

# 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
Del Sur Elementary School	37682960116475	October 21, 2022	12/15/2022

## School Vision and Mission

### DSES Mission Statement:

Del Sur is a progressive school dedicated to providing high levels of rigorous learning for all students while being focused on their academic and social emotional development. We want our Explorers to be collaborative problem solvers in an ever changing world.

### School Vision:

Del Sur Elementary will educate the whole child academically, socially, emotionally, and physically. Our child-centered focus will respect individual learning styles and nurture each student's unique gifts and abilities thus allowing them to discover their own genius. Our balanced and rigorous program provides instruction in all content areas including the arts, social-emotional learning skills, sciences, and physical education producing well-rounded, college-ready students. Learning opportunities will foster curiosity, creativity, and academic/social achievement through a standards-based curriculum that promotes inquiry, discovery, and challenges students to rise to their highest potential. Our community of learners will become caring, empathetic, global citizens through service learning projects. Students will appreciate diversity, treat others with kindness, and be conscious of the natural environment and strive to preserve it. Partnered with our state of the art technology, students at Del Sur will connect with the rest of the world giving them an unparalleled education. Our community of global learners will continue their quest to investigate the world around them. Students will become technologically literate and teachers are dedicated to continuing their own technology education.

Our talented and caring teaching staff is among the very finest. Their high standards for quality instruction, unwavering commitment to the profession, their value in connecting with students, and dedication to professional development will ignite enthusiasm for learning.

To guide our work, the Del Sur Elementary staff has created a theory of action statement that captures what we want for each Explorer. Our theory of action is:

If we are including opportunities for students to build positive relationships with their peers and teachers through purposeful academic and social-emotional learning experiences, then our Explorers will feel a connection to their peers and teachers that enables growth and learning for all.

# School Profile

Del Sur prides itself on its excellence in education. Currently, our school educates over 1,000 Explorers from TK through Grade 5. We also educate over 70 preschoolers in our fee-based Parent Participation Half-Day and Full Day preschool and one Special Day Class Preschool. Del Sur Elementary will educate the whole child academically, socially, emotionally, and physically. Our child-centered focus will respect individual learning styles and nurture each student's unique gifts and abilities thus allowing them to discover their own genius.

Our balanced and rigorous program provides instruction in all content areas including the arts and physical education. Learning opportunities foster curiosity and academic achievement through a standards-based curriculum that promotes inquiry and discovery. This will yield well-rounded, college ready students that are self-disciplined thinkers. On our campus every classroom is affiliated with a university and our Explorers share their university pride by wearing their college wear and showcasing their university chant during our school-wide Friday Flags. We also proud ourselves in being a No Place for Hate school where we focus on "The Explorer Way" through our 3 behavior expectations (**Be Safe, Be Respectful, Be Responsible**).

Thanks to the generous support from our Foundation, we have Impact Support teachers for grades 2/3 and 4/5 that focus on the areas of need from data analysis from iReady, STAR Reading, CORE, and Lexia. Our Foundation also funds a PE teacher, Music teacher, and art lessons and materials. They also provide the funding for updating our technology hardware with interactive panels and hover cameras in every classroom.

We also offer after school clubs that are done by our staff. For the 2022-2023 school year, we are offering Reinforcement Clubs for grades 3, 4, 5, and for our students with disabilities that is supported by their case manager. We also offer a Broadcasting Club, Japanese and Spanish Language and Culture Clubs, and an Engineering Club. Most of our clubs are free of charge for students.

Teachers and support staff are committed to social-emotional learning skills using Second Step and Sanford Harmony, and academic excellence and work together in a cooperative, supportive, and professional manner. The school staff continually seeks new ways to provide sustained, effective, and quality instruction that meets the needs of all students. We utilize our findings from assessment data with iReady, STAR Reading, CORE assessments, and Lexia.

We are Del Sur Elementary, Home of the Explorers!

## 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

At Del Sur it is important to have mechanisms in place that promote a free exchange of information. On an annual basis, the Del Sur staff reviews student achievement and social-emotional data to determine strengths and areas of growth for the following year. The staff also reviews programs to determine the impact on student learning. Based on the findings, goals, actions, and strategies are developed for the upcoming year. The recommendations and assurances are then shared with our School Site Council.

Our School Site Council meets eight times throughout the school year. In these meetings, members provide input in relation to the development of our SPSA and they also receive a final version of our approved SPSA document. Our SPSA and accompanying budgets are shared with School Site Council and our English Learner Advisory Committee through the development process in order to receive feedback and make needed adjustments. Plans are reviewed and updated throughout the school year, and any changes are voted and approved by School Site Council members. In the spring, programs are reviewed and evaluated in preparation for creating the plan for the next school year. We pay attention to assessment data for our school

populations that represent our diversity and our students with disabilities. We want to make sure that we are using funding to address identified areas of need for these groups.

ELAC meetings are coordinated by our EL Site Coordinator and held with parents of our EL students three times a year. We hold monthly Foundation meetings and have efficiently merged our PTA within our site Foundation. Parents are encouraged to attend Foundation meetings. Additionally, the principal holds open meetings for parents. These meetings provide the principal face to face time to discuss curricular programs, events, and to continue the communication of defining the future for our school. On a yearly basis, parents are provided a survey either from our district or via the work of our School Site Council. These surveys are very informative and provide us with a focus in which to improve our practices.

We are continuing our Racial Equity and Inclusion work in the 2022-2023 school year. We are very thoughtful with our book selections for our classroom teacher-read books and books for their classroom libraries that reflect the school diversity. Our Library Media Technician also updated the selections of books in the library that students and staff could checkout. Finally, we are on year 3 in being a No Place for Hate school. Our ASB NPFH committee made up of students in grades 4/5 that want to see change in how we are increasing cultural awareness and exposure that is representative of our school population. Our site Equity Team is also finding ways to increase awareness of the great things being done by our students and families that reflect the wonderful diversity of our school. Finally, we held a staff training with the TransFamily Group in September around gender diversity and will continue to bring trainings that align with our district initiative.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.1%	0.1%	0.10%	1	1	1
African American	0.3%	0.8%	1.03%	3	7	10
Asian	24.5%	29.8%	30.99%	247	279	300
Filipino	3.17%	3.4%	3.10%	32	32	30
Hispanic/Latino	8.04%	7.9%	9.30%	81	74	90
Pacific Islander	0%	%	%	0		
White	50%	48.7%	45.87%	504	455	444
Multiple/No Response	7.74%	8.7%	9.40%	78	81	91
	<b>Total Enrollment</b>			1,008	935	968

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	226	176	183
Grade 1	156	170	153
Grade 2	155	147	172
Grade 3	170	137	153
Grade 4	142	158	152
Grade 5	159	147	155
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	1,008	935	968

### Conclusions based on this data:

1. We are still the largest elementary school in PUSD since 2020. One dilemma based on our enrollment growth is the limited routes for student access to the playground. Thanks to our Foundation, we have

worked with the district to put in a push release security door to one our student routes. Our Foundation paid 15,000 to our district to have this completed.

2. Based on the last two years our Asian population has grown almost 6% from 19/20 to 21/22.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	113	104	75	11.6%	10.3%	8.00%
Fluent English Proficient (FEP)	112	120	114	11.5%	11.9%	12.20%
Reclassified Fluent English Proficient (RFEP)	9	30	19	9.3%	26.5%	18.30%

### Conclusions based on this data:

1. Overall, we are seeing a decrease with our English Learner population.
2. Based on 2021-2022 ELPAC data, we have 83 identified English Learners total. 68% of our Kinders are in the level 3 and 4 fluency level. 84% of our first graders are in the level 3 and 4 fluency level. 81% of our second graders are in the level 3 and 4 fluency level. 90% of our 4th graders are in the level 3 and 4 fluency level. We had no ELPAC data for grades 3 and 5. The Reading and Writing section of the 2021-2022 ELPAC showed the most students in the somewhat/moderately developed level.

# Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	156			152			152			97.4		
Grade 4	153			148			148			96.7		
Grade 5	155			151			151			97.4		
Grade 11												
All Grades	464			451			451			97.2		

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2529.			74.34			19.08			3.95			2.63		
Grade 4	2553.			64.86			20.95			10.14			4.05		
Grade 5	2573.			50.99			30.46			10.60			7.95		
Grade 11															
All Grades	N/A	N/A	N/A	63.41			23.50			8.20			4.88		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53.95			44.74			1.32		
Grade 4	37.16			60.14			2.70		
Grade 5	41.72			50.99			7.28		
Grade 11									
All Grades	44.35			51.88			3.77		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	61.18			36.18			2.63		
Grade 4	50.68			46.62			2.70		
Grade 5	50.33			43.05			6.62		
Grade 11									
All Grades	54.10			41.91			3.99		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.97			71.05			1.97		
Grade 4	28.38			62.84			8.78		
Grade 5	23.18			72.85			3.97		
Grade 11									
All Grades	26.16			68.96			4.88		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.79			55.26			3.95		
Grade 4	35.14			60.14			4.73		
Grade 5	33.77			58.94			7.28		
Grade 11									
All Grades	36.59			58.09			5.32		

## Alternative Metrics English Language Arts/Literacy (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter (2021-2022)

	Reading					
	Fall			Winter		
	Met or Exceeded Standards			Met or Exceeded Standards		
	Tested	#	%	Tested	#	%
All Students	629	420	66.8	639	479	75
African-American	5	*	*	6	*	*
Asian	192	148	77.1	197	162	82.2
Caucasian						



Filipino	12	7	58.3	12	10	83.3
Hispanic	55	30	54.5	57	35	61.4
Other	103	80	77.7	101	80	79.2
English Learners	41	10	24.4	42	13	31
Students with Disabilities	66	21	31.8	67	30	44.8
Socioeconomically Disadvantaged	50	17	34	51	18	35.3
Foster Youth						
Homeless Youth	2	*	*	2	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Reading – Fall, Winter, (2021-2022)**

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	167	79	47.3	173	97	56.1
African-American						
Asian	50	33	66	52	39	75
Caucasian	72	25	34.7	75	34	45.3
Filipino	3	*	*	3	*	*
Hispanic	14	5	35.7	15	5	33.3
Other	28	16	57.1	28	17	60.7
English Learners	13	4	30.8	13	4	30.8
Students with Disabilities	29	5	17.2	30	8	26.7
Socioeconomically Disadvantaged	13	2	15.4	14	2	14.3
Foster Youth						
Homeless Youth						
<b>Grade 3</b>						
All Students	153	115	75.2	158	135	85.4
African-American	1	*	*	1	*	*
Asian	48	41	85.4	51	43	84.3
Caucasian	59	39	66.1	60	54	90
Filipino	2	*	*	2	*	*
Hispanic	15	9	60	16	12	75
Other	28	25	89.3	28	23	82.1
English Learners	9	*	*	9	*	*

	Reading					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Students with Disabilities	14	7	50	14	10	71.4
Socioeconomically Disadvantaged	8	*	*	8	*	*
Foster Youth						
Homeless Youth						
<b>Grade 4</b>						
All Students	155	114	73.5	153	124	81
African-American	1	*	*	1	*	*
Asian	43	33	76.7	43	37	86
Caucasian	66	44	66.7	66	52	78.8
Filipino	4	*	*	4	*	*
Hispanic	15	9	60	15	10	66.7
Other	26	24	92.3	24	21	87.5
English Learners	11	2	18.2	11	5	45.5
Students with Disabilities	14	7	50	14	9	64.3
Socioeconomically Disadvantaged	14	4	28.6	14	6	42.9
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 5</b>						
All Students	154	112	72.7	155	123	79.4
African-American	3	*	*	4	*	*
Asian	51	41	80.4	51	43	84.3
Caucasian	65	45	69.2	65	49	75.4
Filipino	3	*	*	3	*	*
Hispanic	11	7	63.6	11	8	72.7
Other	21	15	71.4	21	19	90.5
English Learners	8	*	*	9	*	*
Students with Disabilities	9	*	*	9	*	*
Socioeconomically Disadvantaged	15	6	40	15	5	33.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Winter (2022)**

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	194	4.64	15.46	13.92	65.98
African-American	5	60	0	20	20
Asian	68	4.41	8.82	13.24	73.53
Caucasian	82	3.66	19.51	14.63	62.2
Filipino	3	0	0	0	100
Hispanic	11	0	18.18	27.27	54.55
Other	25	0	24	8	68
English Learners	13	38.46	23.08	23.08	15.38
Students with Disabilities	11	27.27	45.45	9.09	18.18
Socioeconomically Disadvantaged	19	31.58	15.79	26.32	26.32
Foster Youth					
Homeless Youth	1	0	0	0	100

**Grade 11 – Grade Point Average English Language**

	Graduation Course								A-G Course							
	2018-2019		2019-2020		2020-2021		2021-2022		2018-2019		2019-2020		2020-2021		2021-2022	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Del Sur Elementary School																
Am Indian/Alskn Nat																
Black/African Am																
Filipino																
Hispanic																
Multiple																
Nat Hwiin/Other Pac Islndr																
Not Reported																
English Learner																
Students with Disabilities																
SocioEconomic Disadvantaged																

	Graduation Course							A-G Course								
	2018-2019		2019-2020		2020-2021		2021-2022		2018-2019		2019-2020		2020-2021		2021-2022	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
Foster Youth																
Homeless Youth																

Datasource – CALPADS and Synergy

**Conclusions based on this data:**

- School-wide:** Based on the 2021-2022 CAASPP for grade 3-5 students, -86.91% met or exceeded standard for ELA (8.20% nearly met standard and 4.88% did not meet standard)

**iReady Fall 2022-2023 Diagnostic results:**  
 -73% of our students in grades 2-5 are early to above grade level in Reading  
 -22% of our students in grades 2-5 are one grade level below in Reading  
 -5% of our students in grades 2-5 are two grade levels below in Reading  
 -Our lowest domains are in Vocabulary and Informational Text Comprehension
- Grade Level:** 2021-2022 CAASPP results:  
 -Grade 3 had 93.42% met or exceeded standard in ELA  
 -Grade 3 had 3.95% nearly meet the standard in ELA  
 -Grade 3 had 2.63% not meet the standard in ELA  
 -Grade 4 had 85.81% met or exceeded standard in ELA  
 -Grade 4 had 10.14% nearly meet the standard in ELA  
 -Grade 4 had 4.05% not meet the standard in ELA  
 -Grade 5 had 81.45% met or exceeded standard in ELA  
 -Grade 5 had 10.6% nearly meet standard in ELA  
 -Grade 5 had 7.95% not meet standard in ELA

In ELA, you can see a decrease with the number of students meeting or exceeding standards as you go across the grade levels from grades 3rd to 5th, and an increase in numbers of students not meeting standard.
- English Learners:** Based on our 2021-2022 CAASPP results, 40.74% of our grade 3-5 English Learners met or exceeded standard in ELA, 33.33% nearly met standard in ELA, and 25.93% did not meet standard in ELA. Again, we need to work on moving our students in the nearly met to meeting standards.

**Students with Disabilities:** Based on our 2021-2022 CAASPP results, 68.75% met or exceeded standards in grades 3-5 in ELA, 18.75% nearly met standard in ELA, and 12.5% did not meet standard in ELA.

