

# 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 Norte High School	39682960118935	September 15,2021	November 18, 2021

## School Vision and Mission

### **DNHS Mission Statement:**

Inspiring passion and preparing all students to be college ready, future focused and globally aware.

### **Home Court Advantage:**

The dream for Del Norte High School has always been to create a school environment where everyone belongs, where everyone is valued, supported, safe, and where everyone contributes. We call it, *Home Court Advantage*

We don't want students to simply attend this school; we want them to identify with it - to feel a sense of ownership and pride. Like family, there should be a place for everyone at the table. Everyone has a gift, and each individual adds value to our community.

### **Open Access:**

-We offer a full array of Advanced Placement (AP) classes. We encourage every student to take at least one AP level course prior to graduation.

-With few exceptions, the UC/CSU a-g required courses comprise the default curriculum for students attending Del Norte High School.

-We also offer many CTE (Career Technical Education) course pathways. Presently, we offer several exciting classes in science (HBS and PBS), digital arts, and engineering.

-The trimester system allows students maximum flexibility as they create their four-year academic plans. Students can take as many as five classes in a single trimester, or as few as three in some cases (seniors only).

### **Student Centered Learning:**

Every student is assigned to a homeroom staff advisor in addition to their counselor.

### **Our Vision**

-Solid foundation in global literacy with a particular emphasis on critical and technical reading, writing, informational fluency and oral communication.

-Integrated math, science and engineering instruction taught within career clusters.

- Comprehensive music, visual and performing arts, health and physical education and athletic programs.
- Interdisciplinary knowledge acquired through contextualized instruction with an emphasis on creativity, collaboration, innovation and community service.
- 21st century skills, attitudes and behaviors integrated into all subject areas with special emphasis placed on analysis, interpretation, precision and accuracy, problem solving and reasoning.
- Promotion of intercultural respect, appreciation and understanding; emphasis placed on ethical responsibility and global engagement.

## School Profile

In alignment with our mission at DNHS, inspiring passion and preparing every student to be college and career ready, future focused, and globally aware, we have worked hard over the last 13 years to create a *Distinctively Del Norte* experience for our students, providing them unique opportunities to think creatively and critically, reason effectively, solve complex and real world, inquiry-based problems, and collaborate on a daily basis. Since Del Norte's inception, we continue to work on developing our instructional practice with a primary focus on student engagement this 2019-2020 school year. With the revised California State Standards (CSS), our site focuses on reviewing cross-curricular performance task exemplars and creating instructional units culminating in performance tasks. We carry forward the implementation of research-based Advancement Via Individual Determination (AVID) strategies like WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) as well as focusing on questioning strategies and overall rigor. Presently, we continue the above essential work to honor the foundation that has been established.

In 2021-22, we focused on the Western Accreditation of Schools and Colleges (WASC) results and recommendations, which aids institutions in developing and sustaining effective educational programs for all learners. In an effort to drive continuous improvement at DNHS our site is focused on working collaboratively through our Professional Learning Communities (PLCs) to achieve better results for the students we serve. DNHS has established a "PLC" schedule for this school year to ensure all teachers work collaboratively to improve student academic success. Through our current PLC work DNHS has established a PLC Protocol Process that will support teachers to collaboratively work together on a common lesson each trimester. Finally, we created a Professional Development Committee "PDC" that supports the development of our Professional Growth Days that are offered by the district to support best practices. The PDC is also exploring the Instructional Rounds process to continue the culture of teacher-to-teacher classroom observations. The district also offers additional Teaching and Learning Cooperatives (TLCs), which are professional learning courses designed to meet the needs of teachers and learners in PUSD and support attainment of district goals. The PDC has also been instrumental in professional development around social-emotional wellbeing of staff and students. The PDC has also partnered with our school based social worker to develop strategies and training to support staff and students in need.

At Del Norte High School the RTI TOSA worked closely with the intervention/CTE counselor to use data to identify at-promise students and develop systems of support for these students. Data includes D/F grades, attendance, past grades from transcripts, and with specific students, standardized testing information. Demographic data (gender, race/ethnicity, when entered PUSD, EL classification) were also used to identify trends of students needing extra support. The TOSA has implemented our S3 meetings with identified students, focusing on student connections.

The TOSA supported Academic Success classes by offering training, curriculum, surveying students, and by "pushing in" to the classes. The TOSA worked with Peer Counselors to provide training and resources. Lastly, TOSA worked with Academic Tutors to train them before supporting students in the classroom, and then by checking in with them after placement in classes. Our TOSA has worked to improve student engagement and to support student learning and created and shared Executive Function activities for students. Del Norte RTI TOSA has also been instrumental in our Equity/Anti-Racism Taskforce to development and implement positive change to various subgroups including our Youth in Transition.

# Stakeholder Involvement

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

## **Involvement Process for the SPSA and Annual Review and Update**

Del Norte High School is committed to include all stakeholders in the creation of our School Plan for Student Achievement (SPSA) through our School Site Council (SSC). Our SSC meets frequently to write, review, and revise our site Literacy Plan as well as to assess the effectiveness of our instructional programs and to explore successful initiatives elsewhere that might have promise here at Del Norte. The parents, students, teachers, and faculty on our SSC also support in analyzing student achievement data and they help set goals for continuous student improvement.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.13%	0.2%	0.1%	3	5	2
African American	1.57%	1.5%	1.5%	37	37	37
Asian	32.96%	31.44%	33.4%	775	773	829
Filipino	6.51%	6.91%	6.8%	153	170	169
Hispanic/Latino	9.27%	10.41%	10.5%	218	256	261
Pacific Islander	0.43%	0.33%	0.2%	10	8	6
White	43.64%	38.39%	38.2%	1,026	944	948
Two or More Responses	4.98%	8.21%	9.2%	117	202	228
Not Reported	0.51%	2.6%	0.0%	12	64	1
<b>Total Enrollment</b>				2,351	2,459	2,481

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	680	629	615
Grade 10	596	687	621
Grade 11	560	582	670
Grade 12	515	561	575
<b>Total Enrollment</b>	2,351	2,459	2,481

### Conclusions based on this data:

1. Overall, our student enrollment has increased in the last three years from 2,168 to 2,459.
2. The make-up of our student groups has stayed consistent in the last three years.
3. Our incoming freshmen population has demonstrated the largest grade level increase from 2017-2019.

# 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	76	49	49	3.2%	2.0%	2.0%
Fluent English Proficient (FEP)	790	849	856	33.6%	34.5%	34.5%
Reclassified Fluent English Proficient (RFEP)	6	35	22	9.8%	46.1%	44.9%

### Conclusions based on this data:

1. English Learners (EL) enrollment has decreased from 201-19 to 2019-20.
2. The percent of Fluent English Proficient (FEP) learners increased 1% from 2018-19 to 2019-20.
3. The percent of Reclassified Fluent English Proficient (RFEP) learners demonstrated a significant increase from 9.8% in 2018-19 to 46.1% in 2019-2020.

# Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	553			527			526			95.3		
All	553			527			526			95.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2699.			67.49			19.20			7.79			5.51		
All Grades	N/A	N/A	N/A	67.49			19.20			7.79			5.51		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 11	65.97			26.81			7.22			
All Grades	65.97			26.81			7.22			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	72.81			20.91			6.27		
All Grades	72.81			20.91			6.27		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	52.28			43.54			4.18		
All Grades	52.28			43.54			4.18		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	65.40			29.28			5.32		
All Grades	65.40			29.28			5.32		

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

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Reading – Fall, Winter, Spring (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	1	1	100	1	1	100	573	17	3
African-American							6	0	0
Asian							207	9	4.3
Caucasian	1	1	100	1	1	100	190	6	3.2
Filipino							28	0	0
Hispanic							43	0	0
Other							99	2	2
English Learners							5	0	0
Students with Disabilities							36	0	0
Socioeconomically Disadvantaged							44	0	0
Foster Youth									
Homeless Youth									

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Reading – Fall, Winter, Spring, (2020-2021)

	Reading								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
<b>Grade 8</b>									
All Students			100			100			100
Caucasian			100			100			100
<b>Grade 11</b>									
All Students									2.8
Asian									4.3
Caucasian									2.6

## Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Reading				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	573	54.28	35.43	7.33	2.97
African-American	6	66.67	33.33	0	0
Asian	207	39.61	42.03	14.01	4.35
Caucasian	190	64.74	28.42	3.68	3.16
Filipino	28	50	46.43	3.57	0
Hispanic	43	72.09	25.58	2.33	0
Other	99	57.58	36.36	4.04	2.02
English Learners	5	100	0	0	0
Students with Disabilities	36	80.56	16.67	2.78	0
Socioeconomically Disadvantaged	44	72.73	22.73	4.55	0
Foster Youth					
Homeless Youth					

## Grades 2-8 and 11 iReady Reading Growth Summary by Grade Level Spring

### Del Norte High School

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Grade 8</b>								
Fall	704	1485	0	0	0	762	699	677
Winter	741	1655	0	0	0	766	694	790
Spring	699	1460	0	0	0	701	699	698
<b>Growth</b>	-5	-25	0	0	0	-61	0	21
<b>Grade 11</b>								
Spring	662	1373	0	11	0	674	657	657
<b>Growth</b>	0	0	0	0	0	0	0	0
<b>Grade 12</b>								
Spring	639	1260	0	0	0	646	605	667
<b>Growth</b>	0	0	0	0	0	0	0	0



**District**

<b>Term</b>	<b>Overall SS</b>	<b>Lexile Score</b>	<b>Phonological Awareness</b>	<b>Phonics</b>	<b>High Frequency Words</b>	<b>Vocabulary</b>	<b>Reading Comprehension Literature</b>	<b>Reading Comprehension Informational Text</b>
<b>Grade 1</b>								
Fall	448	273	453	447	447	446	451	450
Winter	471	337	465	478	474	468	471	469
Spring	487	410	475	493	487	484	488	486
<b>Growth</b>	39	137	22	46	40	38	37	36
<b>Grade 2</b>								
Fall	500	564	32	500	494	500	499	500
Winter	519	648	17	522	503	519	518	517
Spring	533	710	12	537	508	533	532	530
<b>Growth</b>	33	146	-20	37	14	33	33	30
<b>Grade 3</b>								
Fall	532	709	0	129	14	535	533	529
Winter	549	784	0	88	13	549	552	546
Spring	561	838	0	65	8	562	564	558
<b>Growth</b>	29	129	0	-64	-6	27	31	29
<b>Grade 4</b>								
Fall	562	842	0	67	4	565	563	557
Winter	575	901	0	45	5	577	577	570
Spring	587	954	0	31	3	587	590	584
<b>Growth</b>	25	112	0	-36	-1	22	27	27
<b>Grade 5</b>								
Fall	584	942	0	37	4	588	584	579
Winter	595	994	0	27	2	601	596	590
Spring	605	1036	0	18	3	609	605	600
<b>Growth</b>	21	94	0	-19	-1	21	21	21
<b>Grade 6</b>								
Fall	604	1032	0	21	2	609	604	599
Winter	609	1055	0	27	2	619	606	602
Spring	613	1075	0	20	3	621	610	609
<b>Growth</b>	9	43	0	-1	1	12	6	10
<b>Grade 7</b>								
Fall	618	1098	0	14	0	626	616	613
Winter	623	1119	0	20	1	634	618	616

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Spring	627	1137	0	14	1	637	622	622
<b>Growth</b>	9	39	0	0	1	11	6	9
<b>Grade 8</b>								
Fall	629	1146	0	15	1	638	626	624
Winter	635	1175	0	16	2	647	628	630
Spring	638	1187	0	14	1	650	631	634
<b>Growth</b>	9	41	0	-1	0	12	5	10
<b>Grade 9</b>								
Fall	631	1223	1	27	1	638	627	628
Winter	498	598	75	280	67	500	482	502
Spring	669	1410	0	0	0	676	681	649
<b>Growth</b>	38	187	-1	-27	-1	38	54	21
<b>Grade 10</b>								
Fall	531	730	0	275	74	527	531	530
Winter	481	475	0	508	494	488	449	469
Spring	642	1275	0	0	0	657	657	591
<b>Growth</b>	111	545	0	-275	-74	130	126	61
<b>Grade 11</b>								
Fall	563	949	48	98	41	571	553	560
Winter	357	90	358	324	376	384	344	357
Spring	658	1356	0	9	0	671	654	650
<b>Growth</b>	95	407	-48	-89	-41	100	101	90
<b>Grade 12</b>								
Fall	526	712	102	302	101	530	533	514
Winter	579	960	0	0	0	605	585	546
Spring	608	1107	0	78	0	614	605	605
<b>Growth</b>	82	395	-102	-224	-101	84	72	91

## Grade 11 – Grade Point Average English Language

	Graduation Course							A-G Course						
	2017-2018	2018-2019		2019-2020		2020-2021		2017-2018	2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Del Norte High School				3.023		2.984	-0.039				3.094		3.061	-0.033
Am Indian/Alskn Nat						3							3	
Asian				3.488		3.302	-0.187				3.493		3.335	-0.159
Black/African Am				2.326		2.113	-0.213				2.557		2.085	-0.472
Filipino				2.932		2.965	0.033				3.058		3.234	0.176
Hispanic				2.753		2.526	-0.227				2.787		2.731	-0.056
Missing				3.024							3.237			
Multiple				2.531		2.858	0.327				2.815		2.966	0.151
Nat Hwiin/Other Pac Islndr				3.813		3.667	-0.146				3.813		3.667	-0.146
Not Reported														
White				2.926		2.848	-0.078				2.936		2.895	-0.041
English Learner				2.478		2.202	-0.276				2.905		2.284	-0.621
Students with Disabilities				1.734		1.83	0.095				2.007		2.22	0.212
SocioEconomic Disadvantaged				2.32		2.358	0.038				2.428		2.473	0.045
Foster Youth														
Homeless Youth				0.974							0.8			

