation criteria. Teachers will help parents and students develop a plan to improve the students' progress. I) Students who make significant gains and attain reclassification will be honored during award assemblies. J) Tutoring for long term English language learners (LTELs). Funding listed under action 1.6.	on site master teachers provided ongoing training, modeled lessons to teachers, gave feedback and guidance to teachers, bilingual language tutors (BLTs) and administrators regarding effective instructional and assessment strategies for ELD, LTELS, and Reclassified Fluent English Proficient (RFEP) students. H) During ELAC meetings and parent conferences, teachers reviewed ELPAC scores, academic growth, and progress towards reaching the redesignation criteria. Teachers helped parents and students develop a plan to improve the students' progress. I) Students who made significant gains and attained reclassification were honored during award assemblies. J) Tutoring for long term English language learners (LTELs). Funding listed under action 1.6.		
1.4 Reading and Writing Support Del Sol will have focus on reading and writing across the content areas and across the K-8 grade span, where all teachers integrate reading and writing into learning activities. Special consideration will be given to supporting students with below grade level reading levels.	1.4 Reading and Writing Support Del Sol teachers continue to integrate reading and writing across the content areas across the K-8 grade span. Special consideration has been given to supporting students with below grade level reading levels. • Del Sol focuses on common reading and writing strategies across the content	1 FTE Intervention specialist, grades 3-6: District LCAP funded (50%) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $70,587 1 FTE Intervention specialist, grades 3-6: District LCAP funded (50%)	1 FTE Intervention specialist, grades 3-6: District LCAP funded (50%) 1000-1999: Certificated Personnel Salaries Title I District -- 500 3010 $70,587 1 FTE Intervention specialist, grades 3-6: District LCAP funded (50%)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Del Sol will focus on common reading and writing strategies across the content areas such as Step-Up-To-Writing (SUTW) and K-8 grade span, where all teachers integrate reading and writing into learning activities. • Staff will deliver Focused Note Taking (FNT) strategies, participate in FNT rounds. • Middle school ELA/Science teachers will deliver lessons which integrate ELA & Science standards. • Administrators, teachers and support staff will attend relevant inservices. • Teachers, admin and support staff will review student reading assessment scores and identify students who need more support, and adjust groupings. • Contact parents of struggling readers to ensure they are aware their student is in need of additional supports. Invite them to Literacy Night or other parent workshops. • Teachers of students grades TK-8 will continue to use supplemental computer programs to support reading remediation for struggling readers and rigor to advanced readers. Online reading programs will support remote learning. This district will	areas such as Step-Up-To-Writing (SUTW) and K-8 grade span, where all teachers integrate reading and writing into learning activities. • Staff delivered Focused Note Taking (FNT) strategies, participate in FNT rounds. • Middle school ELA/Science teachers will deliver lessons which integrate ELA & Science standards. • Administrators, teachers and support staff attended relevant inservices. • Teachers, admin and support staff reviewed student reading assessment scores and identified students who needed more support, and adjust groupings. • Teachers communicate with families of struggling readers to ensure they are aware their student is in need of additional supports.Literacy resources are shared with families. • Teachers of students grades TK-8 continued to use supplemental computer programs to support reading remediation for struggling readers and rigor to advanced readers. Online reading programs will support remote learning. This district purchased	1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,587	1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $70,587
		1 FTE Intervention reading specialist (grades K-2): 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $135,588	1 FTE Intervention reading specialist (grades K-2): 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $135,588
		Teacher Hourly to prepare and conduct parent workshops 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $1,613	Teacher Hourly to prepare and conduct parent workshops 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $0
		Subs to pay for release time for trainings & Dibels assessments 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $4,500	Subs to pay for release time for trainings & Dibels assessments 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
purchase licenses for various on-line tools such as iStation, Raz Kids, etc. • JUSD's Literacy Coach and/or site literacy intervention teachers will model conducting effective reading groups in teacher classrooms. • JUSD's Literacy Coach and/or site literacy intervention teachers will train teachers, BLTs and instructional aides (IAs) on how to conduct effective reading groups. • Del Sol will create a Book Buddy club for students grades 6-8. Student volunteers or Book Buddies will read to younger students grades K-4 at lunch or after school and log time to earn community service hours. • Teachers will select AVID WICOR strategies to utilize during the school year such as literacy circles, reciprocal teaching, closed reading activities, and Socratic Seminar. Teachers will agree to frequency of use in the classroom so strategies become ingrained in instruction and learning. • Site literacy intervention teachers will provide individual and small group reading instruction/support to struggling readers.	licenses for various on-line tools such as NWEA, Raz Kids, etc. • JUSD's Literacy Coach and/or site literacy intervention teachers provided guidance on literary supports. • JUSD's Literacy Coach and/or site literacy intervention teachers supported teachers, BLTs and instructional aides (IAs) on how to conduct effective reading groups. • Del Sol teachers regularly provide "buddying" up opportunities for upper grade students to read with lower grade students. • Student volunteers or Book Buddies read to younger students grades K-4 at lunch or after school and log time to earn community service hours. • Teachers incorporated AVID WICOR strategies during the school year such as literacy circles, reciprocal teaching, closed reading activities, and Socratic Seminar. • Site literacy intervention teachers provided individual and small group reading instruction/support to struggling readers.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.5 STEAM Curriculum Del Sol will offer a variety of STEAM elective curriculum and activities, including MESA curriculum for 6-8th grade students. Students in grades TK-5 will participate in a variety of STEAM activities including LEGO Robotics and Bee Bot Robotics. Funds will provide: • Teachers with release time for training and planning. • Conference/training fees and related costs. • Fund site STEAM challenges/competitions, grades TK-8. • Transportation costs to competitions, such as UCR's MESA day at the UCR campus. • Materials, equipment,supplies, copies or any other items necessary to conduct the classes/STEAM activities.	1.5 STEAM Curriculum Del Sol offered a variety of STEAM elective curriculum and activities, including MESA curriculum for 6-8th grade students. Students in grades TK-5 participated in STEAM activities including LEGO Robotics and Bee Bot Robotics. Funds provided: • Teachers with release time for training and planning. • Conference/training fees and related costs. • Fund site STEAM challenges/competitions, grades TK-8. • Due to health restrictions, students did not participate in any off campus competitions, such as UCR's MESA day at the UCR campus. All such activities were conducted on campus. • Materials, equipment,supplies, copies or any other items necessary to conduct the classes/STEAM activities.	Supplies & Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4,000 Site MESA Coordinator stipend 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1500 Transportation/Buses to competitions and events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $1,000 Site Lego Coordinator: Hourly time card to total listed amount. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,000	Supplies & Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 Site MESA Coordinator stipend 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Transportation/Buses to competitions and events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $0 Site Lego Coordinator: Hourly time card to total listed amount. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1000
