

# Del Sur



# School

## School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name

County-District-School  
(CDS) Code

Schoolsite Council  
(SSC) Approval Date

Local Board Approval  
Date

## 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

Targeted Support and Improvement

Additional Targeted Support and Improvement

This plan supports all underachieving students and student groups identified through ATSI.

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.

Westside's LCAP provides the blueprint for district efforts to continue to build and sustain a strong core instructional program and to provide the supports needed for all students to access that program. The Del Sur site plan is aligned with the district's LCAP goals. The goals and the actions and services which support them are revised annually based on data obtained from annual site and district needs assessments and feedback from stakeholder groups. The effective use of data, including the identification of high-leverage metrics, is a key goal at the Board, district, and site levels. Much of the district's federal funding supports building the capacity of district staff and stakeholders to use data effectively (Title I, II, III).

Training is provided annually for all School Site Council members. The training addresses the guidelines, requirements, and best practices regarding use of federal funds. The training also reviews LCAP goals, actions, and services. All School Site Council members, new and returning, are expected to attend this training. All School Plans for Student Achievement are reviewed annually by members of the Director of Special Programs for alignment with the Board and district (LCAP) goals before they are approved by the Board of Trustees. Site administrators meet quarterly with the Directors of Special Programs and Fiscal Services to monitor SPSA implementation and the expenditure of funds. All expenditures that are included in the SPSAs are approved by the Director of Special Programs and the Director of Fiscal Services before payment is made to ensure alignment with the LCAP and compliance with programmatic rules and guidelines.

Additionally, members of the Educational Services staff are supported in their efforts by the State and Federal Programs (SFP) team at the Los Angeles County Office of Education (LACOE). Consistent use of tools provided by LACOE's SFP, DocumentTracking, and Title1Crate assist staff members in monitoring alignment, appropriate use of funding, and fulfilling compliance guidelines and requirements.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

One data source beneficial in assessing school engagement, safety, discipline, and mental health has been the California Healthy Kids Survey administered annually. Students, parents, and staff participate in this survey. The data from the last report (2022-23) indicated several areas of need.

An area of need included School Engagement which was further defined by student academic motivation. The student participants indicated that 60% of students were academically motivated, which means 40% of students will need support in these areas. 67% of student participants reported that social-emotional health such as wellness was manageable while 33% will need additional support. 40% of Del Sur students have experienced chronic sadness within the last 30 days. Del Sur staff concluded that 74% of students are motivated to complete work while 26% are not. 94% of staff members believe that students who need the most support academically are receiving this support. 33% of staff consider student depression or other mental health issues as a moderate problem. 24% of parent participants in the survey indicated that they were quite or extremely concerned that their student was falling behind academically this school year.

Our Del Sur staff reported that based on this unique year's reflection process, we need to focus on including professional development in the areas of; increasing student motivation, supporting students with trauma and stress, and how to support the social-emotional development of youth. 59% believe that they need more professional development in supporting students exposed to trauma or stressful life events. Mental health was a reoccurring concern for staff and parents as 83% of the staff were concerned while 50% of parents were concerned.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Del Sur School administrators (Principal and Vice-Principal) conduct formal classroom observations for teachers every other year unless the teacher is a new teacher (probationary). Probationary teachers are observed four times a year formally while permanent teachers are observed twice. Informal classroom observations are conducted throughout the week, especially during math instruction. The AVID site team conducts AVID walk-throughs and collaborates to analyze data four times a year as well.

Observations indicated that teachers are using positive praise and communication with students as evidenced by the praise to correction ratios recorded in individual classrooms. Other areas of strength include establishing and communicating objectives, growing in classroom management and classroom culture, and maximizing instructional time. Areas of need from the observations include teaching to the level of rigor required by the standards, differentiating instruction for all levels and needs of students, intentionally using assessments to guide instruction, and using culturally relevant practices to address the behavioral and academic needs of the students.

One area that Del Sur will be focusing on is the work in data teams that plans interventions for students that did not master curriculum based on classroom assessments. Teachers individually develop classroom interventions, such as small group instruction. Data teams are designed to work collaboratively as a grade-level team to provide interventions.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Del Sur, we use curricular assessments, CAASPP, IXL, and NWEA MAPS to analyze and determine our next steps. In staff meetings, we deconstruct the assessment data and identify areas to target. In grade level meetings, teachers collaborate to identify essential state standards, create common assessments, administer assessments, and then score assessments using agreed upon rubrics. These findings drive our instruction. This data is also used to create small groups to provide targeted instruction as well as school tutoring. CAASPP, NWEA and IXL will be used to monitor student progress and instruction. The ELPAC assessment was used to monitor language acquisition for EL students. District performance assessments and common site assessments are analyzed and reviewed collaboratively by staff to improve student achievement.

Teachers meet collaboratively to analyze data and plan instruction to meet the needs of all learners. During grade level PLC Teams meetings teachers review student performance on assessments, identify areas of need and plan interventions. Flexible grouping is implemented for interventions with regrouping based on student achievement scores. The results of student data are also used to guide professional development at Del Sur.

NWEA Spring Reading Levels for students in grades 3-6: Overall, students in these grade levels were in the 33rd percentile in math academic achievement and 39th percentile in reading academic achievement. Minimum scores necessary to achieve the proficiency level on the CAASPP are between the 57th to 60th percentiles. There are achievement gaps when looking at various student groups, such as ELs, foster, and socioeconomically disadvantaged compared to the overall scores.

As a school for the 21-22 school year, 62% did not obtain proficiency on the ELA/Literacy CAASPP assessment and 76% of students did not reach proficiency on the Math CAASPP assessment. Assessment scores in all areas are continuing concern to all stakeholders at Del Sur.

ELPAC: Overall, English Learners attained Moderately Developed (43.2%) and Well Developed (2.3%) categories on the ELPAC; which suggests that not all EL learners are showing significant growth.

Teachers use standards-based assessments to monitor student progress and the effectiveness of instruction. The results are used to reteach, modify, and differentiate the curriculum for students needing additional supports. Teachers use NWE data, which reports on math and reading indicators to improve student achievement. Teachers and administrators also utilize PowerSchool and IXL data to identify and discuss trends, areas of strengths and weaknesses, next steps, and to identify and share effective teaching strategies.

Student groups identified as ATSI include AA, EL, FOS, HOM, SED, SWD, and TOM as identified on the CA Dashboard, these student groups scored very low on the ELA and math indicators. These groups also scored very high in the attendance and suspension indicators. English Learners scored very low on the ELPI.

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The district provides textbooks and curricula that are standards-based for all students. Support for data teamwork is provided through collaborative work from the Teachers on Special Assignment, and site administrators. Grade level teams meet monthly to identify common learning targets/standards, analysis of common assessments, identification of common instructional strategies, and develop systems for intervention and enrichment. Analysis of student progress determines intervention, practice, and enrichment. Data team data analysis determined that students have gaps with knowing basic facts in mathematics and struggle with reading comprehension with expository texts. Interventions are needed to address curriculum gaps in student learning. NWEA MAPS assessment, District performance assessment, grade level curricular tests, informal classroom assessment, and teacher observation are analyzed to drive planning for instruction. Grade level strengths and weaknesses are identified. Student needs are targeted and remediated in the classroom or Special Education setting. Data allows teachers to plan appropriate lessons and form flexible student groups for instruction. These groups are typically homogeneous with students moving from group to group as achievement improves.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed. Westside seeks fully credentialed teachers for all classrooms. When a fully credentialed teacher is unavailable, the district actively seeks teachers under Provisional Intern Permits (PIP), Term Short Term Staff Permit (STP) or university internships.

Out of 394 teachers district-wide, there are 8 teachers that have misassignments. Three of the teachers are missing an EL authorization. All teachers that do not have their EL authorization are working with the New Teacher Support Program and HR to complete this authorization. The district does, however, have a significant number of “inexperienced” teachers. Like many California districts, Westside is experiencing the effects of a severe teacher shortage. For the past three years, 25%- 30% of our teaching force has consisted of teachers with less than 5 years of teaching experience. District staff also monitor the composition of staff at each site to ensure the greatest balance of experience to inexperience possible. Staffing changes are made when deemed appropriate and necessary.

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Sufficiency of credentialed teachers is addressed above.

All teachers participate in curriculum training at various times throughout the year to introduce new curriculum. Additional, teacher professional development on the use of instructional materials and strategies is ongoing. New curriculum support training is held either during intersession days or provided during school days in which substitutes are provided for classrooms. Additional curriculum and assessment support is provided by the district Teachers on Special Assignment. Professional development is provided for all teachers, both special education and general education. New teachers primarily develop strategies with the support of an instructional coach.

### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers and site staff have participated in various trainings in the 2022-23 school year such as; Using Common Core Content standards, Capturing Kids Hearts, Thinking Maps, Non-violent Crisis Intervention, AVID, and New Teacher Support. Staff receives ongoing professional development in the ELD Standards annually to address the required elements of ELD, both integrated and designated. Staff development is aligned with district and site goals which have been identified to increase student achievement. Staff development opportunities are determined based on student achievement needs analysis, staff surveys and research-based best practices noted to improve student achievement. Teachers have participated in various AVID strands training.



Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers who hold a Preliminary credential are supported by teachers on special assignments who serve as full-time Support Providers. These teachers attend a series of six professional development opportunities specially designed and aligned with the California Standards for the Teaching Profession (CSTPs).

Professional development for all teachers is ongoing. Westside offers a robust system for new teacher support including 1:1 support, Professional Learning Communities (PLCs), and direct classroom support. New teachers are assigned a mentor or a coach depending upon their credential status. Each new teacher is supported weekly at their site by their mentor or coach with the focus of service being aligned to their goal and individual support plan. Full-time administrators/coaches also assist the pre-interns and interns based on the requirements of their university's Memorandum of Understanding (MOU) and the requirements of the CTC. The pre-intern and intern teachers participate in biweekly professional development based upon the district initiatives as well as their unique developmental needs. Teachers across the district are also supported with Credentialed Resource Teachers CRTs located at the district office. The CRTs support all content areas, assessment and accountability, and technology.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration on site centers around Data Teams. Teachers in 4th through 6th grade are participating in this protocol for collaboration meetings. First through 3rd grade are participating in Data Teams this school year. Teams unpack the state content standards, develop assessments in collaboration with the grade-level team, administer the assessments, analyze assessment data and determine next step interventions based on the data. Middle School teachers are also participating in collaboration meetings in their subject matter departments and sometimes in grade-levels. Middle School teachers focus their collaboration meetings on going through the assessment cycles, double grading strategies to calibrate assessments across classes, and in improving home school communications.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All classroom instruction is aligned to the state standards with clear, standards-based learning objectives identified for ELA and Math instruction. Standards-based teaching and learning is a student-centered approach to instruction, assessment, and instruction guided by grade level expectations and priority standards at each grade level. Based on these standards, teachers collaborate in site-wide grade level Data Teams to consider what students should know or be able to do, how they will know whether students know and can do, and what they will do when students don't know or can't do, and how they will respond when students already know and can already do. Del Sur teachers use a variety of assessment data to diagnose the needs of our students in order to provide opportunities for students to gain essential knowledge and skills. During this Data Teams process, teachers identify which standards have relevance across the grade level; using the following criteria: endurance, leverage, and readiness. Focusing on these essential standards allows the teacher to fine tune instruction, guide lesson planning, development of pre and post-assessments, evaluate student outcomes, and reflect on student learning and next steps.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms adhere to the recommended instructional minutes in ELA and mathematics. Instructional minutes are aligned with the California education code. The daily kindergarten instructional minutes are 300 minutes, and students in grades 1 – 3 have 305 instructional minutes. Grades 4-8 include 305 instructional minutes per day. Instructional minutes are reviewed by site administrations and union site representatives, which are then agreed upon and submitted to the Cabinet. Teachers with English Learners are expected to provide 20 minutes of Designated ELD instruction daily. Additionally, 225 minutes of physical education minutes are provided weekly to middle school students while elementary students receive 140 weekly of physical education instruction.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

In middle school grades 7 and 8 students have opportunities to participate in a Literacy Support class to focus on their Reading skills. EL students participate in a specific elective course that focuses on ELD standards. Students not meeting math standards are also required to attend a math support class. Yearlong pacing plans are utilized at each grade level. Grade level teams collaborate to develop a yearlong plan to meet expected learning results, identify priority standards, assess student needs, and align lessons to the school calendar. Case managers and interventionists collaborate with classroom teachers to ensure that their supports and programs have minimal impact on classroom instruction. The classroom teachers work with the specialists to determine the schedule. These programs include: special education pullout and push in model, reading intervention pullout supports, and push in support during ELD time or during core academic instruction. All ELD supports are directed by a certificated staff member to ensure that students have access to interventions in the classroom and additional supports when needed and prescribed by the classroom teacher.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All classrooms utilize the district adopted and standards based instructional materials with differentiation to meet the needs of all subgroups of students.

All student groups have access and use of standards-based instructional materials. The middle school and upper elementary curriculum can be accessed online and supported by technology. Workbooks and supplemental materials are available in hardcopy format at different grade levels. There is access to technology to support student learning in all grade levels. Del Sur is 1:1 Chromebooks in grades K-8.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

To decrease the achievement gap for identified subgroups, the school utilizes several interventions including tutoring, IXL, and NWEA assessments three times per year to monitor student progress, CST, SST and IEP meetings, and classroom strategies. Teachers access Performance Matters, CAASPP, and NWEA data to support the implementation of standards-based instruction. Intervention programs and materials are researched based and standards-aligned.

Alignment of staff development to standards, assessed student performance and professional needs:

Staff members have the opportunity to attend staff development to address the alignment of standards, assessment of student performance, and professional needs. New Teacher Induction provides support and instruction for beginning teachers. School site meeting time is used to analyze specific site and grade level issues. The site works to provide release time for teachers for observation and collaboration as well as onsite training. Administrative training is offered to administrators and teachers to provide help in interpreting CAASPP and benchmark results and using those results to plan instruction.

Availability of standards-based instructional materials appropriate to all student groups:

Instructional materials used in the classrooms in math, language arts, science and social studies are standards-based and used by all student groupings.

## Opportunity and Equal Educational Access

#### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The provision of Universal access time based on student performance and targeted interventions assist underperforming students to meet standards. Students receive the additional supports needed to achieve high academic success in all curricular areas.

Supports are provided by the general education classroom teacher, and may include the following:

Academic Support – Standards-aligned curriculum

Interventions- reading support with the resource teacher (Resource Teacher provides support to all struggling students with the permission of parents).

ELD support for EL students - bilingual assistant assist with supplemental support of language acquisition for EL students.

ELD, both integrated and designated is provided to all EL students.

Scaffolding and differentiation is embedded within the regular program to support access to the core content.

Social-Emotional Learning is provided site-wide through LDTPE (Leadership Development through Physical Education), Discipline Assemblies, and Boys Town. Additionally, the counselor provides instruction on related Boys Town Skills to develop positive behavior and skills review sessions.

Student Study Team (SST) is a site-based collaborative group that examines a student's academic, behavioral, and/or social-emotional progress and proposes interventions for the student. The team usually consists of the parent, the classroom teacher, site administrator, case manager and support personnel from the school. The Resource Specialist Program (RSP) teacher works with students who have an Individualized Education Plan (IEP). Other personnel that provides services for underperforming students include school psychologists, occupational therapists, speech therapists, and counselors.