Datasource – CALPADS and Synergy

### Conclusions based on this data:

1. A significant increase of 13.84% is reflected in the students that met or exceeded the English Language Arts (ELA) portion of the Smarter Balanced Assessment in 2018-2019. (Data source: PUSD Report Center)
 

Due to the physical school closure in Spring 2020 due to Covid-19, annual testing and data collection were unable to be conducted. Thus, data from the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report will be utilized to identify needs. 18/19 results show 95% of all students score proficient or above in ELA. 5% of our population scored below standards. Our focus is to provide support to the 5% through various actions that are tangible.
2. Our Economically Disadvantaged students made significant gains with a 21.43% increase that met or exceeded the ELA portion of the Smarter Balanced Assessment in 2018-2019. (Data source: PUSD Report Center)
3. Students with Disabilities made a slight increase of 2.98% that met or exceeded the ELA portion of the Smarter Balance Assessment in 2018-2019. (Data source: PUSD Report Center)

# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	553			515			515			93.1		
All	553			515			515			93.1		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2718.			56.12			26.02			8.74			9.13		
All Grades	N/A	N/A	N/A	56.12			26.02			8.74			9.13		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	75.53			14.95			9.51		
All Grades	75.53			14.95			9.51		

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	53.40			35.53			11.07		
All Grades	53.40			35.53			11.07		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	60.19			33.01			6.80		
All Grades	60.19			33.01			6.80		

## Alternative Metrics Mathematics (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter, Spring (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
All Students	1	0	0	2	0	0	577	112	19.4
African-American							5	1	20
Asian							209	78	37.3
Caucasian							194	12	6.2
Filipino							28	5	17.9
Hispanic	1	0	0	2	0	0	43	2	4.7
Other							98	14	14.3
English Learners							6	0	0
Students with Disabilities	1	0	0	1	0	0	38	3	7.9
Socioeconomically Disadvantaged	1	0	0	1	0	0	46	0	0
Foster Youth									
Homeless Youth									

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency by Grade Level Math – Fall, Winter, Spring, (2020-2021)

	Math								
	Fall			Winter			Spring		
	Meeting Benchmark			Meeting Benchmark			Meeting Benchmark		
	Tested	#	%	Tested	#	%	Tested	#	%
<b>Grade 11</b>									
All Students			0			0			19.4
African-American									20
Asian									37.3
Caucasian									6.2
Filipino									17.9
Hispanic			0			0			4.7
Other									14.3
Students with Disabilities			0			0			7.9
Socioeconomically Disadvantaged			0			0			0

## Grades 2-8 and 11 iReady Correlation to Smarter Balanced Achievement Levels Spring (2021)

Spring 2021	Math				
	Number Tested	Below Standard	Near Standard	At Standard	Exceeded Standard
All Students	577	32.93	35.7	11.96	19.41
African-American	5	60	20	0	20
Asian	209	16.27	30.62	15.79	37.32
Caucasian	194	48.45	33.51	11.86	6.19
Filipino	28	14.29	57.14	10.71	17.86
Hispanic	43	48.84	39.53	6.98	4.65
Other	98	34.69	43.88	7.14	14.29
English Learners	6	66.67	33.33	0	0
Students with Disabilities	38	68.42	23.68	0	7.89
Socioeconomically Disadvantaged	46	47.83	39.13	13.04	0
Foster Youth					
Homeless Youth					

## Grades 2-8 and 11 iReady Math Growth Summary by Grade Level Spring

### Del Norte High School

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
<b>Grade 9</b>						
Fall	499	0	895	501	893	497
Winter	519	0	922	513	921	521
<b>Growth</b>	20	0	27	12	28	24
<b>Grade 10</b>						
Fall	485	0	730	491	714	490
Winter	496	0	868	493	869	506
<b>Growth</b>	11	0	138	2	155	16
<b>Grade 11</b>						
Fall	435	0	443	421	463	406
Winter	482	0	999	486	999	478
Spring	569	0	977	573	976	566
<b>Growth</b>	134	0	534	152	513	160

Term	Overall SS	Lexile Score	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
<b>Grade 12</b>						
Spring	561	0	999	563	999	560
<b>Growth</b>	0	0	0	0	0	0

**District**

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Grade 1</b>								
Fall	404	0						
Winter	413	0						
Spring	423	0						
<b>Growth</b>	19	0						
<b>Grade 2</b>								
Fall	422	0						
Winter	435	0						
Spring	443	0						
<b>Growth</b>	21	0						
<b>Grade 3</b>								
Fall	443	0						
Winter	454	0						
Spring	467	0						
<b>Growth</b>	24	0						
<b>Grade 4</b>								
Fall	465	0						
Winter	475	0						
Spring	488	0						
<b>Growth</b>	23	0						
<b>Grade 5</b>								
Fall	482	0						
Winter	493	0						
Spring	506	0						
<b>Growth</b>	24	0						

Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
<b>Grade 6</b>								
Fall	501	0						
Winter	506	0						
Spring	511	0						
<b>Growth</b>	10	0						
<b>Grade 7</b>								
Fall	512	0						
Winter	518	0						
Spring	522	0						
<b>Growth</b>	10	0						
<b>Grade 8</b>								
Fall	512	0						
Winter	516	0						
Spring	536	0						
<b>Growth</b>	24	0						
<b>Grade 9</b>								
Fall	512	0						
Winter	482	0						
Spring	478	0						
<b>Growth</b>	-34	0						
<b>Grade 10</b>								
Fall	513	0						
Winter	459	0						
Spring	475	0						
<b>Growth</b>	-38	0						
<b>Grade 11</b>								
Fall	470	0						
Winter	447	0						
Spring	560	0						
<b>Growth</b>	90	0						
<b>Grade 12</b>								
Fall	442	0						
Winter	373	0						
Spring	519	0						



Term	Overall SS	Lexile Score	Phonological Awareness	Phonics	High Frequency Words	Vocabulary	Reading Comprehension Literature	Reading Comprehension Informational Text
Growth	77	0						