Extended Day Learning Opportunities A) Provide After School, Before School and Saturday School Tutoring (ELO) for students in need of academic support including long-term English language learners (LTELS) and students who are reading below grade level.	Extended Day Learning Opportunities A) The district provided funds to compensate teachers and provided supplies and materials to support the after school ELO program. This helped students in need of academic support including long-term English language learners (LTELS) and	Certificated Hourly Rate 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $20,000 Snacks for students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000	Certificated Hourly Rate 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Snacks for students 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B) District will provide late bussing to support after school ELO. C) Before & after school activities/clubs will promote the arts (theatre, art, choir, etc.)	students who were reading below grade level. B) Bussing for ELO was not available due to a national shortage of bus drivers. C) After school activities/clubs promoted the arts (theatre, art, choir, etc.)	Certificated Hourly Rate 1000-1999: Certificated Personnel Salaries Title III LEP -- 4203 $2,973 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $3,172	Certificated Hourly Rate 1000-1999: Certificated Personnel Salaries Title III District -- 500 4203 $0 Materials & Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $2000
1.7 Art, Music, and Choir A) Del Sol will provide opportunities for students (grades TK-8) to participate in music and choir lessons/activities during and outside the school day. A full time band/choir teacher will be supported with VAPA funds, to provide instrumental music, middle school band, and choir to students.	1.7 Art, Music, and Choir A) Del Sol provided opportunities for students (grades TK-8) to participate in music and choir lessons/activities during and outside the school day. A full time band/choir teacher supported with VAPA funds, provided instrumental music instruction, middle school band, and choir to students.	Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF VAPA -- 0763 $82,433 Materials and supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 $1,845	Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF VAPA -- 0763 $82,433 Materials and supplies 4000-4999: Books And Supplies LCFF VAPA -- 0763 $1,845
1.8 Multi-tier system of supports (MTSS): Academic and Behavior Del Sol will implement support for student who struggle academically, socially and /or emotionally. A) Administrators, SST Coordinator, teachers, Education Specialists, and support staff will meet on a regular basis to review students' academic progress utilizing data such as grades, state assessment results, ELPAC scores, district assessment results, attendance records, behavior/citizenship logs, and staff/parents feedback.	1.8 Multi-tier system of supports (MTSS): Academic and Behavior Del Sol implemented support for student struggling academically, socially and/or emotionally. A) Administrators, SST Coordinators, teachers, Education Specialists, and support staff met on a regular basis to review students' academic progress utilize data such as grades, state assessment results, ELPAC scores, district assessment results, attendance records, behavior/citizenship logs, and staff/parents feedback.	Substitute teacher to provide release time so teachers may attend SST meetings. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $4,500 Books & Resources 4000-4999: Books And Supplies Title I Basic -- 3010 $3,800	Substitute teacher to provide release time so teachers may attend SST meetings. 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $4,500 Books & Resources 4000-4999: Books And Supplies Title I Basic -- 3010 $1000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B) Students Study Teams (SSTs) will convene for struggling students, at which interventions and supports will be identified along with follow-up steps. The principal will select student Study Team Leader(s) (SST) to lead the SST process, process SST referrals, run student reports, schedule, prepare and conduct SST meetings, and other associated tasks. C) Secondary teachers will use Advisory periods to monitor student progress and to assist students with self-monitoring, goal setting, preparing for student led conferences and follow through on goal/action plan.	B) Students Study Teams (SSTs) convened to discuss struggling students, at which interventions and supports were identified along with follow-up steps. The principal selected student Study Team Leader(s) (SST) to lead the SST process, review SST referrals, run student reports, schedule, prepare and conduct SST meetings, and other associated tasks. C) Secondary teachers will use Advisory periods to monitor student progress and to assist students with self-monitoring, goal setting, preparing for student led conferences and follow through on goal/action plan.		
Library & Media Support A) A full time library/Media technician will be available to assist students and staff with tech needs, Chromebooks, books, STEAM projects, research, associated orders and repairs, maintaining the library, providing supplemental materials for instruction, and other need B) Materials for library maintenance and to purchase books to complete reading series.	Library & Media Support A) A full time library/Media technician supported students and staff with tech needs, Chromebooks, library & textbooks, STEAM projects, research, associated orders and repairs, maintaining the library, providing supplemental materials for instruction, and other needs. B) Materials for library maintenance and to purchase books to complete reading series.	Library & Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $73,239 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500	Library & Media Tech 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $73,239 Materials/Supplies 4000-4999: Books And Supplies Title I Basic -- 3010 $500
1.10 Inclusion Support The planned actions for Full Inclusion include:	1.10 Inclusion Support A) Continued professional development for general education teachers,	Teachers subs to provide release time for collaboration & training.	Teachers subs to provide release time for collaboration & training.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A) Continued professional development for general education teachers, Educational Specialists, and paraprofessionals. B) If budget allows, release time for teachers to collaborate and plan for the support and success for all students. C) Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).	Educational Specialists, and paraprofessionals. B) Due to the shortage of subs, release time was not provided this year for teachers to collaborate and plan for the support and success for all students. C) Classified and certificated behavior support and training (CPI Training, Student Attendant Aides-if not provided by the district).	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $1,802 Conference Fees 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $2,000	1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 $0 Conference Fees 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 $500
1.13 Preschool Transitional Plan A) Summer Pre-School and Pre-K Transition Activities: • Pre-School and TK students will visit TK/Kinder classrooms, and tour the office, cafeteria, playground, library/media center, to become familiar with the school environment. • Teachers will meet with Pre-School, TK and Kinder students and parents, to conduct screening/assessments • Conduct a registration/orientation meeting for Pre-School, TK and Kinder in the spring, in English and Spanish. • Provide parents with information on Pre-school and TK. Host a parent night to inform parents how they can prepare students for TK/Kinder (letter, colors, numbers).	1.13 Preschool Transitional Plan A) Summer Pre-School and Pre-K Transition Activities: • Due to health restrictions, pre-School and TK students did not visit TK/Kinder classrooms, and tour the office, cafeteria, playground, library/media center, to become familiar with the school environment. • Teachers did not meet with Pre-School, TK and Kinder students and parents, to conduct screening/assessments • Registration/orientation meetings were not held for Pre-School, TK and Kinder in the spring, in English and Spanish. • Parents are provided with information on Pre-school and TK. Information	Hourly rate for teachers who present at parent meeting. (6 teachers two hours each) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $500 Subs for screening tests 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $1,500	Hourly rate for teachers who present at parent meeting. (6 teachers two hours each) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0 Subs for screening tests 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $0

