

School Year:

2023-24



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

Corrine Ortiz

District Name

Jurupa Unified School District

SPSA Revision Date

Schoolsite Council (SSC) Approval Date

May 22, 2023

Local Board Approval Date

June 26, 2023

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.

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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 academic and social emotional needs of every student. Through effective and innovative standards based instruction and delivery, guided by the foundations of STEAM education, we cultivate critical thinking and problem solving skills. Learners are valued and supported in an inclusive and compassionate environment.

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 1,280 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. Del Sol Academy offers programs to enhance the academic and social emotional well being of all students.

Based on 2022 data from Riverside County, Del Sol's enrollment was 1,298 students and the school demographics were as follows: 64% Hispanic, 11.6% White, 8% Asian, 7.1% African American, 3.7% Filipino and 5% reported being two or more races. English Learners (EL) made-up 19% 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 1.3% are foster youth, 1.4% are homeless youth, and 58% are socioeconomically disadvantaged. Of the student population, 10.6% 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 a rigorous reading and writing program at all grade levels.
- * 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 a 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

Asian and Filipino students scored in the medium and very high range, respectively, on ELA CAASPP. White and Socioeconomically Disadvantaged students scored in the low range, scoring 7.5 and 55.9 points below the standard.

DSA scored in the medium range for suspension rates, 2.3% of students being suspended for at least one day. English learners, Asian, and Filipino subgroups fell in the very low range for suspension rates. Restorative practices have been utilized to build community and manage conflicts effectively.

5% of students reclassified. DSA scored in the medium range on the English Learner Progress Indicator, with a current status of 52.4%. Extended learning opportunity classes were offered to support English Learners in the area of reading and writing.

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

Our data indicates that we have a low percentage, 11.87%, of students scoring in the Well Developed range on ELPAC. More specifically, students need support in the area of writing. ELPAC data shows that students scored at a 5.9% at the well developed range in the area of Writing, and a 4.57% in the well developed range in the area of written language performance.

All student groups demonstrated a high chronic absenteeism.

As a school in the area of ELA on the CAASPP assessment, we scored in the low range, 36.8 points below the standard. Our English Learner and Students with Disabilities subgroups scored in the very low range, scoring 83.6 and 102.9 points below the standard, respectively.

As a school in the area of Math on the CAASPP assessment, we scored in the low range, 68.1 points below the standard. Our English Learner, Students with Disabilities, and African American subgroups scored in the very low range, scoring 102.4, 139.6 and 98.1 points below the standard, respectively.

DSA has started an attendance committee, meeting monthly to analyze data and develop strategic measures to boost attendance. DSA will focus on English Learners, math and writing in the 2023 - 2024 school year.

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

CAASPP performance in ELA had student groups with a performance gap: Students with disabilities and EL students were very low while all students were in the low range.

There was a gap in our overall school data for suspension rates and our African American subgroup. As a school, we scored in the medium range and our African American scored in the very high range.

On the ELPAC assessment, our English Learners scored higher in the area of oral language performance and listening and significantly lower in the areas of reading and writing.

DSA has started an attendance committee, meeting monthly to analyze data and develop strategic measures to boost attendance. DSA will focus on English Learners, math and writing in the 2023 - 2024 school year.

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

Additional Targeted Support and Improvement

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 and develops the SPSA with educational partners. The SPSA includes strategies that supports the instruction of the state standards and addresses the needs of all students, particularly those at risk of not meeting these standards through high interest activities and research based strategies and interventions. SPSA implementation is monitored and evaluated through an ongoing process on site by the leadership team, SSC, and ELAC committees and at the district level via School Based Coordinated Program meetings, principal meetings, and annual budget/program meetings. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs. 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.

Educational Partner 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. CAASPP scores, local assessment data, ELPAC results, NWEA results, attendance rates, discipline data, D/F grades (grades 7-8), and various students/teacher/parent survey results were used to identify Greatest Needs and Performance Gaps. The principal has also received support from our district School Based Coordinated Program-SBCP, Principal and Budget and Program Meetings.

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

Resource Inequities

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

Resource inequities include four subgroups at DSA. These include African American students (AA), English Learners (EL), students with disabilities (SWD), and students with two or more races. The California dashboard indicated that our AA, EL, and SWD subgroups have inequities in math, scoring in the very low range on CAASPP. Our EL and SWD subgroups have inequities in the area of ELA, scoring in the very low range on CAASPP. Support teachers will place special emphasis on selecting students for small group support in the areas of reading and math. These students will also be invited to ELO enrichment courses. All identified subgroups scored in the very high range for chronic absenteeism. Special attention will be given to purchasing books that connect with various cultures on campus, especially EL, AA, and SWD to build cultural sensitivity and an appreciation of differences. Measures will be taken to provide a more inclusive and welcoming environment to help promote positive attendance trends.

We have identified our African American students are being suspended at a higher rate than their peers. We will implement Additional Targeted Support and Improvements to support our African American students to decrease their suspension rates. We will provide training and professional development for our staff as related to restorative practices, de-escalating challenging behaviors, interventions, Social Emotional Learning, and best practices to support all students, but with a careful emphasis on how we can best support our African American student population. We will provide counseling/mentoring to support and help to engage our African American students.

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

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

Conclusions based on this data:

1. Enrollment has been slowly, but steadily, increasing since the 2020 - 2021 school year.
2. Enrollment increases are more evident in primary grades, Kinder to third grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	207	230	248	18.10%	18.9%	19.9%
Fluent English Proficient (FEP)	172	165	151	15.10%	13.5%	12.1%
Reclassified Fluent English Proficient (RFEP)	15			7.2%		

Conclusions based on this data:

1. Our English Learner enrollment has been slowly, but steadily, increasing since the 2020 - 2021 school year.
2. The number of students who are scoring in the Fluent English Proficient level during registration for the first time in a US school (JUSD) is steadily declining.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	143		0	141		0	141		0.0	98.6	
Grade 4	139	116		0	114		0	114		0.0	98.3	
Grade 5	112	151		0	150		0	150		0.0	99.3	
Grade 6	126	116		0	114		0	114		0.0	98.3	
Grade 7	129	125		0	123		0	123		0.0	98.4	
Grade 8	114	119		0	116		0	116		0.0	97.5	
All Grades	739	770		0	758		0	758		0.0	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2388.9			14.18			17.02			24.82			43.97	
Grade 4		2435.0			14.91			22.81			21.93			40.35	
Grade 5		2486.3			18.67			27.33			23.33			30.67	
Grade 6		2484.1			3.51			26.32			33.33			36.84	
Grade 7		2497.8			8.94			19.51			29.27			42.28	
Grade 8		2535.0			7.76			30.17			29.31			32.76	
All Grades	N/A	N/A	N/A		11.74			23.75			26.78			37.73	

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.18			58.16			27.66	
Grade 4		9.65			66.67			23.68	
Grade 5		17.33			61.33			21.33	
Grade 6		7.89			53.51			38.60	
Grade 7		10.57			51.22			38.21	
Grade 8		12.07			59.48			28.45	
All Grades		12.27			58.44			29.29	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.80			48.23			43.97	
Grade 4		9.65			57.89			32.46	
Grade 5		19.33			48.67			32.00	
Grade 6		7.02			57.89			35.09	
Grade 7		13.01			40.65			46.34	
Grade 8		9.48			57.76			32.76	
All Grades		11.35			51.45			37.20	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.09			74.47			18.44	
Grade 4		11.40			71.93			16.67	
Grade 5		7.33			73.33			19.33	
Grade 6		5.26			78.95			15.79	
Grade 7		8.13			74.80			17.07	
Grade 8		6.90			76.72			16.38	
All Grades		7.65			74.93			17.41	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.06			60.99			26.95	
Grade 4		9.65			67.54			22.81	
Grade 5		17.33			60.00			22.67	
Grade 6		8.77			68.42			22.81	
Grade 7		11.38			61.79			26.83	
Grade 8		12.07			65.52			22.41	
All Grades		12.14			63.72			24.14	

Conclusions based on this data:

1. 30% or more of our students at each grade level (3rd - 8th) are scoring in the 'standard not met' range overall in the area of English Language Arts. This is an area of need.
2. 30% or more of our students at each grade level (3rd - 8th) are scoring in the 'below standard' range in the area of Writing (producing clear and purposeful writing). This is an area of need.
3. 70% or more of our students at each grade level (3rd - 8th) scored in the 'at, near or above standard' range in the area of Listening (demonstrating effective communication skills). This is a an area of strength.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	119	143		0	142		0	142		0.0	99.3	
Grade 4	139	116		0	115		0	115		0.0	99.1	
Grade 5	112	151		0	150		0	150		0.0	99.3	
Grade 6	126	116		0	113		0	113		0.0	97.4	
Grade 7	129	125		0	124		0	124		0.0	99.2	
Grade 8	114	119		0	116		0	116		0.0	97.5	
All Grades	739	770		0	760		0	760		0.0	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2398.8			7.75			27.46			26.06			38.73	
Grade 4		2435.7			11.30			20.87			32.17			35.65	
Grade 5		2459.4			9.33			13.33			31.33			46.00	
Grade 6		2482.1			11.50			9.73			33.63			45.13	
Grade 7		2469.1			7.26			12.10			20.16			60.48	
Grade 8		2488.4			9.48			11.21			18.10			61.21	
All Grades	N/A	N/A	N/A		9.34			16.05			26.97			47.63	

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68			52.82			34.51	
Grade 4		13.91			44.35			41.74	
Grade 5		6.67			45.33			48.00	
Grade 6		8.85			44.25			46.90	
Grade 7		7.26			33.06			59.68	
Grade 8		7.76			38.79			53.45	
All Grades		9.47			43.42			47.11	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.79			49.30			35.92	
Grade 4		13.04			51.30			35.65	
Grade 5		8.00			52.00			40.00	
Grade 6		6.19			46.02			47.79	
Grade 7		7.26			45.97			46.77	
Grade 8		8.62			50.00			41.38	
All Grades		9.74			49.21			41.05	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.75			62.68			29.58	
Grade 4		13.91			51.30			34.78	
Grade 5		9.33			55.33			35.33	
Grade 6		11.50			58.41			30.09	
Grade 7		8.87			58.87			32.26	
Grade 8		9.48			52.59			37.93	
All Grades		10.00			56.71			33.29	

Conclusions based on this data:

