

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	11/07/2022	12/15/2022

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, The *Home Court Advantage*

We don't want students to simply attend this school; we want them to identify with it and to feel a sense of ownership and pride. Just like a family, we want to ensure every student and adult has a seat and a voice 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).

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 14 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 2022-2023 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 well being 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-risk 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) is 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 also created and shared Executive Function activities for students. Del Norte RTI TOSA has also been instrumental in our Equity/Anti-Racism Taskforce to develop and implement positive change to various subgroups including our Youth in Transition.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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. In addition, members from our SPED, ELAC and AVID departments have provided input in our goal setting.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.2%	0.1%	0.12%	5	2	3
African American	1.5%	1.5%	1.51%	37	37	39
Asian	31.44%	33.4%	35.58%	773	829	920
Filipino	6.91%	6.8%	5.99%	170	169	155
Hispanic/Latino	10.41%	10.5%	10.98%	256	261	284
Pacific Islander	0.33%	0.2%	0.15%	8	6	4
White	38.39%	38.2%	36.31%	944	948	939
Multiple/No Response	8.21%	9.2%	9.24%	202	228	239
Total Enrollment				2,459	2,481	2,586

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	629	615	670
Grade 10	687	621	622
Grade 11	582	670	618
Grade 12	561	575	676
Total Enrollment	2,459	2,481	2,586

Conclusions based on this data:

1. Overall, our student enrollment has increased in the last three years from 2,459 to 2,586.

2. The make-up of our student groups has stayed consistent in the last three years.
3. Last year's senior population had demonstrated the largest grade level increase over the last three years from 561 - 676 students.

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%	2.00%
Fluent English Proficient (FEP)	790	849	856	33.6%	34.5%	34.50%
Reclassified Fluent English Proficient (RFEP)	6	35	14	9.8%	46.1%	28.60%

Conclusions based on this data:

1. English Learners (EL) enrollment has decreased from 2018-19 to 2020-2021.
2. The percent of Fluent English Proficient (FEP) learners increased 1% from 2018-19 to 2020-2021.
3. The percent of Reclassified Fluent English Proficient (RFEP) learners demonstrated a significant increase from 2018-19 to 2020-2021.

Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	608			565			564			92.9		
All Grades	608			565			564			92.9		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2684.			54.26			30.14			9.40			6.21		
All Grades	N/A	N/A	N/A	54.26			30.14			9.40			6.21		

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	47.70			46.10			6.21		
All Grades	47.70			46.10			6.21		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	52.22			40.32			7.46		
All Grades	52.22			40.32			7.46		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	32.98			62.41			4.61		
All Grades	32.98			62.41			4.61		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	46.45			49.29			4.26		
All Grades	46.45			49.29			4.26		

Alternative Metrics English Language Arts/Literacy (All Students)

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

	Reading					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students	3	*	*	3	*	*
African-American						
Asian	1	*	*	1	*	*
Caucasian						
Filipino						
Hispanic						
English Learners						
Students with Disabilities	1	*	*	1	*	*
Socioeconomically Disadvantaged						
Foster Youth						
Homeless Youth						

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

Grade 11						
All Students						
African-American						
Asian						
Caucasian						
Filipino						
Hispanic						
Other						
English Learners						
Students with Disabilities						

Socioeconomically Disadvantaged						
Foster Youth						
Homeless Youth						

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

Winter 2022	Reading				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students					
African-American					
Caucasian					
Filipino					
Hispanic					
English Learners					
Students with Disabilities					
Socioeconomically Disadvantaged					
Foster Youth					
Homeless Youth					