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
	meetings have not been held.		
Math supplemental supports The district will purchase licenses for such programs as iStation math and ALEKS math to support online learning.	Math supplemental supports The district purchased licenses for such programs as NWEA and ALEKS math to support learning.		

Analysis

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

Our school community faced many challenges during distance learning. Despite returning to in-person instruction, additional challenges and obstacles presented themselves.

* Staff members integrated SEL support throughout the day (morning meetings, snack recess, lunch recess, drop-off , and pick-up) specifically relating to anxiety (many times seperation), stress, depression, and trauma - social stories were used to target specific needs.
* Teachers assessed their students' present levels and were mindful of learning gaps and the time it might take to recoup lost learning.
* Writing was an area of great concern and still is, not only with the writing process, but also with developing fine motor skills in the primary grades.

A major focus at the beginning of the year were Impact Teams, which were implemented in grades 4-8. Teachers created rubrics, identified learning intentions, and implemented success criteria.

Professional Development (PD) was shared during staff meetings to address various initiatives and resources like; Ellevation, AVID, NWEA, SEL, Balanced math, and Impact Teams. Math facilitators provided half-day trainings to newer staff members. Staff were also encouraged to participate in Alludo and other District-provided opportunities. The leadership team learned about trauma informed practices and led monthly discussions with grade level teams.

Our Literacy Support Teachers (LST) used formative and summative assessments like Guided Reading, running records, NWEA results, and small group instruction to triangulate data regarding academic areas of concerns for students, in order to address these learning gaps. Paraprofessionals were used to support these efforts as well. LSTs also provide guidance and support to teachers on administering NWEA assessments and explaining assessment results.

Support, opportunities, and incentives for staff and students were provided throughout the school year. Activities such as monthly recognitions, College and Career Week, Read Across America, and Spirit Days helped promote a culture of kindness, respect, responsibility, and safety, which supported students' transition to in-person learning.

Our ASB (6-8th grades) supported the campus with many school activities and events. They also helped with morning announcements, planning events, supporting TK-K students on the playground, and helping to promote a positive school environment.

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

The focus this year was on helping students get acclimated to in-person learning by supporting their social emotional learning needs. Teachers and staff reported many students struggled to focus and pay attention throughout the day. Students needed to build stamina in order to accomplish a full day of in-person instruction. Additional recess time was provided to primary grade levels to support this effort. Despite the adjustments and growth, students are still behind academically. Teachers initially relied on baseline data provided by district assessments to understand student learning gaps and plan instruction to address this areas of need. Our staff will need to continue to collaborate, apply effective teaching and intervention strategies, and resources to make a positive impact on learning. In addition, the school will continue its effort to connect with families and strengthen the ties between school and home. The following show academic results. The district did not have a similar benchmark in place for grades 7-8.

2021 ELPAC Results
9.5% Level 4 (Well Developed)
35.3% Level 3 (Moderately Developed)
37.9% Level 2 (Somewhat Developed)
17.4% Level 1 (Minimally Developed)

There are 218 English Learners. Most of DSA's students have either somewhat or moderately developed English Skills as measured on the 2021 ELPAC state assessment.

DSA School Results:
Fall 2021-22 NWEA Language Arts- Reading Data:
K 54% students scored average to high average
1st 36% students scored average to high average
2nd 31% students scored average to high average
3rd 34% students scored average to high average
4th 38% students scored average to high average
5th 40% students scored average to high average
6th 48% students scored average to high average
The students in Kindergarten have at least half of their students at the Average or above range.

Spring 2021-22 NWEA Language Arts- Reading Data:
K 29% students scored average to high average- Down 25%
1st 24% students scored average to high average- Down by 12%
2nd 32% students scored average to high average-Up by 1%
3rd 34% students scored average to high average-0% change
4th 34% students scored average to high average-Down by 4%
5th 40% students scored average to high average-0% change
6th 34% students scored average to high average-Down 14%
The majority of our grade levels had a decrease in average to high average percentages except for 2nd grade, which had an increase. 3rd and 5th grade had no change.

Fall 2021-22 NWEA Math Data:
K 44% students scored average to high average
1st 43% students scored average to high average
2nd 37% students scored average to high average
3rd 40% students scored average to high average
4th 33% students scored average to high average

5th 28% students scored average to high average
6th 30% students scored average to high average
The students in All grade levels are below the Average in Mathematics standards as assessed on the NWEA assessment.

Spring 2021-22 NWEA Math Data:
K 36% students scored average to high average- Down 8%
1st 24% students scored average to high average- Down by 19%
2nd 31% students scored average to high average-Down by 6%
3rd 34% students scored average to high average-Down by 6%
4th 34% students scored average to high average-Up by 1%
5th 28% students scored average to high average-0% change
6th 24% students scored average to high average-Down 6%
The majority of our grade levels had a decrease in average to high average percentages except for 4th grade, which had an increase. 5th grade had no change.

Our full time counselor and behavioral health associate (BHA) from PICO, supported students SEL needs. They provided regular counseling, conflict mediation, anger management, reinforced behavior and coping skills.

The additional hours for the Health Clerk Aide (HCA) position were vital. When a HCA is not on campus, other office staff get pulled away from their duties to provide support in the Health Office, which can be disruptive and difficult for the office as a whole with increased phone calls, visitors, or teachers/staff members needing assistance. Having a staff member dedicated to the health office provides consistency and comfort to our students..

The addition of two Resident Subs lessened unnecessary stress and worry when the daily need arose for teacher coverage. Even though many times, two wasn't enough, it was nice knowing we had someone. Again, having our resident subs provided consistency for our students and it was another connection for them on campus.

In addition, our library technician was provided extra support every day to assist with the checking-in/out of books, creating and assisting in Makerspace activities, SEL lessons, and supporting students in any way possible.

Activities such as GATE/Merit, ELO, and Saturday School provided teachers an opportunity to work with students in a different capacity. Extended Learning Opportunities (ELO) provided teachers an opportunity to address SEL and/or academics. ELO teachers had the liberty to identify and work with students based on any need or gap they wanted to address.