1. Students in grades 3, 4, and 5 have higher numbers of students who scored in the 'met or exceeded' range in math, overall, than students in grades 6, 7, and 8.
2. Students scored highest in the area of Communicating Reasoning (demonstrating the ability to support mathematical conclusions), 66.71% of students scoring in the 'at, near, or above' standard range.
3. Students scored significantly lower overall in the area of math in comparison to ELA : 47.11% of students scoring in the 'below standard' range in the area of math and 37.20% for ELA.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.4	1421.7		1439.7	1437.5		1371.8	1384.1		26	40	
1	1426.2	1431.4		1449.2	1470.3		1402.9	1392.1		29	19	
2	1461.0	1449.3		1460.8	1463.0		1460.7	1435.0		24	26	
3	1484.1	1476.0		1482.2	1484.4		1485.6	1467.0		29	23	
4	1480.7	1499.9		1473.2	1509.9		1487.6	1489.5		26	27	
5	1512.7	1503.4		1512.3	1513.5		1512.3	1492.8		12	28	
6	1515.5	1521.1		1519.7	1524.8		1510.8	1516.8		26	12	
7	1530.3	1539.9		1525.3	1542.8		1534.8	1536.5		23	25	
8	1539.6	1586.4		1524.5	1609.4		1554.2	1563.1		16	19	
All Grades										211	219	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	5.00		26.92	42.50		50.00	40.00		7.69	12.50		26	40	
1	3.45	0.00		24.14	15.79		44.83	52.63		27.59	31.58		29	19	
2	8.33	7.69		50.00	38.46		25.00	23.08		16.67	30.77		24	26	
3	10.34	0.00		31.03	43.48		41.38	39.13		17.24	17.39		29	23	
4	0.00	18.52		30.77	25.93		42.31	29.63		26.92	25.93		26	27	
5	16.67	7.14		16.67	28.57		50.00	46.43		16.67	17.86		12	28	
6	11.54	8.33		34.62	50.00		46.15	33.33		7.69	8.33		26	12	
7	8.70	24.00		65.22	44.00		13.04	20.00		13.04	12.00		23	25	
8	12.50	42.11		31.25	36.84		50.00	15.79		6.25	5.26		16	19	
All Grades	9.00	11.87		35.07	36.07		39.81	33.79		16.11	18.26		211	219	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	22.50		42.31	35.00		30.77	30.00		11.54	12.50		26	40	
1	27.59	31.58		31.03	31.58		27.59	31.58		13.79	5.26		29	19	
2	12.50	11.54		54.17	53.85		29.17	23.08		4.17	11.54		24	26	
3	20.69	26.09		44.83	43.48		24.14	17.39		10.34	13.04		29	23	
4	19.23	37.04		34.62	37.04		30.77	18.52		15.38	7.41		26	27	
5	33.33	25.00		50.00	57.14		8.33	3.57		8.33	14.29		12	28	
6	26.92	41.67		57.69	33.33		7.69	25.00		7.69	0.00		26	12	
7	17.39	40.00		65.22	48.00		13.04	8.00		4.35	4.00		23	25	
8	18.75	63.16		18.75	31.58		56.25	0.00		6.25	5.26		16	19	
All Grades	20.85	31.05		44.55	42.01		25.12	17.81		9.48	9.13		211	219	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	2.50		15.38	27.50		42.31	45.00		30.77	25.00		26	40	
1	0.00	0.00		13.79	10.53		27.59	15.79		58.62	73.68		29	19	
2	12.50	7.69		33.33	26.92		25.00	26.92		29.17	38.46		24	26	
3	6.90	0.00		24.14	0.00		37.93	65.22		31.03	34.78		29	23	
4	3.85	0.00		19.23	22.22		23.08	25.93		53.85	51.85		26	27	
5	8.33	0.00		8.33	7.14		50.00	50.00		33.33	42.86		12	28	
6	0.00	0.00		19.23	16.67		42.31	58.33		38.46	25.00		26	12	
7	8.70	20.00		30.43	12.00		43.48	44.00		17.39	24.00		23	25	
8	6.25	10.53		43.75	57.89		37.50	15.79		12.50	15.79		16	19	
All Grades	6.16	4.57		22.75	20.09		35.55	38.81		35.55	36.53		211	219	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	30.00		76.92	62.50		7.69	7.50		26	40	
1	27.59	31.58		62.07	63.16		10.34	5.26		29	19	
2	12.50	15.38		75.00	73.08		12.50	11.54		24	26	
3	20.69	21.74		72.41	60.87		6.90	17.39		29	23	
4	23.08	37.04		61.54	48.15		15.38	14.81		26	27	
5	8.33	17.86		83.33	67.86		8.33	14.29		12	28	
6	3.85	16.67		80.77	58.33		15.38	25.00		26	12	
7	13.04	8.00		73.91	80.00		13.04	12.00		23	25	
8	12.50	21.05		81.25	73.68		6.25	5.26		16	19	
All Grades	16.11	22.83		72.99	65.30		10.90	11.87		211	219	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.23	10.00		57.69	75.00		23.08	15.00		26	40	
1	13.79	26.32		68.97	57.89		17.24	15.79		29	19	
2	16.67	26.92		79.17	61.54		4.17	11.54		24	26	
3	34.48	60.87		48.28	26.09		17.24	13.04		29	23	
4	15.38	48.15		65.38	40.74		19.23	11.11		26	27	
5	58.33	75.00		33.33	7.14		8.33	17.86		12	28	
6	57.69	75.00		34.62	25.00		7.69	0.00		26	12	
7	47.83	80.00		47.83	12.00		4.35	8.00		23	25	
8	20.00	84.21		73.33	10.53		6.67	5.26		15	19	
All Grades	30.00	49.77		57.14	38.36		12.86	11.87		210	219	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.85	12.50		65.38	67.50		30.77	20.00		26	40	
1	6.90	5.26		34.48	10.53		58.62	84.21		29	19	
2	20.83	11.54		58.33	50.00		20.83	38.46		24	26	
3	3.45	0.00		65.52	26.09		31.03	73.91		29	23	
4	3.85	0.00		46.15	44.44		50.00	55.56		26	27	
5	8.33	3.57		50.00	39.29		41.67	57.14		12	28	
6	3.85	0.00		23.08	41.67		73.08	58.33		26	12	
7	8.70	24.00		43.48	36.00		47.83	40.00		23	25	
8	31.25	47.37		37.50	26.32		31.25	26.32		16	19	
All Grades	9.00	11.42		47.39	41.10		43.60	47.49		211	219	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.62	15.00		30.77	55.00		34.62	30.00		26	40	
1	0.00	0.00		37.93	63.16		62.07	36.84		29	19	
2	12.50	7.69		54.17	57.69		33.33	34.62		24	26	
3	17.24	8.70		48.28	78.26		34.48	13.04		29	23	
4	3.85	7.41		57.69	59.26		38.46	33.33		26	27	
5	8.33	0.00		75.00	75.00		16.67	25.00		12	28	
6	0.00	8.33		88.46	83.33		11.54	8.33		26	12	
7	8.70	0.00		78.26	80.00		13.04	20.00		23	25	
8	6.67	0.00		73.33	94.74		20.00	5.26		15	19	
All Grades	10.48	5.94		58.10	69.41		31.43	24.66		210	219	

Conclusions based on this data:

1. The majority of students scored in the Level 1 and Level 2 range in the area of Written Language on the ELPAC. This is an area of need.
2. Almost half (49.77%) of students scored in the 'well developed' range in the Speaking Domain on the ELPAC. This is an area of strength.
3. Only 11.42% of students scored in the 'well developed' range in the Reading Domain of the ELPAC. This is an are of need.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,219	56.4	18.9	0.7
Total Number of Students enrolled in Del Sol Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	230	18.9
Foster Youth	8	0.7
Homeless	13	1.1
Socioeconomically Disadvantaged	687	56.4
Students with Disabilities	113	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	87	7.1
American Indian	1	0.1
Asian	97	8.0

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
Filipino	45	3.7
Hispanic	784	64.3
Two or More Races	38	3.1
Pacific Islander	4	0.3
White	141	11.6

Conclusions based on this data:

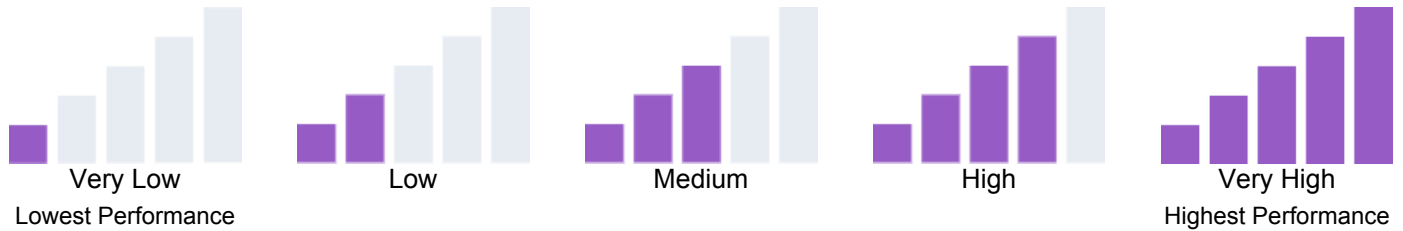
1. More than half of our student population (56.4%) falls into the socio-economically disadvantaged group.
2. Our highest ethnicity groups include Hispanic, White, Asian, and African American, respectively.

School and Student Performance Data

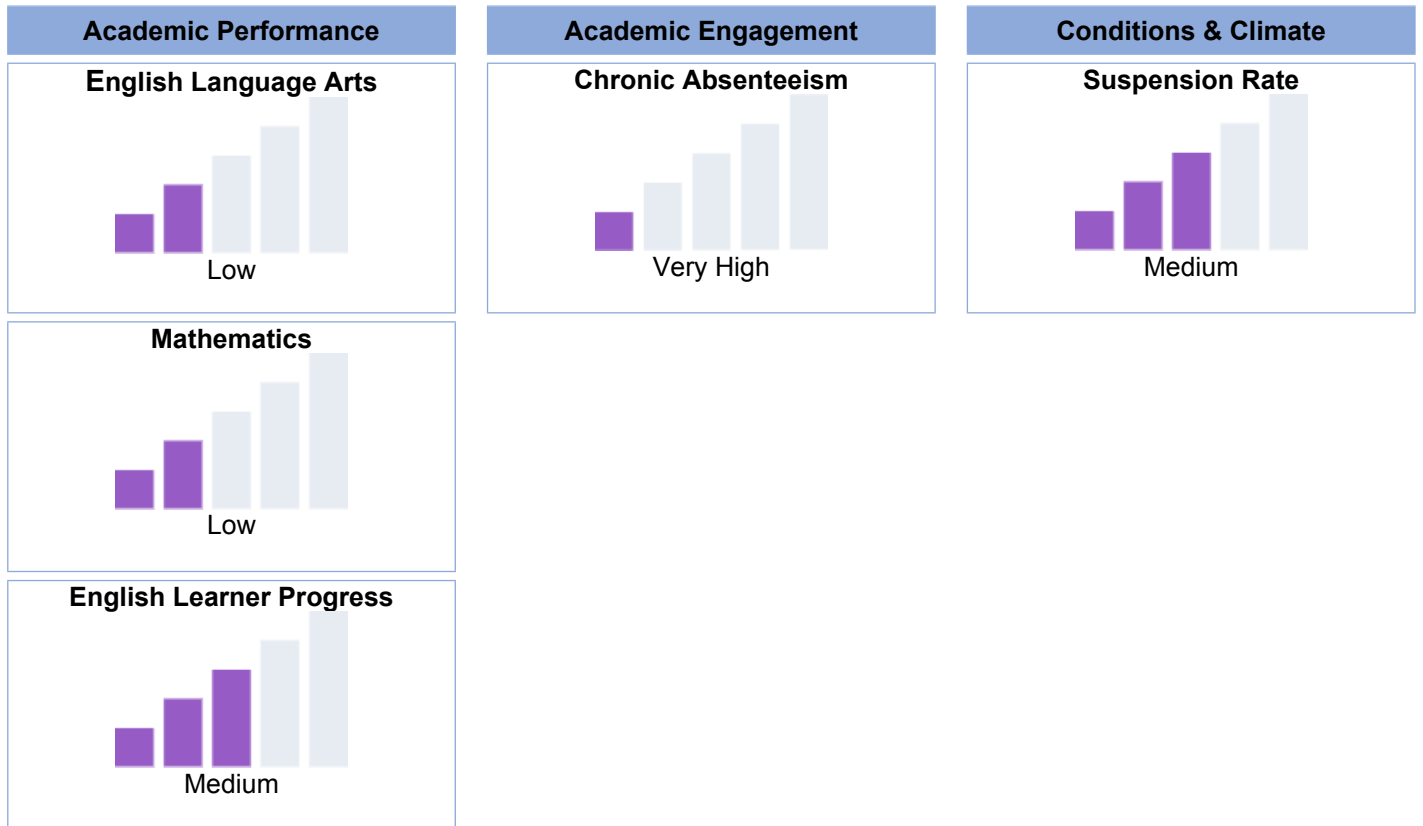
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Our suspension rate is in the medium range. We are working to get this in the low range.
2. Chronic absenteeism rates are in the very high range. Although this is true across the district, we are working on measures to improve this.

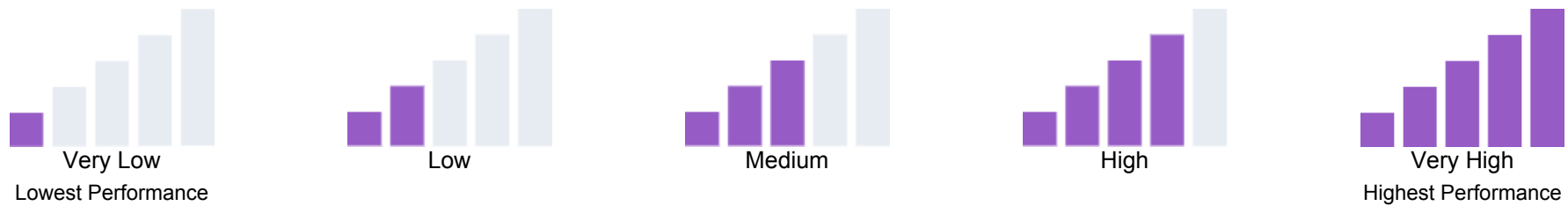
3. Students are scoring in the low range in the area of English Language Arts and Math.