### Grade 11 – Grade Point Average Mathematics

	Graduation Course							A-G Course						
	2017-2018	2018-2019		2019-2020		2020-2021		2017-2018	2018-2019		2019-2020		2020-2021	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Del Norte High School				3.199		3.093	-0.106				3.194		3.007	-0.187
Am Indian/Alskn Nat						3.208							3	
Asian				3.603		3.488	-0.116				3.605		3.423	-0.183
Black/African Am				2.352		2.174	-0.177				2.316		1.854	-0.462
Filipino				3.22		3.14	-0.08				3.185		3.095	-0.089
Hispanic				2.833		2.624	-0.209				2.782		2.473	-0.309
Missing				3.518							3.567			
Multiple				3.015		2.889	-0.125				2.998		2.77	-0.228
Nat Hwiin/Other Pac Islndr				3.82		2.643	-1.177				3.818		2.444	-1.374
Not Reported														
White				3.004		2.89	-0.115				2.977		2.76	-0.218
Mathish Learner				1.685		1.868	0.184				1.361		1.812	0.451
Students with Disabilities				2.255		2.179	-0.076				2.156		2.105	-0.051
SocioEconomic Disadvantaged				2.568		2.402	-0.165				2.496		2.243	-0.253
Foster Youth														
Homeless Youth				1.086							0.852			

#### Conclusions based on this data:

1. A significant increase of 14.11% is reflected in the students that met or exceeded the Math portion of the Smarter Balanced Assessment in 2018-2019. (Data source: PUSD Report Center)
2. Economically Disadvantaged students made a significant increase of 17% that met or exceeded the Math portion of the Smarter Balanced Assessment in 2018-2019. (Data source: PUSD Report Center)
3. Students with Disabilities made a slight decrease of 5.81% that met or exceeded the Math portion of the Smarter Balanced Assessment from 2017-2018 to 2018-2019. (Data source: PUSD Report Center)

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>Grade 9</b>	1622.9	1618.5	1630.6	1649.9	1614.8	1586.6	17	21
<b>Grade 10</b>	1559.0	*	1556.4	*	1561.4	*	14	5
<b>Grade 11</b>	1566.3	*	1574.7	*	1557.4	*	19	8
<b>Grade 12</b>	*	1546.4	*	1555.7	*	1537.0	*	12
<b>All Grades</b>							60	46

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>9</b>	64.71	57.14	*	28.57	*	9.52	*	4.76	17	21
<b>10</b>	*	*	*	*	*	*	*	*	14	*
<b>11</b>	*	*	*	*	*	*	*	*	19	*
<b>12</b>	*	41.67		8.33	*	33.33		16.67	*	12
<b>All Grades</b>	53.33	45.65	*	26.09	20.00	17.39	*	10.87	60	46

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>9</b>	64.71	76.19	*	19.05		0.00	*	4.76	17	21
<b>10</b>	*	*	*	*	*	*	*	*	14	*
<b>11</b>	*	*	*	*	*	*	*	*	19	*
<b>12</b>	*	50.00	*	33.33		8.33		8.33	*	12
<b>All Grades</b>	61.67	56.52	26.67	28.26	*	6.52	*	8.70	60	46

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	33.33	*	28.57	*	28.57	*	9.52	17	21
10	*	*	*	*	*	*	*	*	14	*
11	*	*	*	*	*	*	*	*	19	*
12	*	8.33	*	16.67	*	58.33	*	16.67	*	12
All Grades	41.67	23.91	*	17.39	26.67	43.48	*	15.22	60	46

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	70.59	33.33	*	61.90	*	4.76	17	21	
10	78.57	*	*	*	*	*	14	*	
11	57.89	*	*	*	*	*	19	*	
12	*	8.33	*	66.67	*	25.00	*	12	
All Grades	66.67	19.57	23.33	65.22	*	15.22	60	46	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	76.47	90.48	*	4.76	*	4.76	17	21	
10	*	*	*	*	*	*	14	*	
11	57.89	*	*	*	*	*	19	*	
12	*	75.00		16.67		8.33	*	12	
All Grades	73.33	82.61	21.67	8.70	*	8.70	60	46	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	42.86	*	42.86	*	14.29	17	21	
10	*	*	*	*	*	*	14	*	
11	*	*	*	*	*	*	19	*	
12	*	0.00	*	66.67	*	33.33	*	12	
All Grades	40.00	26.09	31.67	52.17	28.33	21.74	60	46	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>9</b>	*	23.81	*	66.67	*	9.52	17	21
<b>10</b>	*	*	*	*	*	*	14	*
<b>11</b>	*	*	*	*	*	*	19	*
<b>12</b>	*	8.33	*	75.00	*	16.67	*	12
<b>All Grades</b>	48.33	15.22	43.33	71.74	*	13.04	60	46

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

### Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e., criterion referenced assessments such as common course examinations.

#### Conclusions based on this data:

1. Our English Learners (EL) scored the highest in the Speaking Domain with a 73.33% for all grades.
2. Our EL students scored the lowest in the Reading Domain at a 40%.
3. The total number of EL students that participated in the ELPAC per grade level was fairly even for 2017-2018 with 17 freshmen, 14 sophomores, and 19 juniors.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	18-19	*19-20	20-21	18-19	*19-20	20-21	18-19	*19-20	20-21
African American	37	37	38	5	1	4	14	2.7	10.53
American Indian or Alaskan	*	3	2	*		0	*		0
Asian	775	793	827	14	12	3	2	1.51	0.36
Filipino	141	169	166	4	2	2	3	1.18	1.2
Hispanic or Latino	218	271	276	15	15	10	6	5.54	3.62
Did not Report	12		3	2		0	6		0
Pacific Islander	*	8	5	*		0	*		0
Two or More Races	129	224	243	10	11	8	7	4.91	3.29
White		966	942	75	65	11	7	6.73	1.17
Male	1,026								
Female									
English Learners	76	41	43	7	3	0	14	7.32	0
Students with Disabilities			228	36		19	16		8.33
Socioeconomically	262		237	34		15	11		6.33
Migrant									
Foster									
Homeless									
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8									
Grades K-8									
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	2351	2487	2502	125	108	38	5	4.34	1.52

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

### Conclusions based on this data:

1. Chronic absenteeism rates have been constant since 2016 at around 5%.
2. In 2018-2019 the student subgroups with the highest chronic absenteeism were: Students with Disabilities, English Learners, and African American at 16%, 14%, and 14% respectively.
3. Our Asian subgroup for chronic absenteeism has remained relatively low and consistent at around a 2% since 2016.