**Socioeconomically Disadvantaged:** Based on our 2021-2022 CAASPP results, 37.04% of our grade 3-5 students met or exceeded standards in ELA, 37.04% nearly met standard in ELA, and 25.93% did not meet standard in ELA. Again, we need to shift our students nearly meeting standards by identifying the students in this area that are close to meeting standard for our teachers to provide more practice in the areas of need.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	156			153			153			98.1		
Grade 4	153			146			146			95.4		
Grade 5	155			151			151			97.4		
Grade 11												
All Grades	464			450			450			97.0		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2520.			56.21			34.64			8.50			0.65		
Grade 4	2555.			56.16			27.40			12.33			4.11		
Grade 5	2575.			56.95			17.22			17.22			8.61		
Grade 11															
All Grades	N/A	N/A	N/A	56.44			26.44			12.67			4.44		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63.40			34.64			1.96		
Grade 4	63.01			29.45			7.53		
Grade 5	58.94			31.79			9.27		
Grade 11									
All Grades	61.78			32.00			6.22		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	59.48			39.22			1.31		
Grade 4	55.48			38.36			6.16		
Grade 5	45.03			44.37			10.60		
Grade 11									
All Grades	53.33			40.67			6.00		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	56.86			41.83			1.31		
Grade 4	57.53			37.67			4.79		
Grade 5	39.07			50.33			10.60		
Grade 11									
All Grades	51.11			43.33			5.56		

## Alternative Metrics Mathematics (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	628	326	51.9	637	415	65.1
African-American	5	*	*	6	*	*
Asian	192	130	67.7	196	145	74
Caucasian	262	108	41.2			
Filipino	12	7	58.3	12	9	75
Hispanic	54	18	33.3	57	29	50.9
Other	103	60	58.3	100	70	70
English Learners	41	6	14.6	42	11	26.2
Students with Disabilities	66	23	34.8	67	29	43.3
Socioeconomically Disadvantaged	49	9	18.4	51	17	33.3
Foster Youth						
Homeless Youth	2	*	*	2	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level  
Math – Fall, Winter, (2021-2022)**

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
<b>Grade 2</b>						
All Students	166	80	48.2	171	94	55
African-American						
Asian	50	32	64	51	35	68.6
Caucasian	72	30	41.7	75	36	48
Filipino	3	*	*	3	*	*
Hispanic	13	3	23.1	15	6	40
Other	28	14	50	27	15	55.6
English Learners	13	3	23.1	13	4	30.8
Students with Disabilities	29	10	34.5	30	12	40
Socioeconomically Disadvantaged	12	2	16.7	14	5	35.7
Foster Youth						
Homeless Youth						
<b>Grade 3</b>						
All Students	153	78	51	158	114	72.2
African-American	1	*	*	1	*	*
Asian	48	32	66.7	51	39	76.5
Caucasian	59	22	37.3	60	42	70
Filipino	2	*	*	2	*	*
Hispanic	15	7	46.7	16	11	68.8
Other	28	16	57.1	28	20	71.4
English Learners	9	*	*	9	*	*
Students with Disabilities	14	5	35.7	14	7	50
Socioeconomically Disadvantaged	8	*	*	8	*	*
Foster Youth						
Homeless Youth						
<b>Grade 4</b>						
All Students	155	78	50.3	153	92	60.1
African-American	1	*	*	1	*	*
Asian	43	29	67.4	43	30	69.8

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Caucasian	66	25	37.9	66	36	54.5
Filipino	4	*	*	4	*	*
Hispanic	15	5	33.3	15	5	33.3
Other	26	15	57.7	24	17	70.8
English Learners	11	3	27.3	11	2	18.2
Students with Disabilities	14	5	35.7	14	7	50
Socioeconomically Disadvantaged	14	2	14.3	14	2	14.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*
<b>Grade 5</b>						
All Students	154	90	58.4	155	115	74.2
African-American	3	*	*	4	*	*
Asian	51	37	72.5	51	41	80.4
Caucasian	65	31	47.7	65	45	69.2
Filipino	3	*	*	3	*	*
Hispanic	11	3	27.3	11	7	63.6
Other	21	15	71.4	21	18	85.7
English Learners	8	*	*	9	*	*
Students with Disabilities	9	*	*	9	*	*
Socioeconomically Disadvantaged	15	3	20	15	5	33.3
Foster Youth						
Homeless Youth	1	*	*	1	*	*

**Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels  
Winter (2022)**

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students	208	6.73	25	6.73	61.54
African-American	4	75	0	0	25
Asian	69	4.35	17.39	5.8	72.46
Caucasian	84	8.33	33.33	8.33	50
Filipino	3	0	0	0	100



Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
Hispanic	17	0	47.06	11.76	41.18
Other	31	3.23	12.9	3.23	80.65
English Learners	14	35.71	50	7.14	7.14
Students with Disabilities	13	38.46	15.38	15.38	30.77
Socioeconomically Disadvantaged	19	31.58	47.37	5.26	15.79
Foster Youth					
Homeless Youth	1	0	0	0	100

**Conclusions based on this data:**

1. **School-Wide:** Based on the 2021-2022 CAASPP results in math:  
 -82.88% met or exceeded standard in Math (12.67% nearly met standard and 4.44% did not meet standard)  
  
**iReady Fall Diagnostic Results:**  
 -48% of our students in grades K-5 are early on to above grade level in Math  
 -45% of our students in grades K-5 are one grade level below in Math  
 -5% of our students in grades K-5 are two grade levels below in Math  
 -1% of our students in grades K-5 are three or more grade levels below in Math  
 The data results from this diagnostic are lower due to math concepts being on the diagnostic without the students experiencing any instruction around these concepts.
  
2. **Grade Level:** Based on the 2021-2022 CAASPP results:  
 -Grade 3 had 90.85% met or exceeded standard in Math (8.5% nearly met standard and 0 did not meet standard in Math)  
 -Grade 4 had 83.56% met or exceeded standard in Math (12.33% nearly met standard and 4.11% did not meet standard in Math)  
 -Grade 5 had 74.17% met or exceeded standard in Math (17.22% nearly met standard and 8.61% did not meet standard in Math)  
  
 In Math, you can see a decrease with the number of students meeting or exceeding standards as you go across the grade levels and an increase in numbers of students not meeting standard. We need to look at how to move the students in nearly meeting standard in grades 4/5 to meeting standard. Finally, we want to investigate what grade 3 is doing to get their results that can be helpful to grades in relation to CAASPP results.
  
3. Based on our 2021-2022 CAASPP results:  
  
**English Learners:**  
 -48.14% of our grade 3-5 students met or exceeded standard in Math  
 -25.93% of our grade 3-5 students nearly met standard in Math  
 -25.93% of our grade 3-5 students did not meet standard in Math  
 Need to look at the students in the nearly met standards category to see how to shift them in to meeting standards in Math.  
**Students with Disabilities:**  
 -57.57% of our grade 3-5 students met or exceeded standard in Math  
 -24.24% of our grade 3-5 students nearly met standard in Math

-18.18% of our grade 3-5 students did not meet standard in Math  
Need to look at the students in the nearly met standards category to see how to shift them in to meeting standards in Math.

**Socioeconomically Disadvantaged:**

-48.15% of our grade 3-5 students met or exceeded standards in Math

-25.93% of our grade 3-5 students nearly met standards in Math

-25.93% of our grade 3-5 students did not meet standards in Math

Need to look at the students in the nearly met standards category to see how to shift them in to meeting standards in Math.

## 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1487.3	1418.4	1484.4	1483.5	1424.2	1480.6	1495.8	1404.9	1493.1	22	20	19
<b>1</b>	1491.2	1470.6	1482.9	1474.1	1474.0	1489.8	1507.6	1466.8	1475.5	18	17	19
<b>2</b>	1512.4	1546.2	1523.3	1475.7	1534.8	1522.3	1548.4	1557.1	1523.8	23	18	16
<b>3</b>	*	1541.9	*	*	1541.8	*	*	1541.4	*	10	14	9
<b>4</b>	*	1587.9	1560.8	*	1603.1	1585.9	*	1572.1	1535.3	7	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	6	9
<b>All Grades</b>										83	90	83

2019-20 Data:

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	36.36	15.00	36.84	45.45	45.00	31.58	18.18	35.00	31.58	0.00	5.00	0.00	22	20	19
<b>1</b>	22.22	23.53	31.58	55.56	41.18	52.63	22.22	17.65	15.79	0.00	17.65	0.00	18	17	19
<b>2</b>	34.78	50.00	43.75	52.17	38.89	37.50	4.35	5.56	12.50	8.70	5.56	6.25	23	18	16
<b>3</b>	*	57.14	*	*	35.71	*	*	7.14	*	*	0.00	*	*	14	*
<b>4</b>	*	66.67	45.45	*	20.00	45.45	*	6.67	9.09	*	6.67	0.00	*	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.12	42.22	40.96	49.40	35.56	34.94	14.46	15.56	20.48	6.02	6.67	3.61	83	90	83