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

The additional staff support - either additional hours (HCA), positions (library tech, assistant, resident sub.), or stipend positions (AVID Lead Teacher) lessened or eliminated stress for other staff members and provided support for students and staff. Student re-engagement support was needed and, at times, difficult to provide.

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.

Additional and continued support for SEL training and resources will be needed for students and staff. The baseline for ELA and math NWEA will allow teachers to better prepare for their students and address their academic needs. In addition to the two Reading Intervention Teachers we currently have, DSA added a Math Intervention Teacher to specifically support students to build a strong foundation in number sense and problem-solving. Release time will be provided to staff in order to administer assessments and other benchmarks; our Tech Coordinators to provide support; and for other coordinators such as our Safe School, PBIS, and AVID Coordinators, as well as our Leadership Team. We also plan to expand our capacity to schedule additional SST meetings to address student

academic and behavioral needs. Funding for PBIS, AVID, ASB and other student-centered teams will be increased to support a positive school culture and environment celebrating success and addressing areas of need or concern. AVID strategies will continue to remain a focus. Untrained staff will attend AVID Path and/or Summer Institute trainings. Staff will also receive professional development and review WICOR strategies by AVID coaches, lead teachers, and administration. AVID Assessments will be conducted in grades 3-8 to analyze student progress in mastering AVID site goals. Current AVID goals may be refined or altered to reflect site needs. The DSA site leadership team composed of representatives from all grade levels will collaborate with site administration to determine site priorities and SMART goals. Reading support, resources and training will largely center on small group guided reading implementation. Until that goal is met, guided reading intervention will be provided for students in need for grades four through 6 with the objective of having them access grade-level reading material. To support grades 7-8, teachers will use online reading intervention programs to supplement their language arts instruction. Inclusive practices will also be refined and deepened to support students with special needs. These practices include, co-teaching, planning, work modification, small group support, collaboration, and scaffolding to provide access to grade level curriculum.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 2

Safe, Orderly and Inviting Learning Environment

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P 5 School attendance rate	Maintain an attendance rate at 95% or higher.	Attendance rate at 90.17% or higher.
P5 Chronic Absenteeism rate	Maintain a Chronic Absentee rate of 6% or lower.	Chronic Absentee rate of 12.2%
P6 Pupil Suspension rate	Maintain a Pupil Suspension Rate of 1.0% or lower.	Pupil Suspension Rate of 1.42%
P6 Surveys of pupils, parents, teachers on sense of safety	LCAP Surveys: Extremely Safe or Moderately Safe Students - 95% or higher Parents - 90% or higher Staff - 95% or higher	Panorama is the new LCAP survey. 2022 Panorama Survey Results Students: How often do you worry about violence at school? 49% responded "almost never or once in a while"
P6 Surveys of pupils, parents, teachers on sense of safety	20.21 California Healthy Kids Survey Reported on Elementary Survey Reported never experiencing cyberbullying: 95% Reported feeling good & happy all, most, & some of the time: 95% Reported having frequent sadness some of the time or never: 85% Reported feeling safe all/most/some of the time: 90% Reported on Secondary Survey 6th graders: Responded to feeling sad and down, not at all true: 70% Responded to being easily irritated, not at all true: 60% Responded feeling very safe /safe: 90%	Healthy Kids Survey was not administered in 2021-22. Panorama is the new LCAP survey. 2022 Panorama Survey Results Teachers: For students who need extra support, how difficult is it for them to get the support that they need?" 47% responded "not at all difficult or slightly difficult."

Metric/Indicator	**Expected Outcomes**	**Actual Outcomes**
	7th graders: Responded to feeling sad and down, not at all true: 60% Responded to being easily irritated, not at all true: 60% Responded feeling very safe /safe: 90%	
P6 Surveys of pupils, parents, teachers on sense of safety- BrightBytes	BrightBytes Survey 95% or more students reporting that teachers address respectful online behavior. 80% or more of students reporting that teachers address how to respond to online bullying. 85% or more of students report that teachers address how to protect your online identity. 75% or more of students reporting always feeling safe working online and at least 25% reporting usually feeling safe online. 65% or more of students reporting classmates treating each other with respect and at least 35% reported classmates usually treating each other with respect.	Panorama is the new LCAP survey. 2022 Panorama Survey Results Students: How often are people disrespectful to others at your school? 31% responded "almost never or once in a while"

Strategies/Activities for Goal 2

Planned Actions/Services	**Actual Actions/Services**	**Budgeted Expenditures**	**Estimated Actual Expenditures**
2.1 School Safety Coordination The principal shall select a certificated staff member to serve as the Safe School's Site Coordinator, who assists with 1) Developing, implementing and revising the School Safety Plan, 2) Establishing a site School Safety Committee, 3) Conducting School Safety Committee meetings, 4) Facilitating and coordinating school safety drills, 5) Assembling and disseminating all required emergency response information packets, materials &	2.1 School Safety Coordination The safety committee met regularly during the school year to plan and update the school safety plan and plan for fire, disaster, and lockdown drills. Staff are provided opportunities to provide feedback and input on the safety plan and protocols. Equipment and materials to update emergency response kits were purchased.	Emergency response supplies, paper, copies, plastic sleeves, buckets, water, snacks, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $600	Emergency response supplies, paper, copies, plastic sleeves, buckets, water, snacks, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $600

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
equipment, 6) Communicating procedures and protocols to staff,community and parents. A)The principal, assistant principal and School Safety Coordinator will develop a school safety plan, with emergency drills. Administration will invite representatives of the fire and sheriff's department to walk the facility and give input to the plan. Classified staff, certificated staff, and parent representatives will review the plan during the summer and provide feedback. The plan will be revised and presented to staff before students return in August. B) School staff will review the plan with students the first week of school and conduct drills. Staff will evaluate drill effectiveness and revise plan as necessary. Information will be sent to parents/guardians ahead of time so they are informed of emergency procedures and may dialog with their children. C) Purchase equipment that is essential for campus security, disaster drills and disaster preparedness to ensure student safety, Including masks, gloves, sanitizer for COVID19 safety measures.	The district solicited input from the fire and sheriff's department for the school safety plans at all sites. Fire, disaster, and lockdown drills were conducted during the school year affording opportunities for students and staff to practice emergency response.		
2.2 Common Sense Media A) Staff and students will participate in Common Sense Media K-8 Digital Citizenship curriculum, comprised of lessons designed to teach students to think critically, behave safely, and	2.2 Common Sense Media A) Staff and students participated in Common Sense Media K-8 Digital Citizenship curriculum. All required lessons were presented to students.	None $	none $