## Evidence-based educational practices to raise student achievement

Del Sur School has integrated several layers of student support. During first instruction, AVID strategies are emphasized to support student study skills and further academic success. English Learners are serviced through a push-in model where an assistant will go to classrooms to assist the teacher and students during instruction. Elementary students that are below the grade-level standard in reading participate in a morning time reading intervention 2 to 3 times a week. The counselor, psychologist, and after-school tutoring programs assist in supporting students with social skills learning. The counselor also provides interventions during the school day in a small group, individual check ins and whole-class instruction by appointments. In Middle School electives are provided as additional interventions for students not performing at grade-level (Literacy Support and Math Support).

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Building, nurturing, and sustaining strong, viable home-school connections and partnerships are important priorities for WUSD. Board Policy 6020, Parent Involvement, and its accompanying Administrative Regulation, outline the district's commitment to providing meaningful opportunities for parent involvement and engagement at both the site and district levels. The district's Parent Involvement Policy is reviewed, and revised if necessary, annually by Superintendent's Advisory. Each school site's Parent Involvement Policy and Home School Compact are reviewed and revised annually by the School Site Council. The district policy is included in the Annual Notification to Parents that is provided at the beginning of each school year or upon enrollment for families new to the district. The school site policy and compact are included in each school site's parent/student handbook and/or student planner, which are also distributed at the beginning of each school year.

All Title 1 Schools hold an annual meeting to inform parents of their school's participation in the program and the requirements associated with participation. Schools which have been identified for Targeted Assistance and Intervention will review their improvement plans with parents and communities and solicit feedback and input at their annual Title I meetings.

Principals and vice principals receive training annually on how to plan and implement effective parent involvement activities. A variety of school level programs and activities exist including Family Literacy, Latino Literacy, AVID Family Nights, Family Science and Math Nights, Career Days, student performances, and sports events. Parent-teacher conferences are offered twice a year. Student recognition assemblies are held each semester. Title I funds are often used to host parent academies and parent nights to share information and strategies to support students academically. Childcare and translation support are provided when appropriate.

### Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Shared leadership and decision-making occur through our district parent committees, Superintendent's Advisory, District English Learner Advisory, Site leadership committees, School Site Council, and English Learner Advisory Committee. To ensure site councils and advisory groups understand their leadership roles, elected members receive training annually on roles and responsibilities, LCAP planning and input, school budgeting, and decision making. Staff are also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their School Plans for Student Achievement (SPSAs).

Site level involvement in the implementation and evaluation of services include the site council and the English Language Advisory Committee. Staff members share and collaborate on progress of activities and services. Evaluation of services is addressed with the staff as well throughout the school year. Additional services provided by categorical funds includes CKH, AVID, and paraprofessional support targeted at reading in the lower grade levels.

## Funding

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Allocations of our resources are made based on student achievement. Various services, such as: teacher professional development and parent outreach will be provided in order to address the needs of students as an under-performing group. Students not meeting academic standards participate in the following services: Reading Intervention Program, after school tutoring, and various software intervention programs.



## Fiscal support (EPC)

Allocations of funds are determined by the Business Services Department. Each school site administrator meets twice each year with a member of the Educational Services team and the Business Services team, in the fall and winter, to review funding allocations, progress monitoring of services, and guidance on spending regulations.

## 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

Stakeholder involvement is a critical component of the development of the SPSA. Del Sur's SPSA is a collaborative process involving district staff, site staff, and community stakeholders. Each school site utilizes a continuous improvement model. The analysis of data is completed through the needs assessment in which program determinations are based on student progress. The needs assessment is shared with the staff, ELAC, and site council, and ideas and suggestions are gathered to support refinement and additional services for students.

The site council and the ELAC both provide input on services for underperforming students and English Learners. Throughout the school year, progress is continuously shared with staff and advisory committees to refine services to be implemented. The site council approves the site plan after review, and the plan is approved by the District Board.

This school year most parent meetings and committees have met online through the use of Zoom or Google Meet platforms. Examples include School site Council, ELAC meetings, superintendent advisory meetings, PTSA groups, and student academic meetings such as SST's IEPs, 504's, EL meetings, or orientations for incoming students.

This year as part of the Annual Review, Del Sur participated in a WASC Three year Self-Assessment. Del Sur staff met during staff meetings to review school-wide programs and supports. The WASC Self-Assessment focused on Organization, Curriculum, Learning and Teaching, Assessment and Accountability, and School Culture. The Needs Assessment was embedded during WASC collaboration.

## Resource Inequities

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

Based on the resource inequities Del Sur needs to refine intervention processes for all groups in English Language Instruction. Additionally, Del Sur is currently on an Additional Targeted Support and Improvement plan in the areas of students with disabilities, English Learners, African Americans, Foster Youth, Homeless, and Socioeconomically Disadvantaged students. Most groups are in the low area for Chronic Absenteeism, Academics, and suspensions according to the CA Assessment Dashboard. Inequities that have been determined are lack of access to instructional aides to provide consistent small group supports, lack of access to materials that supplement and enhance instruction, social and Emotional professional development opportunities for staff, and a lack of parent involvement and engagement activities. The activities within the plan will address the needs of these student groups. Providing additional resources in technology and interventions before, during, and after school will target students in these groups to support the inequities. There is a need to increase preventative and proactive strategies for students with low social skills levels to

improve discipline and increase student time in the classroom. Teachers need additional trainings in addressing special needs which could mean utilizing targeted SELPA trainings in the Antelope Valley for general education teachers as well as Sped staff. Also, there is a need for all teachers to be trained in Capturing Kids Hearts. Professional development to ensure RTI is needed. To increase the use of evidence-based practices that increase student engagement of underachieving students, additional professional development is needed.

According to the Del Sur Needs Assessment conducted in the 2022-23 school year EL performance levels determined that Writing Domain was the lowest-scoring category for students while Listening and Speaking was the highest. This was also the case last school year as it proves to be a consistent area of need for English Language Learners. Parents and students need more clarification and information regarding the EL program and reclassification process.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	10.5%	7.88%	7.42%	83	56	55
Asian	0.4%	0.56%	0.54%	3	4	4
Filipino	%	0.28%	0.4%		2	3
Hispanic/Latino	48.2%	50.77%	54.25%	383	361	402
Pacific Islander	%	%	0%			0
White	36.8%	35.86%	32.79%	292	255	243
Multiple/No Response	4.2%	4.50%	4.32%	33	32	32
	<b>Total Enrollment</b>			794	711	741

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	60	81	86
Grade 1	72	50	66
Grade 2	75	63	58
Grade 3	73	61	63
Grade 4	65	62	69
Grade 5	85	53	78
Grade 6	95	75	63
Grade 7	131	134	113
Grade 8	138	132	145
<b>Total Enrollment</b>	794	711	741

### Conclusions based on this data:

1. Our overall enrollment at Del Sur increased in 2022-23 from a low in 2021-22 school year. More parents are wanting to have their students back in the classroom after the Pandemic.
2. Our ethnicity percentages have remained very similar in the last few years. Our Hispanic/Latino population has continued to grow over the last few years.

# 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	46	57	57	5.80%	8.0%	7.7%
Fluent English Proficient (FEP)	42	41	48	5.30%	5.8%	6.5%
Reclassified Fluent English Proficient (RFEP)	2			4.3%		

### Conclusions based on this data:

1. The number of English Learners has grown over the last several years.
2. Reclassification percentages have stayed relatively the same
3. There is a need to continue to increase reclassification rates

# 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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	65		0	65		0	65		0.0	100.0	
Grade 4	62	65		0	64		0	64		0.0	98.5	
Grade 5	93	57		0	57		0	57		0.0	100.0	
Grade 6	90	78		0	76		0	76		0.0	97.4	
Grade 7	130	143		0	136		0	136		0.0	95.1	
Grade 8	135	131		0	129		0	129		0.0	98.5	
All Grades	578	539		0	527		0	527		0.0	97.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2373.			6.15			18.46			32.31			43.08	
Grade 4		2436.			14.06			12.50			23.44			50.00	
Grade 5		2484.			14.04			38.60			15.79			31.58	
Grade 6		2519.			13.16			31.58			30.26			25.00	
Grade 7		2502.			10.29			23.53			22.79			43.38	
Grade 8		2515.			6.20			24.81			30.23			38.76	
All Grades	N/A	N/A	N/A		10.06			24.67			26.19			39.09	

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		3.08			56.92			40.00	
Grade 4		10.94			68.75			20.31	
Grade 5		12.28			64.91			22.81	
Grade 6		15.79			55.26			28.95	
Grade 7		8.09			63.24			28.68	
Grade 8		8.53			59.69			31.78	
All Grades		9.49			61.29			29.22	



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		6.15			58.46			35.38	
Grade 4		9.38			59.38			31.25	
Grade 5		12.28			56.14			31.58	
Grade 6		10.53			69.74			19.74	
Grade 7		13.24			43.38			43.38	
Grade 8		10.08			50.39			39.53	
All Grades		10.63			54.08			35.29	

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		4.62			75.38			20.00	
Grade 4		7.81			67.19			25.00	
Grade 5		12.28			68.42			19.30	
Grade 6		18.42			67.11			14.47	
Grade 7		9.56			72.79			17.65	
Grade 8		8.53			68.99			22.48	
All Grades		10.06			70.21			19.73	

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		7.69			63.08			29.23	
Grade 4		7.81			75.00			17.19	
Grade 5		8.77			73.68			17.54	
Grade 6		15.79			69.74			14.47	
Grade 7		14.71			58.82			26.47	
Grade 8		14.73			63.57			21.71	
All Grades		12.52			65.65			21.82	

**Conclusions based on this data:**

1. The highest percentage of students not meeting the standards is in the third grade
2. All students are 37.6 points below the standard for ELA.
3. We are not making gains in the area of Inquiry. It would be wise to use our AVID strategies in this area to assist us in raising these scores.

# 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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	66		0	66		0	66		0.0	100.0	
Grade 4	62	66		0	65		0	65		0.0	98.5	
Grade 5	93	57		0	57		0	57		0.0	100.0	
Grade 6	90	78		0	76		0	76		0.0	97.4	
Grade 7	130	143		0	138		0	137		0.0	96.5	
Grade 8	135	131		0	129		0	129		0.0	98.5	
All Grades	578	541		0	531		0	530		0.0	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2399.			10.61			19.70			30.30			39.39	
Grade 4		2443.			12.31			16.92			33.85			36.92	
Grade 5		2473.			10.53			17.54			35.09			36.84	
Grade 6		2503.			11.84			15.79			40.79			31.58	
Grade 7		2465.			0.73			13.14			29.20			56.93	
Grade 8		2460.			3.10			4.65			27.13			65.12	
All Grades	N/A	N/A	N/A		6.60			13.21			31.70			48.49	

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		15.15			43.94			40.91	
Grade 4		15.38			38.46			46.15	
Grade 5		10.53			57.89			31.58	
Grade 6		10.53			53.95			35.53	
Grade 7		2.92			45.99			51.09	
Grade 8		1.55			41.86			56.59	
All Grades		7.55			46.23			46.23	

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		15.15			50.00			34.85	
<b>Grade 4</b>		10.77			52.31			36.92	
<b>Grade 5</b>		10.53			45.61			43.86	
<b>Grade 6</b>		7.89			63.16			28.95	
<b>Grade 7</b>		2.19			52.55			45.26	
<b>Grade 8</b>		3.88			51.94			44.19	
<b>All Grades</b>		6.98			52.83			40.19	

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.09			71.21			19.70	
<b>Grade 4</b>		9.23			53.85			36.92	
<b>Grade 5</b>		10.53			47.37			42.11	
<b>Grade 6</b>		6.58			69.74			23.68	
<b>Grade 7</b>		1.46			63.50			35.04	
<b>Grade 8</b>		3.88			58.14			37.98	
<b>All Grades</b>		5.66			61.13			33.21	

**Conclusions based on this data:**

1. There is a need to identify essential standards, common assessments, and rubrics that will assist us in providing targeted instruction in the area of Math.
2. We will look at administering interim assessments such as: Smarter Balance IB and quarterly writing benchmarks to provide ongoing data. We will then use this data to chart progress in Math
3. All students are 74.9 points below the standard in Math.

# 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	*	*		*	*		*	*		4	5	
1	*	*		*	*		*	*		5	5	
2	*	*		*	*		*	*		6	5	
3	*	*		*	*		*	*		8	10	
4	*	*		*	*		*	*		7	7	
5	*	*		*	*		*	*		7	4	
6	*	*		*	*		*	*		*	9	
7	*	*		*	*		*	*		6	9	
8	*	*		*	*		*	*		7	8	
All Grades										53	62	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	7.55	1.61		35.85	41.94		35.85	41.94		20.75	14.52		53	62	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	18.87	12.90		43.40	53.23		22.64	20.97		15.09	12.90		53	62	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
All Grades	1.89	0.00		24.53	22.58		39.62	46.77		33.96	30.65		53	62	



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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	15.38	12.90		63.46	70.97		21.15	16.13		52	62	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	39.62	30.65		45.28	54.84		15.09	14.52		53	62	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	5.77	1.61		50.00	45.16		44.23	53.23		52	62	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7	*	*		*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*	
All Grades	1.92	6.45		71.15	79.03		26.92	14.52		52	62	

**Conclusions based on this data:**

1. The majority of students are in Level 2 (48.72%) and level 3 with (35.90%) in Overall Language Performance
2. The Reading and Writing Domains remain the lowest scores for students. Reading included 12.82% of students showing "Well Developed" while only 7.69% of students showed "Well Developed" in writing.
3. There has been an increase in the total number of students taking the ELPAC from 17-18 to 18-19. There was an increase of 21%.