Grade 11 – Grade Point Average English Language

	Graduation Course							A-G Course								
	2018-2019		2019-2020		2020-2021		2021-2022		2018-2019		2019-2020		2020-2021		2021-2022	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Del Norte High School			3.023		2.984	- 0.039	3.133				3.094		3.061	- 0.033	3.19	
Am Indian/Alskn Nat					3		2.25						3		2.25	
Asian			3.488		3.302	- 0.187	3.473				3.493		3.335	- 0.159	3.525	
Black/African Am			2.326		2.113	- 0.213	2.797				2.557		2.085	- 0.472	2.797	
Filipino			2.932		2.965	0.033	3.118				3.058		3.234	0.176	3.149	
Hispanic			2.753		2.526	- 0.227	2.725				2.787		2.731	- 0.056	2.875	
Missing			3.024								3.237					
Multiple			2.531		2.858	0.327	3.072				2.815		2.966	0.151	3.089	
Nat Hwiin/Other Pac Islndr			3.813		3.667	- 0.146					3.813		3.667	- 0.146		

	Graduation Course							A-G Course								
	2018-2019		2019-2020		2020-2021		2021-2022		2018-2019		2019-2020		2020-2021		2021-2022	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
Not Reported																
White		2.926		2.848	- 0.078	2.983			2.936		2.895	- 0.041	3.025			
English Learner		2.478		2.202	- 0.276	1.977			2.905		2.284	- 0.621	2			
Students with Disabilities		1.734		1.83	0.095	1.785			2.007		2.22	0.212	2.106			
SocioEconomic Disadvantaged		2.32		2.358	0.038	2.631			2.428		2.473	0.045	2.708			
Foster Youth																
Homeless Youth		0.974				2.477			0.8				2.789			

Datasource – CALPADS and Synergy

Conclusions based on this data:

- A decrease of 1.69% is reflected in the students that met or exceeded the English Language Arts (ELA) portion of the Smarter Balanced Assessment in 2021-2022 compared to 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 for the school years of 2019-2020 and 2020-2021. 2021-2022 results show 84.4% of all students score proficient or above in ELA. 6.21% of our population scored at a Level 1, Standard Not Met. Our focus is to provide support to the 6.21% through various actions that are tangible.
- Our Economically Disadvantaged students decreased by 4.4% in the met or exceeded portion of the ELA Smarter Balanced Assessment in 2021-2022 compared to 2018-2019. (data source: PUSD Report Center)
- Students with Disabilities made a substantial increase of 12.46% that met or exceeded the ELA portion of the Smarter Balance Assessment in 2021-2022 compared to 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	608			557			556			91.6		
All Grades	608			557			556			91.6		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2707.			51.62			24.46			14.39			9.53		
All Grades	N/A	N/A	N/A	51.62			24.46			14.39			9.53		

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	60.79			30.04			9.17		
All Grades	60.79			30.04			9.17		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	44.24			45.86			9.89		
All Grades	44.24			45.86			9.89		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	47.48			45.86			6.65		
All Grades	47.48			45.86			6.65		

**Alternative Metrics Mathematics (All Students)
Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency
Math – Fall, Winter (2021-2022)**

	Math					
	Fall			Winter		
		Met or Exceeded Standards			Met or Exceeded Standards	
	Tested	#	%	Tested	#	%
All Students						
African-American						
Caucasian						
Filipino						
Hispanic						
English Learners						
Students with Disabilities						
Socioeconomically Disadvantaged						
Foster Youth						
Homeless Youth						

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

	Math					
	Fall			Winter		
		Meeting Benchmark			Meeting Benchmark	
	Tested	#	%	Tested	#	%
Grade 11						
All Students						
African-American						
Asian						
Caucasian						
Filipino						
Hispanic						
Other						
English Learners						
Students with Disabilities						
Socioeconomically Disadvantaged						
Foster Youth						
Homeless Youth						

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

Winter 2022	Math				
	Number Tested	Percent Below Standard	Percent Near Standard	Percent At Standard	Percent Exceeded Standard
All Students					
African-American					
Caucasian					
Filipino					
Hispanic					
English Learners					
Students with Disabilities					
Socioeconomically Disadvantaged					
Foster Youth					
Homeless Youth					