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	45.45	15.00	36.84	36.36	50.00	21.05	13.64	20.00	42.11	4.55	15.00	0.00	22	20	19
<b>1</b>	27.78	52.94	47.37	55.56	11.76	42.11	11.11	17.65	5.26	5.56	17.65	5.26	18	17	19
<b>2</b>	13.04	55.56	62.50	65.22	27.78	31.25	13.04	11.11	0.00	8.70	5.56	6.25	23	18	16
<b>3</b>	*	64.29	*	*	35.71	*	*	0.00	*	*	0.00	*	*	14	*
<b>4</b>	*	86.67	63.64	*	6.67	36.36	*	0.00	0.00	*	6.67	0.00	*	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.92	54.44	53.01	48.19	25.56	28.92	15.66	11.11	12.05	7.23	8.89	6.02	83	90	83

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	27.27	25.00	26.32	40.91	25.00	52.63	31.82	35.00	15.79	0.00	15.00	5.26	22	20	19
<b>1</b>	22.22	5.88	15.79	55.56	52.94	47.37	11.11	23.53	31.58	11.11	17.65	5.26	18	17	19
<b>2</b>	43.48	38.89	12.50	39.13	50.00	62.50	13.04	5.56	18.75	4.35	5.56	6.25	23	18	16
<b>3</b>	*	50.00	*	*	14.29	*	*	35.71	*	*	0.00	*	*	14	*
<b>4</b>	*	60.00	18.18	*	20.00	54.55	*	6.67	18.18	*	13.33	9.09	*	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.12	34.44	20.48	43.37	33.33	45.78	19.28	22.22	25.30	7.23	10.00	8.43	83	90	83

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	40.91	10.00	57.89	54.55	80.00	42.11	4.55	10.00	0.00	22	20	19
<b>1</b>	77.78	58.82	42.11	16.67	35.29	52.63	5.56	5.88	5.26	18	17	19
<b>2</b>	69.57	66.67	25.00	26.09	33.33	68.75	4.35	0.00	6.25	23	18	16
<b>3</b>	*	57.14	*	*	35.71	*	*	7.14	*	*	14	*
<b>4</b>	*	86.67	63.64	*	6.67	36.36	*	6.67	0.00	*	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	56.63	54.44	45.12	36.14	40.00	51.22	7.23	5.56	3.66	83	90	82

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	54.55	30.00	26.32	40.91	55.00	68.42	4.55	15.00	5.26	22	20	19
<b>1</b>	5.56	23.53	36.84	83.33	58.82	57.89	11.11	17.65	5.26	18	17	19
<b>2</b>	0.00	50.00	68.75	91.30	44.44	25.00	8.70	5.56	6.25	23	18	16
<b>3</b>	*	100.00	*	*	0.00	*	*	0.00	*	*	14	*
<b>4</b>	*	86.67	90.91	*	6.67	9.09	*	6.67	0.00	*	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.28	56.67	54.22	73.49	34.44	39.76	7.23	8.89	6.02	83	90	83

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	27.27	0.00	31.58	72.73	90.00	68.42	0.00	10.00	0.00	22	20	19
<b>1</b>	38.89	35.29	42.11	50.00	47.06	47.37	11.11	17.65	10.53	18	17	19
<b>2</b>	34.78	44.44	25.00	60.87	50.00	68.75	4.35	5.56	6.25	23	18	16
<b>3</b>	*	42.86	*	*	42.86	*	*	14.29	*	*	14	*
<b>4</b>	*	66.67	18.18	*	20.00	72.73	*	13.33	9.09	*	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	27.71	34.44	30.12	63.86	54.44	57.83	8.43	11.11	12.05	83	90	83

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	68.18	60.00	57.89	27.27	30.00	36.84	4.55	10.00	5.26	22	20	19
<b>1</b>	27.78	5.88	0.00	66.67	76.47	100.00	5.56	17.65	0.00	18	17	19
<b>2</b>	43.48	66.67	18.75	52.17	27.78	75.00	4.35	5.56	6.25	23	18	16
<b>3</b>	*	64.29	*	*	35.71	*	*	0.00	*	*	14	*
<b>4</b>	*	26.67	45.45	*	60.00	45.45	*	13.33	9.09	*	15	11
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	46.99	43.33	31.33	45.78	46.67	63.86	7.23	10.00	4.82	83	90	83

2019-20 Data:

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

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

## Alternative Metrics EL Students

**Conclusions based on this data:**

- Based on our 2021-2022 ELPAC results for 83 students:**
  - 40.96% are proficient or Level 4
  - 34.94% are moderately developed or Level 3
  - 20.48% are somewhat developed or Level 2
  - 3.61% are minimally developed or Level 1

We will be using Imagine Learning for our identified level 1 and 2 English Learners for 40 to 45 minutes per week in addition to working in small group with our EL IA.

2. **Grade Level:**  
**K: 19 students** (36.84% at Level 4, 31.58% at Level 3, 31.58% at Level 2, and 0 at Level 1)  
**1: 19 students** ( 31.58% at Level 4, 52.63% at Level 3, 12.50% at Level 2)  
**2: 16 students** ( 43.75% at Level 4, 37.50% at Level 3, 12.50% at Level 2, and 6.25% at Level 1)  
**4: 11 students** (45.45% at Level 4, 45.45% at Level 3, 9.09% at Level 2, and 0 at Level 1)

No data for grade 3 and 5 with 9 students testing in each of these grades. Glad to see that the percentage of Level 3 and 4 is increasing as we move to each grade level and we see the percentage in Level 2 and 1 decreasing as we move through the grade levels.

3. Large percentage in somewhat/moderately developed in the domains of Reading and Writing.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
<b>African American</b>	3	7	12		2	2		28.57	16.67
<b>American Indian or Alaskan</b>	1	1	1		0	*		0	*
<b>Asian</b>	276	289	318	18	4	31	6.52	1.38	9.75
<b>Filipino</b>	35	37	30	1	0	6	2.86	0	20
<b>Hispanic or Latino</b>	84	82	97	6	14	34	7.14	17.07	35.05
<b>Did not Report</b>		1	2		0	*		0	*
<b>Pacific Islander</b>									
<b>Two or More Races</b>	87	88	96	4	2	9	4.6	2.27	9.38
<b>White</b>	538	468	448	39	19	67	7.25	4.06	14.96
<b>Male</b>									
<b>Female</b>									
<b>English Learners</b>	90	96	85	11	9	21	12.22	9.38	24.71
<b>Students with Disabilities</b>		98			5			5.1	
<b>Socioeconomically</b>		84	82		16	32		19.05	39.02
<b>Total</b>	1029	973	1004	68	41	149	6.61	4.21	14.84

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. Based on comparing our 2021-2022 Chronic Absenteeism, 14.84% or 149 out of 1004 students are struggling with this.
2. Based on our 2021-2022 Chronic Absenteeism results, there are 4 groups that are above 20%. They are our Hispanic population, our students with disabilities, our English Learners, and our socioeconomically disadvantaged population.
3. Based on our 2021-2022 Chronic Absenteeism percentages, the group we are most concerned about to support is our socioeconomically disadvantaged group. We have 39 students out of 82 that are struggling with this.



# Student Performance Data

## Suspension Data

	*2019-20	2020-21	2021-22
<b>Suspensions Rate</b>	0.1	0.00	0

\* Date range August 21, 2019 – March 15, 2020

### Conclusions based on this data:

1. Based on our 2021-2022 suspension rate data, we have 0 suspensions for the year. This could be a result of our work with PBIS and establishing the first 20 days of school expectation slide deck that all teachers use to reinforce our 3 Behavior Expectations (Be Safe, Be Respectful, Be Responsible). Also, our work with being a No Place for Hate school for the last 2 years.
2. Another factor is that both the assistant principal and principal are outside for lunch and lunch recess which helps to be preventative with potential discipline issues and allows for reinforcement of our school behavior expectations (Be Safe, Be Respectful, Be Responsible).