School and Student Performance Data

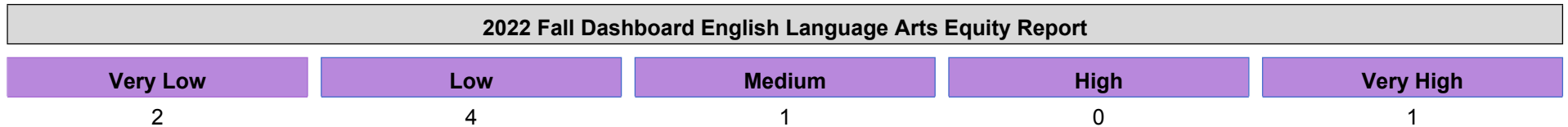
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

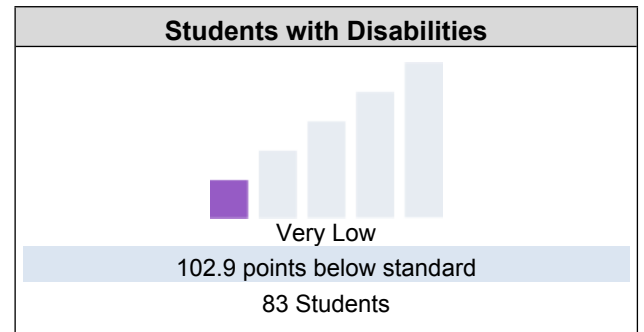
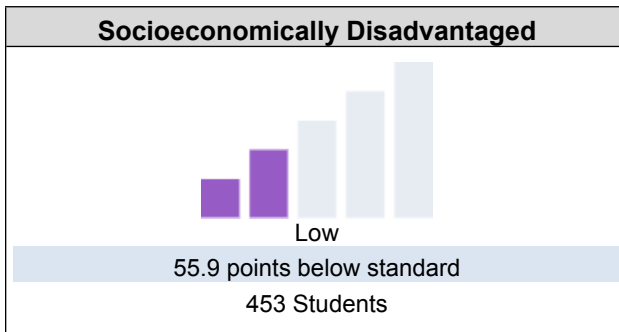
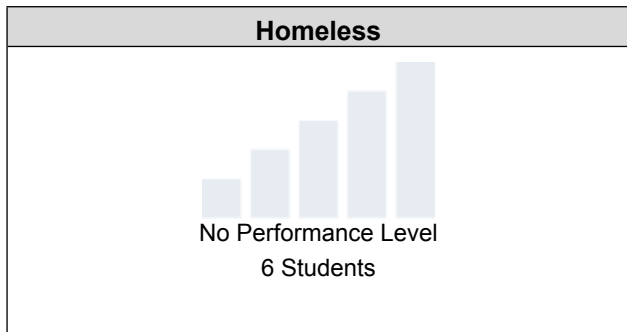
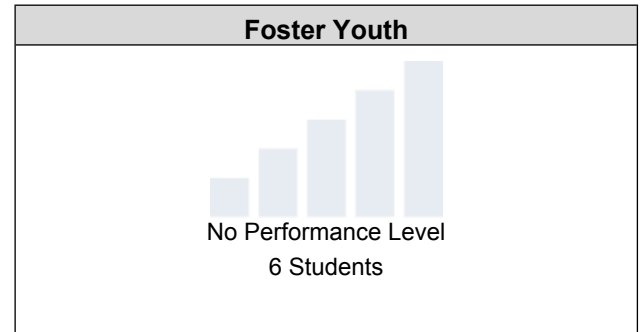
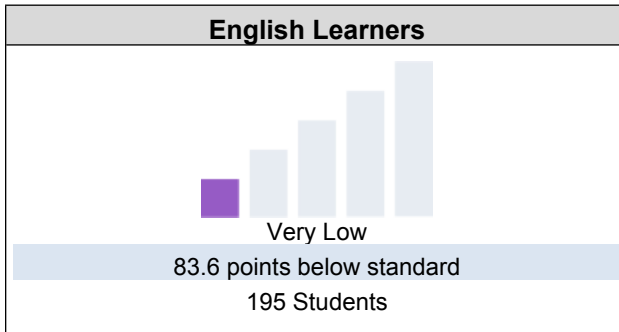
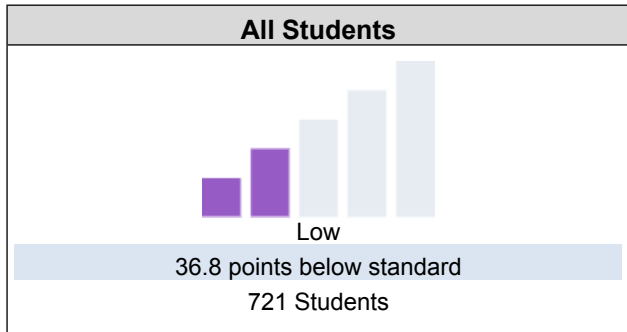


This section provides number of student groups in each level.

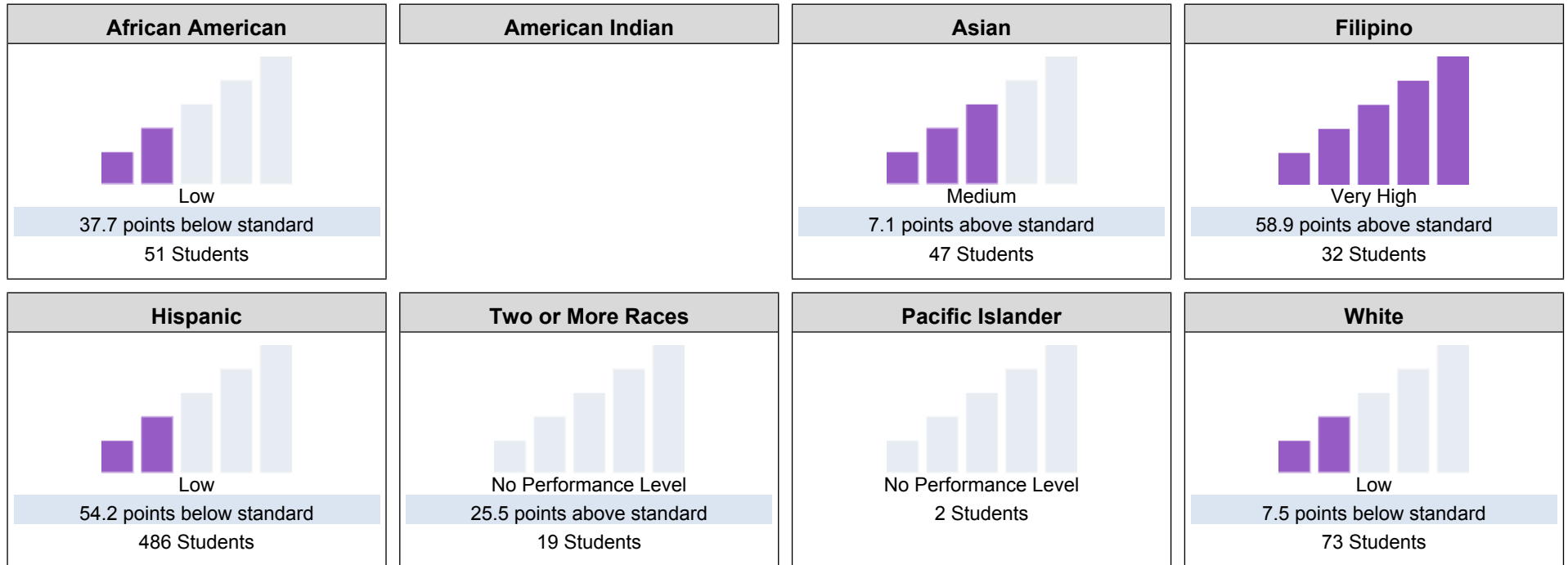


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.1 points below standard 123 Students	17.9 points below standard 72 Students	22.6 points below standard 469 Students

Conclusions based on this data:

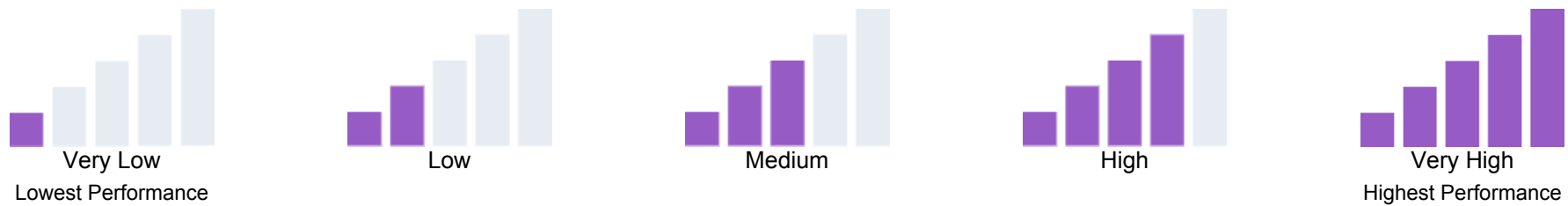
- English Learners and Students with Disabilities scored in the very low range in comparison to the low range overall in the area of English Language Arts.
- Asian and Filipino students scored in the medium and very high range, respectively, in comparison to the low range overall in the area of English Language Arts.

School and Student Performance Data

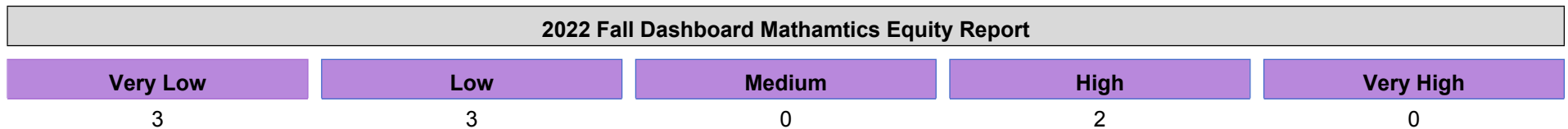
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

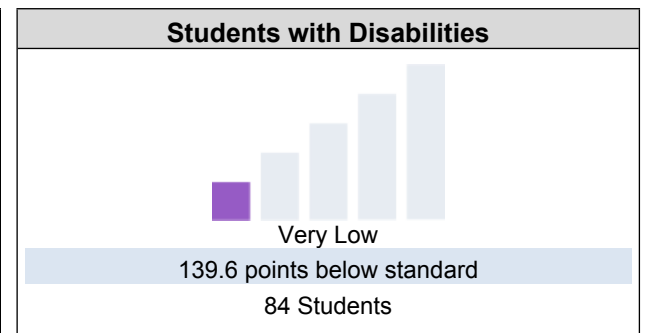
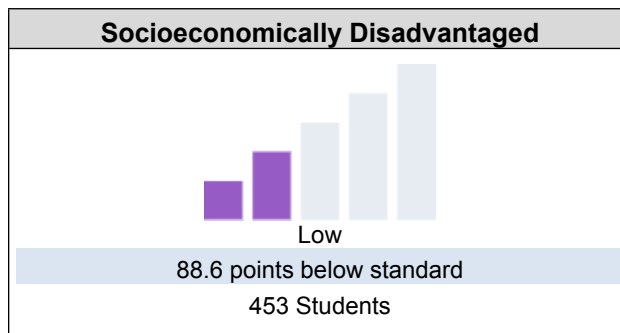
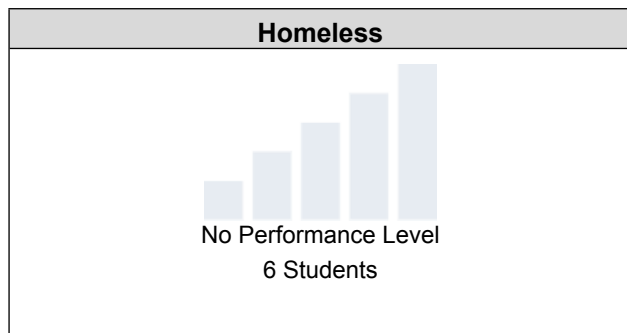
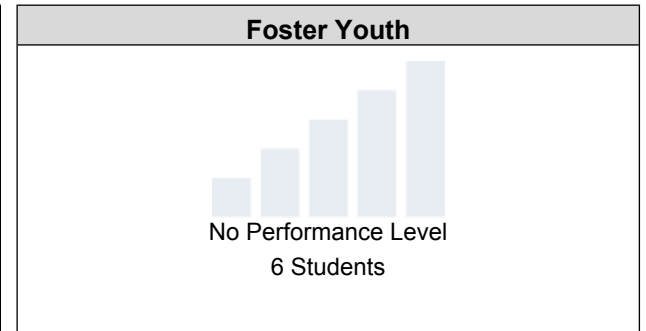
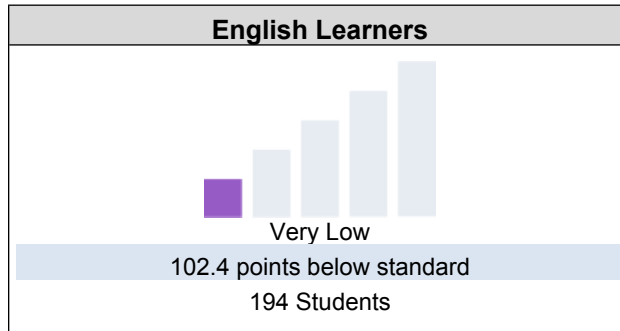
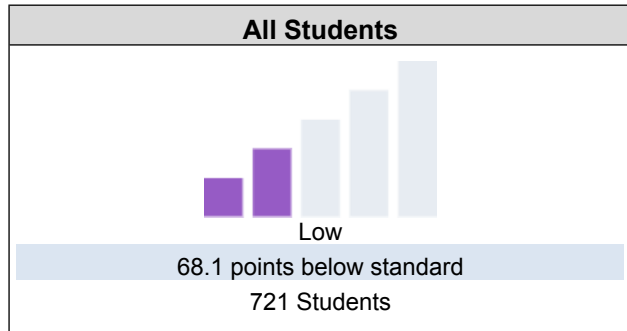


This section provides number of student groups in each level.