# Student Performance Data

## Suspension Data

	2018-19	*2019-20	2020-21
<b>Suspensions Rate</b>	1.8	1.33	0.2

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

### Conclusions based on this data:

1. Suspension rate decreased from 1.8% in 2018-2019 to 1.33% in 2019-2020. (Data source: PUSD Report Center)
2. In 2017-2018 the student subgroups with the highest suspension rates were: African American students and Economically Disadvantaged Youth at 15.4% and 6.4% respectively. (Data source: PUSD Report Center)
3. The suspension rate for our Asian subgroup has remained consistent as 0.6%. (Data source: PUSD Report Center)

# Student Performance Data

## Graduation Rate

	2018-19	*2019-20	*2020-21
<b>Graduation Rate</b>	96.9	97.9	96.34

\* Preliminary Data

### Conclusions based on this data:

1. The graduation rate has remained consistent since 2016 at an average of 97%. (Data source: PUSD Report Center)
2. Asian and White student groups have the highest graduation rate at an average of 96%. (Data source: PUSD Report Center)
3. Students of Two or More Races demonstrated an increase in the graduation rate from 97.1% in 2017-2018 to 100% in 2018-2019. (Data source: PUSD Report Center)

# 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. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 1: Mathematics

By June 2022, 86% of juniors who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment scores.

## Identified Need

This need was identified by analyzing the Math portion of the 2019 Smarter Balanced Assessment scores.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores for all students.	Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores illustrates 81.85% of all students at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 86% of juniors who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment scores.
<b>English Learner</b> Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores for students identified as English Learners.	Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores illustrates 47% of English Learners at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 55% of junior EL students who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment Scores.
<b>EDY/Title I</b> Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores for students identified as Educationally Disadvantaged Youth (EDY).	Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores illustrates 64.62% of EDY/Title 1 students at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 72% of EDY/Title 1 students who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment scores.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores for Students with Disabilities.	Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores illustrates 20% of Students with Disabilities at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 27% of Student with Disabilities who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment scores.
Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores for students identified as Hispanic or Latino.	Data from the Math portion of the Spring 2019 Smarter Balanced Assessment scores illustrates 55.56% of Hispanic or Latino students at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 63% of Hispanic or Latino students who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment scores.

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)

Educationally Disadvantaged Youth.

#### Strategy/Activity

Implement a COVID 19 safe environment to continue to offer Nighthawk Tutoring on Mondays and Wednesdays evenings from 6:15pm-8:15pm in our library, where credentialed math teachers and peer tutors help students on homework plus preparing for exams. The feedback from participants has been very positive! Students report the following benefits from attending tutorials: They like getting help with their homework. They like working with their peers. Many report that there is less distraction up in the library than working at home. They like having internet access and free printing.

#### 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)
0	Educationally Disadvantaged Youth
0	English Learners
15120.00	Educationally Disadvantaged Youth <b>1000-1999: Certificated Personnel Salaries</b>

### Strategy/Activity 2

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

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

English Learners.

**Strategy/Activity**

An Instructional Assistant will work with our English Learners during the EL class on math support. The support will be offered an hour a week for the first and second trimester. Student grouping will be flexible, and data monitored on an on-going basis. DNHS will work to provide peer tutors to push into ELD classes to provide support.

Counseling team, ELD coordinator and teachers to pair peer groups together for small group support.

An interpreter will be provided for translation accommodations on the Math portion of the Smarter Balanced Assessment for EL students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1275

English Learners  
1000-1999: Certificated Personnel Salaries

495

English Learners  
2000-2999: Classified Personnel Salaries

**Strategy/Activity 3**

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

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

Students with disabilities.

**Strategy/Activity**

Two credentialed Math teachers will work with our resource students on specific math skills. Adhering to CDPH guidelines, we will provide Saturday tutorials one time per trimester for two hours each tutorial session prior to final exams. Data will be monitored on an ongoing basis.

Del Norte High School is also continuing to utilize a collaborative teaching model in Mathematics courses to support resource students. For example, in Integrated 1 Math we offer a yearlong option that expands the curriculum over three trimesters versus two trimesters. This class is also supported by a resource teacher or an Instructional Aide to offer that extra teaching/review for students who are struggling with some of the mathematics concepts. We also offer Integrated 2 Math where the students are enrolled in an Integrated 2 support class during first period and then go to regular Integrated 2 class at a later period. The Integrated 2 support class reviews and previews concepts the students will see in the Integrated 2 class later that day. We also have a resource teacher in that class to support those students and facilitate small group activities and discussions to further their understanding of the concepts. Our math teams utilize PLC process to develop common assessments to insure consistency across course alike classes. Our case managers continue to advocate on behalf of their students. Our case managers will utilize timely and effective Interventions. Case managers will closely monitor students' academic progress/grades and communicate with all stakeholders.

**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)

0

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

# 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. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

## Goal 2: English Language Arts

By June 2021, 92% of juniors who are tested will achieve or exceed the standard on the English Language Arts (ELA) portion of the Smarter Balanced Assessment scores.

### Identified Need

This need was identified by analyzing the ELA portion of the 2019 Smarter Balanced Assessment scores.

### Alternative Metrics

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores for all students.	Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores illustrates 86.69% of all students at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 92% of juniors who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.
<b>English Learner</b> Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores for students identified as English Learners.	Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores shows 32% of English Learners at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 39% of junior EL students who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.
<b>EDY/Title I</b> Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores for students identified as EDY students.	Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores demonstrates 76.12% of EDY students at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 83% of EDY students who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>Student with Disabilities</b> Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores for Students with Disabilities.	Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores displays 40.48% of Students with Disabilities at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 48% of EDY students who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.
Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores for students identified as Hispanic or Latino.	Data from the ELA portion of the Spring 2019 Smarter Balanced Assessment scores demonstrates 68.75% of Hispanic or Latino students at "Standard Met" or Standard Exceeded." (Data source: PUSD Report Center)	By June 2022, 76% of Hispanic or Latino students who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.

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)

Educationally Disadvantaged Youth.

### Strategy/Activity

Adhering to COVID-19 protocol we will continue to offer Nighthawk Tutoring on Mondays and Wednesdays evenings from 6:15pm-8:15pm in our library, where credentialed English teachers and peer tutors help students on homework plus preparing for exams. The feedback from participants has been very positive! Students report the following benefits from attending tutorials: they like getting help with their homework, they like working with their peers, many report that there is less distraction up in the library than working at home and they like having internet access and free printing.

Provide collaborative release time one day per each trimester for our three Advancement Via Individual Determination (AVID) teachers to work on college and career readiness curriculum. In addition, we'll provide one release period per trimester to our AVID Coordinator to gather and disaggregate AVID data. Finally, we will provide two release periods for our AVID Coordinator to review the Smarter Balanced Assessment scores for our AVID students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Educationally Disadvantaged Youth None Specified See goal 1 for budget expenditure.
0	English Learners None Specified
0	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

1. Continue our school-wide push regarding the importance of the Smarter Balanced Assessment.
2. Send informational communication to our parents and students regarding the Smarter Balanced Assessment.
3. Practice short answer questions a week prior to assessment in our English classes.
4. Ensure adequate time is given for students to complete the test through the master testing schedule at Del Norte High School.
5. Taking a practice test prior to ensure students understand the structure of the assessment and how to navigate the online portal system.