# Student Performance Data

## Graduation Rate

	*2019-20	2020-21	2021-22
<b>Graduation Rate</b>			

\* Preliminary Data

**Conclusions based on this data:**

- 1. Does not apply to Del Sur Elementary, as our students promote to middle school.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

## Goal 1: Mathematics

By June 2023, 86% (a 3% increase) of our Grade 3-5 students will meet or exceed standards in the area of mathematics as measured by our 2022-2023 CAASPP results. By June 2023, 86% of our K-2 students will meet or exceed typical growth as measured by iReady math.

## Identified Need

Due to the 2021-2022 CAASPP being the first experience with the CAASPP test since 2018-2019, we anticipated a slight dip in our grade 3-5 students at or above standards and expecting our percentile to be closer to 80.5%. Based on the 2021-2022 CAASPP results, 83% of our grade 3-5 students met or exceeded standard. However, 12.67% of our students nearly met standard and 4.44% did not meet standard. This means that 17.11% or 76 students are not meeting proficiency in math.

## Alternative Metrics

Based on our Fall iReady diagnostic for math, we have 48% early on or above grade level and 46% in one grade level below. This fall result has been typical with iReady since the diagnostic covers math topics that will be taught in the latter part of the school year. We have consistently seen strong growth from our Fall to Winter iReady diagnostic in both reading and math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> 2021-2022 CAASP and iReady results in Math	83% of our grade 3-5 met or exceeded standard based on the 2021-2022 CAASPP math results.	86% of our grade 3-5 students will have met or exceeded standard based on 2022-2023 CAASPP results in math. By June 2023, 86% K-2 students will meet or exceed typical growth as measured by iReady.
<b>English Learner</b> 2021-2022 CAASP and iReady results in Math	48.14% of our grade 3-5 English Learners met or exceeded standard based on 2021-2022 CAASPP results in math.	58.14% of our grade 3-5 English Learners will have met or exceeded standard based on 2022-2023 CAASPP results in math. By June 2023, 80% of our English Learners K-2 will meet or exceed typical growth in iReady.
<b>EDY/Title I</b> 2021-2022 CAASP and iReady results in Math	48.15% of our grade 3-5 EDY students met or exceeded standard based on 2021-2022 CAASPP results in math.	58.15% of our grade 3-5 EDY students will have met or exceeded standard based on 2022-2023 CAASPP results in math. By June 2023, 80% of our EDY students in K-2 will meet or exceed typical growth in iReady.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> 2021-2022 CAASP and iReady results in Math	57.57% of our grade 3-5 students with disabilities met or exceeded standard based on 2021-2022 CAASPP results in math.	67.57% of our grade 3-5 students with disabilities will have met or exceeded standard based on 2022-2023 CAASPP results in math. By June 2023, 80% of our Students with Disabilities in K-2 will meet or exceed typical growth in iReady.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

K-5 students that are identified with math as an area of need through our Kid Watch Process, our Rtl Process, or based on math assessments used by teachers. Analysis of this data will be shared at Kid Watch meetings with grade levels, Rtl meetings with teacher and Rtl team, or during grade level collaborations.

### Strategy/Activity

#### TK:

- Integration of songs and math games that reinforce the math strategies and language used.
- Small group instruction for students needing additional practice around math concepts.  
Number talk practice
- Math manipulatives to reinforce targeted skills in small groups
- Scaffolding strategies as well as small group practice to align with IEP goals to support our students with disabilities.

#### Grade K-2:

- Utilize re-teaching and extension materials to supplement and supplant Math Expressions
- Use of math talks and math discourse opportunities that reinforce efficient math strategies
- Differentiated small group instruction and 1:1 instruction to reinforce math concepts presented in a variety of ways to support the learner (use of manipulatives and visual tools for our English Learners and Students with Disabilities)
- Front-loading of math vocabulary to support our students with disabilities and English Learners that benefit from this support
- Use math various tools/manipulatives based on student need
- Use of support teachers (formerly called Impact teachers) for identified math skills needed based on iReady math diagnostic results and needed skills identified
- Use of Generation Genius mathematics to support math problem solving
- Highlighting/underlining strategy to identify clue math terms and words to support breaking down math story problems
- Use of Math Genius Squad to support math concepts with Math Expression

### 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)

	Educationally Disadvantaged Youth
	English Learners
51,000	Foundation 1000-1999: Certificated Personnel Salaries Foundation support with 2 Impact/Support Teachers for supporting students in 2/3 and 4/5.

## Strategy/Activity 2

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

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

Grade 3-5 students scoring below standards in English Language Arts

### Strategy/Activity

#### Grades 3-5:

- Utilize re-teaching and extension materials to supplement and supplant Math Expressions
- Use of math talks and math discourse opportunities that reinforce efficient math strategies
- Differentiated small group instruction and 1:1 instruction to reinforce math concepts presented in a variety of ways to support the learner (use of manipulatives and visual tools for our English Learners and Students with Disabilities)
- Front-loading of math vocabulary to support our students with disabilities and English Learners that benefit from this support
- Use math various tools/manipulatives based on student need
- Use of support teachers (formerly called Impact teachers) for identified math skills needed based on iReady math diagnostic results and needed skills identified
- Use of Generation Genius mathematics for math problem solving
- Use of Math Genius Squad for supporting Math Expression (whole school license)
- Highlighting/underlining strategy to identify clue math terms and words to support breaking down math story problems
- Cathedral High School Tutoring Club for identified grade 3 students (one day per week for 1 hour)
- After school Homework Club for grades 4/5 (two days a week for one hour each session)
- After School Club for identified EDY students to work on identified math reinforcement skills based on iReady data. (Two days per week for one hour each session)

### 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)

## Strategy/Activity 3

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

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

Grade TK-5 English Learners

### Strategy/Activity

For grades 1-5

- Use of support teachers (formerly called Impact teachers) for identified math skills needed based on iReady reading diagnostic results and needed skills identified
- Reinforcement skill practice with EL IA small group
- Buying additional Imagine Learning licenses for students not identified from the District for receiving an Imagine Learning license.

### **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)

2,200

Source(s)

English Learners  
4000-4999: Books And Supplies

### **Strategy/Activity 4**

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

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

Grade TK-5 Students with Disabilities

#### **Strategy/Activity**

- Using our support teachers (formerly Impact teachers) to support identified students using iReady diagnostic data
- Integration of strategies and interventions based on students' IEP goals reinforced in the general education classroom and instructional assistants if identified
- Strategies/interventions such as front-loading, using visual supports, speech to text, etc. will be used by Education Specialist, classroom teacher, IA, and service provider
- After school reinforcement practice with Educational Specialists

### **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)

### **Strategy/Activity 5**

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

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

3-5 Socioeconomically Disadvantaged students

#### **Strategy/Activity**

- Using our support teachers to provide small group or 1:1 reinforcement practice with identified EDY students.
- Scaffolding strategies in tier 1 instruction
- Reinforcement after school club with certificated teacher (twice a week for one hour each session)

## 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)

2400

Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Based on our 2021-2022 CAASPP data, our 3-5 students performed higher than the 2021-2022 SPSA goal projections in the areas of literacy and mathematics.

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

Our inability to hire an English Learner Instructional Assistant for most of the 2021-2022 school year had an impact on the ability to provide supplemental small group ELD reinforcement for our EL's at fluency level 1 and 2.

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.