# 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
<b>711</b>	<b>54.9</b>	<b>8.0</b>	<b>2.8</b>
Total Number of Students enrolled in Del Sur Senior Elementary.	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
<b>English Learners</b>	57	8.0
<b>Foster Youth</b>	20	2.8
<b>Homeless</b>	41	5.8
<b>Socioeconomically Disadvantaged</b>	390	54.9
<b>Students with Disabilities</b>	81	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	56	7.9
<b>American Indian</b>		
<b>Asian</b>	4	0.6
<b>Filipino</b>	2	0.3
<b>Hispanic</b>	361	50.8
<b>Two or More Races</b>	32	4.5
<b>Pacific Islander</b>		
<b>White</b>	255	35.9

**Conclusions based on this data:**

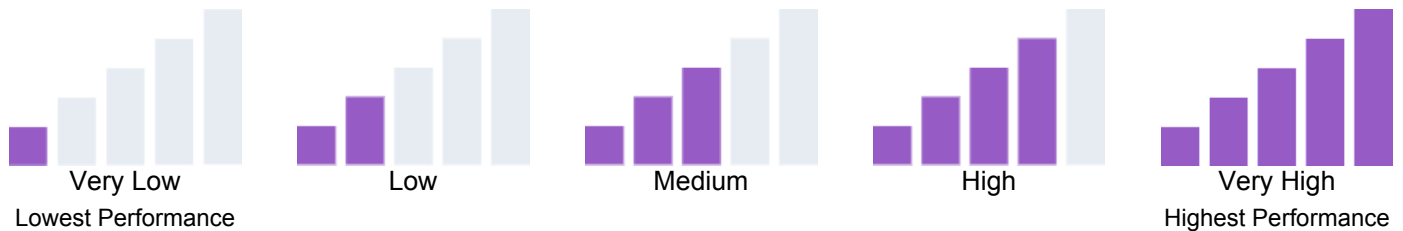
1. The largest population/group is Hispanics followed by white students
2. 48% percent of the population is socioeconomically disadvantaged
3. 11% of students have disabilities

# School and Student Performance Data

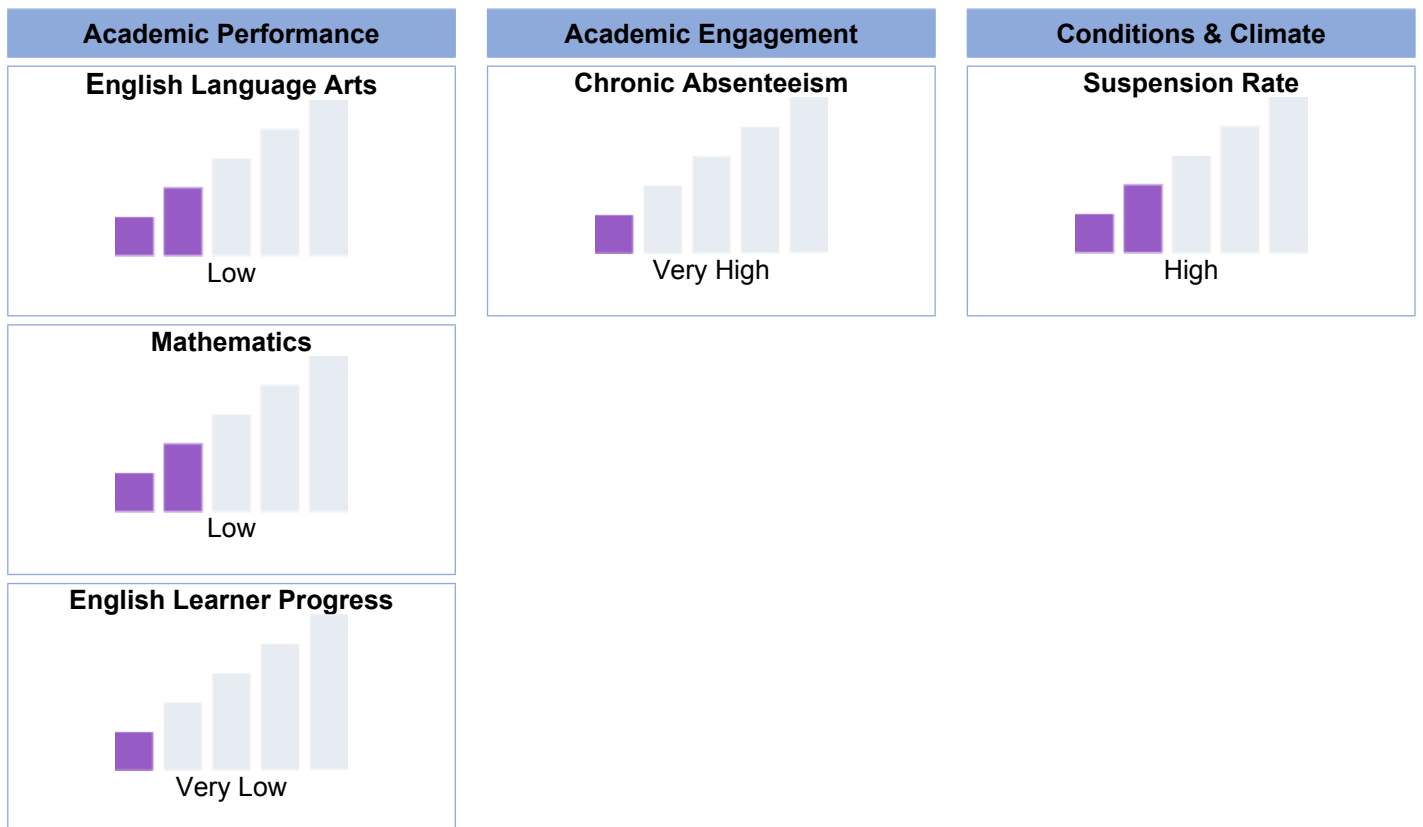
## Overall Performance

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. Suspension rates were much higher on the last report than in the past few years
2. The greatest need is Chronic Absenteeism and Suspension rates
3. Student academic performance needs to improve significantly.



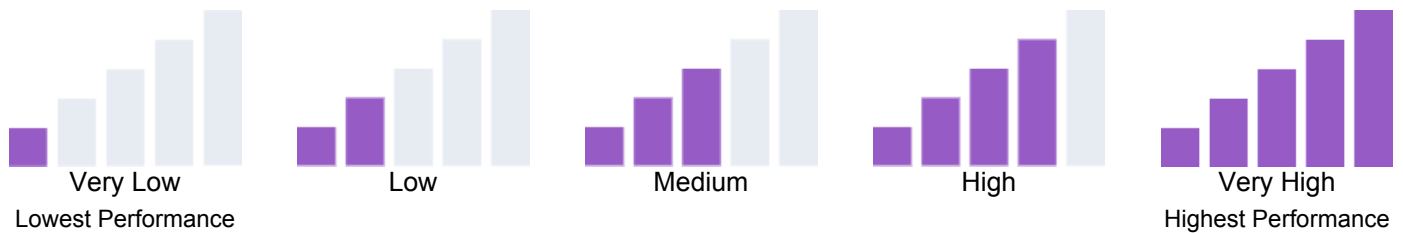


# School and Student Performance Data

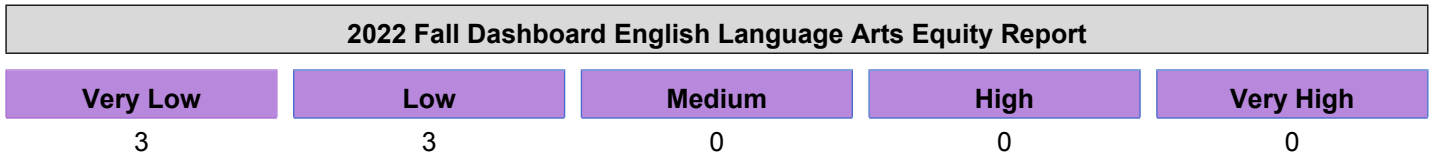
## Academic Performance English Language Arts

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](#).

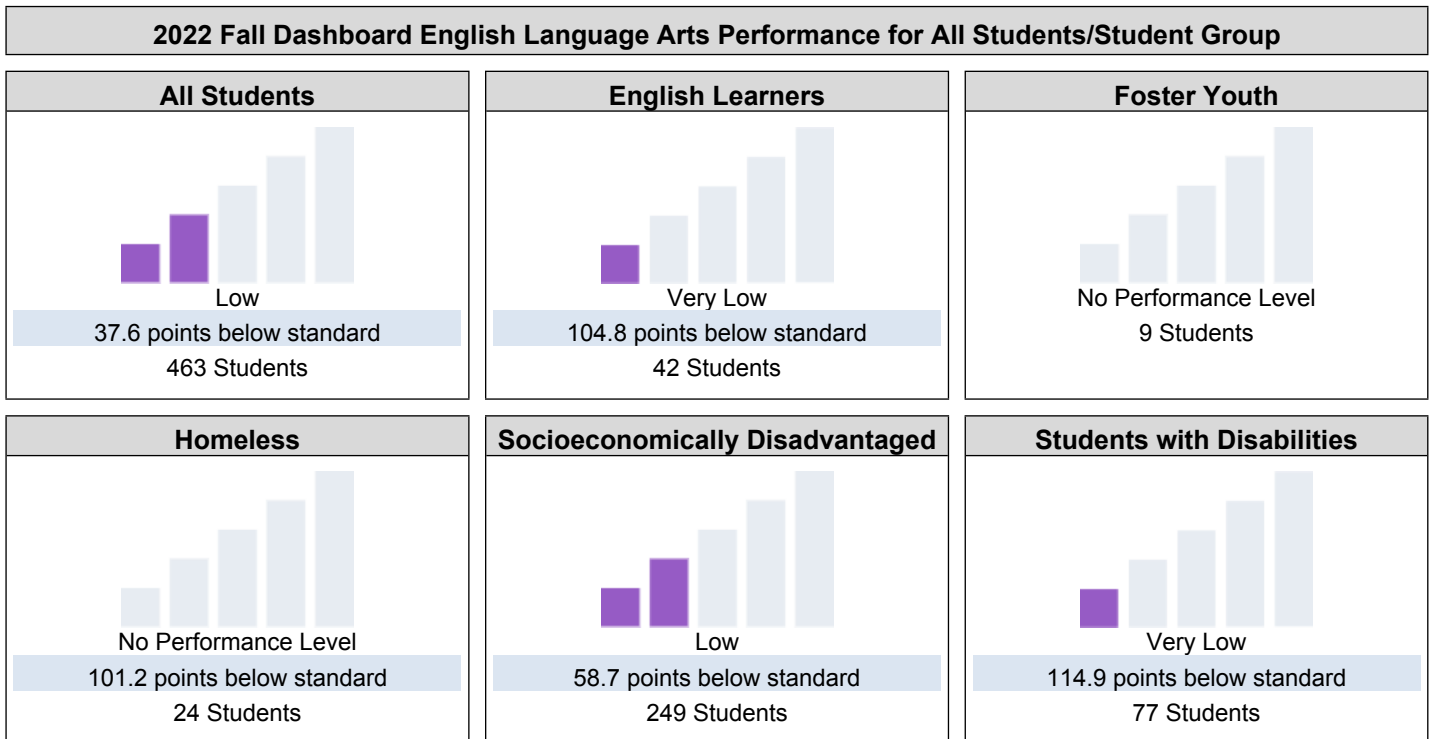
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



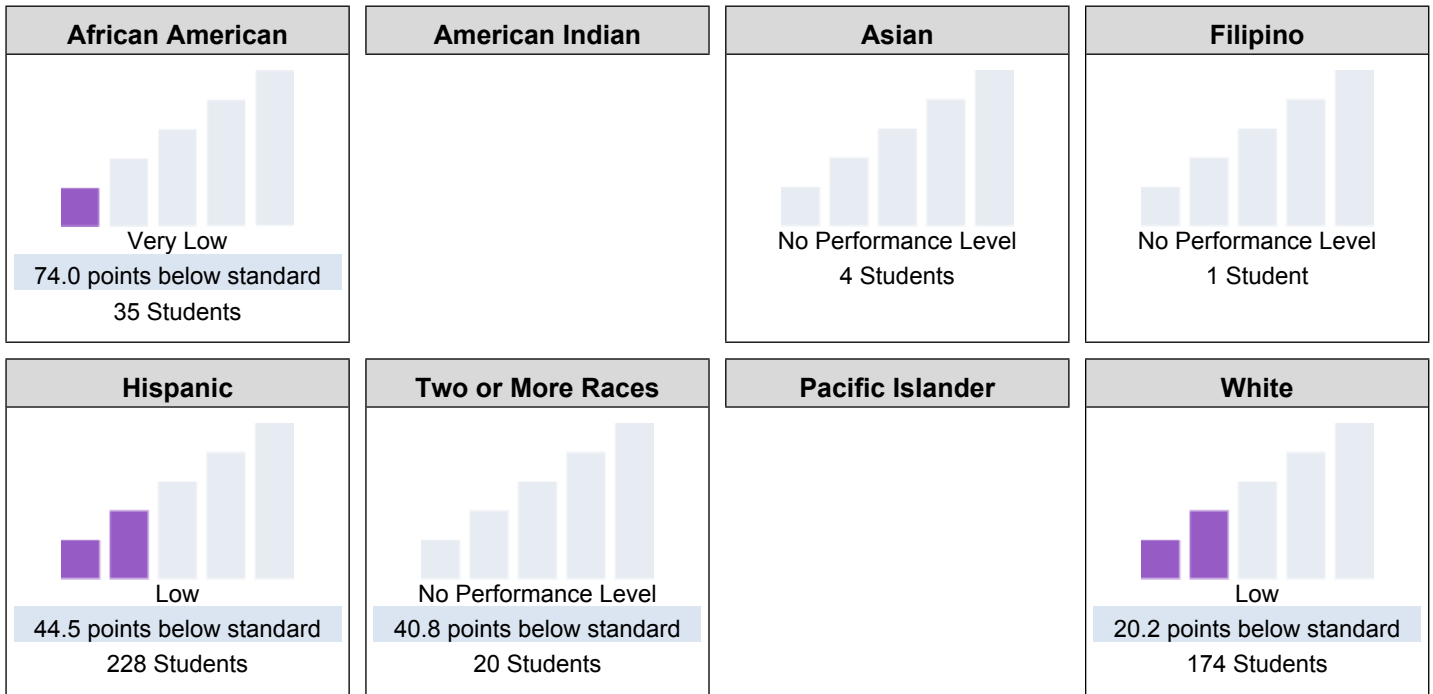
This section provides number of student groups in each level.



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 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
<p>113.0 points below standard</p> <p>36 Students</p>	<p>6 Students</p>	<p>32.1 points below standard</p> <p>395 Students</p>

### Conclusions based on this data:

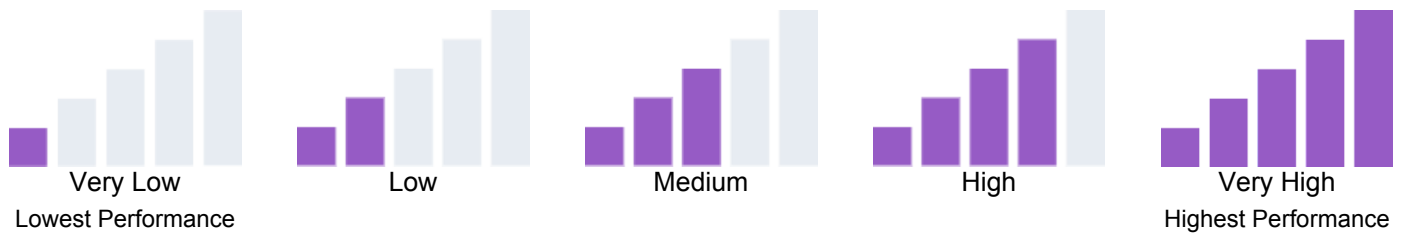
1. ELA scores declined
2. The lowest performing groups included English Learners and Students with disabilities
3. Homeless students (although not a significant group due to numbers) increased significantly in ELA

# School and Student Performance Data

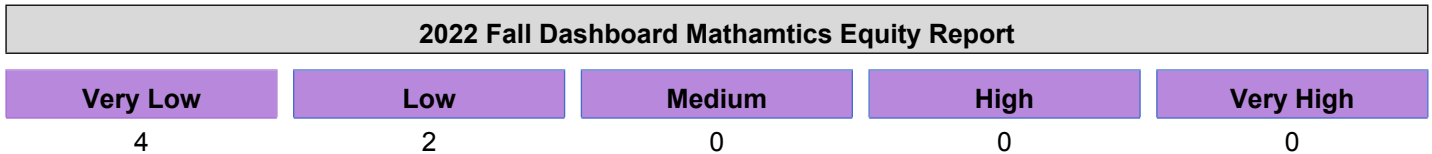
## Academic Performance Mathematics

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](#).