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. • Site Technology Coordinator will attend related district sponsored training and develop the site technology plan. • Review of lessons during faculty meetings • Post lessons and links on Del Sol PowerSchool page • Teachers conduct lessons in class and during advisory periods • Teachers review and debrief lesson effectiveness during grade level and site meetings.	Site Technology Coordinator attended related district sponsored trainings and updated the site technology plan.		
2.3 Behavior Social & Emotional Learning (BSEL) A) The principal shall select a certificated staff member to serve as a Behavior Social & Emotional Learning (BSEL) Coordinator who assists with 1) Developing the site BSEL plan, 2) Planning and conducting recognition ceremonies, 3) Purchasing and distributing incentives and awards, 4) Establishing a BSEL Committee, 5) Conducting BSEL meetings, 6) Communicating the site plan to staff, students, and parents, 7) Leading staff with evaluating and revising the plan (ongoing).	2.3 Behavior Social & Emotional Learning (BSEL) The (BSEL) Coordinators met during the school year, attended district BSEL meetings, updated the site BSEL plan, supported student recognition and student incentive program. BSEL strategies and content was discussed at leadership meetings. Members shared resources and content with grade level teams each month. Supervisors supported events during the school day and afterwards.	Trauma informed practices & self care staff PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $18,500 Incentives/Awards/Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $4000 BSEL Curriculum Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $3,000	Trauma informed practices & self care staff PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 $15,678 Incentives/Awards/Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $2000 BSEL Curriculum Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B)Administrators will provide BSEL training sessions with classified and certificated staff members, providing research and strategies, relevant readings, and web resources. C) To ensure a safe and positive experience for students and parents on our campus, extra campus supervision and extra custodial services will be provided for special campus events. D) The BSEL plan will include action steps to connect students to adults and peers on campus by encouraging them to participate in extra-curricular and school related events. Teachers will review school activities with students, encouraging them to select, calendar and attend at least one event or extra curricular activity per week. E) Teachers will teach short lessons which focus on positive, productive school and social behaviors as well as character traits. The BSEL coach will provide staff development and support with planning and delivering these short lessons. Lessons will be delivered to students during advisory periods and class time. F) Because the power of recognition can be a highly motivating force, student incentives and awards will be given to those who demonstrate positive behavior,grades, attendance and citizenship.	Activities and events planned by ASB, PTA, the behavioral health associate, and counselor supported students with extracurricular activities. PBIS lessons are shared with students each week. Weekly student incentives are raffled weekly. Monthly and trimester award assemblies recognize student of the month, citizenship, resilience, and honor roll. Perfect attendance was not promoted due focusing on encouraging students to stay home if they displayed symptoms associated with COVID. Behavior expectation assemblies and anti-bullying and SEL presentations were conducted by administration and the counselor. Posters reinforcing expectations are posted in student areas and classrooms. The BSEL Committee met regularly during the year to discuss issues/concerns, review discipline data, revise PBIS plan, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for good behavior/citizenship. Administrators met with supervisors several times during the year to discuss safety issues and concerns on campus, including the playground, hallways, and areas in front of school.	Licenses for positive behavior software (BASE) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5,000	Licenses for positive behavior software (BASE) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G) Administrators will conduct assemblies addressing expected social skills, anti-bullying, etc. Posters reinforcing expectations will be posted in student areas and classrooms. H) The BSEL Committee will meet after school monthly or as needed to discuss issues/concerns, review discipline data, revise PBIS plan, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for good behavior/citizenship. Hourly rate will be paid for meeting attendance (classified and certificated). I) Administrators will meet monthly with supervisors to discuss safety issues and concerns on campus, including the playground, hallways, and areas in front of school. Staff will be asked to identify and discuss ways to prevent, deter and react to problematic behavior, as well as ways to connect positively with students. J) Staff will discuss ways to promote positive attendance. Administrators and staff will talk about the importance of attendance at parent events and during parent meetings. K) Staff will receive PD on trauma informed practices and self care to support positive student behavior outcomes.	SART meetings were held with families of students with chronic absences. K) The leadership team received PD on trauma informed practices and self care to support positive student behavior outcomes. Strategies and content were shared with grade level teams each month.		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.5 Additional School Safety Measures A)Students and staff will wear Lanyards/ID badges. B)Provide additional classified substitutes to provide additional supervision before school, during school after school and at special events (as needed).	2.5 Additional School Safety Measures Staff wore lanyards/ID badges. Students did not wear them this year. Classified substitutes did not provide additional supervision before school, during school after school and at special events. The focus was to ensure the site's multiple vacancies were filled by subs each week.	ID Lanyards & pocket Covers (heavy duty) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1,000	ID Lanyards & pocket Covers (heavy duty) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $1000
Safe and Healthy Environment A) LCAP fund provide additional hours for campus supervision throughout the day, which is necessitated by the school's growing population, and activities throughout campus: Arrival time: 7:50-8:30 AM (40 minutes) Required supervision: • 2 activity supervisors for kinder area (one to monitor entrance gate and one to monitor play structure). • 1 activity supervisor to monitor crosswalk in school driveway and drop off traffic. • 1 activity supervisor to monitor main entrance for students grades 1-5. • 1 activity supervisor to monitor bus gate (east side) and escort kinder /TK students who eat breakfast to the MPR for breakfast, supervise during the meal escort students to class.	Safe and Healthy Environment The site received an additional activity supervisor and a temporary campus supervisor to support before school , recess, and lunch recess. An additional 3 hours were allotted to sites to support the health clerk position.	Heath Care Aide (HCA) 3 hrs. (.50): School Funded 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $13,939	Heath Care Aide (HCA) 3 hrs. (.50): School Funded 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $13,939
		Half-Time Counselor (School funded) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $52,068	Half-Time Counselor (School funded) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 $52,068
		Half-Time Counselor (District funded) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $52,068	Half-Time Counselor (District funded) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 $52,068
		Additional classified to bridge the gap between district funded & needed supervision staff (arrival, reces, lunch, etc)(Outlined in left hand column 2.6)	Additional classified to bridge the gap between district funded & needed supervision staff (arrival, reces, lunch, etc)(Outlined in left hand column 2.6)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• 1 activity supervisor to monitor middle school entrance (west gate). • 2 activity supervisors to monitor east courts and play structure. • 2 Campus supervisors to monitor west/middle school courts and lunch tables. Morning Recess: 9:50 AM -10:30 AM • 3 activity supervisors to monitor playground and lunch benches. Kinder Transition: • 1 supervisor is required to pick-up Kinder/TK bus riders at the bus loading zone in the AM and walk them to class, and pick-up PM Kinder/TK bus riders for the afternoon session and walk them to class. Lunch & Recess Lunches span from 11:15 AM to 1:05 PM, Supervision requirements: • 2 activity supervisors to monitor lunch benches (approximately 130-260 students at a time for grades 1-5 and 330 students for grades 6-8) • 3 activity supervisors to monitor playground • 1 activity supervisor to monitor MPR as students enter and stand in line for lunch		2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $24,000 Heath Care Aide (HCA) 3 hrs. (.50) : District Funded 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 $23,128 Supervisor Meetings (up to six for the year) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000	2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $5000 Heath Care Aide (HCA) 3 hrs. (.50) : District Funded 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $23,128 Supervisor Meetings (up to six for the year) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 $1000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• LCAP funds are used to fund an Instructional Aide to supervise students who experience ongoing discipline issues and troubling social interactions on the play ground. A large percentage of these students are Special Education students. This measure has been highly successful with reducing discipline issues, and should be extended to lunchtime recess. Middle School: • 1 campus supervisor to monitor second floor during all times • 1 campus supervisor to monitor courts every hour while students and teachers are dressing out in locker rooms. General: • When possible, a supervisor is located in the main hallway to ensure students who arrive late travel to class safely, monitor restrooms, and ensure middle school students travel directly and quietly to the locker room each period. • In the morning during arrival time, supervisors are needed to monitor three school entrances, the front driveway, elementary play area, middle school play area, MPR and breakfast tables.			