Plans for the 2022-2023 school year will be to continue working on the math goal and utilize the strategies and activities as set forth in 21-22. We will be using i-Ready math for grades K-5. This program will be used to measure academic progress and support the individualized learning path for each student beyond the modified instructional day. We will be using Lexia for our K/1 students with early literacy skills and reading comprehension. Having our identified English Learners use their district supported Imagine Learning license for at least 45 minutes per week. Finally, using the findings from iReady as focused areas for additional student practice for identified students scoring in the one year below grade level. This will include our students in our English Learner, Students with Disabilities, and Socio-Economically Disadvantaged subgroups. Teachers will continue to use the learning platforms and tech tools that proved to be successful with students in the 2021-2022 school year. Such tools are canvas, digital playlist, google classroom, seesaw, flipgrid, and JAM boards. This is a shift in using Lexia and iReady as a formative assessment throughout the year to guide instruction targeted interventions.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

2. Improving Systems, Structures, and Programs that Lead to Increased Student Achievement and Learning Opportunities for All: Create equitable learning pathways to increase student success by leveraging inclusive practices, personalized learning and rigorous standards-based thinking opportunities to prepare students to thrive in college, career and life. Align opportunities for staff professional learning to accomplish this goal.

## Goal 2: English Language Arts

By June 2023, 92% of our Grade 3-5 students will meet or exceed standard in the area of English Language Arts as measured by our 2022-2023 CAASPP results.

### Identified Need

Due to the 2021-2022 CAASPP being the first experience with the CAASPP test since 2018-2019, we anticipated a slight dip in our grade 3-5 students at or above standards and expecting our percentile to be closer to 80.5%. Based on the 2021-2022 CAASPP results, 87% of our grade 3-5 students met or exceeded standard in English Language Arts. However, 8.2% of our students nearly met standard and 4.88% did not meet standard. This means that 13.08% or 58 students are not meeting proficiency in English Language Arts.

### Alternative Metrics

Based on our Fall iReady diagnostic for English Language Arts, we have 73% early on or above grade level, 22% in one grade level below, and 5% two grade levels below. This fall result has been typical with iReady since our students have a tendency to score lower in the fall diagnostic. We have consistently seen strong growth from our Fall to Spring iReady diagnostic in both reading and math.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Spring 2021-2022 CAASPP in ELA.	87% of our grade 3-5 are at or above standard based on 2021-2022 CAASPP ELA results.	92% of our grade 3-5 students will be at or above standard based on 2023 CAASPP ELA results.
<b>English Learner</b> Data from the Spring 2021-2022 CAASPP in ELA for English Learners in ELA.	40.74% of our grade 3-5 English Learner students are at or above standard based on 2021-2022 CAASPP ELA results.	50% of our grade 3-5 English Learners will be at or above standard based on 2023 CAASPP ELA results. This is a 4.26% growth target.
<b>EDY/Title I</b> Data from the Spring 2021-2022 CAASPP in ELA for EDY students in ELA.	37.04% of our grade 3-5 EDY students are at or above standard based on 2021-2022 CAASPP ELA results.	47.04% of our grade 3-5 EDY students will be at or above standard based on 2023 CAASPP ELA results. This is a 5% growth target.
<b>Student with Disabilities</b> Data from the Spring 2021-2022 CAASPP in ELA for Students with Disabilities in ELA.	68.75% of our grade 3-5 Students with Disabilities are at or above standard based on 2021-2022 CAASPP ELA results.	78.75% of our grade 3-5 Students with Disabilities will be at or above standards based on 2023 CAASPP ELA results. This is a 5% growth target.



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

K-5 students that are identified with literacy/ELA areas below proficiency through our Kid Watch Process, our Rtl Process, or based on CORE assessments used by teachers. Analysis of this data will be shared at Kid Watch meetings with grade levels, Rtl meetings with teacher and Rtl team, or during grade level collaborations.

### Strategy/Activity

TK-2

- Using read aloud, shared, and guided reading approaches focused on reading strategies identified as a need based on iReady, STAR Reading, CORE, and teacher running record assessment data
- Daily Phonemic Awareness instruction including but not limited to rhyming activities, syllable segmenting, word work, letter sounds in isolation and within words, and songs.
- Concepts of print practice through shared and guided writing approaches
- Small group and 1:1 instruction with focused reading strategies around comprehension and phonics for students in our lower performing subgroups (English Learner, Students with Disabilities, and Socioeconomically Disadvantaged)
- Designated ELD instruction from classroom teacher and reinforcement practice with our EL IA for our English Learners
- Using varying techniques to encourage student participation like partner talk, question and answer, choral response, collaborative opportunities
- Using our support teachers (formerly Impact teachers) to support identified students using iReady, STAR Reading, and CORE assessment data that will include our English Learner, Student with Disabilities, and Socioeconomically Disadvantaged subgroups
- Grade 1 IMSE Training in September 2022 and each teacher implementing the IMSE training skills for systematic and explicit teaching for students in both whole group and small group settings.

### 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)

2,000

Educationally Disadvantaged Youth  
4000-4999: Books And Supplies  
Additional Lexia licenses for identified grades 2-5 students

4,480

English Learners  
2000-2999: Classified Personnel Salaries  
Additional EL IA hours for small group ELD reinforcement using Benchmark

24,000

Foundation  
1000-1999: Certificated Personnel Salaries  
Support (Impact Teachers)

1,396.06

English Learners  
4000-4999: Books And Supplies  
ELD materials for EL IA

500

English Learners  
5000-5999: Services And Other Operating  
Expenditures  
Parent Training

## Strategy/Activity 2

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

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

Grade 3-5 students that have been identified as below grade level in mathematics.

### Strategy/Activity

3-5

- Using read aloud, shared, and guided reading approaches focused on reading strategies identified as a need based on iReady, STAR Reading, CORE, and teacher running record assessment data
- Small group and 1:1 instruction with focused reading strategies around comprehension and phonics for students in our lower performing subgroups (English Learner, Students with Disabilities, and Socioeconomically Disadvantaged)
- Designated ELD instruction from classroom teacher and reinforcement practice with our EL IA for our English Learners
- Using varying techniques to encourage student participation like partner talk, question and answer, choral response, collaborative opportunities
- Using our support teachers (formerly Impact teachers) to support identified students using iReady, STAR Reading, and CORE assessment data that will include our English Learner, Student with Disabilities, and Socioeconomically Disadvantaged subgroups
- Storyworks as a supplemental resource for both fiction and non-fiction comprehension skills
- Generation Genius for science information text comprehension

### 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)

## Strategy/Activity 3

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

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

TK-5 English Learners

### Strategy/Activity

#### For grades TK -5:

We will provide professional development around Designated and Integrated English Language Development once a month. The focus will be to look at the ELD standards and support the teaching staff on what is Designated and Integrated ELD and how to use Benchmark to support this need for our identified English Learners.

Grade 1 IMSE training for multi-sensory reading development and implementation of interactive Orton-Gillingham lessons

### 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)

### **Strategy/Activity 4**

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

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

Students with Disabilities

#### **Strategy/Activity**

- Using our support teachers (formerly Impact teachers) to support identified students using iReady, STAR Reading, and CORE assessment data that will include our English Learner, Student with Disabilities, and Socioeconomically Disadvantaged subgroups
- Integration of strategies and interventions based on students' IEP goals reinforced in the general education classroom and instructional assistants if identified
- Strategies/interventions such as front-loading, using visual supports, speech to text, etc. will be used by Education Specialist, classroom teacher, IA, and service providers
- After school reinforcement practice with Educational Specialists
- Lexia to support reading development
- Grade 1 IMSE training for multi-sensory reading development and implementation of interactive Orton Gillingham lessons

#### **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)

### **Strategy/Activity 5**

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

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

3-5 Socioeconomically Disadvantaged students

#### **Strategy/Activity**

Using our support teachers to provide small group or 1:1 reinforcement practice with identified students

Scaffolding strategies in tier 1 instruction

Reinforcement after school club with certificated teacher

Lexia to support reading development

#### **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)
2400	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
22,000	Foundation 1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Based on our 2021-2022 CAASPP data, our 3-5 students performed higher than the 2021-2022 SPSA goal projections in the areas of literacy and mathematics.

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

Our inability to hire an English Learner Instructional Assistant for most of the 2021-2022 school year had an impact on the ability to provide supplemental small group ELD reinforcement for our EL's at fluency level 1 and 2.

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.