Grade 11 – Grade Point Average Mathematics

	Graduation Course							A-G Course								
	2018-2019		2019-2020		2020-2021		2021-2022		2018-2019		2019-2020		2020-2021		2021-2022	
	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff
All Del Norte High School			3.199		3.093	-0.106	3.092				3.194		3.007	-0.187	2.904	
Am Indian/Alskn Nat					3.208		2.831						3		2.444	
Asian			3.603		3.488	-0.116	3.368				3.605		3.423	-0.183	3.207	
Black/African Am			2.352		2.174	-0.177	2.466				2.316		1.854	-0.462	2.394	
Filipino			3.22		3.14	-0.08	3.143				3.185		3.095	-0.089	2.897	
Hispanic			2.833		2.624	-0.209	2.771				2.782		2.473	-0.309	2.618	
Missing			3.518								3.567					
Multiple			3.015		2.889	-0.125	3.075				2.998		2.77	-0.228	2.83	
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	2.947				2.977		2.76	-0.218	2.715	
Mathish Learner			1.685		1.868	0.184	1.839				1.361		1.812	0.451	1.571	

	Graduation Course							A-G Course								
	2018-2019		2019-2020		2020-2021		2021-2022		2018-2019		2019-2020		2020-2021		2021-2022	
	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Avg GPA	Diff	Avg GPA	Diff	Avg GPA	Diff		
Students with Disabilities		2.255		2.179	- 0.076	2.04			2.156		2.105	- 0.051	1.795			
SocioEconomic Disadvantaged		2.568		2.402	- 0.165	2.681			2.496		2.243	- 0.253	2.542			
Foster Youth																
Homeless Youth		1.086				2.597			0.852				2.82			

Conclusions based on this data:

1. A decrease of 6.06% is reflected in the students that met or exceeded the Math portion of the Smarter Balanced Assessment in 2021-2022 compared to 2018-2019. (data source: PUSD Report Center)
2. Economically Disadvantaged students made a decrease of 4.28% that met or exceeded the Math portion of the Smarter Balanced Assessment in 2021-2022 compared to 2018 -2019. (data source: PUSD Report Center)
3. Students with Disabilities made a significant increase of 14.38% that met or exceeded the Math portion of the Smarter Balanced Assessment in 2021-2022 compared 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1618.5	1593.8	1592.9	1649.9	1610.8	1593.4	1586.6	1576.4	1591.9	21	14	14
10	*	*	*	*	*	*	*	*	*	5	6	10
11	*	1559.8	*	*	1559.0	*	*	1560.0	*	8	12	8
12	1546.4	*	*	1555.7	*	*	1537.0	*	*	12	8	9
All Grades										46	40	41

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	57.14	46.15	35.71	28.57	38.46	50.00	9.52	7.69	7.14	4.76	7.69	7.14	21	13	14
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	41.67	*	*	25.00	*	*	0.00	*	*	33.33	*	*	12	*
12	41.67	*	*	8.33	*	*	33.33	*	*	16.67	*	*	12	*	*
All Grades	45.65	33.33	32.50	26.09	46.15	32.50	17.39	2.56	17.50	10.87	17.95	17.50	46	39	40

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	76.19	76.92	42.86	19.05	7.69	50.00	0.00	7.69	0.00	4.76	7.69	7.14	21	13	14
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	50.00	*	*	16.67	*	*	0.00	*	*	33.33	*	*	12	*
12	50.00	*	*	33.33	*	*	8.33	*	*	8.33	*	*	12	*	*
All Grades	56.52	64.10	45.00	28.26	15.38	37.50	6.52	5.13	2.50	8.70	15.38	15.00	46	39	40

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	33.33	7.69	21.43	28.57	46.15	50.00	28.57	30.77	21.43	9.52	15.38	7.14	21	13	14
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	8.33	*	*	33.33	*	*	16.67	*	*	41.67	*	*	12	*
12	8.33	*	*	16.67	*	*	58.33	*	*	16.67	*	*	12	*	*
All Grades	23.91	7.69	17.50	17.39	35.90	32.50	43.48	33.33	25.00	15.22	23.08	25.00	46	39	40