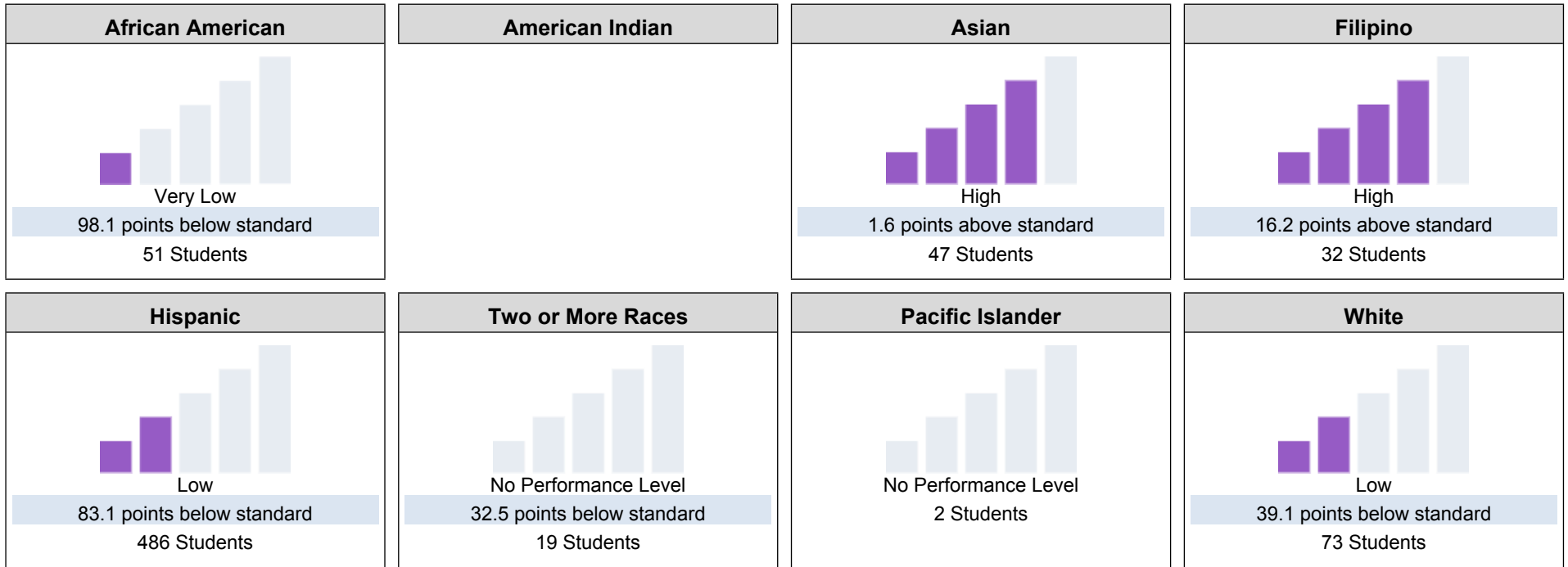


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.3 points below standard 122 Students	56.9 points below standard 72 Students	57.7 points below standard 470 Students

Conclusions based on this data:

- English Learners, Students with Disabilities, and African American subgroups scored in the very low range in comparison to the low range overall in the area of Math.
- Asian and Filipino subgroups scored in the high range in comparison to the low range overall in the area of Math.

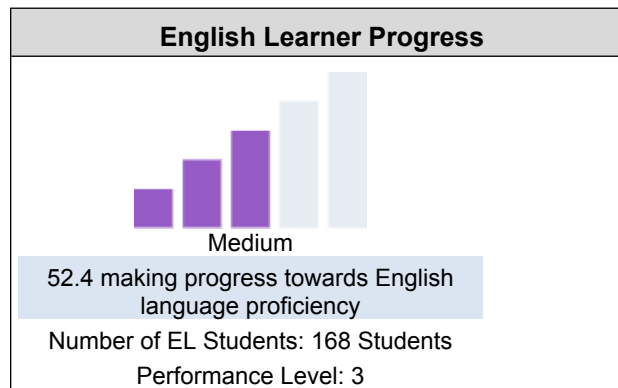
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
14.3%	33.3%	0.0%	52.4%

Conclusions based on this data:

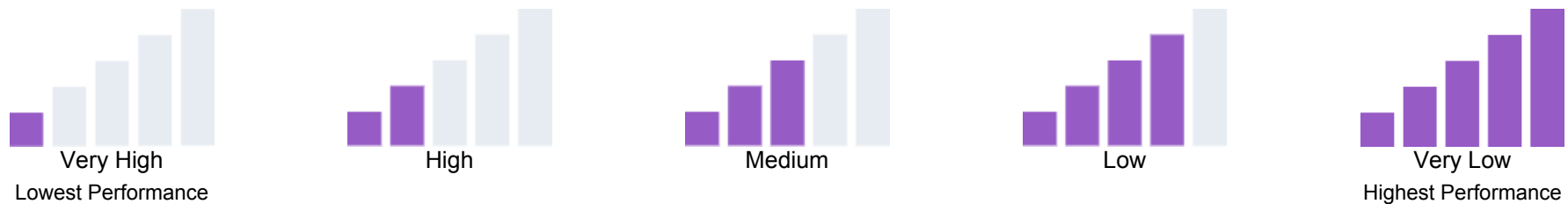
1. More than half of our English Learners (52.4%) progressed at least one ELPI level.
2. 47.6% of English Learners maintained or decreased ELPI levels, and did not make progress.

School and Student Performance Data

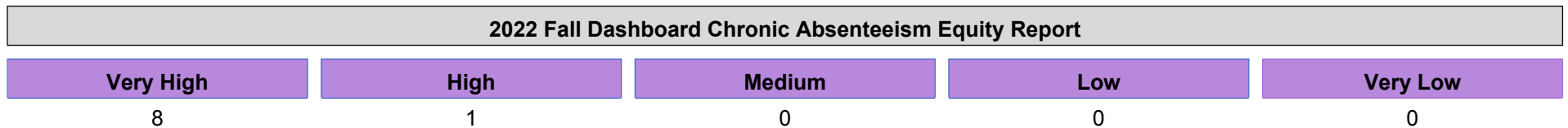
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

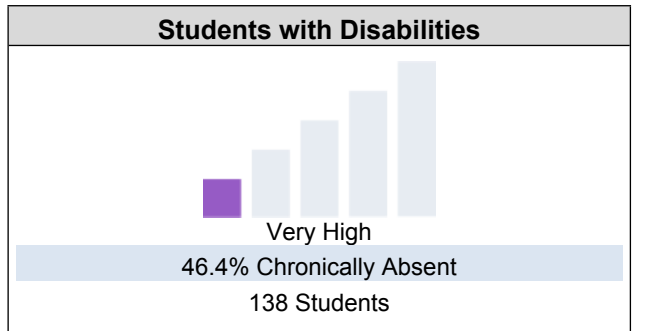
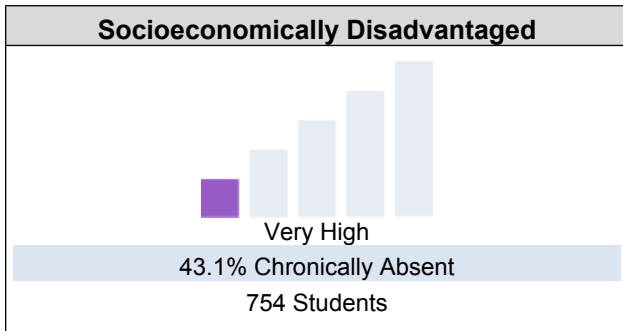
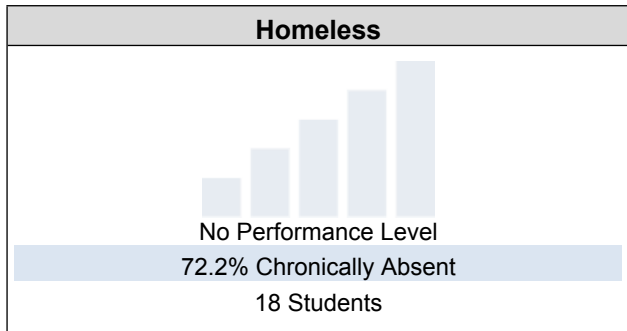
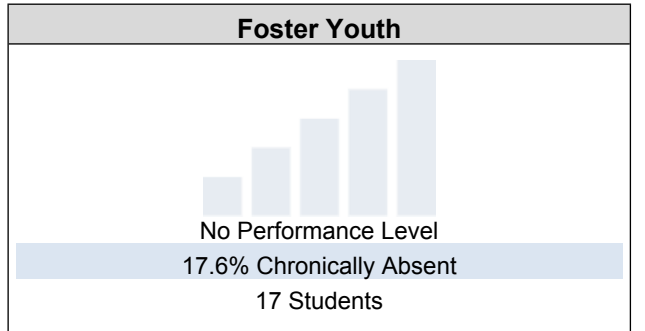
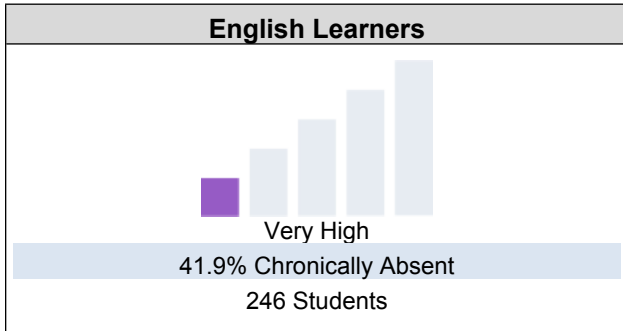
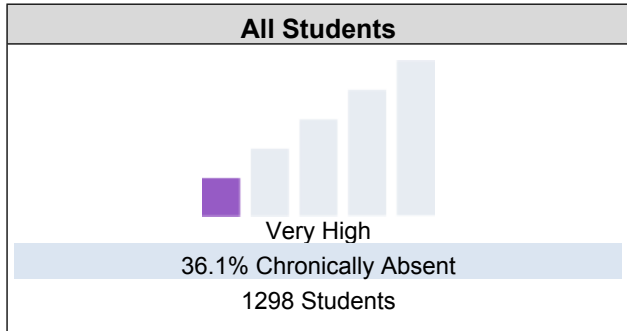


This section provides number of student groups in each level.