### 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)

0

Source(s)

None Specified

## Strategy/Activity 3

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

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

English Learners.

### Strategy/Activity

A trained Instructional Assistant will provide the EL Coordinator support with our EL students to implement and monitor the Read 180 program. The read 180 literary intervention program builds reading comprehension, academic vocabulary, and writing skills. The Instructional Assistant will work on reinforcing this Read 180 curriculum with our EL students for one hour a week for all three trimesters. Student groups will be flexible, and data will be collected on an on-going basis.

Supplemental intervention books will be purchased for our EL students based on their Lexile levels to compliment the Read 180 literary program. In addition, large whiteboards will be purchased to support small group work for our EL students. Finally, Newsela is an online subscription that will be purchased for our EL students. Newsela is a current events platform that supercharges reading engagement and learning.

Our EL Coordinator will also attend professional development opportunities through, "California Association for Bilingual Education (CABE) Teacher Institute" to stay abreast of the most current EL pedagogy and strategies to best support our students.

An interpreter will be provided for translation accommodations on the ELA portion of the Smarter Balanced Assessment for EL students.

Continue to develop our teacher skills in differentiating instruction for EL students through Specially Designed Academic Instruction in English (SDAIE) strategies.

### 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)
0	English Learners 2000-2999: Classified Personnel Salaries
1150	English Learners 4000-4999: Books And Supplies
1000	English Learners 5000-5999: Services And Other Operating Expenditures

### 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

Two credentialed English teachers will work with our resource students on specific ELA skills. This will take place on Saturday tutorials one time per trimester for three hours each tutorial session. Data will be monitored on an ongoing basis.

Del Norte High School is also continuing to utilize a collaborative teaching model in English courses to support resource students. We have collaboratively supported all levels of English at DNHS from the start. This model benefits both the resource student who has primary instruction delivered in the Least Restrictive Environment (being exposed to the rigor and benefiting from strong peer models) and additionally benefits the Resource Specialist who is then exposed to the most up-to-date strategies, curriculum, and activities. When there is an Instructional Assistant supporting an English class, their duties include: note-taking, redirecting students for focus and task completion, ensuring the IEP accommodations are implemented, and pulling out for remedial/small group instruction. In the teacher collaborative model, we support co-teaching so that the English teacher of record teaches alongside the Resource Specialist and they trade off duties of support versus instruct. This additional behooves the Resource Specialist as when they are teaching the Resource English classes - they are mirroring as closely as possible what's being done in the general education setting. Our case managers will continue to advocate on behalf of their students. Our case managers will utilize timely and effective Interventions. Case managers closely, monitor their academic progress/grades and communicate with all stakeholders.

### 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)
0	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

# 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 3: Socio-Emotional/Behavior

By June 2022, the percentage of students who report feeling safe at school will increase by 5%, resulting in an increase in site attendance rate of 1% and a decrease in chronic absenteeism of 1%.

## Identified Need

This need was identified by analyzing data from the Del Norte High School California Healthy Kids Survey (CHKS) and attendance data from 2018-2019.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the "I Feel Safe in my School" section of the Spring 2019 California Healthy Kids Survey (CHKS) for all students.	Data from the "I Feel Safe in my School" section of the 2018-2019 CHKS illustrates 47% of all students feel safe.	By June 2022, 52% of all students will feel safe and it will be reflected on the "I Feel Safe in my School" section of the CHKS.
<b>English Learner</b> Not available.	We currently don't have baseline data but will work on developing a Student Survey that will address student safety.	By 2022, we will have created a Student Survey regarding Student Safety and disaggregate the data to establish a baseline.
<b>EDY/Title I</b> Not available.	At present, no data is available but through the development of a Safety Survey we will address this area.	Through the development of the Safety Survey, we will be able to analyze the data to create goals for 2021.
<b>Student with Disabilities</b> Not available.	Our Western Association of Schools and Colleges (WASC) leadership team will work on creating survey questions that address student safety to collect data.	Our WASC leadership team will implement expected outcomes based on the data collected by 2018-2021.



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.

### Strategy/Activity

Our Del Norte High School staff supports all our students by encouraging the following programs:

Home Court Advantage exists to the degree that every student feels safe, welcomed, and valued. We have worked hard at DNHS to create an inclusive environment - one where every student is connected and actively connecting. The administrative team and student leaders involved with Link Crew work together welcoming new students during Student Orientation, jointly delivering messages about the importance of respect and taking personal responsibility. During the first few weeks of school, administrators visit classrooms to discuss behavioral expectations and to reaffirm site and District protocols related to Academic Honesty Policy, Hate and Harassment Policy, Technology Use Agreement, and Zero Tolerance for Tobacco, Drugs, Alcohol, and Weapons policies. Parents receive written copies of this information during Student Registration and students can review the salient points of the administrative classroom presentations online.

Typically, Homeroom meets Friday mornings but due to COVID-19 our schedule has changed. We continue to explore avenues to address many of these same topics as well as mental health in a virtual environment. Here, staff members get to know students personally, through individual academic advising conferences (zoom) and whole-class lessons. We believe that providing students with a forum to discuss the challenges they face, in community with one another, will lead to a greater understanding of self and others and will ultimately result in stronger character and more acceptable behavior on and off campus. We will continue to explore ways for Administrators to focus on school culture while counselors focus on topics related to college readiness, transcript review, and graduation requirements (UC/CSU "a-g" requirements and 4-year plans). Counselors also focus on specific themes per grade level for example: Stress and Wellness (9th), Time Management (10th), Transition to College and Career Readiness (11th), Senior Motivation (12th).

Every year we send a group of students and staff to attend the No Place for Hate event, they year due to COVID 19 all No Place for Hate will be done virtually. This continues to empower our students to improve the school climate in order for all students to feel safe. The previous year we were invited to host the Sandy Hook Promise: See Something Say Something Campaign. See Something Say Something is an educational awareness program that provides tools to: drive awareness to say something and recognize warning signs. This school year we have continued working with the Sandy Hook Promise and have brought the Start with Hello Campaign. This program brings awareness to the growing epidemic of social isolation at schools, and it encourages students to create a positive school culture through inclusion. Through the Start with Hello Campaign our staff and students started a Schools Against Violence Everywhere (SAVE) Promise Club on our campus this year, which promotes safety for all. Currently, at Del Norte we are excited to bring Unity Day to our campus. The goal of this day is to provide our freshmen class with an opportunity to continue our culture of connection, empathy, success for all students, value inclusiveness, and appreciation plus respect for all Nighthawks on campus. Students in ASB, Link Crew, PLUS, and National Honor Society are hosting the different sessions for the freshmen.