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	33.33	15.38	21.43	61.90	69.23	71.43	4.76	15.38	7.14	21	13	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
12	8.33	*	*	66.67	*	*	25.00	*	*	12	*	*
All Grades	19.57	5.13	12.50	65.22	74.36	70.00	15.22	20.51	17.50	46	39	40

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	90.48	92.31	85.71	4.76	0.00	7.14	4.76	7.69	7.14	21	13	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	66.67	*	*	0.00	*	*	33.33	*	*	12	*
12	75.00	*	*	16.67	*	*	8.33	*	*	12	*	*
All Grades	82.61	79.49	75.00	8.70	5.13	7.50	8.70	15.38	17.50	46	39	40

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	42.86	23.08	21.43	42.86	53.85	64.29	14.29	23.08	14.29	21	13	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	25.00	*	*	25.00	*	*	50.00	*	*	12	*
12	0.00	*	*	66.67	*	*	33.33	*	*	12	*	*
All Grades	26.09	20.51	25.00	52.17	46.15	45.00	21.74	33.33	30.00	46	39	40

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	23.81	15.38	21.43	66.67	76.92	71.43	9.52	7.69	7.14	21	13	14
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	8.33	*	*	58.33	*	*	33.33	*	*	12	*
12	8.33	*	*	75.00	*	*	16.67	*	*	12	*	*
All Grades	15.22	7.69	15.00	71.74	74.36	70.00	13.04	17.95	15.00	46	39	40

2019-20 Data:

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

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

Alternative Metrics EL Students

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 Oral Language Domain with a 78.17% for all grades scoring at Level 3 or 4, a 4.84% increase from 2020-2021.
2. Our EL students scored the lowest in the Written Language Domain at a 52.05 for all grades scoring at a Level 3 or 4, a substantial increase of 12.05% from 2020-2021.
3. The total number of EL students that participated in the ELPAC per grade level was uneven in 2021 - 2022 with 14 freshmen, 0 sophomores, 8 juniors and 9 seniors.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	*19-20	20-21	21-22	*19-20	20-21	21-22	*19-20	20-21	21-22
African American	37	38	39	1	4	10	2.7	10.53	25.64
American Indian or Alaskan	3	2	3		0	*		0	*
Asian	793	827	925	12	3	63	1.51	0.36	6.81
Filipino	169	166	155	2	2	7	1.18	1.2	4.52
Hispanic or Latino	271	276	295	15	10	51	5.54	3.62	17.29
Did not Report		3	2		0	*		0	*
Pacific Islander	8	5	4		0	*		0	*
Two or More Races	224	243	248	11	8	31	4.91	3.29	12.5
White	966	942	950	65	11	147	6.73	1.17	15.47
Male									
Female									
English Learners	41	43	48	3	0	8	7.32	0	16.67
Students with Disabilities		228			19			8.33	
Socioeconomically		237	300		15	79		6.33	26.33
Total	2487	2502	2621	108	38	310	4.34	1.52	11.83

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

Conclusions based on this data:

1. Chronic absenteeism rates have significantly increased by 10.31% over the last two school years.
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.
In 2021 -2022 the student subgroups with the highest chronic absenteeism were: American Indian/Alaskan Native, Students with Disabilities, Socioeconomically Disadvantaged Students, African American Students at 33.33%, 27.07%, 26.33% and 25.67% respectively.
3. Our Filipino subgroup for chronic absenteeism has remained relatively low and consistent under 5% since 2016.

Student Performance Data

Suspension Data

	*2019-20	2020-21	2021-22
Suspensions Rate	1.33	0.16	0.84

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

Conclusions based on this data:

1. Suspension rate decreased from 1.33% in 2019-2020 to 0.84% in 2021-2022, a 0.49% decrease. (data source: PUSD Report Center)
2. In 2021-2022 the student subgroups with the highest suspension rates were: Black students and English Learners at 2.56% and 2.08% respectively, a substantial decrease from 2020-2021. (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

	*2019-20	2020-21	2021-22
Graduation Rate	97.9	97.1	97

* Preliminary Data

Conclusions based on this data:

1. The graduation rate has increased in 2021-2022 at 97%, a 0.5% increase. (data source: PUSD Report Center)
2. Students who identify as Two or More Races, White, and Asian have the highest graduation rate at an average of 99%, 97%, and 96.9% respectively. (data source: PUSD Report Center)
3. Students with Disabilities demonstrated a slight decrease in the graduation rate from 82.4% in 2020-2021 to 77.9% in 2021-2022. (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 2023, 81.08% 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 2022 Smarter Balanced Assessment scores.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores for all students.	Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores illustrates 76.08% of all students at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 81.08% of juniors who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment scores.
English Learner Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores for students identified as English Learners.	Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores illustrates 28.57% of English Learners at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 31.6% of junior EL students who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment Scores.
EDY/Title I Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores for students identified as Educationally Disadvantaged Youth (EDY).	Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores illustrates 60.87% of EDY/Title 1 students at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 65.9% of EDY/Title 1 students who are tested will achieve or exceed the standard on the Math portion of the Smarter Balanced Assessment scores.
Student with Disabilities Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores for Students with Disabilities.	Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores illustrates 34.38% of Students with Disabilities at "Standard Met" or	By June 2023, 39.3% of Students with Disabilities who are tested will achieve or exceed the standard on the Math portion of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Standard Exceeded." (data source: PUSD Report Center)	the Smarter Balanced Assessment scores.
Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores for students identified as Hispanic or Latino.	Data from the Math portion of the Spring 2022 Smarter Balanced Assessment scores illustrates 60.32% of Hispanic or Latino students at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 65.3% 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. In addition to Nighthawk Tutoring, Teachers' Office Hours are now built into the daily schedule on Mondays, Tuesdays and Thursdays for 25 minutes, in between 4th and 5th periods.

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
19744.21	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)

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 all three trimesters. Student grouping will be flexible and data monitored on an on-going basis. DNHS will work to provide peer tutors to push into Math 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)
1300.46	English Learners 1000-1999: Certificated Personnel Salaries
1895	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 ensure 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)

0

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The utilization of on campus tutoring opportunities with credentialed Math teachers focused on skill building and foundations of algebraic and geometric content, will increase the test scores. We will advertise this support through Blackboard Connect ed messages to families, Morning announcements, posters hung in classrooms and around campus.

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

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

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 2023, 89% 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 2022 Smarter Balanced Assessment scores.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores for all students.	Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores illustrates 84.4% of all students at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 89.4% of juniors who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.
English Learner Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores for students identified as English Learners.	Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores shows 14.29% of English Learners at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 19.29% of junior EL students who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.
EDY/Title I Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores for students identified as EDY students.	Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores demonstrates 71.74% of EDY students at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 76.7% of EDY students who are tested will achieve or exceed the standard on the ELA portion of the Smarter Balanced Assessment scores.
Student with Disabilities Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores for Students with Disabilities.	Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores displays 52.94% of Students with Disabilities at "Standard Met" or	By June 2023, 57.9% of Students with Disabilities 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
	Standard Exceeded." (data source: PUSD Report Center)	
Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores for students identified as Hispanic or Latino.	Data from the ELA portion of the Spring 2022 Smarter Balanced Assessment scores demonstrates 68.25% of Hispanic or Latinos students at "Standard Met" or Standard Exceeded." (data source: PUSD Report Center)	By June 2023, 73.3% 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. In addition, teachers' office hours are built into the daily schedule. Office Hours are offered every Monday, Tuesday and Thursday for 25 minutes in between 4th and 5th period.

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 to students and families.
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.
6. Increase the percentage of students completing the Smarter Balanced Assessment.

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
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.

A cohort of 6 teachers from our school will participate in a district wide professional development designed to support English Learners with integrated ELD strategies and methodologies.

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)
463	English Learners 2000-2999: Classified Personnel Salaries
2563	English Learners 4000-4999: Books And Supplies
2413	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)

0

Source(s)

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The utilization of on campus tutoring opportunities with credentialed English teachers focused on skill building and foundations of high school level reading and writing. We will advertise this support through Blackboard Connect Ed messages to families, Morning announcements, posters hung in classrooms, Student News channel and around campus.