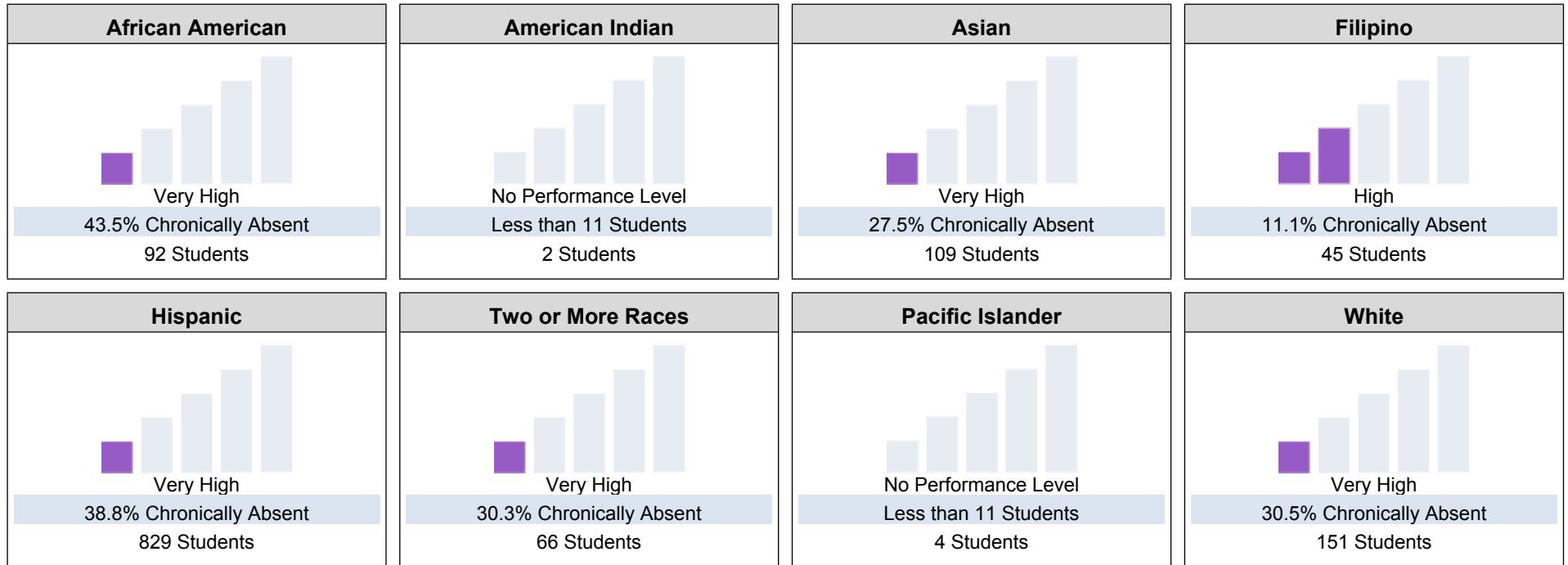


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

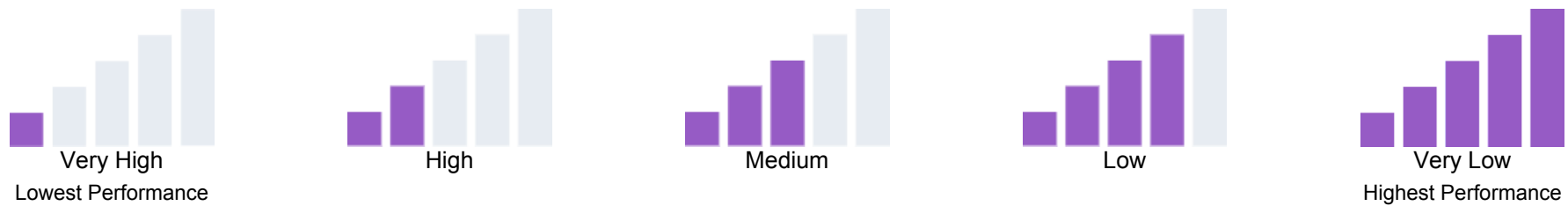
1. All subgroups scored in the very high range for chronic absenteeism.
2. Socioeconomically disadvantaged and Hispanic subgroups make up the majority of subgroup populations, both reaching above 40% of students who are chronically absent.

School and Student Performance Data

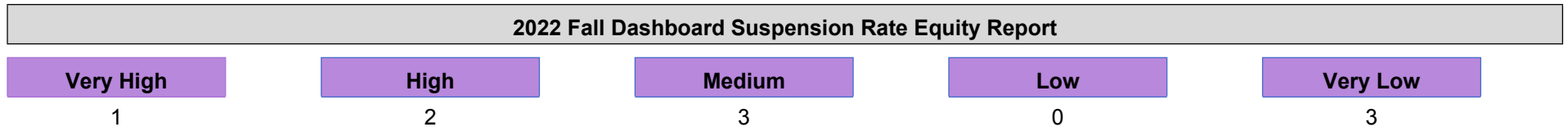
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

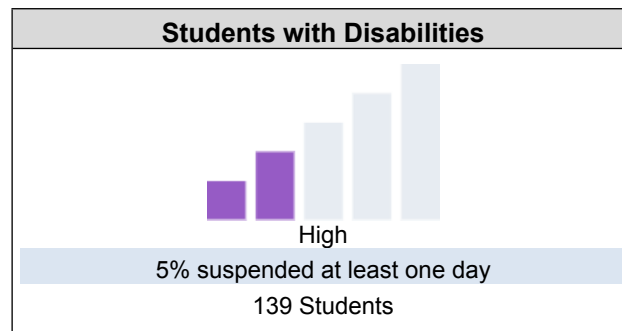
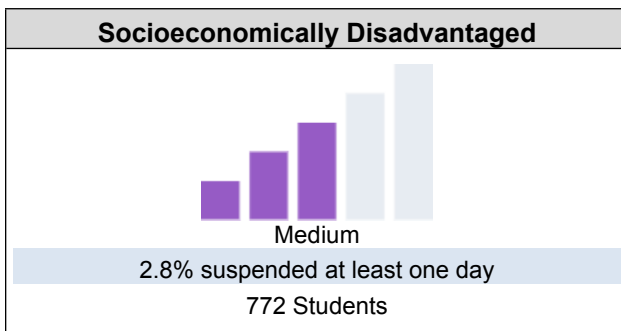
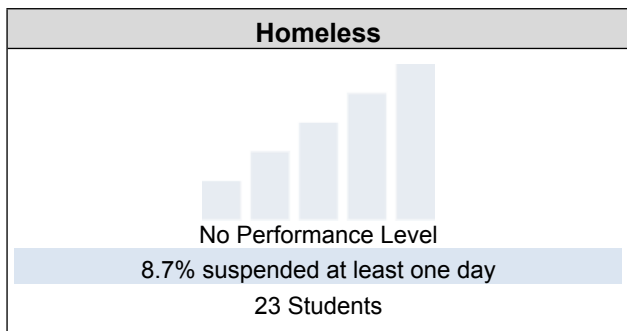
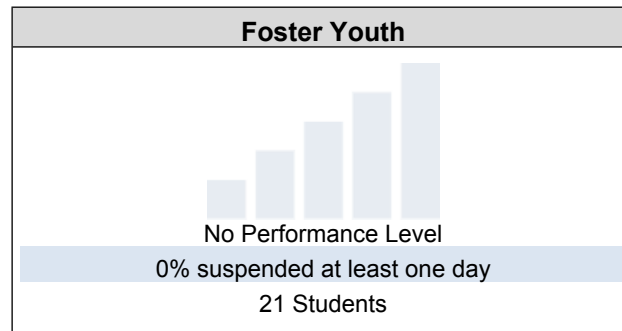
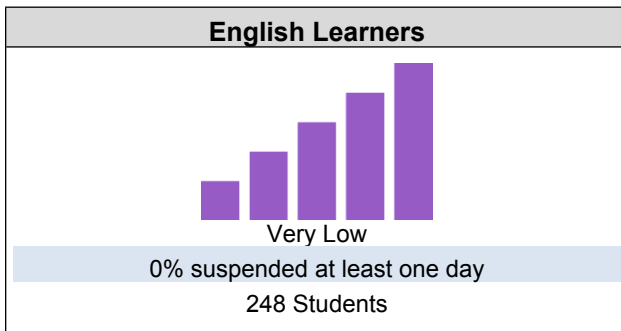
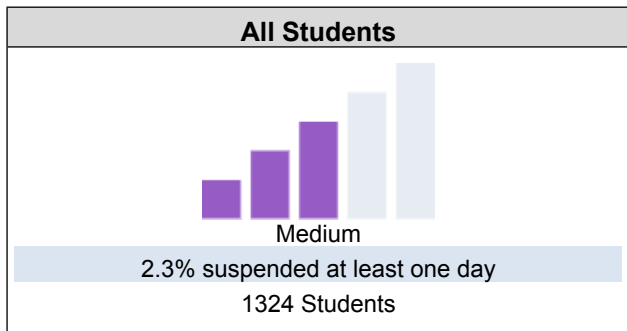


This section provides number of student groups in each level.

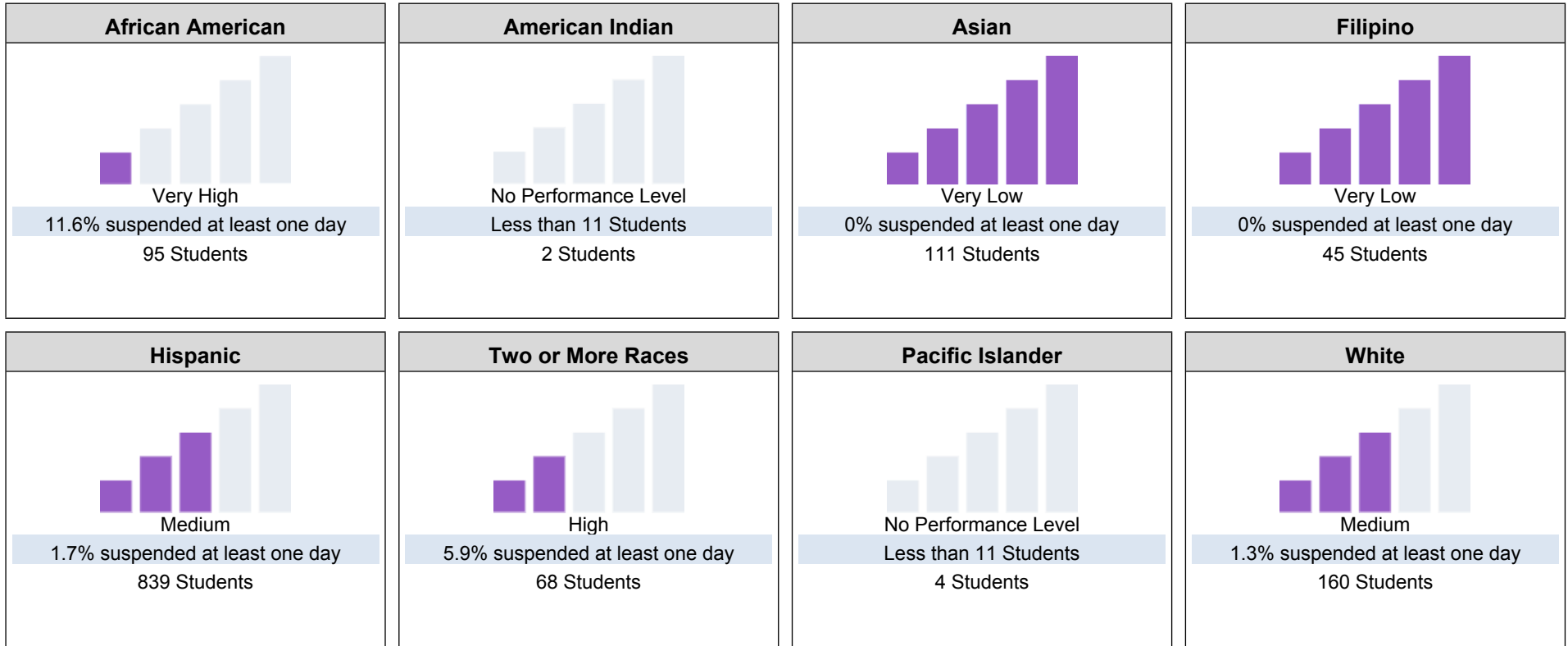


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Students with disabilities, African American, and students with two or more races scored in the high or very high range for suspensions in comparison to the medium range overall.
- Asian and Filipino students scored in the very low range for suspensions in comparison to the medium range overall.

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 NWEA assessments for ELA and math will allow teachers to better prepare for their students and address their academic needs. In addition to the two Reading Support Teachers and one elementary Math Support Teacher, DSA added an additional support teacher to work specifically with 6th - 8th grade students. Support teachers will provide support in a small group setting to build a strong foundation in number sense and problem-solving and to ensure that foundational skills and researched based reading strategies are utilized for struggling readers to include accuracy and fluency in reading and math. Release time will be provided to staff to administer or analyze assessments and other benchmarks; our Tech Coordinator and support teacher team will provide support.

Site coordinators including Safe Schools, BSEL/PBIS, SST, and AVID, as well as our Leadership Team will be given release days to plan, monitor, and refine schoolwide practices and procedures. We also plan to expand our capacity to schedule additional SST meetings to address student academic and behavioral needs. Funding for BSEL/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. 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. 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.