### 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)
0	Educationally Disadvantaged Youth None Specified
0	English Learners None Specified

### Strategy/Activity 2

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

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

English Learners.

#### Strategy/Activity

Continue to find creative ways to share diverse student voices with our staff regarding the EL student experience in order to create a safe and inclusive environment, for example:

1. On October 28, 2020, Del Norte High School send a survey out to the entire student body including EL students discussed their experience in the classroom.
2. Currently, our EL Coordinator is working with our EL students to create a short video to share with our staff about what best supports their learning in non-EL classes.
3. Create an EL Snapshot page for each student and share with teachers to ensure they have the proper accommodations in each class.
4. Connect each EL student with a peer mentor so they can establish positive student rapport, feel safe and connected to our site.

### 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)
0	None Specified

### Strategy/Activity 3

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

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

Educationally Disadvantage Youth

#### Strategy/Activity

Continue to offer our Nighthawk 2.0 program at Del Norte High School. The goal of Nighthawk 2.0 is to identify students without active "case managers" who would benefit from more support. Each year, we identify students at risk who do not have an IEP and who are not supported in programs like AVID or ELL. Nighthawk 2.0 helps to ensure that every student who needs additional support has an adult

connection/advocate on campus. We have added an additional layer of support by having our administrative team meet with target students to provide another positive intervention. Our student service team continue to address social-emotional concerns in our current Virtual Learning model.

### 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)

0

None Specified

### 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

Del Norte High School will continue to implement the following for our students with disabilities:

1. The Learning Strategies courses will encourage our students to self-advocate for their needs and establish Individualized Education Program (IEP) awareness with their teachers.
2. Twice per month our resource department meets and the entire team brainstorms how to best support their at-risk resource students.
3. Our resource department stays abreast of current pedagogy through professional development opportunities for example: Positive Behavior Interventions and Supports (PBIS) and Trauma Informed Care training.
4. Our site is one of the largest recognized Best Buddies chapters in San Diego County with well over 200 members and growing. Our Best Buddies program is dedicated to ending the social and physical isolation of people with Intellectual Developmental Disabilities (IDD) and it encourages our Nighthawks to create friendships with students with and without IDD.

### 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)

0

None Specified

# 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. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

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

Del Norte has built an Equity/Anti-Racism Taskforce made up of students, staff, teachers, parents, and administrators to develop a plan to combat and educate the Del Norte community on ways to confront racism, microaggressions, and develop culturally sensitive curriculum.

Del Norte will increase the percentage of underserved minority, students of color, students with disabilities along with educationally disadvantage youth in Honors and Advanced Placement classes by 5% in each subgroup.

## Identified Need

Historically underserved minority students and educationally disadvantage youth have not enrolled in Honor or Advanced Placement courses at the same rate as other students. We are encouraging open access to underserved students of color; enrolling in rigorous classes even though these students have the same academic potential, and all bring unique valuable perspectives and, by bringing culturally relevant views, will add to the depth of the course experience for all students.

## Alternative Metrics

Poway Unified School District values the different cultures and ethnicity of our students and staff. We will continue to be committed to anti-racist leadership and creating an environment of inclusivity where each person is treated with respect and dignity.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</b> Increase the percentage of underserved minority and students of color in Honors and Advanced Placement classes by 55%</p>	<p>Historically underserved minority students and educationally disadvantage youth have not enrolled in Honor or Advanced Placement courses at the same rate as other students. We are encouraging open access to underserved students of color; enrolling in rigorous classes even though these students have the same academic potential, and all bring unique valuable perspectives. We will create an Honors/AP fair in the quad to provide information about classes. We believe bringing culturally</p>	<p>We expect by the 2022-2023 CRF an increase of underserved population and "gap" students will request Honors or AP classes at a rate of 5% greater than previous years. .</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>relevant views will add to the depth of the course experience for all students. We will do and analysis of the 2021-2022 CRF data disaggregated by subgroups.</p>	
<p><b>English Learner</b> Provide opportunities to EL students in the AP classes that are focused on performance-based outcomes. Example AP Studio Art or AP Music Theory.</p>	<p>Historically underserved minority students and educationally disadvantage youth have not enrolled in Honor or Advanced Placement courses at the same rate as other students. We are encouraging open access to underserved students of color; enrolling in rigorous classes even though these students have the same academic potential, and all bring unique valuable perspectives. We will create an Honors/AP fair in the quad to provide information about classes. We believe bringing culturally relevant views will add to the depth of the course experience for all students. We will do and analysis of the 2021-2022 CRF data disaggregated by subgroups.</p>	<p>We expect by the 2022-2023 CRF an increase of underserved population and "gap" students will request Honors or AP classes at a rate of 5% greater than previous years. .</p>
<p><b>EDY/Title I</b> During the CRF window, DNHS will create opportunities to discuss Honors and AP courses that are available that will support EDY/Title 1 students gain access to college level curriculum.</p>	<p>Historically underserved minority students and educationally disadvantage youth have not enrolled in Honor or Advanced Placement courses at the same rate as other students. We are encouraging open access to underserved students of color; enrolling in rigorous classes even though these students have the same academic potential, and all bring unique valuable perspectives. We will create an Honors/AP fair in the quad to provide information about classes. We believe bringing culturally relevant views will add to the depth of the course experience for all students. We will do and analysis of the 2021-2022 CRF data disaggregated by subgroups.</p>	<p>We expect by the 2022-2023 CRF an increase of underserved population and "gap" students will request Honors or AP classes at a rate of 5% greater than previous years.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>Student with Disabilities</b> During the CRF window, DNHS and case managers will create opportunities to discuss Honors and AP courses that are available that will support students gain access to college level curriculum based on their academic strengths.</p>	<p>Historically underserved minority students and educationally disadvantage youth have not enrolled in Honor or Advanced Placement courses at the same rate as other students. We are encouraging open access to underserved students of color; enrolling in rigorous classes even though these students have the same academic potential, and all bring unique valuable perspectives. We will create an Honors/AP fair in the quad to provide information about classes. We believe bringing culturally relevant views will add to the depth of the course experience for all students. We will do an analysis of the 2021-2022 CRF data disaggregated by subgroups.</p>	<p>We expect by the 2022-2023 CRF an increase of underserved population and "gap" students will request Honors or AP classes at a rate of 5% greater than previous years.</p>

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)

This year Del Norte High School has developed an Equity/Anti-Racism task force made up of administrators, faculty, staff, and students to address the needs of all students and subgroups. The task force meets regularly to support the continued need to develop strategies, activities, and trainings to present to staff that address developing an inclusive culture and supports anti-racist activity, language, and cultural insensitivity on campus. The task force has reviewed the district policy on hate speech and behavior and developed protocols for students to report behavior to administration, staff, and faculty. The task force has presented at all staff meetings and worked with local law enforcement to develop school connections to promote positive relationships with the community. This Takes Force also addresses subgroups that make up EDY, EL, and student with disabilities. We discuss Ethnic studies, Ethnic Literature, and well as Honors/AP classes. We encourage open access and ease anxiety of taking those classes.