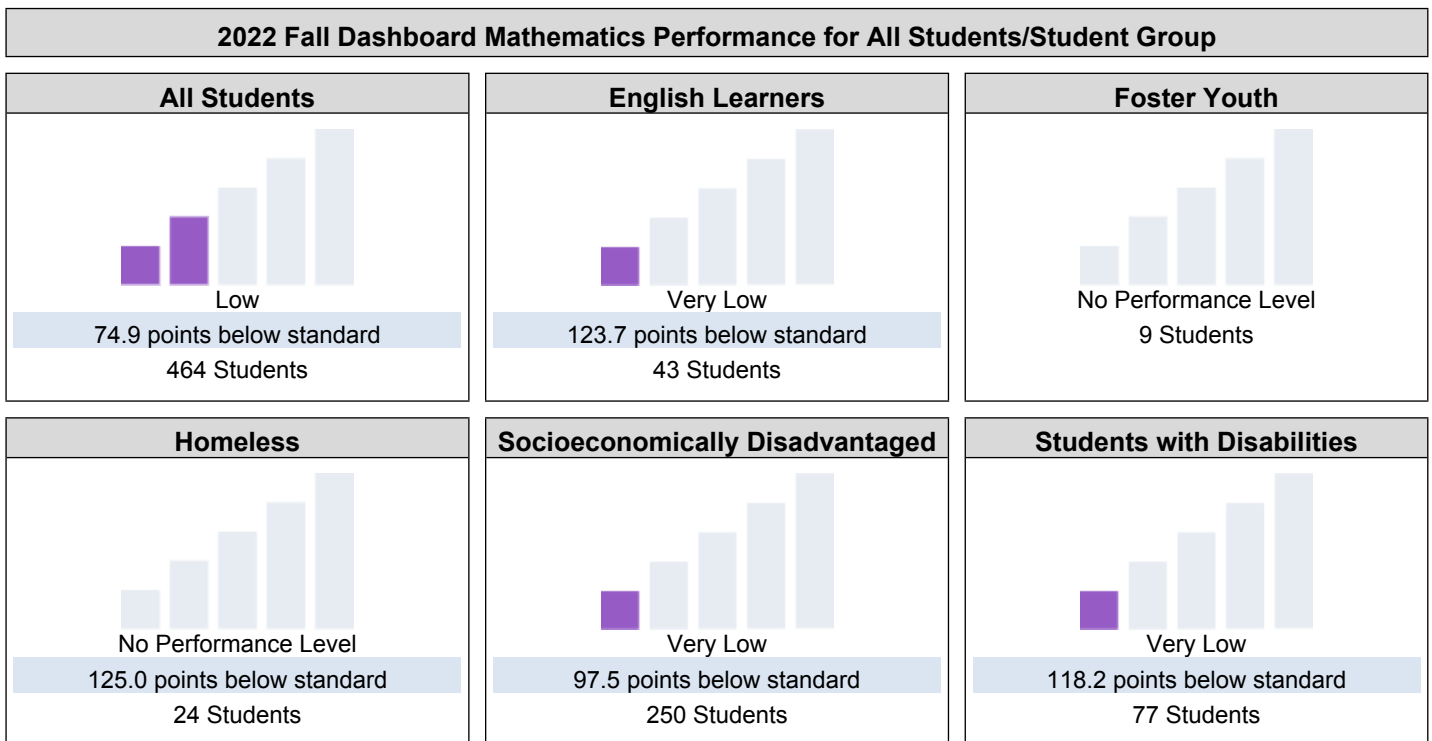
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



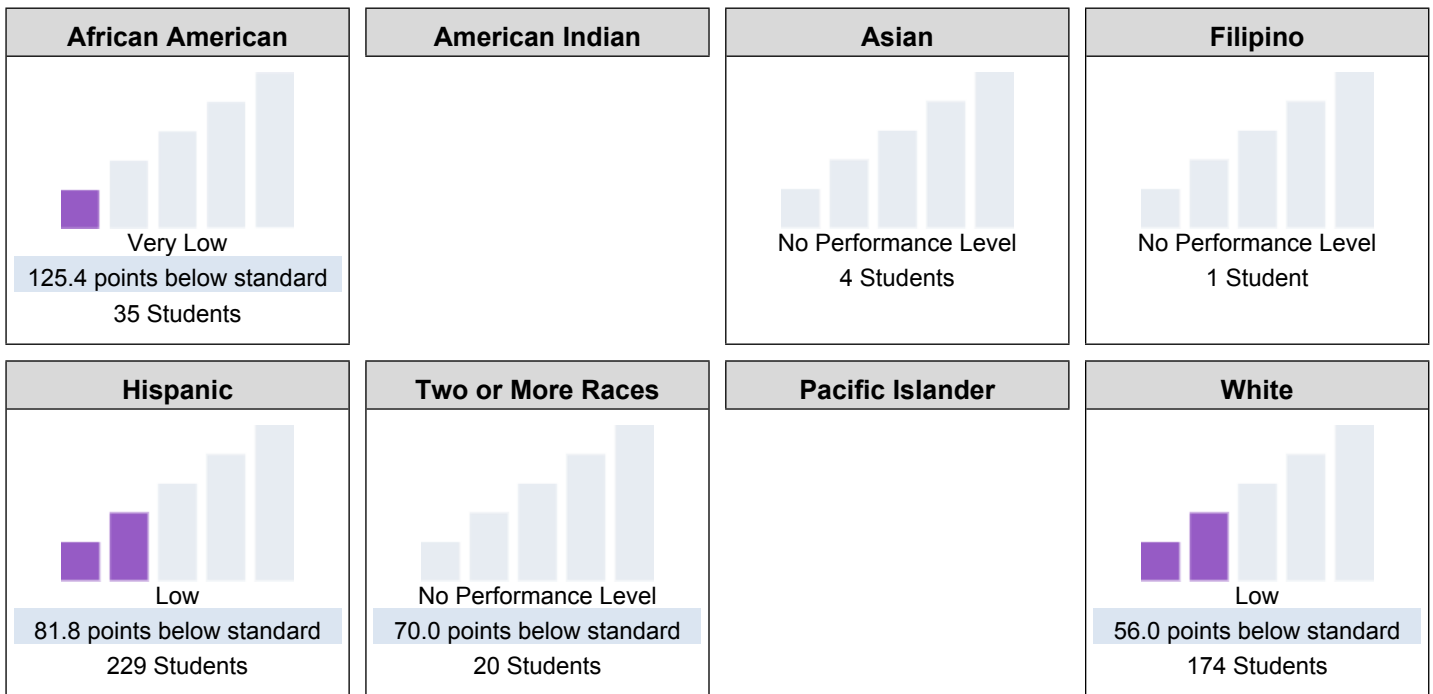
This section provides number of student groups in each level.



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 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
<p>124.6 points below standard 37 Students</p>	<p>6 Students</p>	<p>69.2 points below standard 395 Students</p>

**Conclusions based on this data:**

1. Two or more races declined but all other groups increased in scores
2. The most significant increase was experienced by African American students with more than 15 points
3. The lowest increase was experienced by white students



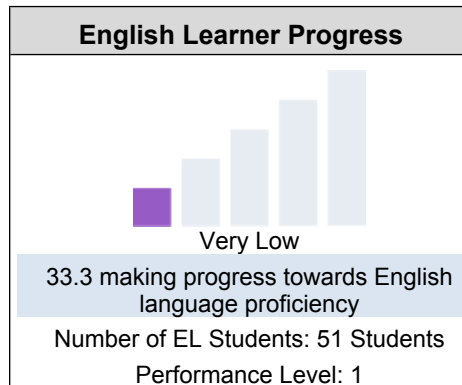
# School and Student Performance Data

## 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
35.3%	31.4%	2.0%	31.4%

#### Conclusions based on this data:

- 41.9 Percent of EL students are making progress towards English Language proficiency.
- 35.5% of students decreased one ELPI level
- Students need to progress toward reclassification.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

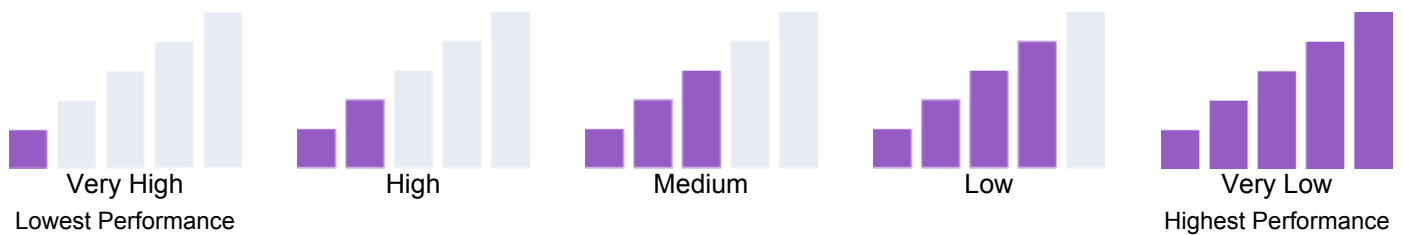
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# School and Student Performance Data

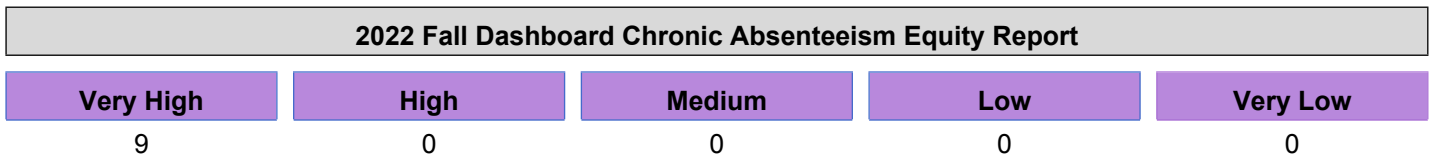
## Academic Engagement Chronic Absenteeism

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](#).

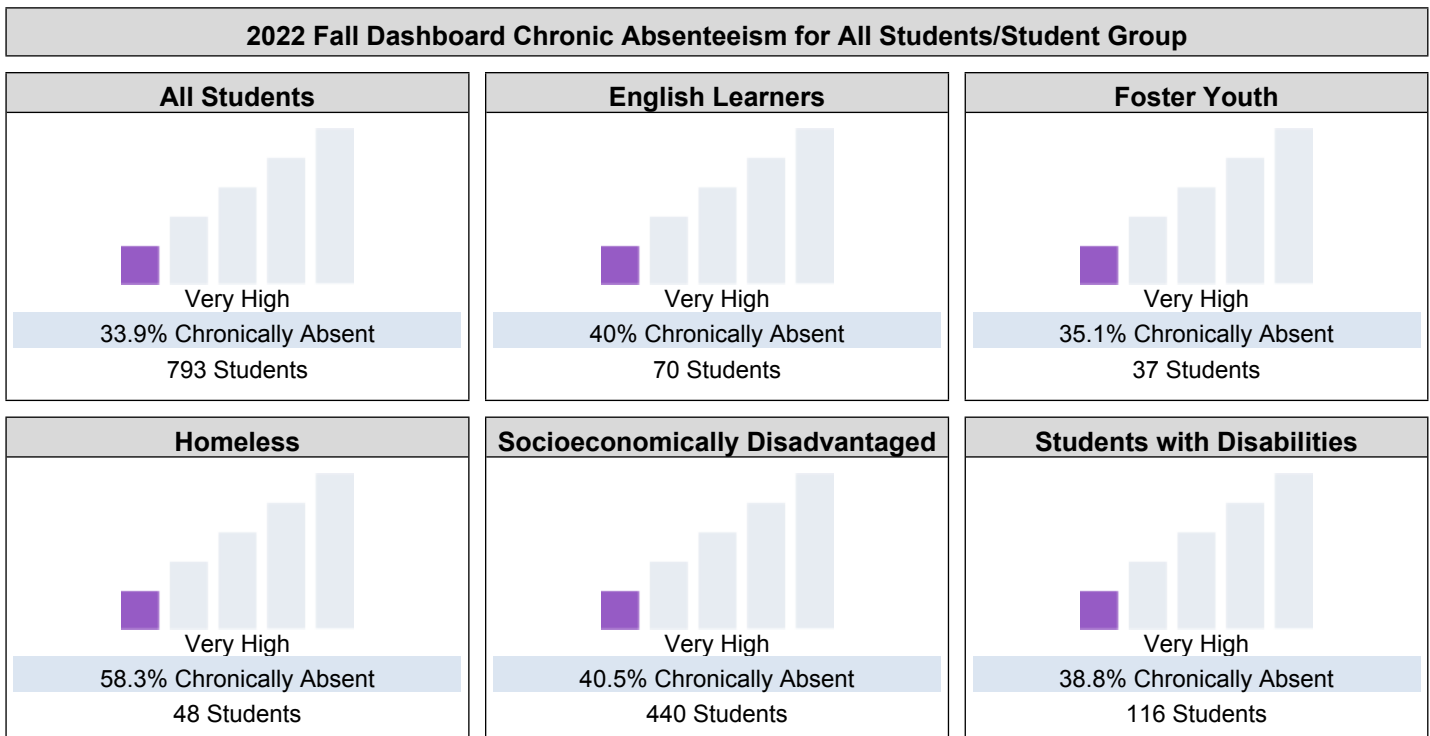
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



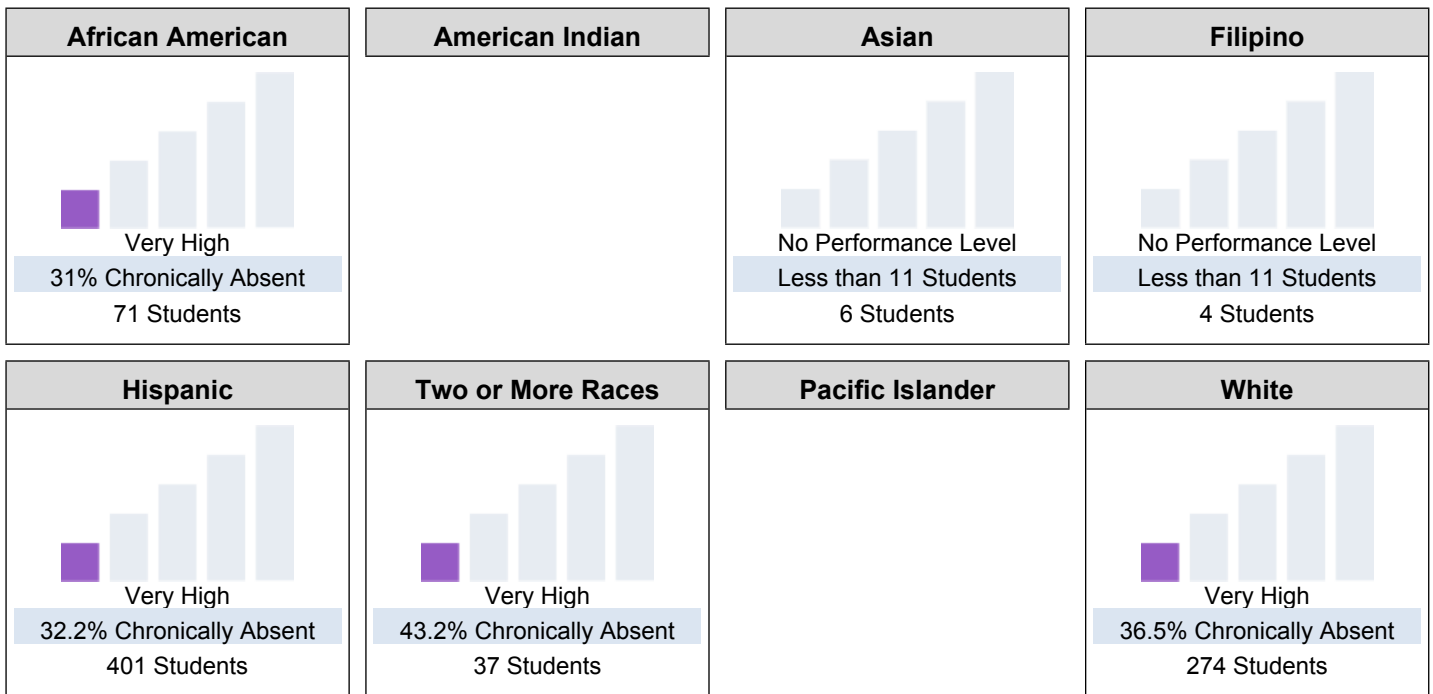
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. Absenteeism is a concern because all subgroups are listed as Very High.
2. Most groups increased in absences
3. Interventions need to continued to be developed to improve student attendance including SART contracts, attendance meetings, and student awards.