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

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

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 2023, 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
School Wide 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.
English Learner 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.
EDY/Title I 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.
Student with Disabilities 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 Honest 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. 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)

0

Source(s)

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 sent a survey out to the entire student body including EL students discussing 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)

0

Source(s)

None Specified
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 Disadvantaged 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 continues 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)

0

Source(s)

None Specified
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)

0

Source(s)

None Specified
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 Task Force 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 a culturally sensitive curriculum.

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

Del Norte will create a safe and inclusive school environment where students feel a sense of belonging and develop trustworthy relationships with DNHS staff and teachers.

Identified Need

Historically underserved minority students and educationally disadvantaged 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>School Wide Increase the percentage of underserved minority and students of color in Honors and Advanced Placement classes by 5%</p>	<p>Historically underserved minority students and educationally disadvantaged 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</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>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>English Learner 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 disadvantaged 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>
<p>EDY/Title I 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 disadvantaged 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>
<p>Student with Disabilities During the CRF window, DNHS and case managers will create</p>	<p>Historically underserved minority students and educationally disadvantaged youth have not</p>	<p>We expect by the 2022-2023 CRF an increase of underserved population and "gap" students will</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.	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.	request Honors or AP classes at a rate of 5% greater than previous years. .

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)

Last year Del Norte High School had 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 continues to meet 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 sub groups that make up EDY, EL, and students 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 a full day of 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: 2021-22

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

ANALYSIS

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

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 teachers 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 2021-2022.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 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 our underserved population will request Honors or AP classes at a 5% greater rate than previous years. We expect that adding challenging courses will increase attendance by 5% and reduce discipline by 5% as well.
English Learner 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 our underserved population will request Honors or AP classes at a 5% greater rate than previous years. We expect that adding challenging courses will increase attendance by 5% and reduce discipline by 5% as well.
EDY/Title I 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 discipline. We examined data from 2021-2022 CRF data	We expect by the 2022-2023 CRF an increase of our underserved population will request Honors or AP classes at a 5% greater rate than previous years. We expect that adding challenging courses

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	disaggregated by subgroups as well as discipline reports.	will increase attendance by 5% and reduce discipline by 5% as well.
Student with Disabilities		

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 truancies. 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 break out 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: 2021-22

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

ANALYSIS

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

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 Mending Matters 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 a system to support the mental health of our students.

Alternative Metrics

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide 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 2023, 55% of all students will feel safe and mentally healthy being reflected on the "I Feel Safe in my school" section of the CHKS and homeroom surveys.
English Learner 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 2023, we will have a Student Survey regarding safety, social-emotional well being, and mental health support. We will disaggregate the data to establish a baseline.
EDY/Title I All Students focused on EDY students.	At present, no data is available but will work on development of a survey through Mending Matters and our on campus Social Worker.	We will implement the WASC leadership team recommendations to address social-emotional well being and focus on the implementation of education for students and teachers.
Student with Disabilities		

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 well being.
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 crises.
4. Ensure adequate training and information to students at 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)

0

Source(s)

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	\$28,378.67

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$19,744.21
English Learners	\$8,634.46
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$28,378.67

Total of federal, state, and/or local funds for this school: \$28,378.67

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	19,744.21
English Learners	8,634.46
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,044.67
2000-2999: Classified Personnel Salaries	2,358.00
4000-4999: Books And Supplies	2,563.00
5000-5999: Services And Other Operating Expenditures	2,413.00
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	19,744.21.00
None Specified	Educationally Disadvantaged Youth	0.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	1,300.46
2000-2999: Classified Personnel Salaries	English Learners	2,358.00
4000-4999: Books And Supplies	English Learners	2,563.00
5000-5999: Services And Other Operating Expenditures	English Learners	2,413.00
None Specified	English Learners	0.00
None Specified	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,939.67
Goal 2	5,439.00
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.

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.

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.

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

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/>

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