Plans for the 2022-2023 school year will be to continue working on the reading goals by each grade level team and utilize the strategies and activities as set forth in 21-22. We will be using i-Ready Reading for grades 2-5. This program will be used to measure academic progress and support the individualized learning path for each student beyond the modified instructional day. We will be using Lexia for our K/1 students with early literacy skills and reading comprehension. Having our identified English Learners use their district supported or site supported Imagine Learning license for at least 45 minutes per week. Finally, using the findings from iReady as focused areas for additional student practice for identified students scoring in the one year below grade level. This will include our students in our English Learner, Students with Disabilities, and Socio-Economically Disadvantaged subgroups. Teachers will continue to use the learning platforms and tech tools that proved to be successful with students in the 2021-2022 school year. Such tools are canvas, digital playlist, google classroom, seesaw, flipgrid, and JAM boards.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

## Goal 3: Socio-Emotional/Behavior

By June 2023, each grade level team will achieve their 2022-2023 SEL goal in building community in their classroom and providing connecting opportunities for students to feel a sense of belonging to the school using resources such as Sanford Harmony or Second Step which will increase our site attendance rate and decrease our chronic absenteeism rate.

## Identified Need

The need was identified by analyzing data from a student survey in Fall 2022.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Fall 2022 student survey for TK-5 students.	Results from October 2022 Student Survey showed that 94% of our students feel safe at school with 5% stating that they feel safe some of the time, and .5% stating never feeling safe at school. The response from the 2 students saying never was not valid during the follow up with them.	100 % of our students will indicate that they feel safe at school on the 2023 Spring Student Survey. Based on the Fall student data, 7% of our student population indicated that they did not feel safe all of the time at school. This data was shared with staff and brought up in each classroom with teacher led discussions on reasons why students don't feel safe at school. From this data, there has been some adjustments made to our arrival and dismissal system, certification as a No Place for Hate school, continuing to build understanding of our 3 Behavior Expectations (Be Safe, Be Respectful, Be Responsible) to address concerns brought up by students.
<b>English Learner</b> Chronic Absenteeism	Based on 21-22 attendance data, 24% of our English Learners struggle with chronic absenteeism.	By June 2023, our English Learner chronic absenteeism rate will not be over our school total rate for chronic absenteeism.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>EDY/Title I</b> Chronic Absenteeism	Based on 21-22 attendance data, 39% of our economically disadvantaged students struggle with chronic absenteeism.	By June 2023, our Economically Disadvantaged Youth chronic absenteeism rate will not be over our school total rate for chronic absenteeism.
<b>Student with Disabilities</b> Chronic Absenteeism	Based on 20-21 attendance data, 5% of our students with disabilities struggle with chronic absenteeism.	By June 2023, our students with disabilities chronic absenteeism rate will not be over our school total rate for chronic absenteeism.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

DSES students in Pre-K through grade 5 will benefit from experiencing classroom social-emotional learning experiences in the classroom from the classroom teacher, school counselor, and student service assistant using Second Step and Sanford Harmony. In addition, staff will use the First 20 Days slide deck that defines and reinforces understanding of our 3 Behavior Expectations in various areas of the school.

### Strategy/Activity

- Lesson experiences using Second Step or Sanford Harmony in the classroom.
- Daily Morning Messages around our 3 Behavior Expectations, Monday Connect Question, Tuesday Contributions Come From Everyone, and Thursday Mindful Practice
- Use of pbisworld.com as resource for staff
- Friday Flag messaging around topics brought up in lessons from Second Step, Sanford Harmony and 3 Behavior Expectations
- Counselor and Student Service Assistant teaching Second Step lessons, providing follow up materials for teachers to use after the lessons, strategies to support identified students during unstructured time like recess and lunch
- Counselor providing Counselor's Corner communication through Canvas page sharing ideas to support parent/guardian community
- Visuals of our character pillars around the school and receiving support from our Foundation for murals from Mindful Murals
- Expectation Assemblies 3 times a year (Fall, after winter break, and after spring break)
- use of the PRIM resource to support teachers around behavior
- Kid Watch meetings either during X-Ploration or Thursday grade level planning
- RtI Check In meetings every Thursday from 7:30 to 8:00 for staff with RtI Team
- Daily classroom visits to connect with students and staff
- Explorer Informer newsletter from admin that goes out every Monday
- Weekly Staff Bulletin
- Going through year 2 as a No Place For Hate school and applying No Place For Hate activities
- Use of Mindfulness Thursday Morning Message where emotional strategies such as breathing technique to calm body and mind when dealing with emotions and disregulation

### 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)

Empty input box for Amount(s)

Source(s)

Educationally Disadvantaged Youth  
English Learners

## Strategy/Activity 2

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

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

TK-5 Students with Disabilities, English Learners, and Economically Disadvantaged Youth

### Strategy/Activity

Use of Mindfulness Thursday Morning Message practicing calming strategies such as deep breathing, use of calm area, sensory pathways, etc  
Using common language commands of students such as First and Then and Take a Break done with visual or verbal prompt as a preventative strategy  
Quick Connect questions from Sanford Harmony to help students practice with talking with peers  
Training of strategy practice for teacher and IA's from support staff and admin that have skill sets in these areas

### 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: 2021-22

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.

The spring 2022 survey data showed that 95% of our students in grades TK-5 felt safe at school and 99% felt safe in their classroom with their teacher.

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



We did have some teachers that missed some of the training and new staff that missed training due to absenteeism and pressures on the system due to COVID impacted our planned professional learning.

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.

We will administer a student survey in October 2022 as our Fall data and again in April 2023 for our Spring data. We also will work on our year 3 No Place for Hate school wide experiences.



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

By June 2023, Del Sur Elementary students and staff will engage in activities (including ones connected to No Place for Hate) that address inclusion, diversity, social justice, acceptance, and bias in order to create conditions to take a stand against racism at our school in conjunction with our Equity Team training with SDCOE.

### Identified Need

Our staff and explorers will promote acceptance and inclusion of all families and staff members at DSES through our year 3 No Place for Hate activities. As a school, we will take a stand against discrimination and racism. We use our established staff/student committees (PBIS, Inclusion and Support, Equity Team, and our ASB) to help identify the areas of need and experiences to promote the work. Our hope is to build on needed skills so that we are helping our students be successful at school and grow in their optimal human development that connects to the SEL skill development with our site's Theory of Action. Explorers in grade 4/5 will have the opportunity to join the 2022-2023 ASB which focuses on ideas to service and support the school such as NPFH.

### Alternative Metrics

The approach with our staff will be related to our site's Theory of Action We will use some of the ideas coming out of the Equity Team training with San Diego County Office of Education. We will use the data from Equity Interviews and student survey data in the fall and spring. We will also have our student ASB conduct a feedback survey related to each of our school-wide NPFH activities.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> All students will experience the No Place For Hate learning activities.	We are creating a new survey to allow students to provide input around our 3 No Place For Hate activities.	100% of our students will affirm that our NPFH activities had an impact in ensuring that our students and staff our thoughtful, respectful, and display acceptance towards others at Del Sur Elementary.
<b>English Learner</b> Chronic Absenteeism	Based on 21-22 attendance data, 24% of our English Learners experienced chronic absenteeism.	By June 2023, our English Learner chronic absenteeism rate will not be over our total school chronic absenteeism rate.
<b>EDY/Title I</b> Chronic Absenteeism	Based on 21-22 attendance data, 39% of our Economically Disadvantaged Youths experienced chronic absenteeism.	By June 2023, our Economically Disadvantaged Youths chronic absenteeism rate will not be over our total school chronic absenteeism rate.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Chronic Absenteeism	Based on 20-21 attendance data, 5% of our Students with Disabilities experienced chronic absenteeism.	By June 2023, our Students with Disabilities chronic absenteeism rate will not be over our total school chronic absenteeism rate.
African America, Latino, and Filipino populations that experience chronic absenteeism	Based on our 21-22 attendance data, 16% of our African American students, 20% of our Filipino students, and 35% of our Latino students experienced chronic absenteeism.	By June 2023, our African American, Latino, and Filipino chronic absenteeism rate will not be over our total school chronic absenteeism rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

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

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

Del Sur Elementary will achieve year 3 certification as a No Place For Hate school. Our students in Pre-K through grade 5 will benefit from the experiences and activities connected to being a No Place For Hate school. We will utilize the ideas from our grade 4/5 ASB No Place for Hate Committee in providing meaningful experiences in promoting optimal human development for all students at Del Sur Elementary and stand against racism and discrimination.