A careful review of data indicated that an emphasis is needed on math, writing and best practices for English Learners. Professional development, planning and monitoring will be utilized to address these needs. Committees, staff meetings and planning time will be have time dedicated to address these stie goals.

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 Academic Performance, 2021 - 2022 35.49% of students met or exceeded the standard for ELA	Increase percentage of Met or Exceeded by 5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>School Overall: Low range: 36.8 points below standard; No comparable data SED: Low range: 55.9 points below standard; No comparable data EL: Very low range: 83.6 points below standard; No comparable data SWD: Very low range: 102.9 points below standard; No comparable data Hispanic: Low range: 54.2 points below standard; No comparable data African American: Low range: 37.7 points below standard; No comparable data Asian: Medium range: 7.1 points above standard; No comparable data Filipino: Very high range: 58.5 points above standard; No comparable data White: Low range: 7.5 points below standard; No comparable data</p>	
<p>P4 Statewide Assessments - California School Dashboard (CASDB) Academic Indicator - Math Distance from Standard (DFS)</p>	<p>CAASPP Math Academic Progress, 2021 - 2022 25.39% of students met or exceeded the standard for Math School: 68.1 points below standard; No comparable data SED: 88.6 points below standard; No comparable data EL: 102.4 points below standard; No comparable data SWD: 139.6 points below standard; No comparable data Hispanic: 83.1 points below standard; No comparable data African American: 98.1 points below standard; No comparable data Asian: 1.6 points above standard; No comparable data Filipino: 16.2 points above standard; No comparable data White: 39.1 points below standard; No comparable data</p>	<p>Increase percentage of Met or Exceeded by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P4 Statewide Assessment - Summative ELPAC - California Department of Education (CDE) - level of proficiency	<p>Summative ELPAC Data, 2021 - 2022 11.87% Level 4 (Well Developed) 36.07% Level 3 (Moderately Developed) 33.79% Level 2 (Somewhat Developed) 18.26% Level 1 (Minimally Developed)</p> <p>There are 219 English Learners.</p> <p>More than 50% of DSA's English Learners have either somewhat or moderately developed English Skills as measured on the 2022 ELPAC state assessment.</p>	Increase percentage of Level 4 - Well Developed by 3%
P4: English Learner Reclassification Rate as reported on 2020-21 Data Quest	<p>2021 - 2022 Dataquest Fluent-English-Proficient Students: 23% (55 students) Re-designated FEP Students: 5.8% (14 students)</p>	Increase percentage of re-designated FEP students by 3%.
P8: Other Student Outcomes - NWEA ELA	<p>Spring 2021-22 NWEA Language Arts- Reading Data: 1st 19% of students scored above the 61st percentile 2nd 15% of students scored above the 61st percentile 3rd 13% of students scored above the 61st percentile 4th 23% of students scored above the 61st percentile 5th 17% of students scored above the 61st percentile 6th 32% of students scored above the 61st percentile The majority of students scored below the 41st percentile, except 6th grade.</p>	Increase percentage of students scoring above the 61st percentile by 5%.
P8: Other Student Outcomes - NWEA Math	<p>Spring 2021-22 NWEA Math Data: 1st 18% of students scored above the 61st percentile 2nd 21% of students scored above the 61st percentile 3rd 17% of students scored above the 61st percentile</p>	Increase percentage of students scoring above the 61st percentile by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4th 20% of students scored above the 61st percentile 5th 12% of students scored above the 61st percentile 6th 22% of students scored above the 61st percentile The majority of students scored below the 41st percentile.	
P8: Other Student Outcomes - HMH Reading Inventory for ELA	The Reading Inventory Proficiency Results are as follows: Advanced: 17% Proficient: 14% Basic: 28% Below Basic: 41% 214 students took the assessment Source: HMH Reading Inventory Assessment, 2022	Increase percentage for proficient and advanced by 5%.

Planned Strategies/Activities

Action 1.1

AVID Plan

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
AVID coordinator(s) will work with the administrator for 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 and certification, 4) Assist with order and distribution AVID materials such as AVID binders, dividers and planners, 5) Share or present AVID plan at SSC, ELAC, and other parent meetings, and 6) Plan, prepare and conduct AVID events like College Kick-off Day.	<u>X</u> All Students	AVID materials and supplies 4000-4999: Books And Supplies LCFF AVID – 0765 \$3,000 AVID PD and Planning(AVID PATH, College and Career Day) 5800: Professional/Consulting Services And Operating Expenditures

AVID Strategies

A) Site funds will be used to purchase AVID materials and supplies.

B) The AVID team will support with the implementation plan, including sharing and modeling AVID strategies with staff throughout the year. Release time will be provided as needed for AVID team members.

C) Funding will be used to support a College & Career Day, AVID Parent meetings, professional development for staff, release days for AVID planning, and other college awareness activities (A - G requirements and 6 year plans for grades 7 & 8).

LCFF AVID – 0765

\$6,000

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

Sub Release Days for planning
1000-1999: Certificated Personnel Salaries
LCFF AVID – 0765
\$3,000

Child care for parent outreach nights (EL)
2000-2999: Classified Personnel Salaries
Title III LEP -- 4203
\$300

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

	<u>X</u>	Modified Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol Academy will design lesson plans and assessments aligned to Common Core Standards, California State Standards (CSS) and Next Generation Science Standards (NGSS).</p> <p>A) Funds will cover sub costs for staff to attend district and site trainings/workshops to support standards based curriculum implementation and site /district initiatives.</p> <p>B) Teachers will participate in ongoing grade level meetings on minimum days for standards based planning. Site funded half and full day release days for grade level and/or department planning will be provided. Teachers will have opportunities to analyze and plan lessons, make instructional decisions based on formative assessment data results, and plan for STEAM integration.</p>	<p><u>X</u> All Students</p>	<p>Teacher release time for extended collaboration 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$15,000</p> <p>Instructional materials & supplies 4000-4999: Books And Supplies Title I Basic -- 3010 \$9,888</p> <p>Instructional materials and supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000</p>

C) Purchase digital tools, manipulatives, and supplemental materials and supplies to support standard based instruction.

Action 1.3

ELD

X

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Del Sol teachers will provide 30 minutes of designated ELD instruction daily. Integrated support (i.e. SDAIE strategies) will be provided across content areas.

A) Staff will administer the ELPAC to English Learners annually. Results will be used to assign appropriate supports and instruction. Teachers will monitor and evaluate EL levels. Subs may be needed to help with ELPAC administration.

B) Bilingual Language Tutors (BLTs) support English Learners by providing lesson reinforcement and reading support in both English and Spanish.

C) Professional development to support ELD program will be provided for staff. District Language Services staff will provide ongoing feedback and guidance to the administrative team, teachers, and bilingual language tutors (BLTs) regarding data analysis and effective instructional strategies for ELD, LTELs, and Reclassified Fluent English Proficient (RFEP) students. All 4th - 8th grade teachers will attend QTEL training to learn strategies to support and engage our English Learners and a means to reduce the number of LTELs (Long Term English Learners). Subs will be provided for teachers to attend training and for release time as needed for planning after PD sessions.

D) During SSC, ELAC, and parent conferences, teachers will review ELPAC scores, academic growth, and progress towards reaching the redesignation criteria. Classified staff members will be provided overtime hours as needed to support with translation for parents and families.

E) Purchase materials and supplies to support ELD instruction.

X Other student group(s) English Learners

Materials & Supplies to Support ELD instruction

4000-4999: Books And Supplies

Title III LEP -- 4203

\$1095

Substitutes to support ELPAC administration
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707

\$3,771

Subs for teachers to attend trainings and for planning

1000-1999: Certificated Personnel Salaries
Title III LEP -- 4203

\$3,000

Classified staff extra paid hourly (translation)
2000-2999: Classified Personnel Salaries
Title I Parent Involvement -- 3010 1902

\$197

(3) Bilingual Language Tutors Salaries (3 hrs.)
2000-2999: Classified Personnel Salaries
Title I Basic -- 3010

\$48449

(4) Bilingual Language Tutors Salaries (3 hrs.)
2000-2999: Classified Personnel Salaries
LCFF Suppl/Conc -- 0707

\$28799

Action 1.4

Reading and Writing Support

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol will have focus on reading and writing across the content areas and across the TK-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 and student groups identified as scoring in the very low range on CAASPP (English Learners and Students with Disabilities).</p> <p>A) Del Sol will utilize researched based reading and writing strategies across all content areas. Teachers will work to establish a vertical alignment for Step Up to Writing.</p> <p>B) Teachers, admin and support staff will regularly review student reading assessment scores, including NWEA data, to identify students who need intensive intervention support.</p> <p>C) Provide hourly pay for teachers to plan for and facilitate trainings for parents.</p> <p>D) Purchase supplemental resources, technology equipment, computer programs, and reading/writing supplies to support reading and writing remediation for all students. This district will purchase licenses for various on-line tools such as Raz Kids, Paper.co (7-8th grades), Seesaw (grades TK - 3), NewsELA, etc.</p> <p>E) Site literacy support teachers (LSTs) will offer push in support for intensive readers individually and in a small group setting. LSTs will train teachers, BLTs and instructional aides (IAs) on how to conduct effective reading groups. LSTs will attend professional development workshops throughout the year to refine small group instruction practices (Science of Reading).</p> <p>F) Book Buddies and/or Book Clubs will be encouraged on campus. Funding will help support the implementation and rollout of these programs to include necessary materials and supplies. Hourly pay may be provided for planning and facilitating the programs.</p>	<p>X All Students</p> <p>Other student group(s) English Learners</p> <p>X Students with Disabilities</p>	<p>1 FTE Literacy Support Teacher Salary, grades 3-6 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$147071</p> <p>1 FTE Literacy Support Teacher Salary, grades K-2 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$11,916</p> <p>Conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000</p> <p>1 FTE Literacy Support Teacher Salary, grades K-2 1000-1999: Certificated Personnel Salaries Title I Basic -- 3010 \$143242</p> <p>Teacher Hourly to prepare and conduct parent workshops 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$1,500</p>

- G) Staff will attend professional development to refine instructional practices in the area of reading and writing.
- H) The district will continue to fund Del Sol's after school extended learning opportunities (ELO) program for TK - 8th grade students in need of academic support (math, SEL, ELL and reading intervention).
- I) A reading support elective will be added to the master schedule to support students who are struggling with reading.

Action 1.5

STEAM Curriculum

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol will offer a variety of STEAM elective curriculum and activities, including LEGO curriculum for elementary and MESA curriculum for middle school.</p> <p>A) Staff will attend professional development to refine instructional practices for STEAM integration.</p> <p>B) STEAM challenges and competitions such as MESA day at UCR will be funded to include hourly pay for staff, materials and supplies, transportation costs, and registration fees.</p> <p>C) Subs will be provided for release days for STEAM Excellence Pathway planning with RCOE.</p> <p>D) A certificated staff member and or media tech will oversee the Del Tech Club on campus. Del Tech will meet throughout the year during elective and/or after school during ELO. Staff members will be compensated hourly for meetings held beyond the contractual day.</p>	<p>X Other student group(s) Grades 6-8</p>	<p>STEAM Supplies & Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$4,000</p> <p>Site MESA Coordinator: Hourly time card 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,500</p> <p>Transportation/Buses to competitions and events 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Site Lego Coordinator: Hourly time card 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p>

Action 1.6

Essential Services and Supports for Student Learning

X

New Action

Planned Actions/Services	Students to be served	Budget and Source
Teachers and staff will be provided with necessary supplies and services for effective classroom instruction.	<u>X</u> All Students	Lamination 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,500 Maintenance and Contracts 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000 Print Shop 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$6,000
A) Staff will have access to copy machines and printers to print necessary materials for classroom instruction. Necessary supplies will be purchased to sustain copy machines and printers such as ink and toner.	<u>X</u> Other student group(s) English Learners	
B) Staff will have an adequate supply of paper for classroom activities and for use in printers and copy machines.		
C) Teachers will have adequate working technology in their classrooms.		
D) Lamination supplies will be purchased as needed to support classroom instruction.		
E) Maintenance contracts for copiers, poster maker, printers, laminator and other machinery utilized for classroom instruction.		
F) Printshop services will available to staff for schoolwide communication and classroom instructional materials.		

Action 1.7

Visual and Performing Arts

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
Del Sol will provide opportunities for all students to participate in music and choir lessons/activities.	<u>X</u> All Students	Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$122278 Materials and supplies 4000-4999: Books And Supplies
A) A full time band/choir teacher will provide instrumental music instruction, middle school band, and choir programs for students.		