In addition to the site Equity/Anti-Racism task force Del Norte has developed an Equity Team that is working in conjunction with the San Diego County Office of Education to bring about positive change and more inclusivity to our campus. We have designated student panels to support EDY, EL, and students with disabilities.

### Strategy/Activity

The Equity/Anti-Racism Task Force and the Equity team will continue to meet and attend training from the San Diego County Office of Education to develop strategies and best practices to bring back and conduct professional development with all staff and faculty. Ongoing Professional Development with staff and students. We have full day PD with student voice for staff to engage in Equity work. We have also brought in SDCOE speakers regarding Grading for Equity.

The Equity/Anti-Racism Task Force student members will conduct panel discussions with staff and students to bring about awareness and positive change by discussing the problems of systemic racism.

### 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)
0	Educationally Disadvantaged Youth None Specified
0	English Learners None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

We are in year 1 of implementation, we are finally able to have students and staff back on campus, which allows this work to be more comprehensive than a virtual platform.

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

None at this time, as we have been able to accomplish this without extra funding.

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.

Based on the CRF 2021-2022 data, we can compare the 2022-2023 data to adjust our AP/Honors Fair. We may need to do video presentations posted online during our CRF window to help encourage our underserved and gap population to take these classes.

# 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

Increase overall student engagement and social/emotional well-being through Positive Behavior Supports Systems (PBIS), as evidenced by improved attendance and a decrease in student behavior incidents. DNHS will also work with mental health professionals to provide professional development for teacher to better service our students, while looking for trends and triggers. We believe this will increase attendance by 5% of the chronically absent.

## Identified Need

This need was identified by analyzing our attendance data (truancy rate & chronic absenteeism) and discipline data (referrals, suspensions, expulsions) from 2018-19 and 2019-20.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> All Students	We identified students that are enrolled in courses they connect with have a greater attendance rate and less instances of discipline. We examined data from 2021-2022 CRF data disaggregated by subgroups as well as discipline reports.	We expect by the 2022-2023 CRF an increase of underserved population will request Honors or AP classes at a 5% greater rate than previous years. We expect that adding challenging course will increase attendance by 5% and reduce discipline by 5% as well.
<b>English Learner</b> All Students and focus on EL population.	We identified students that are enrolled in courses they connect with have a greater attendance rate and less instances of discipline. We examined data from 2021-2022 CRF data disaggregated by subgroups as well as discipline reports.	We expect by the 2022-2023 CRF an increase of underserved population will request Honors or AP classes at a 5% greater rate than previous years. We expect that adding challenging course will increase attendance by 5% and reduce discipline by 5% as well.
<b>EDY/Title I</b> All Students with a focus on EDY	We identified students that are enrolled in courses they connect with have a greater attendance rate and less instances of	We expect by the 2022-2023 CRF an increase of underserved population will request Honors or AP classes at a 5% greater rate



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	discipline. We examined data from 2021-2022 CRF data disaggregated by subgroups as well as discipline reports.	than previous years. We expect that adding challenging course will increase attendance by 5% and reduce discipline by 5% as well.
<b>Student with Disabilities</b>		

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 with a focus on EDY

### Strategy/Activity

Counselor assigned to counsel students with multiple truanancies. Our student services and on-site social worker will also meet with our students in need. Provide relevant training opportunities for teachers and staff to build culture and relationships through the SDCOE Restorative Practices training and breakout sessions on professional growth days.

### 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)
0	Educationally Disadvantaged Youth None Specified
0	English Learners None Specified

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Student Support Services, Clubs, ASB, Nighthawk Ambassadors, Link Crew, Athletics, and Counseling, Support groups provide activities throughout the year to engage whole school and provide individual support to students

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

Administration will provide training and strategies for supporting students struggling academically and/or with social-emotional challenges. We will engage with our on campus social work and the program Mindful Matter to support student connections.

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

The past physical school closure, as the result of COVID-19, impacted the students with regards to structure. We will continue to provide structure and support to help transition during the pandemic. We will also manage a plan if the pandemic requires adjustments to the learning environment.

# 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 6: (Optional)

Increase overall student social/emotional well-being through addressing mental health concerns as evidenced by improved attendance and a decrease in student behavior incidents.

## Identified Need

Strengthen and maintain system to support mental health of our students.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> All Students	Data from the "I feel Safe in my School" section of the 2018-2019 CHKS illustrates 47% of all students felt safe.	By June 2022, 55% of all students will feel safe and mentally healthy being reflected on "I Feel Safe in my school" section of the CHKS and homeroom surveys.
<b>English Learner</b> All Students focused on EL students.	We currently don't have baseline data but will create a student-survey that will address student safety.	By 2022, we will have a Student Survey regarding safety, social-emotional wellbeing, and mental health support. We will disaggregate the data to establish a baseline.
<b>EDY/Title I</b> All Students focused on EDY students.	At present, no data is available but will work on development of a survey through Mindful Matters and our on campus Social Worker.	We will implement the WASC leadership team recommendations to address social-emotional wellbeing and focus on the implementation of education for students and teachers.
<b>Student with Disabilities</b>		

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 with a focus on EDY

#### Strategy/Activity

1. Continue our school-wide push regarding the importance of the mental health and social-emotional wellbeing.
2. Send informational communication to our parents and students regarding the mental health resources.
3. Provide professional development for teachers and staff focused on critical signs and strategies to help students in need or having mental health crisis.
4. Ensure adequate training and information to students Del Norte High School about mental health.

#### 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)

0

Educationally Disadvantaged Youth  
None Specified

0

English Learners  
None Specified

# 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	\$19,040.00

## 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 (\$)
------------------	-----------------

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	\$15,120.00
English Learners	\$3,920.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$19,040.00

Total of federal, state, and/or local funds for this school: \$19,040.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	15,120.00
English Learners	3,920.00
None Specified	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,395.00
2000-2999: Classified Personnel Salaries	495.00
4000-4999: Books And Supplies	1,150.00
5000-5999: Services And Other Operating Expenditures	1,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	15,120.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	1,275.00
2000-2999: Classified Personnel Salaries	English Learners	495.00
4000-4999: Books And Supplies	English Learners	1,150.00
5000-5999: Services And Other Operating Expenditures	English Learners	1,000.00
None Specified	English Learners	0.00
None Specified	None Specified	0.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,890.00
Goal 2	2,150.00
Goal 3	0.00
Goal 4	0.00
Goal 5	0.00
Goal 6	0.00

# School Site Council Membership

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

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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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



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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceusesinvestment.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/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019