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
B) Health Office visits for this school year: Over 4,079 to the health office were recorded from 08/07/19-02/11/2020. This does not include daily visits from 3 diabetic students who receive services 2-3 times a day, and may return to the office any time they experience low or high sugar levels. Visits includes students who require medications. Other Health needs includes students who have: • Seizures • Heart birth defects • Hemophilia • Chronic Asthma • Severe peanut allergy Del Sol requires a full-time health clerk for the 2020-2021 school year and requests to use LCAP fund to provide this serve. C) A full time guidance counselor supports positive student behaviors and helps reduce suspensions. She completes threat assessments. The cost for the counselor is split evenly between site and district funding. D) Administration will conduct up to 6 meetings with campus & activity supervisors to provide PD and supports and discuss and address safety issues on campus.			

Analysis

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

Social emotional wellness was a focus to support students and staff as we transitioned from distance learning to in-person learning. The leadership team received content and training on trauma informed practices, which they shared with their grade level teams each week. This work will continue to be a focus for next year and key to helping students overcome the trauma they've experienced, and help them re-engage in the learning.

The trauma our students and staff endured needed to be addressed and continuously revisited throughout the school year. Teachers and staff spent more time talking with students and validating their feelings of anxiety, depression, worry, and fearfulness. Our full time counselor and the addition of our BHA through PICO helped meet the needs for many students and we hope to continue that support, as the pandemic created and intensified trauma and mental health issues. Staff have received guidance on supporting various behaviors (crying, separation anxiety, eloping, violent behavior, etc.) they experience on the playground, in the cafeteria, or before and after school.

Our BSEL/PBIS, AVID, and ASB Coordinators planned activities throughout the year to get students excited about school, engaged, and connected. Specifically, our BSEL Coordinators have shared SEL strategies and interventions with teachers and staff so they could better support our students.

Extended Learning Opportunities (ELO), Gifted and Talented Education (GATE), Saturday School, LEAP, and even Think Together provided an extension of Del Sol for social emotional and academic support - this gave students another way to connect to school and other adults on campus. Since research shows that the more connections a student has to school, the more likely they are to succeed - the addition of these programs are needed.

Student breakfasts and lunches were free of charge for all students this school year, and a supper was also provided to students as they left school at the end of the day.

The Health clerk assistant as allotted extra hours, to better support the needs of our students, and again this service needs to continue as a proactive measure. Additional support was also provided to our library technician to assist with teacher and student needs.

Monthly fire drills and periodic lockdown drills were conducted to ensure students and staff were knowledgeable and able to respond appropriately in a safe and orderly manner.

In order to best serve our students, staff collaborated on a weekly basis to plan and support students with academics and SEL needs. Resources and strategies have been discussed and shared. Our main focus has been on staff understanding the importance of building relationships with students to learn about them and better understand their needs.

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

Attendance rates were lower than previous years. This was largely due to COVID. As a result, families struggled with attendance as they were concerned about sending students to school even with minor symptoms. This would not have been a concern in pre-COVID times. Del Sol contacted families about attendance and worked closely with the contact-tracers. Attendance decreased as students were required to be quarantined when they had come in close contact with anyone who had tested positive for or were exposed to COVID. Independent Study was offered, but rarely assigned due to the lack of parental follow-up. We offered assignments digitally and paper/pencil packets, in conjunction with our Re-engagement Staff member who made separate phone calls home, helping parents navigate PowerSchool Pages and to answer any questions about the homework.

2021 - 2022 Average Daily Attendance Rates
TK: 86.12%

K: 89.03%
1st: 92.03 %
2nd: 90.33%
3rd: 91.82%
4th: 91.83%
5th: 91.38%
6th: 92.22%
7th: 89.50%
8th: 87.15%
Overall: 90.17%

Attendance rates decreased as a result of COVID and COVID related issues; however, this was more prominent from August - February. As nation-wide COVID related issues decreased, so did Del Sol's. Due to distance learning last year, students were already familiar with PowerSchool Learning pages, making it easier to access their work on PSL this school year. Our staff worked on re-engagement when students were absent by contacting students and families to answer any questions or help navigate the PSL page as needed.

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

Most of our proposed expenditures were used in some format or another - or just modified to fit the current situation.

With students back on campus, a need for additional support from classified and certificated staff increased and this was provided primarily in the classroom, library, health office, and after school. Training with SEL and mental health support staff-wide was provided throughout the year, in addition to our process and support for re-engagement.

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.

The need for additional support in the above mentioned areas will help alleviate stress for staff and students and provide much needed support academically and social-emotionally. The need for SEL support and resources, as well as additional academic support will continue to be essential. Continued training in the areas of SEL/trauma and how to work with students in academic and social settings will provide staff members the support needed to deal with sensitive issues and better support our students and their families. More specifically, mini PBIS lessons addressing identified areas of concerns will be shared with staff early on. Attendance incentives and award ceremonies will return to normal next year - with this we may find an increase of student engagement and parental involvement.