Action 1.8

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

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol will implement support for students who struggle academically, socially and/or emotionally. Del Sol will also offer enrichment programs for students who are working above grade level or who have been recognized as Gifted and Talented.</p> <p>A) Administrators, SST Coordinators, teachers, English Learner Facilitator, Education Specialists, and LST/MST support staff will meet on a regular basis to review students' academic progress utilizing data such as grades, work samples, state assessment results, ELPAC scores, district assessment results, attendance records, behavior/citizenship logs, and staff/parents feedback.</p> <p>B) Students Study Teams (SSTs) and 504 meetings will be held for struggling students. Interventions and supports will be identified, implemented, and reviewed during SST meetings. Follow up meetings will also be scheduled. The 504/SST Coordinator will support student access for our English Learners, Students with Disabilities, and African American students. Sub costs will be provided for classroom teacher and SST committee members as needed.</p> <p>C) Site funds will support additional SST coordinators to support the increased number of SST referrals. SST coordinators will process SST referrals, run student reports, schedule, prepare and conduct SST meetings, and other associated tasks. SST coordinators may provide professional development for staff.</p> <p>D) 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.</p>	<p><input checked="" type="checkbox"/> All Students</p> <p>Other student group(s) English Learners African American</p>	<p>Teacher release time to attend SST meetings. 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$8,000</p> <p>Books & Resources (MTSS) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$2,000</p> <p>SST coordinators- hourly pay for planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p>

E) GATE coordinator will provide training for staff and informational meetings for parents about the GATE program. The coordinator will also help develop and/or update our site GATE plan annually, schedule parent meetings as needed, and monitor the GATE program.

F) Enrichment courses and opportunities will be provided for students in the GATE program. Site funds will cover hourly pay for planning and facilitation of GATE enrichment and the cost of materials and supplies.

Action 1.9

Library & Media Support

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, associated orders and repairs, books, STEAM projects, research, maintaining the library, providing supplemental materials for instruction, and other needs.

All Students
Other student group(s) African American

Library Technician Salary
2000-2999: Classified Personnel Salaries
LCFF District -- 500 0707
\$79864

B) Funding will be provided to purchase materials for library maintenance and to purchase books (popular series books, SEL, and Cultural Diversity books)

Students with 2 or more races
English Learners
Students with Disabilities

Materials/Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$5000

C) A district provided library assistant supports with library tasks and Chromebook needs.

Action 1.10

Inclusion Support

Modified Action

Planned Actions/Services

Students to be served

Budget and Source

Del Sol Academy will provide an inclusive setting for all students.

Other student group(s) Students with Disabilities

Subs to provide teacher release time for collaboration & training.
1000-1999: Certificated Personnel Salaries

A) Continued professional development for general education teachers, educational specialists, and paraprofessionals to support inclusion (CPI training, Behavior Training, etc.)

B) Site will cover sub costs for release time for general education and education specialist teachers to collaborate and plan.

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

Transitional Kindergarten and Kindergarten

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>Del Sol Academy will offer a full day TK and Kindergarten program.</p> <p>A) TK students will have the opportunity to visit TK/Kinder classrooms, and tour the office, cafeteria, playground, library/media center, to become familiar with the school environment before their first day of school.</p> <p>B) Teachers will conduct screening/assessments. Subs may be provided to support with assessment administration.</p> <p>C) Provide parents with information on TK/K program. Teachers and staff members will host parent meetings to inform parents how they can support TK/Kindergarten students at home.</p> <p>D) Materials and or supplies will be purchased to plan for an effective and safe full day TK/K program.</p>	<p><u>X</u> Other student group(s) TK and Kindergarten students</p>	<p>Hourly rate for teachers who present at parent meeting. (10 teachers two hours each) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,600</p> <p>Subs for screening tests 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p> <p>TK/K Full Day Program Supplies 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>

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 MAP Accelerator for grades 3 - 5 and ALEKS math to support 6-8th grade.

B) Teachers, admin and support staff will regularly review student math assessment scores, including NWEA data, to identify students who need intensive intervention support. Special consideration will be given to support students identified as scoring in the very low range on CAASPP (English Learners and Students with Disabilities).

C) Provide hourly pay for teachers to plan for and facilitate trainings for parents.

D) Site Math Support Teachers (MSTs) will offer push in support for intensive learners, individually and in a small group setting. MSTs will provide professional development workshops for staff. MST will continue to attend professional development workshops to refine small group instruction. A focus on Number Sense will be established schoolwide. Data will be used to determine which grade levels receive support. MSTs will support no more than two grade levels in order to provide support four days a week.

E) Math support electives will be available for middle school students who are struggling in math.

F) Materials and supplies will be purchased to enhance the math instructional program in grades TK - 8.

Other student
group(s) African
American
X English Learners
Students with
Disabilities

Materials and Supplies
4000-4999: Books And Supplies
LCFF Suppl/Conc -- 0707
\$5,000
Sub costs or hourly pay (release time for
MSTs to plan)
1000-1999: Certificated Personnel Salaries
LCFF Suppl/Conc -- 0707
\$2,000

Goals, Strategies, & Proposed Expenditures

Goal 2.0

Safe, Orderly and Inviting Learning Environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 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. SEL support and resources, as well as additional academic support will continue to be essential. More specifically, mini lessons addressing behavior skills and expectations will be shared with staff and students at the beginning of the school year, and the Second Step program will be used school wide at the start of the school day to support SEL needs across campus. Behavioral, academic, and attendance incentives, including trimester award ceremonies, will be used as an effort to increase 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 coordinator, PBIS team, school psychologist, counselor and admin team will support the development of these activities and continue to review and improve current PBIS practices and systems to improve student behavior outcomes to better meet their needs. Continued guidance will be provided to staff to support implementation of SEL supports for our students. Peer Mediators and ASB students will enhance leadership skills and help develop, refine, and share our new SOAR to Success (S - Stay Safe, O- Organize Mind and Materials, A- Appreciate Differences, and R - Respect Others) plan with students in order to increase student voice and participation in our school community as we continue to build a positive school culture. Parents will be notified of our Behavior Expectations.

The parent/student handbook and the staff handbook will be updated and reviewed with the school community, as applicable, 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.
P5: School Attendance Rates (Semester 1 Q SIS)	Attendance rate at 88.12%	Increase attendance rate above 90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P5: Chronic Absenteeism Rate (2021 - 2022) California Dashboard	<p>Chronic Absentee rate of 36.1% of students are chronically absent</p> <p>All subgroups were in the 'Very High' range for chronic absenteeism</p> <p>43.5% African American 27.5% Asian 41.9% English Learners 38.8% Hispanic 30.3% Two or More Races 43.1% Socioeconomically Disadvantaged 46.4% Students with Disabilities 30.5% White</p>	Decrease Chronic Absentee rate by 2%
P5: Middle School dropout rates	Middle School dropout rate: 1.29%	Decrease middle school dropout rate to below 1%
P6: Pupil suspension rate	<p>Pupil suspension rate of 2.3% (2021 - 2022), in the medium range overall</p> <p>11.6% African American - Very high 1.7% Hispanic - Medium 5.9% Two or More Races - High 2.8% Socioeconomically Disadvantaged - Medium 5% Students with Disabilities - High 1.3% White - Medium</p> <p>Asian, English Learners and Filipino were in the very low ranges for suspensions.</p>	Decrease pupil suspension rate to below 2%
P6: Pupil expulsion rate	Pupil expulsion rate of 0.8% (2021 - 2022)	Decrease pupil expulsion rate to below .5%
P6: Survey of pupils, parents, teachers on sense of safety	<p>LCAP Student Survey, Spring 2022:</p> <p>47% of 3rd - 5th grade students scored favorably on "How often do you worry about violence in your school?" 56% of students in 6th - 8th grade scored the same question favorably.</p> <p>56% of 3rd - 5th graders stated they "almost never" or "once in a while" worry about violence in school while 47% of 6th - 8th graders stated 'almost never' or 'once in a while'.</p>	Increase rate to 60% for responses of "almost never" or "once in a while"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Teacher Survey, Spring 2022: 65% of students in 3rd - 5th grade report that they get a "tremendous", or "quite a bit amount of support" from the adults at the school.	Increase rate to 75% for responses of "tremendous" or "quite a bit of amount of support"
P6: Survey of pupils, parents, teachers on sense of safety	LCAP Parent/Family Survey, Spring 2022: 61% of parents reported that the school or district is currently doing "extremely well" or "quite well" in the following area: Diversity and Inclusion of all students.	Increase rate to 65% for responses of "quite well" or "extremely well"

Planned Strategies/Activities

Action 2.1

2.1 School Safety

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
<p>The principal will work with the Safe School's Site Coordinators to implement our Site Safety Plan.</p> <p>A)The principal, assistant principal and School Safety Coordinator will develop, implement and revise a school safety plan, including a schedule of emergency drills. Administration will invite representatives of the fire and sheriff's department to walk the facility and give input to the plan.</p> <p>B) Classified staff, certificated staff, and parent representatives will review the plan and provide feedback via staff meetings, leadership meetings and SSC committee meetings. The plan will be revised and presented to staff before students return in August.</p>	<u>X</u> All Students	<p>Emergency response supplies, paper, copies, plastic sleeves, buckets, water, snacks, etc 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$552</p>

C) School staff will review the plan with students the first week of school. Throughout the school year, our Safe School's Coordinator will disseminate all required emergency response information packets, materials & equipment, as needed.

D) Monthly school safety drills (earthquake, fire, lockout, lockdown) will be scheduled and facilitated by staff. Staff will evaluate drill effectiveness and revise plan as necessary. Parents/guardians will be notified on an as needed basis so they can dialog with their children.

E) 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

	<u>X</u>	Unchanged Action
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Planned Actions/Services	Students to be served	Budget and Source
<p>Staff and students will participate in Common Sense Media K-8 Digital Citizenship curriculum, comprised of lessons designed to teach students to think critically, behave safely, and participate responsibly in our digital world. Lesson topics include staying safe online, cyber-bullying, protecting your identity, scams and schemes, strategic searching, and copyright use.</p> <p>A) Site Technology Coordinator will attend related district sponsored training and develop the site technology plan, to include a proposed rollout of the lessons by grade level.</p> <p>B) Site Technology Coordinator will provide an overview of lessons during staff meetings. Lessons will be posted and linked on shared site, such as Canvas.</p> <p>C) Teachers will conduct lessons in class with students and during advisory periods for middle school. Teachers review and debrief lesson effectiveness during grade level and site meetings.</p>	<p><u>X</u> All Students</p>	<p>Sub cost for Coordinator to support teachers 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$1,000</p>

Action 2.3

2.3 Behavior Social & Emotional Learning (BSEL)

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>The administrator and Behavior Social & Emotional Learning (BSEL) Coordinator will work to develop our BSEL / PBIS plan.</p> <p>A) The BSEL Coordinator, BSEL / PBIS team, and administrative team, will develop the site BSEL / PBIS plan and revise the plan throughout the year (SOAR to Success). The plan will be communicated to staff, students, and parents. Hourly pay will be provided for work completed outside of contract hours.</p> <p>B) 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. Special attention will be given to subgroups that have been identified as having a very high chronic absenteeism rate and a high or very suspension rate as specified on the 2021 - 2022 California Dashboard data.</p> <p>C) Teachers will teach short lessons using the district adopted Second Step curriculum which focus on positive, productive school and social behaviors. The BSEL coach will provide staff support with planning and delivering these short lessons. Lessons will be delivered to students during advisory periods and class time.</p> <p>D) Student incentives and awards will be purchased, and incentive parties will be planned each month. Weekly drawings recognizing students for following school expectations will be utilized. Trimester Award Ceremonies will be held to recognize students' academic achievements and progress, positive behavior, and perseverance.</p> <p>E) Various assemblies, school announcements, and activities highlighting school expectations, while emphasizing a safe and welcoming environment will be provided. Posters reinforcing expectations will be posted in common student areas throughout campus and in classrooms.</p> <p>F) A BSEL / PBIS Committee will be established. The team will meet monthly or as needed to discuss issues/concerns, review discipline data, revise BSEL / PBIS plan, brainstorm effective strategies for working with problematic behaviors, and identify rewards/incentives for good behavior/citizenship.</p>	<p>X All Students</p> <p>Other student group(s) African American, English Learners, Students with Disabilities, and Students with 2 or More Races</p> <p>X</p>	<p>Hourly Pay for BSEL / PBIS Planning 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$4,500</p> <p>Incentives/Awards/Certificates 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$3,000</p> <p>BSEL Curriculum Materials 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Licenses for positive behavior software (BASE) 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$5,000</p>

Classified and certificated staff will be compensated the hourly rate for attending meetings outside of their work schedule.