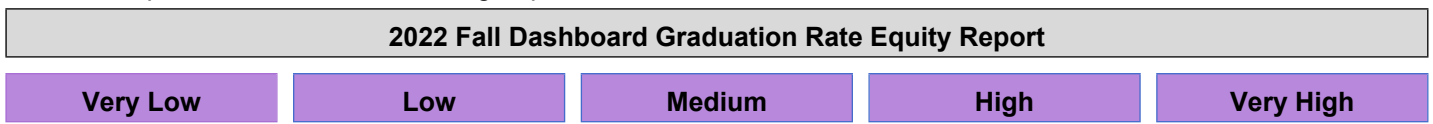
# School and Student Performance Data

## Academic Engagement Graduation Rate

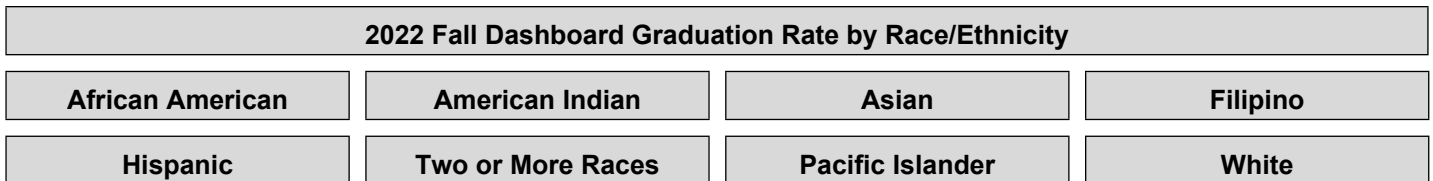
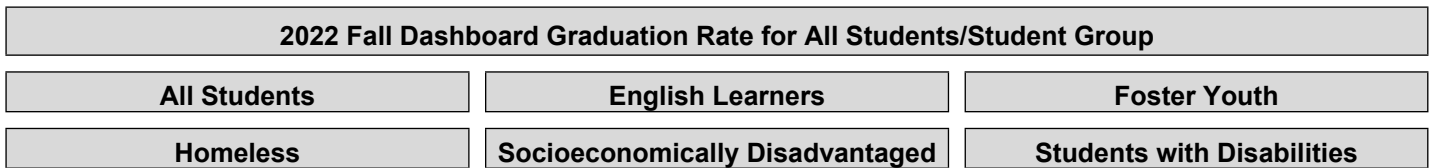
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

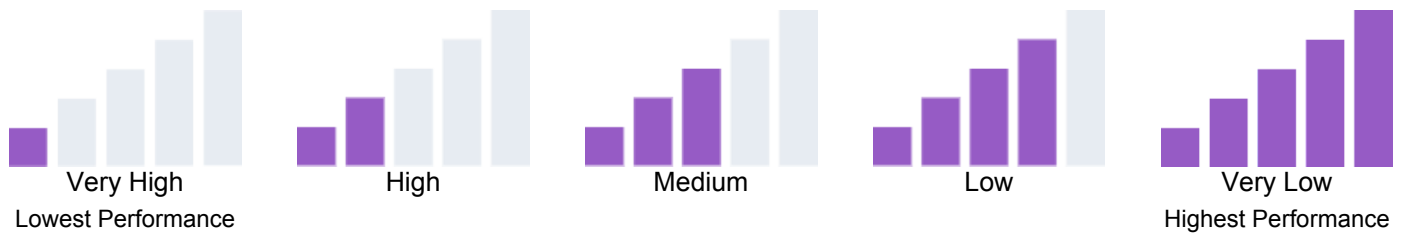
- 1.

# School and Student Performance Data

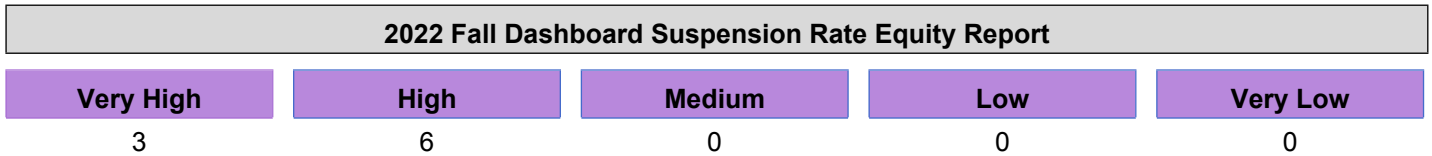
## Conditions & Climate Suspension Rate

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](#).

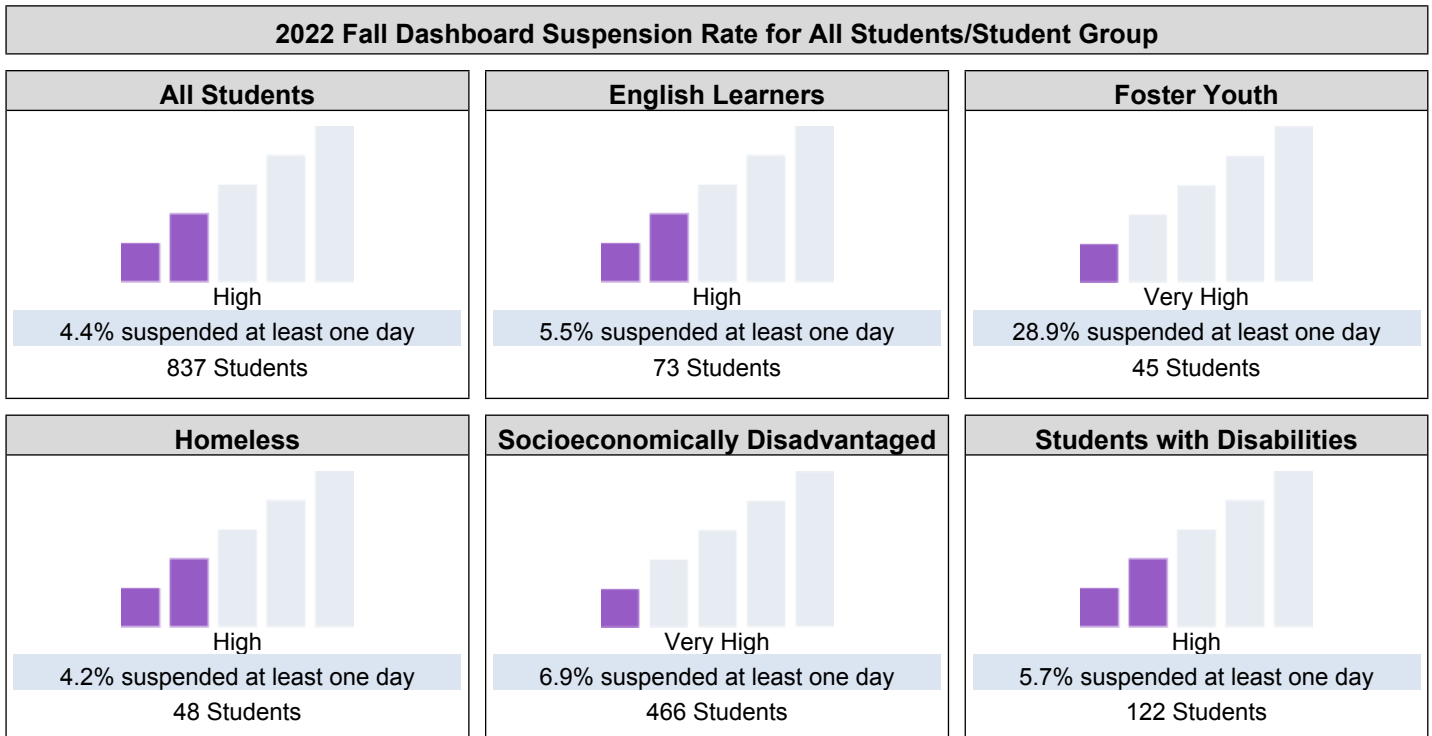
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



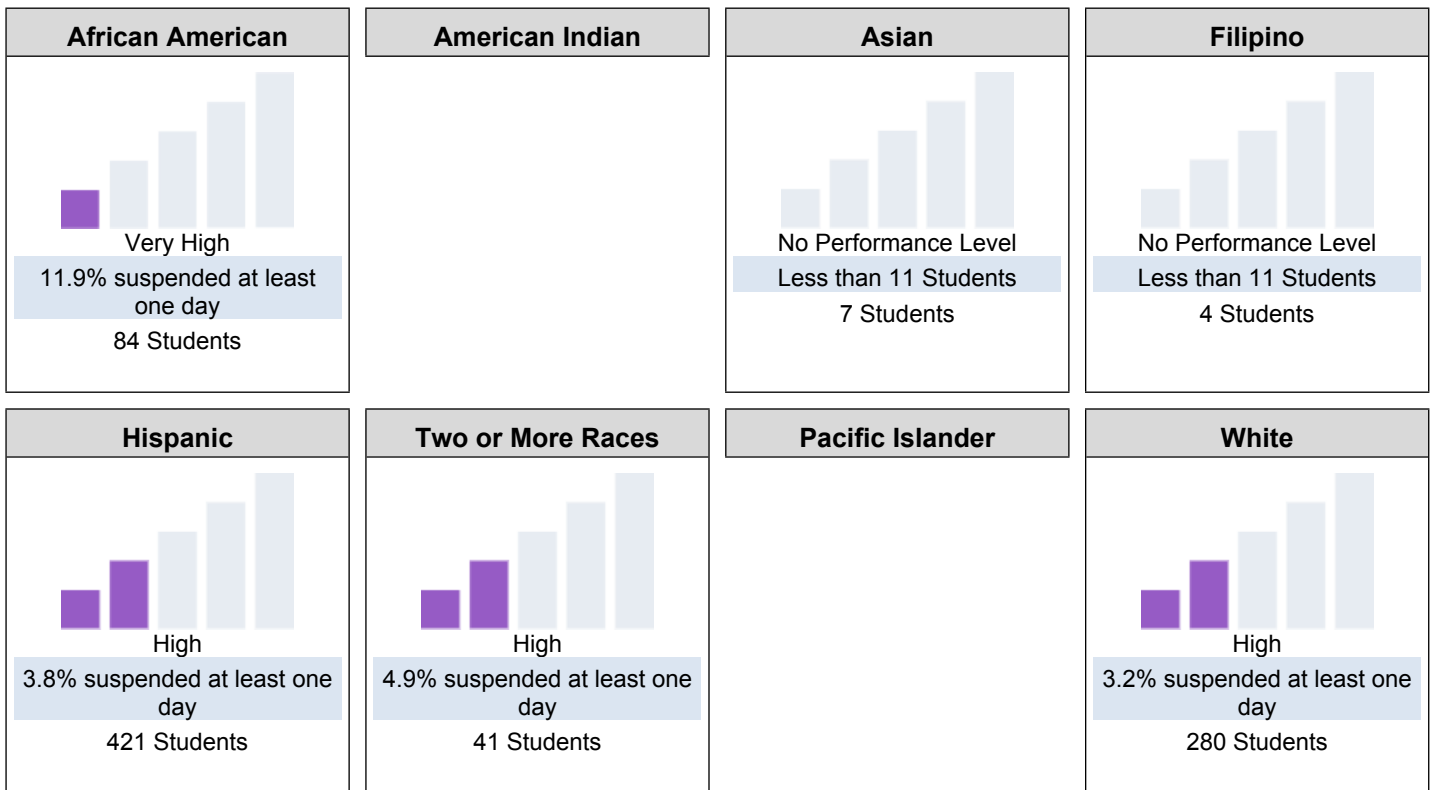
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension rates increase significantly for all students
2. Hispanic students had the biggest increase in suspensions
3. Alternative to suspensions need to continue to be developed as well as teachers being trained in Capturing Kids Hearts.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 1: Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and interpersonal skills necessary to be successful in a global society.

## Goal 1

The staff at Del Sur will ensure that all students are well-equipped with the cognitive, linguistic, interpersonal, and interpersonal skills necessary to be successful in a global society.

## Identified Need

Students showing the highest needs include English Learners, African American students, Foster Youth, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities. These groups have a trend of being the farthest below the standard in English-Language Arts and Math.

CAASPP and Dashboard:

ELA All Grades represented 37.6 points below standard. The following groups were very low; English Learners, African Americans, and Students with Disabilities. All other groups were low. Math All Grades represented 74.9 points below standard. The following groups were very low; English Learners, African Americans, Socioeconomically Disadvantaged, and Students with Disabilities. All other groups were low

NWEA assessments for 2022-23 Overall Reading Average Spring RIT score and Percentile

3rd- 189- 16th

4th- 199 - 11th

5th- 210 - 22nd

6th- 217 - 31st

7th- 216 - 15th

8th- 220 - 17th

2022-2023 NWEA- Overall Math Average Spring RIT score and Percentile

3rd- 190 - 9th

4th- 199 - 11th

5th- 206 - 9th

6th- 217 - 33rd

7th- 214 - 12th

8th- 222 - 24th

Del Sur students are underperforming in language arts/reading and math. Students in grades K-8 are performing below grade level in language arts/reading and while many students are growing each quarter, growth made is not at a rate high enough to close the achievement gaps and get students performing at grade level. Students in grades 7 & 8 are not showing overall growth in Math and students in grades 4, 6, 7, and 8 are not showing adequate growth in Reading. Therefore, there is a need at Del Sur to provide services and supports to increase student achievement and growth in both reading and math to increase students' meeting/exceeding grade-level standards.



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction in percentage of students in the "not met" category for Math *This means we need the average distance from standard to be less than -46.3	Average Distance from standard is 74.9 points below standard	Average Distance from standard goal is -35.0
Reduction in percentage of students in the "not met" category for ELA *This means we need the average distance from standard to be less than -37.6	Average Distance from standard is 37.6 points below standard	Average Distance from standard goal is -15.0
Decrease in Chronic Absenteeism from 140 total number of students (Chronically absent) Absenteeism Rate is 33.9%	140 Total students and 33% Absenteeism rate	Goal is to reduce down to 80 total students chronically absent and reduce rates to 8%
Decrease the suspension rate by 2% (Current rate is 6.4% with 60 total students suspended in 2018-19)	Current suspension rate is 6.4% and 60 total students for 2018-19	Goal is to reduce suspension rate to the Medium rating in the CA Dashboard.
Increase average RIT score and percentile in Reading on the NWEA.	NWEA assessments for 2022-23 Overall Reading Average Spring RIT score and Percentile 3rd- 189- 16th 4th- 199 - 11th 5th- 210 - 22nd 6th- 217 - 31st 7th- 216 - 15th 8th- 220 - 17th	Increase the average percentile in each grade by at least 5% in grades K-8.
Increase average RIT score and percentile in Math on the NWEA.	2022-2023 NWEA- Overall Math Average Spring RIT score and Percentile 3rd- 190 - 9th 4th- 199 - 11th 5th- 206 - 9th 6th- 217 - 33rd 7th- 214 - 12th 8th- 222 - 24th	Increase the average percentile in each grade by at least 5% in grades K-8.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All under-performing student groups including English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

Strategic interventions need to be provided within the school day for all students. These should include intervention and enrichment opportunities. Plan to provide reading intervention program to increase the reading skills of Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White. Online Intervention programs that can provide remediation and extension opportunities for students to meet them at their individual levels.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

2,300.00

#### Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
100 seat licenses for Read Naturally Live.  
\$23.00 per seat license.