Del Sol will continue to implement supports so students can learn to problem solve, effectively communicate, collaborate, develop critical thinking skills, create personal goals, take ownership for their learning, and understand how to better access the curriculum.

Annual Evaluation and Update

SPSA Year Reviewed: 2021-22

Goal 3

Parent, Student and Community Engagement

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
P3: Survey of Parents/Families (including Unduplicated Pupils and Individuals with Exceptional Needs) on Family Involvement	We plan to increase parent engagement and satisfaction by 3%.	LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question, "For this school or district to be successful over the next three years, how important is it for us to focus on community partnerships?" 67% responded "Extremely Important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	We plan to maintain or increase student engagement indicators by 3%	LCAP Parent/Family Survey, Spring 2022 Results: The answer to this question,"For this school or district to be successful over the next three years, how important is it for us to focus on Student activities and extracurricular activities?" 91% responded "Extremely Important" or "Quite Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	We plan to increase staff sense of welcoming environment by 3%.	LCAP Teacher Survey, Spring 2022 Results: On most days, how enthusiastic are the students about being at school? 60% responded "Quite Enthusiastic"or "Extremely Important."
P5: Survey of Students, Teachers, and Parents on Student Engagement	We plan to increase student engagement by 3%.	LCAP Student Survey, Spring 2022 Results:The answer to the question,"Overall, how much do you feel like you belong at your school?" 63 % responded "Belong quite a bit"or "Completely belonging."

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Parent Engagement and Leadership A) Increase parent involvement in school/district advisory committees 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, district technology, school website, and marquee. When necessary these meetings will take place in a virtual environment. B. The school will communicate to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.	3.1 Parent Engagement and Leadership Parents attended the following meetings during the school year: school site council, English Language Advisory Council, Coffee with the Principal, GATE, & PTA. Reminders and announcement were posted on the school's various social media platforms. Most meetings were held virtually this year. The school communicated to parents the board policies and other requirements of the Transitional Kindergarten program. Parents will be provided with steps for registration.	Hourly, classified (child care) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $500 Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $300 Translator(s) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $200 Printed materials 4000-4999: Books And Supplies Title III LEP -- 4203 $200	Hourly, classified (child care) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $0 Refreshments 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 $0 Translator(s) 2000-2999: Classified Personnel Salaries Title III District 500 4203 $200 Printed materials 4000-4999: Books And Supplies Title III District 500 4203 $200
Parent Involvement Opportunities A) Increase parent involvement by providing the opportunity to participate in PTA-sponsored events and as 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 on a timely manner. B) The school staff will invite parents to participate in site-based activities	Parent Involvement Opportunities For most of the year, parents were limited to come on campus due to health restricts related to the COVID pandemic. Most parent meetings were held virtually as a result. In March, these restrictions were relaxed. Some meetings transitioned to be held on campus. Some school events were held on campus by the end of the year.	Refreshments, Food for student meetings such as pizza,cookies,juice and sandwiches. 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $852	Refreshments, Food for student meetings such as pizza,cookies,juice and sandwiches. 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 $0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
such as the 100 Mile Club, Fall Festival, Book Fairs, AVID workshops, & STEAM events.			
3.3 Parent Communication and Connectivity A) Assist parents in understanding academic common core state standards, state and local academic assessments, requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement using Parent Connect and Parent Phone System. School will provide a parent station to ensure all parents have access to parent connect and other district resources. B) Parents will regularly be informed of student progress through Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, Class Dojo, and flyers sent home. C) Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources will be provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators will be provided for parent meetings.	3.3 Parent Communication and Connectivity Information on school progress, local and state testing, school funding (Title 1), and resources to support and improve student achievement outcomes are shared at all parent meetings and via school social media platforms. Parents are regularly kept informed of student progress via Back-to-School Night, parent conferences, progress reports, report cards, Parent Connect, parent phone system, and the school's social media platform and communication system. Parent meetings, parent-teacher conferences, report cards, informational newsletters, flyers, office communication, and parent resources were provided in both English and Spanish to meet the needs of our Spanish speaking population. Translators were provided for parent meetings.	Clerical-Overtime 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $500	Clerical-Overtime 2000-2999: Classified Personnel Salaries Title I Basic -- 3010 $500
Community Involvement and Student Transition	Community Involvement and Student Transition	Certificates, awards, refreshments 4000-4999: Books And Supplies	Certificates, awards, refreshments 4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Del Sol believes in a collaborative partnership among teachers, parents, students, family members and the community. To promote parent involvement, Del Sol employs the following: A) Regular, two-way communication between the school and home which fosters a clearer vision for each student and promotes higher student achievement. Del Sol staff members assist in facilitating written communication in both English and Spanish. B) Parent/Student/Teacher Compacts are signed each year. C) Parents are invited and encouraged to attend Parent-Teacher conferences with translators assigned as needed. Home visits are provided if necessary. D) Parents are encouraged to be a part of SSC, ELAC and/ or PTA. E) Parents are provided the opportunity to participate in district parenting classes or community events that will assist their children in learning the standards. F) In preparation and readiness for the beginning and ending of the academic school year, DSA students and parents will be given the opportunity to acquaint/revisit/follow-up with school registrations and general procedures.	The school promoted regular, two-way communication with families about academic and behavior progress. All communication to families is provided in English and Spanish. Parent/Student/Teacher Compacts were signed. Parent-Teacher conferences were held virtually this year in accordance with health and safety protocols. Translators were assigned as needed and home visits were made as necessary. Parents are invited to be a part of SSC, ELAC and/ or PTA. Parents were invited to participate in district parenting classes and/or community events aimed at supporting academic and behavioral achievement. Events such as AVID workshops and STEAM family nights were not held due to the health and safety protocols. TK & Kinder parents participated in on-line Back-to-School Night/Readiness Orientation to familiarize themselves with the Kindergarten program. They learned about the curriculum and became acquainted teachers and the classroom. Del Sol hosted student recognition and awards assemblies throughout	LCFF Suppl/Conc -- 0707 $1,500 Refreshments 4000-4999: Books And Supplies Title III LEP -- 4203 $500	LCFF Suppl/Conc -- 0707 $500 Refreshments 4000-4999: Books And Supplies Title III LEP -- 4203 $500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G) Parents will be invited to attend grade-level, AVID parent workshops, STEAM family nights to learn ways to provide academic support for their child at home. H) Transitional Kindergarten parents, Kindergarten parents and students will be given the opportunity to attend Back-to-School Night/Readiness Orientation to familiarize themselves with the Kindergarten program. I) Kindergarten families will be invited to attend Pastries with Parents to learn additional information about the kindergarten curriculum and to better familiarize themselves with the teachers and classroom. J) Del Sol will host student recognition and awards assemblies throughout the year, which honor students who demonstrate exemplary citizenship, grades, academic achievement, community service, reaching the EL redesignation milestone (EL to RFEP), attaining personal/academic and social goals.	the year, honoring students who demonstrated exemplary citizenship, grades, academic achievement, EL redesignation.		
3.5 Involvement of staff, parents and community A) Teachers will hold meetings with parents to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided. Parents will be encouraged to attend parent meetings and school	3.5 Involvement of staff, parents and community Parent-teacher conferences were held to explain standards, homework, assessments, progress, etc. to enhance student achievement. Translation was provided as needed. Parents signed a school-parent	Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $250 Printing	Hourly, Other Certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 $250 Printing