G) Administrators will meet with supervisors each trimester 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. Classified staff be compensated the hourly rate for attending meetings outside of their work schedule.

H) Staff will be offered site and district SEL / Behavior Management professional development opportunities and strategies to support positive student behavior outcomes.

I) A Behavior Health Associate will be added full time to DSA to support with SEL needs.

J) Provide on-site training for staff on disciplinary steps, interventions, and avenues of communication for our African American students, English Learners, and students with disabilities. Provide access and support such as peer counseling and mentoring to support our African American students.

Action 2.4

Student Engagement and Attendance

X

Unchanged Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A) Increase Registrar work day by three hours, totaling 7 hours to support the office and middle school's Associated Student Body (ASB) program with cash handling and deposits to support ASB fundraising. LCFF funds will cover 2 hours and site discretionary funds will cover 1 hour of the total 3 hours being added to the position.</p>	<p>X All Students Other student group(s) English Learners, African American, Students with Disabilities, and Students with 2 or more races</p>	<p>Registrar Salary 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$19466 Student Incentives 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$10,000 Student Store and Snack Bar 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707</p>
<p>B) ASB will plan, organize, and facilitate school events and activities, mainly support 7-8th grades. ASB 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 during their elective period, after</p>		

school, during summer, and during ELO to enhance their leadership skills, conduct business, and plan and coordinate for school events/activities.

\$3,000

C) Incentives will be purchased to support and promote positive student behavior outcomes, positive attendance, student engagement activities, including clubs and programs. The Five Star Scanners will be used to incentivize schoolwide behavior expectations for middle school students.

D) Students have opportunities to participate in various clubs/programs/elective classes on campus including the elementary and middle school band and choir programs, Del Tech Club, various STEAM electives, Book Buddies, Cross Country, 100 Mile Club, and the Peer Mediation Program.

E) The school will schedule engaging school assemblies, activities and fieldtrips. These events foster positive character development, school safety, academic support, anti-bullying, connectedness to school and an overall positive school climate to motivate students socially and academically, and as a means to increase school attendance.

F) Planning will ensue to coordinate the opening of a Student Store or Snack Bar for grades 6 - 8. Goals will be to increase leadership opportunities for students and to increase engagement and attendance on campus. Materials and supplies will be ordered to facilitate these programs.

G) An Attendance Committee meets monthly to review attendance data, to discuss ways to increase attendance, and to develop a plan of action. Administrators and staff will talk about the importance of attendance at parent events and during parent meetings. Other school committees will help support these efforts: Leadership, SSC, PTA, BSEL / PBIS, SPED team, etc.

Action 2.5

Safe and Healthy Environment

	X	Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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<p>A) Additional hours for campus supervision and Health Clerk Aide have been added, necessitated by the school's growing population, and activities throughout campus.</p>	<p>X All Students</p>	<p>Health Care Aide (HCA) Salary 3 hrs 2000-2999: Classified Personnel Salaries LCFF District -- 500 0707 \$24929</p>
<p>B) A second Assistant Principal has joined the administrative team.</p>		
<p>C) A full time guidance counselor supports positive student behaviors, conducts conflict mediation meetings and offers counseling to prevent conflict, helps reduce suspension rate, and conducts threat assessments. Fifty percent of the counselor position is site funded and the remaining is district funded.</p>	<p>X Other student group(s) African American English Learners Students with disabilities Students with 2 or more races</p>	<p>Half-Time Counselor Salary (School funded) 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$66043</p>
<p>D) Staff will wear district provided lanyards/ID badges. Visitors on campus will be required to check into the office prior to coming on campus. The Raptor System and sign in log will be utilized to screen all visitors. Visitors will be provided with sticker badges and instructed to wear them while they are on campus.</p>		<p>Half-Time Counselor Salary (District funded) 1000-1999: Certificated Personnel Salaries LCFF District -- 500 0707 \$66043</p> <p>Hourly rate for classified staff for safety coverage. 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$1000</p>
<p>E) 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 that occur during and after school. Compensation will be provided for classified staff in the event they're needed beyond their scheduled hours (ie. inclement weather days, after school events)</p>		<p>Activity Supervisors Salaries (2) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$18808</p>
<p>F) Office staff will attend professional development in the area of Customer Service to promote a welcoming environment. Materials and supplies will be purchased to enhance our school office and make it more inviting (decor, frames for student artwork, etc.)</p>		<p>Campus and Activity Supervisor Monthly Meetings 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707 \$2000</p> <p>Materials to provide a welcoming office environment 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$500</p>
<p>G) District's School Resource Officer, Riverside County Health Systems, district staff, and additional community support personnel will be invited to provide optional professional development for staff and/or presentations for students or parents on microaggressions, trauma-informed practices, gang awareness, social media use, sex trafficking, fentanyl, and other topics for middle school students.</p>		<p>Certificated, hourly pay 1000-1999: Certificated Personnel Salaries LCFF Suppl/Conc -- 0707 \$2,000</p>
<p>H) Leadership opportunities will be provided for our Peer Mediators and ASB members to help improve school culture and promote positive behavior.</p>		<p>Conference Fees 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$2,000</p>

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:

In person and virtual options to attend meetings for various parent groups will be incorporated to allow greater access to families.

A monthly calendar will be provided for the school community from PTA and school administration highlighting school events, school programs, and exciting news.

Trimester award ceremonies will help promote academic efforts, AVID participation, attendance & engagement, and positive behavior.

Along with the 100 Mile Club, intramural sports will be added to support student engagement and promote an active and healthy life-style. We are working with our Parent Involvement and Community Outreach center to provide parenting classes on our site.

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 69% of parents indicated that it is "extremely important" or "quite important" for the school or district to focus on community partnerships to be successful over the next three years.	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 77% of parents indicated that it is "extremely important" or "quite important" for the school or district to focus on student activities and	Increase rate above 80% for responses of "extremely important" or "quite important"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	extracurricular activities to be successful over the next three years.	
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Teacher Survey: 66% of parents report that the school or district is doing "extremely well" or "quite well" in the area of school climate and culture.	Increase rate above 70% for responses of "extremely well" or "quite well"
P5: Survey of Students, Teachers, and Parents on Student Engagement	LCAP Student Survey: 61% of parents report that their children feel a "tremendous sense of belonging" or "quite a bit of sense of belonging" at school.	Increase rate above 75% for responses of "tremendous sense of belonging" or "quite a bit of sense of belonging"

Planned Strategies/Activities

Action 3.1

Parent Engagement and Leadership

	<u>X</u> Modified Action	
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Planned Actions/Services	Students to be served	Budget and Source
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, Parent Connect, district technology, school website, and school marquee. When necessary these meetings will take place in a virtual environment. A digital monthly calendar of events will be provided from PTA in addition to a monthly newsletter highlighting school events at the end of each month from the administrative team.	<u>X</u> All Students	Hourly, classified (child care and translation) 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$750 Refreshments & snacks 4000-4999: Books And Supplies LCFF Suppl/Conc -- 0707 \$400

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.

C) Our PTA president and Admin TSA attended PELI trainings in the 2022 - 2023 school year. Ideas will be implemented this school year to increase parent participation on campus.

Action 3.2

Parent Involvement Opportunities

X

Modified Action

Planned Actions/Services	Students to be served	Budget and Source
<p>A) Increase parent involvement by providing the opportunity to participate in PTA-sponsored events, class and grade level events, while promoting classroom volunteers. The goal is to engage parents in their children's education by helping them develop skills to use at home that support their children's academic efforts at school. Information will be provided in both English and Spanish and will be sent home on a timely manner.</p> <p>B) Parents will be encouraged to join or attend School Site Council, English Learner Advisory Committee, and Parent-Teacher Association. School-wide data will be shared with and interpreted during SSC and ELAC meetings. These committees will have input regarding planning of school events, school funding, revision of Parent/Student/Teacher Compact, and program needs.</p> <p>B) The school staff will invite parents to participate in site-based activities such as the 100 Mile Club, College and Career Readiness Day, Red Ribbon Week, Multi-cultural Celebration Day, Fall Festival, Book Fairs, AVID workshops, Read Across America, Family Math and Literacy Nights, & STEAM events.</p> <p>C) Teachers will hold meetings (Back to School Night, parent conferences, and other meetings as planned) for parents to review grade level CCSS standards, homework, assessments, progress, etc. to enhance student achievement. Translation will be provided as needed. All parents will sign the school-parent compact. Parents will receive copies of individual student assessment results. Teachers will review state and district assessment</p>	<p>X All Students</p>	<p>Refreshments food for student meetings 4000-4999: Books And Supplies Title I Parent Involvement -- 3010 1902 \$852</p> <p>Refreshments for parent meetings 4000-4999: Books And Supplies Title III LEP -- 4203 \$500</p> <p>Hourly, other certificated 1000-1999: Certificated Personnel Salaries Title I Parent Involvement -- 3010 1902 \$500</p> <p>Printing 5000-5999: Services And Other Operating Expenditures LCFF Suppl/Conc -- 0707 \$1,000</p> <p>Translation, classified staff support 2000-2999: Classified Personnel Salaries Title III LEP -- 4203 \$500</p> <p>Hourly, other classified (overtime) 2000-2999: Classified Personnel Salaries LCFF Suppl/Conc -- 0707</p>

results. Progress reports and report cards will be provided for students and parents according to the district calendar.

\$1,000

D) Parents are provided the opportunity to participate in district parenting classes or community events that will assist their children.

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

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	213,184
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	931,424.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Basic -- 3010	203,290	0.00
Title I Parent Involvement -- 3010 1902	3,049	0.00
Title III LEP -- 4203	6,845	0.00
LCFF Suppl/Conc -- 0707	261,855	0.00
LCFF District -- 500 0707	440,185	0.00
LCFF VAPA -- 0763	4,200	0.00
LCFF AVID -- 0765	12,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF AVID -- 0765	12,000.00
LCFF District -- 500 0707	440,185.00
LCFF Suppl/Conc -- 0707	261,855.00
LCFF VAPA -- 0763	4,200.00
Title I Basic -- 3010	203,290.00
Title I Parent Involvement -- 3010 1902	3,049.00
Title III LEP -- 4203	6,845.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	609,075.00
2000-2999: Classified Personnel Salaries	226,062.00
4000-4999: Books And Supplies	77,287.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF AVID -- 0765	3,000.00
4000-4999: Books And Supplies	LCFF AVID -- 0765	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF AVID -- 0765	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF District -- 500 0707	335,392.00
2000-2999: Classified Personnel Salaries	LCFF District -- 500 0707	104,793.00
1000-1999: Certificated Personnel Salaries	LCFF Suppl/Conc -- 0707	120,330.00
2000-2999: Classified Personnel Salaries	LCFF Suppl/Conc -- 0707	71,073.00
4000-4999: Books And Supplies	LCFF Suppl/Conc -- 0707	57,452.00
5000-5999: Services And Other Operating Expenditures	LCFF Suppl/Conc -- 0707	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Suppl/Conc -- 0707	1,000.00
4000-4999: Books And Supplies	LCFF VAPA -- 0763	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Basic -- 3010	144,953.00
2000-2999: Classified Personnel Salaries	Title I Basic -- 3010	48,449.00
4000-4999: Books And Supplies	Title I Basic -- 3010	9,888.00
1000-1999: Certificated Personnel Salaries	Title I Parent Involvement -- 3010 1902	2,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement -- 3010 1902	197.00
4000-4999: Books And Supplies	Title I Parent Involvement -- 3010 1902	852.00
1000-1999: Certificated Personnel Salaries	Title III LEP -- 4203	3,400.00

2000-2999: Classified Personnel Salaries
4000-4999: Books And Supplies

Title III LEP -- 4203
Title III LEP -- 4203

1,550.00
1,895.00

School Site Council Membership

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

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

Name of Members	Role
Corrine Ortiz	Principal
Jessica Schmidt	Classroom Teacher
Amanda Molina	Classroom Teacher
Katherine Burts	Classroom Teacher
MaryJane Razook	Other School Staff
Kerri Bollin	Parent or Community Member
Rania Hamdy	Parent or Community Member
Nicole More	Parent or Community Member
Sowjanya Chilukuri	Parent or Community Member
Kelin Covington	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 22, 2023.

Attested:



Principal, Corrine Ortiz on May 22, 2023



SSC Chairperson, MaryJane Razook on May 22, 2023