0.00

None Specified  
None Specified  
Book Share account created to provide audio books to RSP and EL students. The program is at no cost to the school.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All under-performing student groups including English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

Teachers and other identified support staff will have the time, resources, and strategies to develop their individual professional practice and team development as it relates to the needs of their students. Professional development will continue for activities such as the implementation of the Response to Intervention (RTI) or Multi-Tiered Systems and Supports (MTSS) models in order to regularly assess the available data, determine areas of need, develop instructional best practices,

and provide strategic interventions to meet the needs of all students. With the school closures for the majority of the 2020-2021 school year, training around trauma informed practices and culturally relevant teaching may be necessary. The activities to develop their practices can include:

- Professional development at conferences and trainings specifically related to AVID, RTI, MTSS, Capturing Kids Hearts or PLC
- Professional development at conferences and trainings related to best classroom instructional practices.
- Professional development related to the instruction of English Learners.
- Professional development related to the instruction of students with special needs.
- Professional development related to Culturally Relevant Teaching practices in established programs such as AVID
- Release days for team planning or observations.
- Strategically planned collaboration time embedded within staff meetings and other release times.
- Any supplies or materials necessary to provide for the ongoing practice of the teachers related to the professional development attended.
- Professional Development targeting Social-Emotional Health to support youth

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional development and release days
1,000	Title I Part A: Allocation 3000-3999: Employee Benefits Statutory Costs
3,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Subs

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All under-performing student groups including English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

Improving Instructional Strategies by increasing early interventions in elementary classrooms

- Utilize instructional assistants to provide assistance for at risk students. (1 Aide for 3 hours per day)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13,000.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries One aide 3 hours per day
500.00	Title I Part A: Allocation 3000-3999: Employee Benefits Statutory Costs
0.00	None Specified None Specified AVID Aides provided to support during Middle School Lunch in the Learning Lab and in the AVID classroom through Tutorials.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All under-performing student groups including English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

Extended learning opportunities for targeted under-performing students before, after or during school hours.

- Before, during or After School Tutoring or enrichment for Grades K-8
- Extended Learning Opportunities Grades 7 and 8
- Saturday School and After School extended learning (Social-Emotional Learning utilizing Boys Town Skills Program)
- This can include interventions with school staff or with online programs
- Social-Emotional club, team, committee, or classes outside the regular school day
- Online Intervention programs that can provide remediation and extension opportunities for students to meet them at their individual levels.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2,000 for After School Programs 4,000 for Tutoring and extended learning after school

	2,000 for Saturday School Extended Learning
1,500	Title I Part A: Allocation 3000-3999: Employee Benefits Statutory Costs

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Goal 1 aimed to increase student academic skills for all groups. The activities related to this goal help support the objective.

- Activity 1 identifies supplies such as computer programs and reading materials that supplement learning as needed. During the 22-23 school year Scholastic and Learning A-Z were purchased as a supplement to the curriculum. Evidence of the effectiveness includes teachers in grades K-6 using the digital and print editions of Scholastic news to provide students that are not at grade level with materials that will keep their interests and provide them with more support. A maximum of 5 teachers use Scholastic news for the year. With the small amount of students that have access to this support, Scholastic news will not be renewed for the 23-24 school year. A new reading intervention program (Read Live Naturally) will be purchased to get the most out of our struggling readers including our students designated as EL, SPED, African American, Foster Youth, and Socioeconomically Disadvantaged. Book Share Account will continue in order to provide Audio Books for EL and SPED students.
- Activity 2 provides for staff to train and learn how to use essential materials and programs, especially in social-emotional health to support youth as indicated in student, staff, and parent surveys. Regular scheduling of subs to provide common PLC collaboration time for teacher teams was not possible due to contractual issues and lack of availability of substitute teachers. Summer AVID training will be provided to 8 staff members including 3 new teachers to AVID. AVID needs to be brought back into all classrooms at Del Sur. Staff will be focusing on Writing, specifically instructing students on creating Thinking Maps. Training a new Middle School AVID elective teacher for the 23-24 school year will be critical to the success of the program.
- Activity 3 includes the support of an aide that helps with interventions in kindergarten. This was still a highly effective activity that provided small group interventions so a majority of the kindergarten students saw growth in the NWEA scores over the course of the year. Kindergarten NWEA Reading Fluency made substantial growth. Kinder NWEA Fluency skills increased from the fall to winter (spring is not available at this time). Resulted in a Phonological Awareness decrease of 21% tested at 0, Phonics Word Recognition

decrease of 27% tested at 0. The Instructional Aide continues to be a valuable support to students and staff.

- Activity 4 ensures that students that are not performing at grade level receive additional support and instruction, whether it is before school, through special interventions during the school day or after school. This may also include instruction on Saturdays. An increase in middle school grade point average with students that were not performing in semester 1 was due to additional support in structured elective courses. As the district transitions to a new supplemental math curriculum for the 23-24 school year, additional tutoring options will be critical for students to access the curriculum. NWEA testing concluded that our overall focus needs to be in mathematics. We will continue to monitor progress to assess the effectiveness of new strategies and extended learning opportunities by assessing students before and after the program to measure growth. Many families wanted to participate in After-School interventions but lacked the transportation to allow their students to participate. There continues to be a need for online tutoring options. Teachers will need to develop strategies that will assist students virtually.

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

Activity 1 Read 180 was purchased for \$9,864.00 for the Literacy Support Reading Intervention class. The program's implementation was delayed so the desired impact was not reached. The program will be in place for the 23-24 school year. The goal is to have our low readers improve their overall reading ability as measured by CAASPP and NWEA assessments. The new subscription of Read180 will be addressed in Goal 2 Activity 1.

Activity 2 The intended amount for this activity was spent. AVID is critical to the overall success of the students and staff.

Activity 3 The Title 1 Aide was in effect for the entire 22-23 school year resulting in a higher cost than the previous year. The Aide is utilized by both Kindergarten classrooms providing reading support.

Activity 4 No major differences in intended implementation and budgeted expenditures for the 2022-23 school year. The cost will increase as we look to provide students with more opportunities to receive after-school interventions by including a virtual tutoring option.

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

Activity 1- The activity and strategies have changed to include a subscription to Read Naturally Live. The intended focus on Reading Intervention will work to close the achievement gap.

Activity 2 - The activity and strategy will continue as opportunities for professional development are needed for teachers and the staff. There needs to be an ongoing focus on PLCs, RTI, AVID, and monitoring student growth.

Activity 3 - This activity will continue due to the success of the Aide in the Kindergarten classroom.

Activity 4 - This activity will include adding virtual interventions provided by teachers. This will allow for more students to participate from home due to not having transportation home from on-campus activities.

All changes can be found above in the updates to the activities, strategies, and their budgeted amounts.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Access for All: Provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

## Goal 2

The staff at Del Sur will provide all students have equitable access to a high quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program.

## Identified Need

The student subgroups that are showing the need for the most support include English Learners, Students with Disabilities, African American students, Socioeconomically Disadvantaged, Foster Youth, and Homeless. These groups are farthest below the standard in English-Language Arts and Math. All student groups have declined in their points below the standard in ELA however, all groups increased in points closer to the standard in mathematics. Chronic Absenteeism and Suspensions are very low in the CA Dashboard. Students need strategies and tools for engaging and connecting in school. African American Students, EL Students, and Students with Disabilities are a significantly underperforming group. Activities will be put in place to target these groups such as targeted counseling interventions and providing supplies such as technology needed and interventions. Teachers, students and parents identified in the Healthy Kids Survey a high need for Social Emotional supports for students. Parents need to be involved in the social-emotional supports provided to students in collaboration with staff through routine parent seminars.

CAASPP and Dashboard:

ELA All Grades represented 37.6 points below standard. The following groups were very low; English Learners, African Americans, and Students with Disabilities. All other groups were low. Math All Grades represented 74.9 points below standard. The following groups were very low; English Learners, African Americans, Socioeconomically Disadvantaged, and Students with Disabilities. All other groups were low

NWEA assessments for 2022-23 Overall Reading Average Spring RIT score and Percentile

3rd- 189- 16th

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2022-2023 NWEA- Overall Math Average Spring RIT score and Percentile

3rd- 190 - 9th

4th- 199 - 11th

5th- 206 - 9th

6th- 217 - 33rd

7th- 214 - 12th

8th- 222 - 24th



## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduction in percentage of students in the "Not Met" and "Nearly Met" categories in ENGLISH-LANGUAGE ARTS in all grade levels on the annual CAASPP assessment	Average Distance from standard is 37.6 points	Average Distance from standard goal is -25.0
Reduction in percentage of students in the "Not Met" and "Nearly Met" categories in MATH in all grade levels on the annual CAASPP assessment	Average Distance from standard is 74.9	Average Distance from standard goal is --40
English Learners: Continue to increase points toward the standard in both ELA and Math on the annual CAASPP assessment and Increase average RIT score and percentile in Reading and Math on the NWEA	NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Math: 18%  NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Language Arts: 16%	Increase average percentile in each grade by at least 5% in grades 3-8
Students with Disabilities: Continue to increase points toward the standard in both ELA and Math on the annual CAASPP assessment and Increase average RIT score and percentile in Reading and Math on the NWEA	NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Math: 17%  NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Language Arts: 18%	Increase average percentile in each grade by at least 5% in grades 3-8
African American Students: Continue to increase points toward the standard in both ELA and Math on the annual CAASPP assessment and Increase average RIT score and percentile in Reading and Math on the NWEA	NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Math: 19%  NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Language Arts: 28%	Increase average percentile in each grade by at least 5% in grades 3-8

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Socioeconomically Disadvantaged: Continue to increase points toward the standard in both ELA and Math on the annual CAASPP assessment and Increase average RIT score and percentile in Reading and Math on the NWEA	NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Math: 22%  NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Language Arts: 28%	Increase average percentile in each grade by at least 5% in grades 3-8
Foster Youth: Continue to increase points toward the standard in both ELA and Math on the annual CAASPP assessment and Increase average RIT score and percentile in Reading and Math on the NWEA	NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Math: No Performance Level  NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Language Arts: No Performance Level	Increase average percentile in each grade by at least 5% in grades 3-8
Homeless: Continue to increase points toward the standard in both ELA and Math on the annual CAASPP assessment and Increase average RIT score and percentile in Reading and Math on the NWEA	NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Math: 27%  NWEA Spring 22/23: Number/Percentage of Students Who Met Growth Projection - Language Arts: 7%	Increase average percentile in each grade by at least 5% in grades 3-8

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

Strategy/Activity

Students need resources and supports to maintain engagement and success in school programs and provide access to instruction and learning.

- Student organizational tools (planners grades 4 through 8th) (Nicky folders grades K-3)
- Purchase additional devices, which may include infrastructure, above the replacement of devices provided by the district to improve access to technology and decrease the ratio of devices to students to 1:1. May include but are not limited to providing Chromebook Devices, IPAD's for younger students K-3rd, and or replacement parts such as chargers and protection accessories and replacing lost and damaged technology items.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,911.00	Title I Part A: Allocation 4000-4999: Books And Supplies Nicky Folders grades k-3 and Planners for grades 4-8.
6,000	Title I Part A: Allocation 4000-4999: Books And Supplies Read 180 intervention program for Literacy Support Middle School Elective.
0	

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

**Strategy/Activity**

Parent communication methods (utilizing student planners, flyers, materials for parent events such as parent university, conferences, academic letters, family nights, parent books).

- This may also include digital methods of communication such as providing and creating videos, online conferencing and programs for viewing/signing documents online for parents.
- This may include technology such as monitors displaying school information around campus for parent visuals

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

672.33

Source(s)

Title I Part A: Parent Involvement  
4000-4999: Books And Supplies  
Brochures and Handout for Parent Universities

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

#### Strategy/Activity

Incentives and awards for student achievement

- May include but not limited to ACE Certificates/Awards
- Attendance Rewards
- NWEA Goal achievement awards.
- Progress monitoring home/school contact such as making phone calls, sharing of documents, hosting online meetings, and tracking contact using online programs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400.00

Source(s)

Title I Part A: Allocation  
4000-4999: Books And Supplies  
For attendance Rewards, NWEA Growth Awards

0

None Specified  
None Specified  
Gift Certificates provided by local businesses to promote a positive school culture. Rewards can be for academic, behavior, or attendance purposes.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

## Strategy/Activity

Program services implemented for all English learners to meet rigorous content standards

- \* Supplemental professional development is provided on the use of ELLevation
- \* Supplemental professional development may be provided to support evidence-based language acquisition strategies to increase academic achievement for ELs and Long-Term English Learners
- \* Progress monitoring is conducted by both teachers and administrators for all EL and RFEP students not meeting grade level standards
- \* All EL students receive both integrated and designated ELD as part of the Structured English Immersion Program
- \* Goals for EL students are developed and documented in the ELLevation program
- \* EL students participate in intervention programs to support social emotional development, behavior, and academic achievement
- \* Students meeting reclassification requirements are recognized for their achievement
- \* EL students have access to the standard instructional program

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Goal 2 focused on providing all students with equitable access to a high-quality instructional program and the research-based supports that they need to engage fully and meaningfully with the program.

- Activity 1 provided students with organizational tools and parent communication materials in the form of planners and folders. It also allocated a large portion of the budget to purchasing technology such as devices for students to use at school and even replacing lost or damaged devices.
- Activity 2 included a portion for parent communication such as flyers, letters and books but also visual electronic implements on campus to communicate with community members on campus. Monitors and mounts were purchased to display messages in the cafeteria and office. Devices are pending installation so effectiveness is undetermined at this time.

Flyers were passed out to promote school activities such as Coffee with the Principal, Back To School Night, and Spring Festival.

- Activity 3 allocated a small portion for student awards, recognition and incentives. Awards were provided to students that displayed good sportmanship on the playground and showed school spirit. Discipline entries decreased based on a review of log entries. There needs to be more buy in with our Middle School Students.

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

- Activity 1- No major differences between the intended implementation and actual activities. The funding was allocated in an effort to have all students reading by the 3rd grade. The IPADS and cases have not arrived yet, so effectiveness is undetermined. With a return to in-person learning, students needed assistance with Executive Functioning skills such as organization. Planners and Nicky folders assist with organization. Money was planned for a learning lab on campus to support Middle School Students. Lab was not created and funds were allocated to a Literacy Support Intervention Class. Read 180 curriculum was purchased to support struggling readers including EL and SPED students. The programs effectiveness was hindered by the delay in the product being provided to the teacher. A full year with the program in place should see the desired results.
- Activity 2 - Parent communication expenditures included brochures and handouts to advertise Parent Universities. There is a need to continue to provide parent universities that continue to connect all stakeholders. Career Fair was added this year for the first time in four years.
- Activity 3 - No major differences between the intended implementation and actual activities.