### Strategy/Activity

- Implement year 3 No Place For Hate resources/activities
- Integrating positive examples and models of acceptance and kindness, our 3 Behavior Expectations in weekly Explorer Informer, Morning Message and bi-weekly Friday Flags.
- Integrating and promoting books for students and teachers to read from our library with our LMT that focus on the acceptance of others, cultural awareness, stories from families representing our school diversity
- Positive messaging to inspire others around the school (murals inspired by our No Place for Hate ASB Committee)
- Integration of content that recognizes various contributions from people with different ethnicity and cultural background, and also has representation of gender identities and current family identification through Morning Message, school website, and Explorer Informer newsletter
- School surveys around feeling safe and being treated with respect
- Creating school focus days and experiences that promote the acceptance of others and our Behavior Expectations through our ASB
- Japanese After School Language and Culture Program with accessible canvas page for all families to access

### 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)

	Educationally Disadvantaged Youth
	English Learners

**Strategy/Activity 2**

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

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

(All Staff) Our Equity Team will be implementing the importance of collecting student data learned from our 2 trainings with SDCOE with our school staff. We will use two mindsets learned from the training (Embrace Complexity and Take Action (small) to Learn) with our staff.

**Strategy/Activity**

We will open with a connection to our Theory of Action and have staff list what they are doing to build class community (Sanford Harmony, Second Step) and what they are doing to connect with their students individually using a Padlet as a non-threatening method for sharing and responding our current reality.

**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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**Annual Review**

**SPSA Year Reviewed: 2021-22**

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.

Our school implemented 3 approved (by the Anti-Defamation League) school-wide No Place for Hate activities for the 2021-2022 school year. We had over 800 students and staff sign the NPFH Pledge in the beginning of the school year. Overall, feedback from the survey data indicated that the students liked the activities and believed it is important for our school to be a No Place for Hate school. The students also indicated that they would like more opportunities to hear the feedback from the students about why it is important to be a No Place for Hate school. Survey data also indicated that we need to do more to promote the student diversity in the school through hearing and seeing more about what students like to do related to who they are and where they come from. Bringing in some of this through students sharing or performing at or Friday Flags. Putting up an interactive display area where students and staff can respond to a question that allows others to know their thoughts. Survey data also indicated that over 98% of the students feel safe at school and in their classroom. Another area with positive results was with students feeling that they had someone that they could go to if they needed help at school (highest was their teacher, then principal, then other staff member).

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

Fortunately, we have a Foundation that supports our No Place for Hate work and provided budgetary support for needed materials and resources for this goal.

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.

We will be using the new survey to see the impact with our NPFH activities in supporting staff and students in being thoughtful, respectful, and accepting towards others at Del Sur Elementary.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

## Goal 5: Chronic Absenteeism

By June 2023, our overall school average will be no more than 5% chronically absent; we will see a decrease of 10% with our Students with Disabilities, Hispanic, English Learners, and Socioeconomically Disadvantaged in our numbers of students with Chronic Absenteeism as a result of our work with building SEL skills with students through use of Sanford Harmony and Second Step lessons, and also staff meetings and professional development connected to work from our Equity Team in building classroom community and increasing opportunities to learn about students individually.

## Identified Need

We need to use our data with iReady, Lexia, STAR, and CORE to identify the students that need to be in Kid Watch or RtI Process. We also should see an increase in referrals for our site counselor in supporting student social emotional needs and wellness. If we can maintain our process in keeping in touch with these students and their success in school socially and academically, we will have a positive impact on their school attendance and their feeling of belonging to the school.

## Alternative Metrics

We will evaluate the intersection between attendance and the student progress with iReady, Lexia, Accelerated Reader, ELPAC data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> TK-5 Chronic Absenteeism	Based on 21-22 attendance data, 14% of our TK-5 students experienced chronic absenteeism.	By June 2023, 10% or less of our TK-5 students will experience chronic absenteeism.
<b>English Learner</b> TK-5 Chronic Absenteeism	Based on 21-22 attendance data, 24% of our English Learners experienced chronic absenteeism.	By June 2023, 14% or less of our English Learners will experience chronic absenteeism.
<b>EDY/Title I</b> TK -5 Chronic Absenteeism	Based on 21-22 attendance data, 39% of our Economically Disadvantaged Youths experienced chronic absenteeism.	By June 2023, 25% or less of our Economically Disadvantaged Youths will experience chronic absenteeism.
<b>Student with Disabilities</b> TK -5 Chronic Absenteeism	Based on 20-21 attendance data, 5% of our Students with Disabilities experienced chronic absenteeism.	By June 2023, 0% of our Students with Disabilities will experience chronic absenteeism.
African American, Latino, and Filipino students experiencing chronic absenteeism	Based on 21-22 attendance data, 16% of our African American students, 20% of our Filipino, and 35% of our Latino students experienced chronic absenteeism.	By June 2023, 10% of our African American students, 10% of our Filipino students, and 15% of our Latino students will experience chronic absenteeism.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

### Strategy/Activity 1

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

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

All students will participate in lessons from Sanford Harmony and Second Step for SEL skill development and increased connection to classroom and school.

#### Strategy/Activity

Use of lessons and community building ideas like class meet ups, buddy ups, and quick connection questions from Sanford Harmony and Second Step lessons from our site counselor. Also, more use of learning in peer collaborative groups and partnerships. Finally, teaching staff increasing opportunities to learn about their students individually.

#### 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)

--

Educationally Disadvantaged Youth
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English Learners
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### Strategy/Activity 2

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

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

All TK -5 students

#### Strategy/Activity

The number of students with plan of action for social emotional needs and wellness with counselor, will help us identify the students with needs so that we can establish a preventative plan of action centered on student connecting with staff through our RtI Process and reduce referrals for Special Education assessing. Also, looking at our student survey data to see the percentage of students not feeling connected or a sense of belonging to our school.

#### 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)

### Strategy/Activity 3

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

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

All TK-5 students with 7 or more absences not related to COVID

### Strategy/Activity

School Attendance Review Team meetings with parent

### 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: 2021-22

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.

Based on our Chronic Absenteeism for 2021-2022, we still see high percentage (20% to 35%) of students in the following subgroups: Students with Disabilities, English Learners, Hispanic, and Socioeconomically Disadvantaged. Staff absences also had an impact in the ability for student connection activities and building classroom communities.

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

The main factor that had an impact on our intended implementation was with staffing issues. We were not able to fill our vacancies with our English Learner Instructional Assistant, Student Services Assistant, and having a counselor not able to get to all classrooms with Second Step lessons. Also, the inability to fully implement our School Attendance Review Team and strategies due to COVID mandated quarantines and other related factors.

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.

Teacher absences due to illness or pregnancy may have an impact on our results.



# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,376.06

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$6,800.00
English Learners	\$8,576.06
Foundation	\$97,000.00

Subtotal of state or local funds included for this school: \$112,376.06

Total of federal, state, and/or local funds for this school: \$112,376.06

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	6,800.00
English Learners	8,576.06
Foundation	97,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	101,800.00
2000-2999: Classified Personnel Salaries	4,480.00
4000-4999: Books And Supplies	5,596.06
5000-5999: Services And Other Operating Expenditures	500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	4,800.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	2,000.00
2000-2999: Classified Personnel Salaries	English Learners	4,480.00
4000-4999: Books And Supplies	English Learners	3,596.06
5000-5999: Services And Other Operating Expenditures	English Learners	500.00
1000-1999: Certificated Personnel Salaries	Foundation	97,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,600.00
Goal 2	56,776.06

# 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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

# Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

# 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.**

[Stakeholder 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.

## **Stakeholder 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**asurable, **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 Stakeholder 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 (Stakeholder 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 (Stakeholder 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/>

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