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
functions. All parents will sign a school-parent compact. Parents will be encouraged to attend Back-to-School Night. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment results. School-wide data will be shared with and interpreted for the SSC and ELAC. Parents are invited to special activities and encouraged to volunteer on campus. Communication will go out to parents via district communication systems and school's social media platforms, website, telephone calls and the marquee. B) Our parent involvement opportunities include School Site Council, English Learner Advisory Committee, Parent-Teacher Association and attendance at events such as Back-to-School Night and Parent/Teacher Conferences, Read Across America, STEAM family nights. We plan to build on these opportunities in the coming year.	compact. Families attended Back-to-School Night. Parents received copies of individual student assessment results. Teachers reviewed state and district assessment results. School-wide data was shared with and interpreted for the SSC and ELAC. In April and May after health and safety protocols were lifted, parents were invited to special activities and encouraged to volunteer on campus. Communication notified families via district communication systems and the school's social media platforms, website, telephone calls and the marquee. Parent involvement opportunities included School Site Council, English Learner Advisory Committee, Parent-Teacher Association, Coffee with the Principal, and attendance at events such as Back-to-School Night and Parent/Teacher Conferences. We plan to build on these opportunities in the coming year.	5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $300 Translation Services 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $500	5000-5999: Services And Other Operating Expenditures Title I Basic -- 3010 $300 Translation Services 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 $500

Analysis

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

COVID restrictions prevented parents/volunteers from being on campus, therefore, meetings such as; parent-teacher conferences, SST's, 504's, and IEP's were held virtually or over the phone. The restrictions were removed in mid-March, paving the way for parents to return to campus to attend in-person meetings, events, and/or volunteer.

The number of PICO referrals has increased since students have returned to in person learning. Students were provided support by our full time counselor and behavioral health associate as well as the school psychologist.

Parents have been kept informed through various means including our school website, Class Dojo, Parent Square, and the school's social media platforms. Information for parents is always provided in the home language. Translators are provided for any meetings such as parent conferences, ELAC, and IEPs.

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

Feedback has been positive as families look forward to coming on campus to support school activities. Students are being engaged with the implementation of weekly raffles, student of the month awards, and other student incentives and activities.

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

Funds were moved for classified staff to make parent connections and phone calls. Funds were also moved to provide more coverage on the playground to keep a safe environment. Translators are provided for parents for any meetings or phone calls. Support staff and Teachers have also provided assistance with completing PICO referrals for students.

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.

Families will finally be able to participate in activities on campus. We will be able to host book fairs, workshops, and award ceremonies. Parent volunteers will be welcome to return to helping teachers in the classroom. Our office staff will continue to offer translating as needed and contact families of absent students and continue to support them with completing PICO referrals. With the return of parents back onto campus, we will be hosting more in person meetings and events in coordination with our PTA with staff support. However, virtual options will continue to be offered whenever possible to support families who can't attend in-person. Weekly, monthly and trimester incentive programs to promote academic effort, AVID participation, attendance & engagement, and positive behavior outcomes will be incorporated into DSA's plan. Along with the 100 Mile Club, intramural sports will be added to support student engagement and promote an active and healthy lifestyle.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	278,200
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	824,285.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	198,940	0.00
Title I Parent Involvement -- 3010 1902	2,586	0.00
Title III LEP -- 4203	6,394	0.00
LCFF Suppl/Conc -- 0707	217,210	0.00
LCFF District -- 500 0707	224,724	0.00
LCFF VAPA -- 0763	92,151	0.00
LCFF AVID – 0765	12,000	0.00
Title I District -- 500 3010	70,280	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID – 0765	12,000.00
LCFF District -- 500 0707	224,724.00
LCFF Suppl/Conc -- 0707	217,210.00
LCFF VAPA -- 0763	92,151.00
Title I Basic -- 3010	198,940.00
Title I District -- 500 3010	70,280.00
Title I Parent Involvement -- 3010 1902	2,586.00
Title III LEP -- 4203	6,394.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	534,223.00
2000-2999: Classified Personnel Salaries	192,319.00
4000-4999: Books And Supplies	85,943.00
5000-5999: Services And Other Operating Expenditures	7,300.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF AVID – 0765	7,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF AVID – 0765	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	129,116.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	95,608.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	93,827.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	46,792.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	69,291.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	7,300.00
1000-1999: Certificated Personnel Salaries	LCFF VAPA -- 0763	87,951.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	150,915.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	48,025.00
1000-1999: Certificated Personnel Salaries	Title I District -- 500 3010	70,280.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	1,734.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	852.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	400.00
2000-2999: Classified Personnel Salaries	Title III LEP -- 4203	1,894.00
4000-4999: Books And Supplies	Title III LEP -- 4203	4,100.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
James Wandrie	Principal
Mandy Kaur (Chairperson)	Parent or Community Member
April Jacobson	Classroom Teacher
Kerri Bollin	Parent or Community Member
Rania Hamdy (DAC Representative)	Parent or Community Member
Celeste Casas (alternate DAC rep)	Parent or Community Member
Nicole More (vice-chairperson)	Parent or Community Member
Natree Bare (alternate)	Parent or Community Member
Maria Miranda	Other School Staff
Dawn Brooks (alternate)	Classroom Teacher
Kavita Kajla	Classroom Teacher
Katherine Burts	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/19/2022.

Attested:

Principal, James Wandrie on 5/19/2022

SSC Chairperson, Mandy Kaur on 5/19/2022

Addendum

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

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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 Evaluation and Update.
Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Evaluation and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Evaluation and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      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.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Evaluation and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. 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
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. 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.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs
Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs
After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program