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

- Activity 1: For the 2023/24 school year, Planners and Nicky folders will continue to be purchased as requested by teachers and the School Site Council. Planners may be discontinued after this year due increase in the use of digital planners. Read180 curriculum is critical intervention for struggling readers including EL and SPED students.
- Activity 2: This activity and its strategies will be continuing in order to support the ongoing parent engagement activities on campus. There is a greater focus on Parent Universities and providing opportunities for parents to engage with staff and learn about how to help their students be successful.
- Activity 3: This Activity was adjusted to include more funding for student awards. This activity will continue to improve student motivation for academic achievement through the explicit communication of learning goals and expectations and frequent tracking / monitoring of progress using technology to track and acquire data and provide awards for

students that demonstrate adequate growth. NWEA testing indicated only 56% of our overall students were scoring in the low to average low range and 48% percent of students were scoring low to low average in ELA. Tools will be needed to help students organize and build effective study skills. We will continue to monitor practices and resources used in programs.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3 Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

## Goal 3

The staff at Del Sur will ensure that all students are active and responsible citizens by developing programs that support academic and social emotional growth and success.

## Identified Need

2022 CA Dashboard: Suspensions Foster Youth (28.9%), African American (11.9%), and Socioeconomically Disadvantaged (6.9%) students are all groups that are very high in suspension rate. English Learners (5.5%), Hispanic (3.8%), homeless (4.2%), and students with disabilities (5.7%) are all groups that have a high the suspension rate.

Chronic Absenteeism English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, and African Americans all showed an increase in the rate of chronic absenteeism. Overall, the Chronic Absenteeism rate is 33.9% of students chronically absent. Homeless students (58.3%), English Learners (40%), Socioeconomically Disadvantaged (40.5%), African American (31%), Foster Youth (35.1%), and Students with Disabilities have the highest rates of Chronic Absenteeism on campus.

Students need strategies and tools for engaging and connecting in school. African American Students and Students with Disabilities are a significantly under-performing group academically. Activities will be put in place to target these groups such as targeted counseling interventions and providing supplies such as technology to assist with student achievement. Students will receive social emotional extended learning opportunities. 33% of students reported not being well in terms of social emotional wellness on annual surveys, while 50 % of parents reported this was a concern for their students. Additionally, 83% of teachers reported this was a problem for students in our spring evaluation. We will need to implement clubs, classes, extended learning, targeted counseling groups or targeted teacher training during designated staff meetings to meet these needs.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions: All student groups will show decline or maintenance in their suspension rate on the CA Dashboard scores	African American, Foster Youth, and Socioeconomically Disadvantaged are very high. English Learners, Homeless, Student with Disabilities, and Hispanic students are all groups that are high in suspension rates. Overall, 4.4% of the students were suspended at least one day.	All student group suspension rates decline by a minimum of 0.5%



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Healthy Kids Survey- Decrease in student reported social emotional wellness as a problem (83% of staff, 33% of students, and 50% of parents)	Baseline included (83% of staff, 33% of students, and 50% of parents)	Expected a 10-15% decrease in percentages in each participant group reporting emotional wellness as a problem.
Chronic Absenteeism: All student groups will show decline in their chronic absenteeism rate on the CA Dashboard scores	English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic, African American, Students with Disabilities, and Foster Youth all showed an increase in the rate of chronic absenteeism. Overall, the Chronic Absenteeism rate is 33.9%.	All student group chronic absenteeism rates decline by a minimum of 0.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Under-performing student groups which includes English Learners, foster youth, homeless, socioeconomically disadvantaged, students with disabilities, African American, Hispanic, and White.

### Strategy/Activity

Using trauma-informed practices to support students with social-emotional needs will lead to academic improvement

- Counseling lessons- focusing on social-emotional supports/lessons and executive functioning.
- Capturing Kids Hearts professional development for 12 staff members and the premium subscription package.
- Counselor to attend the CASC conference.
- Staff meetings focused on trauma and social emotional health supports for youth, clubs, targeted counseling groups, extended learning for identified students and support materials for parents to collaborate at home with their student

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,500

Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries

	Salaries for teachers to participate in a 1 day Capturing Kids Heart training.
13000	Title I Part A: Allocation 4000-4999: Books And Supplies 1 day Capturing Kids Hearts professional development for 12 staff members. Process Champions Component and the CKH Premium subscription for Administration.
622	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Salaries for classified staff to participate in a 1 day Capturing Kids Heart training.
300	Title I Part A: Allocation 3000-3999: Employee Benefits Certificated Benefits to attend CKH training.
200	Title I Part A: Allocation 3000-3999: Employee Benefits Classified Benefits to attend CKH training.
0.00	None Specified None Specified Counselor re-entrance meetings with students that are suspended. Meetings to discuss incident and provide conflict resolution between students.
0.00	None Specified None Specified Check-in, Check-out system between students and mentors. Program designed to provide behavioral support to students that are struggling to manage their behaviors. Relationship building between students and staff that will minimize behavioral incidents and overall suspensions.
0	None Specified None Specified Assembly to promote being drug free. Assembly would include a guest speaker and parent university to educate families on the harmful effects of vaping.
1,000	Title I Part A: Allocation 4000-4999: Books And Supplies Conference fees and travel accommodations for counselor to attend the CASC Conference.

## Strategy/Activity 2

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

## Strategy/Activity

Increase parent engagement and participation of parents of students that are English Learners

- \* Parents of EL students are invited to all English Language Advisory Committee meetings (ELAC)
- \* Growth in academic achievement and progress is regularly communicated to parents at parent/teacher conferences and through academic progress reports and report cards
- \* The annual needs assessment is shared with the ELAC to gather feedback and input in order to improve services provided to EL students

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Activity 1- Providing the Capturing Kids Hearts training to staff members was a needed change from Boys Town. Not all teachers incorporated the social contract into their classroom management policies. There will be a push to ensure that all teachers will use a social contract and to greet students at the door to build positive relationships. One area for concern was that students were being suspended as result of possession of drugs or vapes on campus. Parent universities will be used to help being drug free and the dangers of drug use. Continued teacher training in staff meetings will help promote the progress in positive talk, praise ration that will lead to a more positive school climate.

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

There were no differences in the desired use of the funds. Staff received the Capturing Kids Hearts training provided by the district.

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

This goal, the outcomes, and its metrics will stay the same for the 23-24 school year. The activities and strategies toward achieving the goal will be changing. While supporting student behavior will continue to be a focus, finding ways to support students' social/emotional learning both at school and at home will be a priority for this goal. A stronger focus will be for having a greater amount of parent involvement at the school on a regular basis. All of these changes are demonstrated within the updated strategies and activities related to this goal as well as described in the needs assessment. This year, the school will need to absorb the cost of the training within its budget. We will have a smaller group of staff members participating since a large group attended the training last year. Administrators will participate in the CKH premium subscription. Staff (certificated, classified) will participate in Capturing Kids Hearts trainings to improve student learning and the campus environment and climate. We anticipate having to modify the way we review and utilize counseling data to support our students' social-emotional needs such as making more use of surveys that provide instant data that can be shared and analyzed during staff meetings.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$67,905.33
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$67,905.33

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$67,233.00
Title I Part A: Parent Involvement	\$672.33

Subtotal of additional federal funds included for this school: \$67,905.33

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

State or Local Programs	Allocation (\$)
	\$0.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$67,905.33

# 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
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Justin Holtfreter	Principal
Michelle Husband	Classroom Teacher
Miranda Kraus	Classroom Teacher
Jill Iribarren	Classroom Teacher
Danita Lewis	Other School Staff
Kristina Ramos	Parent or Community Member
Barbara Holtfreter	Parent or Community Member
Heather Marshall	Parent or Community Member
Michael Valdovinos	Parent or Community Member
Jeanette Cook	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 5/24/23.

Attested:



Principal, Justin Holtfreter on 5/24/23



SSC Chairperson, Barbara Holtfreter on 5/24/23

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

**Westside Union School District  
Comprehensive Needs Assessment  
2022-2023**

<b>Data Sources Activities/Services Reviewed</b>	<b>Findings</b>	<b>Possible Reason for Finding</b>	<b>Need Based on Finding (Now What?)</b>
	<p><b>Guiding Questions:</b>            What are the general findings?            What trends are observed over time in the data?            What claims are areas of concern?            Is performance consistent across grade levels?            Where is the greatest disparity?</p>	<p><b>Guiding Questions:</b>            What are possible causes for the current levels of performance?            What is responsible for the current state?            Is the instruction in the core program implementing all resources available through the core program?            Are students who need additional support being offered support and taking advantage of it?            How do we use our collaborative planning time in addressing on-going student assessment results? Do we honestly adjust our instruction when the results are weak?            Does the Master Schedule allow for maximum use of interventions? Opportunities?            Are staff members implementing what is learned?            When and how does staff examine performance data?            How are EL students monitored?            How is ELD monitored?            Is the instructional day organized to offer ELs access to ELD and core?            What are possible causes for reclassification patterns?            How is personnel assigned to support at-risk students?            Do all at-risk students have access to interventions?            Do at-risk students have access to effective and experienced teachers?            Do all at-risk students have access to technology?</p>	<p><b>Create a Need Statement:</b>            Needs are expressed as the intended state. Need statements synthesize the findings and possible causes. Need statements are not listed as problems.            There is a need to ...            Students need opportunities to ...            Students need explicit instruction on ...</p> <p><b>Add what evidence would you look for to show progress?</b>            What is the expected progress for students?            How will progress be measured?</p> <p><b>Guiding Questions:</b>            Is the need expressed as the intended state?            Is the need stated as a problem or a need?            Does the need statement synthesize information gained from the evidence and the discussion about cause?            Does the need statement direct action?</p>

English Learners	Findings	Possible Reason for Finding	Need Based on Finding (Now What?)
Number of EL students	50; 6.77% of population		
Rate of reclassification	<p>6 students reclassified  22-23 Reclassification Total = 6 (1.5%)  21-22 Reclassification Total= (%)  20-21 Reclassification Total= (%)  19-20 Reclassification Total= students (%)  18-19 Reclassification Total = students (%)  17-18 Reclassification Total = students (%)</p> <p>19-20 LTEL Students = students  18-19 LTEL Students = students  17-18 LTEL Students = students</p> <p>(2021-22 CDE DataQuest &amp; District EL Database)</p>	<ul style="list-style-type: none"> <li>Is ELD in place across grade levels, specifically to support LTEL students?</li> <li>Reclassified students' scores are low.</li> <li>What types of PD and/or collaboration are needed for teachers in middle school supporting EL students?</li> <li>ELPAC Assessment measures reliability: Is the test measuring what students know? Are students aware of the reclassification process?</li> </ul>	<ul style="list-style-type: none"> <li>There is a need for consistent progress monitoring. Students and families need to be aware of the criteria for reclassification and goals should be created at the beginning of the school year to monitor progress</li> </ul>
Number of EL students in special education	<p>Total English Learners:50  English Learners with Disabilities: 13  SPED Percentage: 26%  EL Percentage: 19.3%</p> <p>SDC: 4 students</p>	<ul style="list-style-type: none"> <li>Inconsistent special education qualification practices for English Learners across grade levels and classrooms</li> <li>Administrators and SPED staff increasing understanding and communication about ELD interventions implemented before CST referral</li> <li>Possible special education students with moderate to severe disabilities not reclassified as appropriate through</li> </ul>	<ul style="list-style-type: none"> <li>There is a need for staff to use alternate assessments and strategies to reclassify EL SPED students.</li> <li>There is a need to provide professional development to all site staff in determining</li> </ul>

	<p>RSP: 7 students Speech Services: 2 students</p> <p>Disability (Primary) Codes 240 Speech-Language Impairment= 2 280 Other Health Impairment =2 290 Specific Learning Disability= 5 320 Autism = 2 Hard of Hearing = 1 Intellectual Disability = 1</p> <p>(*Current Powerschool as of 5/04/23)</p>	<p>the IEP team process.</p> <ul style="list-style-type: none"> <li>• Are we discussing EL goals during IEPs?</li> <li>• Administrators and SPED staff learning more about and starting to utilize the alternate reclassification process</li> </ul>	<p>the difference between language acquisition and a disability in order to reduce the possibility of overqualification of EL students into special education.</p> <ul style="list-style-type: none"> <li>• There is a need to review systems for reclassification for special education students that are also EL.</li> </ul>
<p>Observation of ELD (integrated and designated)</p>	<p>English Language Development objectives are not posted in most classrooms. Not all teachers are tracking EL student goals and progress in ELLavation.</p>	<ul style="list-style-type: none"> <li>• What types of PD and/or collaboration are needed for teachers in middle school supporting EL students?</li> <li>• Are teachers aware of the supplemental resources available with the curriculum?</li> </ul>	
<p>PD for teachers to support EL students</p>	<p>Although most teachers have created English Language Development (ELD) goals for their ELL students, the goals are not being monitored and progress is not being consistently tracked in ELLevation</p> <p>EL PD provided to all teachers by Amanda Goodell on September 20, 2022</p>	<ul style="list-style-type: none"> <li>• Is ELD being implemented consistently and intentionally across grade levels during lesson planning?</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need for EL students to be provided ELD, both integrated and designated, consistently at school sites across all grade levels and across content areas. There is a need to hold teachers accountable for ELD during evaluations.</li> <li>• Increased ELD participation will be observed during District visits by the District Director. Vice Principals will provide observation data of ELD instruction through evaluations and/or classroom walk throughs as well as through lesson plans.</li> </ul>



<p>Parent Engagement</p>	<p>EL parents are primarily engaged through the ELAC committee. Although ELAC parent participation has increased in the 22-23 school year, overall participation remains low.          ELAC #1: 2 parents          ELAC #2: 4 parents          ELAC #3: 6 parents          ELAC #4: 6 parents</p>	<ul style="list-style-type: none"> <li>Quarterly ELPAC parent meetings were poorly attended.</li> <li>Latino Literacy poorly attended</li> </ul>	<ul style="list-style-type: none"> <li>There is a need to continue to promote ELAC meetings to ensure maximum parent and family attendance.</li> <li>There is a need to offer parent workshops in the basics of Power School, Google Classroom, and etc...</li> </ul>
<p>Attendance rates of EL students</p>	<p>Chronic Absenteeism: Very High, 40% Chronically Absent           (*CA Dashboard 2022 Results)</p>	<ul style="list-style-type: none"> <li>Address attendance and provide students any missed work from school at home via home based packet or online applications.</li> <li>Attendance has a direct impact on academic performance.</li> </ul>	<ul style="list-style-type: none"> <li>There is a need to ensure that students are attending school to learn and build the skills necessary to improve in reading and math.</li> <li>There is a need to provide programs and supports to improve attendance.</li> </ul>
<p>Suspension rates for EL students</p>	<p>Suspension Rate: High          5.5% suspended at least one day           (*CA Dashboard 2022 Results)</p>	<ul style="list-style-type: none"> <li>Can teachers implement Capturing Kids Hearts into their social/emotional learning strategies?</li> <li>Professional development in CKH needed for all staff members</li> <li>Alternative to suspensions being used?</li> <li>Vaping/Drug program to teach students about the dangers of substance abuse.</li> <li>PBIS Matrix</li> </ul>	<ul style="list-style-type: none"> <li>Continue At-Risk counseling provided by Counselor and CCA's</li> </ul>
<p>NWEA scores for EL students</p>	<p><b>Spring 2023 (3-8)</b>  <u>Math (39 Students)</u>          Very Low: 26%          Low Average: 54%          Average: 15%          High Average: 5%          High: 0%</p> <p><u>Reading (38 students)</u>          Very Low: 42%          Low Average: 34%          Average: 21%          High Average: 2%          High: 0%</p>	<ul style="list-style-type: none"> <li>Is NWEA data being evaluated regularly and are interventions being used based on the collected data?</li> <li>Are teachers using IXL to address knowledge gap identified in NWEA assessments?</li> <li>We need to focus on building math foundational skills in grades K-2, so that students are ready to tackle demands of 3rd grade- common core assessments.</li> <li>Daily math fact review for 5 minutes as well as weekly brief math assessments on Fridays.</li> <li>Implementation of new Math curriculum with fidelity.</li> <li>Are reading assessments driving instruction?</li> </ul>	<ul style="list-style-type: none"> <li>Provide more staff PD on how to best use IXL and NWEA together to target specific student needs</li> <li>Implement a wider variety of interventions to meet student needs (RTI) based on data from the Data Teams. Grades 4-8</li> <li>Continue providing collaboration opportunities for teaching staff using the Data Teams model.</li> </ul>

<p>CAASPP scores for EL students</p>	<p>ELA: Very Low          ELA Distance from standard: -104.8</p> <p>33.3% making progress toward English Language Proficiency-Very Low Performance Level</p> <p>Reclassified English Learners: Less than 11 students - data unavailable</p> <p>Math: Very Low          Math Distance from standard: 123.7 points below standard</p> <p>Current ELs: 124.6 points below standard</p> <p>Reclassified English Learners: Less than 11 students - data unavailable</p> <p>(*CA Dashboard 2022 Results)</p> <p>2022 CAASPP (34 Students)          ELA  <b>Overall Level 1 (Far Below): 65%</b>  <b>Overall Level 2 (Below): 26%</b>  <b>Overall Level 3 (Meeting): 8%</b>  <b>Overall Level 4 (Exceeding): 0%</b></p> <p>Math  <b>Overall Level 1 (Far Below): 66%</b>  <b>Overall Level 2 (Below): 31%</b>  <b>Overall Level 3 (Meeting): 0%</b>  <b>Overall Level 4 (Exceeding): 2%</b></p> <p>(*PerformanceMatters Baseball Card Report)</p>	<ul style="list-style-type: none"> <li>• Incorporate thinking maps from TK/K grade with focus on complete sentence structure and paragraph</li> <li>• First instruction improvements</li> <li>• Reading interventions for grades 1-3</li> <li>• Tutoring was not available to all grade levels. ELL tutoring was available during lunch in previous years. The ELL tutoring will need to be offered moving forward.</li> <li>• ELD students continue to have difficulties with reading comprehension and writing strategies.</li> <li>• ELD students who do not reclassify by 4th grade, stay on as long term ELL students.</li> <li>• More time needed for collaboration on ELL students and skills they need to develop in ELA and Math.</li> <li>• Improve master schedule Designated EL Instruction in classroom, led by teacher and bilingual aide to support.</li> <li>• Incorporate thinking maps from TK/K grade with focus on complete sentence structure and paragraph</li> <li>• It was observed that our 7th grade ELL students did not demonstrate growth in Math.</li> <li>• Most grade levels did not reach the expected growth from Fall to Spring.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide math intervention options and implement the new math curriculum fully.</li> </ul>
<p>ELPAC scores for EL students</p>	<p>Overall Level 1: 15 Students-25.4% of EL Population</p>	<ul style="list-style-type: none"> <li>• What protocols are in place for program monitoring?</li> <li>• ELPAC Assessments measure reliability: Is the test</li> </ul>	<ul style="list-style-type: none"> <li>• Review systems for reclassification for special education students that are</li> </ul>

	<p>Overall Level 2: 21 Students-35.6% of EL Population</p> <p>Overall Level 3: 23 Students-39% of EL Population</p> <p>(22-23 ELLevation Data)</p>	<p>measuring what the students know and learning?</p> <ul style="list-style-type: none"> <li>• Are students aware of the reclassification process?</li> <li>• Is the school using alternate assessments to reclassify EL students in Special Education?</li> <li>• Are reading assessments driving instruction?</li> <li>• Scores are reviewed at fall Parent-Teacher conferences and goals are established</li> </ul>	<p>also EL.</p> <ul style="list-style-type: none"> <li>• There is a need for students to understand the significance of the ELPAC and how it relates to their course selections both at Del Sur and high school. This can be accomplished by reviewing by reviewing the results from the previous year's ELPAC scores, and relating it to current academic progress.</li> <li>• There is a need to identify appropriate reading and writing strategies that match their area of need.</li> <li>• There is a need for teachers to use assessments such as NWEA-MAP to monitor student learning and growth. This is to provide additional opportunities for teachers to analyze student areas of need</li> <li>• There is a need to provide more instructional staff professional development about Integrated and Designated ELD time, along with the value and importance of doing both strategically.</li> <li>• There is a need to provide more instructional staff professional development around creating language objectives and supporting them in lessons.</li> </ul>
<p>Bilingual support and PD for bilingual support at school site</p>	<p>Bilingual Aides: 2</p> <p>Professional Development for</p>	<ul style="list-style-type: none"> <li>• Aides submit schedules to the VP (classrooms and students being served) and a yearlong plan</li> <li>• Data-driven instruction and support is increasing by the</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need for the EL students to participate in EL tutoring, book club, and</li> </ul>

	<p>Bilingual Assistants includes 2.0 hour district level training. Training includes data review, requirements of program at school sites, required parent notifications, program training and parent literacy programs. Bilingual Aides: 2</p>	<p>EL aides to address specific student needs</p> <ul style="list-style-type: none"> <li>• Parent outreach time allows aides to be readily available to communicate with EL parents</li> <li>• EL Designated homeroom for Middle School Students and LE clusters in K-6 classrooms.</li> </ul>	<p>additional EL support. This can be done by creating specific EL supports or elective, such as zero period ELA support (ie: homework help, tutoring, book club, etc)</p> <ul style="list-style-type: none"> <li>• There is a need for Bilingual aides to continue to make personal phone calls to invite parents to support school activities such as attending ELAC meetings and PTSA meetings.</li> </ul>
<p>Summary of ELAC input on programs for EL students supported in the SPSA and communicated to site council</p>	<p>ELAC attendance has included 4-5 parents who attend regularly. Recommendations to SSC are developed and submitted regularly.</p> <p>Bilingual aides and ELAC parent representatives regularly attend the DELAC meetings and bring the information back to the ELAC. Vice Principal uses DELAC agenda and presentation to guide ELAC agenda items</p>	<ul style="list-style-type: none"> <li>• Parent Input - High interest in EL tutoring at school sites continues as concern for parents participating in the ELAC</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to continue encouraging parent participation in ELAC, DELAC, SSC, PTA, and other organizations.</li> </ul>
<p>ELPI Score (CA Dashboard)</p>	<p>English Language Progress Indicator:</p> <p>Percentage of ELs who decreased at least one ELPI Level: 35.3%</p> <p>Percentage of ELs who maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 31.4%</p> <p>Percentage of EL's who maintained ELPI Level 4: 2%</p> <p>Percentage of ELs who</p>		

	<p>Progressed at least one ELPI Level: 31.4%</p>		
<p><b>Foster Students</b></p>	<p>Number of Students as of 5/4/23: 13  Percentage of Population: 1.7%</p> <p><b>Dashboard 2021-2022</b>  ELA Performance Level: No Performance Level  Math Performance Level: No Performance Level  Chronic Absenteeism Rate: Very High 35.1%  Suspension Rate: Very High 28.9</p>	<ul style="list-style-type: none"> <li>● When placement changes, there can be gaps in services/knowledge</li> <li>● What can we do to get more parents to attend conferences and also actively communicate with teachers?</li> <li>● Transportation can sometimes be a barrier</li> <li>● Mental health/Emotional health could be affected due to transitions between placements</li> <li>● Do these students have access to books, technology, etc.?</li> <li>● Do ALL teachers understand current research on how to effectively plan instruction and intervention for FY students?</li> <li>● DO teachers maintain updated information about their FY students?</li> <li>● Alternative suspension options</li> </ul>	<ul style="list-style-type: none"> <li>● There is a need to develop more interventions to offer our students struggling in math and reading. Interventions should include RTI groups and instruction. These groups differentiate instruction based on students' needs in essential grade level standards to bring them up to grade level.</li> <li>● There is a need to continue to build our catalog of the common assessments used by grade levels.</li> <li>● There is a need to provide support/training for staff regarding Blended Learning models/strategies</li> <li>● There is a need to continue At-Risk counseling provided by Counselor and CCA's</li> <li>● There is a need to provide training/support for parents/guardians to assist their children in their academic work such as on campus workshops in Google, and Powerschool</li> <li>● There is a need to provide after school tutoring for families for free by the school</li> <li>● There is a need to encourage school based mental health interventions for those who qualify to increase positive coping skills, and behavior to reduce suspension rates.</li> </ul>

**Homeless Students**

Number of Students as of 5/4/23: 16  
Percentage of Population: 2.2%

**Dashboard 2021-2022**

ELA Performance Level: No Performance Level  
Math Performance Level: No Performance Level  
Chronic Absenteeism Rate: Very High 58.3%  
Suspension Rate: High 4.2%

- Data Teams - increased use of common assessments focused on unpacked essential standards
- Data Teams - Grade level collaborative analysis of results of common assessments, resulting in shared strategy discussion to focusing on student needs
- NWEA Assessment (Fall and Winter) data study to plan remediation skills in flexible grouping
- Teachers have more experience with ELA and Mathematics curriculum and resources available with each
- Not all teachers are using IXL as a way to supplement their instructio

- There is a need to develop more interventions to offer our students struggling in math and reading. Interventions should include RTI groups and instruction. These groups differentiate instruction based on students' needs in essential grade level standards to bring them up to grade level.
- There is a need to continue to build our catalog of the common assessments used by grade levels.
- There is a need to provide support/training for staff regarding Blended Learning models/strategies
- There is a need to continue At-Risk counseling provided by Counselor and CCA's
- There is a need to provide training/support for parents/guardians to assist their children in their academic work such as on campus workshops in Google, and Powerschool
- There is a need to provide after school tutoring for families for free by the school

			<ul style="list-style-type: none"> <li>● There is a need to encourage school based mental health interventions for those who qualify to increase positive coping skills, and behavior to reduce suspension rates.</li> </ul>
<p><b>Special Education Students</b></p>	<p>Number of Students as of 5/4/23: 106 Percentage of Population: 1.34%</p> <p><b>Dashboard 2021-2022</b>          ELA Performance Level: Very Low -114.9          Math Performance Level: Very Low -118.2          Chronic Absenteeism Rate: Very High 38.8%          Suspension Rate: High 5.7%</p> <p><b>Disability Codes</b></p> <ul style="list-style-type: none"> <li>● 210 Intellectual Disability= 1 student</li> <li>● 220 Hearing Impairment= 1 student</li> <li>● 240 Speech-Language Impairment= 466 students</li> <li>● 260 Emotional Disturbance= 1 student</li> <li>● 280 Other Health Impairment = 22 students</li> <li>● 290 Specific Learning Disability= 38 students</li> <li>● 320 Autism = 14 students</li> </ul>	<ul style="list-style-type: none"> <li>● Data Teams - increased use of common assessments focused on unpacked essential standards</li> <li>● Data Teams - Grade level collaborative analysis of results of common assessments, resulting in shared strategy discussion to focusing on student needs</li> <li>● NWEA Assessment (Fall and Winter) data study to plan remediation skills in flexible grouping</li> <li>● Teachers have more experience with ELA and Mathematics curriculum and resources available with each</li> <li>● Not all teachers are using IXL as a way to supplement their instruction</li> </ul>	<ul style="list-style-type: none"> <li>● There is a need to develop more interventions to offer our students struggling in math and reading. Interventions should include RTI groups and instruction. These groups differentiate instruction based on students' needs in essential grade level standards to bring them up to grade level.</li> <li>● There is a need to continue to build our catalog of the common assessments used by grade levels.</li> <li>● There is a need to provide support/training for staff regarding Blended Learning models/strategies</li> <li>● There is a need to continue At-Risk counseling provided by Counselor and CCA's</li> <li>● There is a need to provide training/support for parents/guardians to</li> </ul>

			<p>assist their children in their academic work such as on campus workshops in Google, and Powerschool</p> <ul style="list-style-type: none"> <li>● There is a need to provide after school tutoring for families for free by the school</li> <li>● There is a need to encourage school based mental health interventions for those who qualify to increase positive coping skills, and behavior to reduce suspension rates.</li> </ul>
<p><b>Low-Income</b></p>	<p>Number of Students as of 5/4/23: 341  Percentage of Population: 46%</p> <p><b>Dashboard 2021-2022</b>  ELA Performance Level: Low -58.7  Math Performance Level: Very Low -97.5  Chronic Absenteeism Rate: Very High 40.5%  Suspension Rate: Very High 6.9%</p>	<ul style="list-style-type: none"> <li>● Data Teams - increased use of common assessments focused on unpacked essential standards</li> <li>● Data Teams - Grade level collaborative analysis of results of common assessments, resulting in shared strategy discussion to focusing on student needs</li> <li>● NWEA Assessment (Fall and Winter) data study to plan remediation skills in flexible grouping</li> <li>● Teachers have more experience with ELA and Mathematics curriculum and resources available with each</li> <li>● Not all teachers are using IXL as a way to supplement their instructio</li> </ul>	<ul style="list-style-type: none"> <li>● There is a need to develop more interventions to offer our students struggling in math and reading. Interventions should include RTI groups and instruction. These groups differentiate instruction based on students' needs in essential grade level standards to bring them up to grade level.</li> <li>● There is a need to continue to build our catalog of the common assessments used by grade levels.</li> <li>● There is a need to provide support/training for staff regarding Blended</li> </ul>



			<p>Learning models/strategies</p> <ul style="list-style-type: none"> <li>• There is a need to continue At-Risk counseling provided by Counselor and CCA's</li> <li>• There is a need to provide training/support for parents/guardians to assist their children in their academic work such as on campus workshops in Google, and Powerschool</li> <li>• There is a need to provide after school tutoring for families for free by the school</li> <li>• There is a need to encourage school based mental health interventions for those who qualify to increase positive coping skills, and behavior to reduce suspension rates.</li> </ul>
<p><b>African American</b></p>	<p>Number of Students as of 5/4/23: 74  Percentage of Population: 10%</p> <p><b>Dashboard 2021-2022</b>  ELA Performance Level: Very Low -74  Math Performance Level: Very Low -125.4  Chronic Absenteeism Rate: Very High 31%  Suspension Rate: Very High 11.9%</p>	<ul style="list-style-type: none"> <li>• Data Teams - increased use of common assessments focused on unpacked essential standards</li> <li>• Data Teams - Grade level collaborative analysis of results of common assessments, resulting in shared strategy discussion to focusing on student needs</li> <li>• NWEA Assessment (Fall and Winter) data study to plan remediation skills in flexible grouping</li> <li>• Teachers have more experience with ELA and Mathematics curriculum and resources available with each</li> </ul>	<ul style="list-style-type: none"> <li>• There is a need to develop more interventions to offer our students struggling in math and reading. Interventions should include RTI groups and instruction. These groups differentiate instruction based on students' needs in essential grade level standards to bring them</li> </ul>

		<ul style="list-style-type: none"><li>● Not all teachers are using IXL as a way to supplement their instruction</li></ul>	<p>up to grade level.</p> <ul style="list-style-type: none"><li>● There is a need to continue to build our catalog of the common assessments used by grade levels.</li><li>● There is a need to provide support/training for staff regarding Blended Learning models/strategies</li><li>● There is a need to continue At-Risk counseling provided by Counselor and CCA's</li><li>● There is a need to provide training/support for parents/guardians to assist their children in their academic work such as on campus workshops in Google, and Powerschool</li><li>● There is a need to provide after school tutoring for families for free by the school</li><li>● There is a need to encourage school based mental health interventions for those who qualify to increase positive coping skills, and behavior to reduce suspension rates.</li></ul>
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