



# 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
Delta High School	42-69310-4231452	March 8, 2023	

## Purpose and Description

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

Schoolwide Program

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

Delta High School staff brought together students, parents, staff, and community members to support the LCAP goals and support Delta's mission and vision statements.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	6
Educational Partner Involvement .....	13
Resource Inequities .....	13
School and Student Performance Data .....	14
Student Enrollment.....	14
CAASPP Results.....	16
ELPAC Results .....	20
Student Population.....	22
Overall Performance .....	24
Academic Performance .....	26
Academic Engagement .....	32
Conditions & Climate.....	35
Goals, Strategies, & Proposed Expenditures.....	37
Goal 1.....	37
Goal 2.....	42
Goal 3.....	47
Goal 4.....	51
Goal 5.....	58
Budget Summary .....	62
Budget Summary .....	62
Other Federal, State, and Local Funds .....	62
Budgeted Funds and Expenditures in this Plan .....	63
Funds Budgeted to the School by Funding Source.....	63
Expenditures by Funding Source .....	63
Expenditures by Budget Reference .....	63
Expenditures by Budget Reference and Funding Source .....	63
Expenditures by Goal.....	63
School Site Council Membership .....	64
Recommendations and Assurances .....	65

Instructions.....66

    Instructions: Linked Table of Contents.....66

    Purpose and Description.....67

    Educational Partner Involvement .....67

    Resource Inequities .....67

Goals, Strategies, Expenditures, & Annual Review .....68

    Annual Review .....69

    Budget Summary .....70

    Appendix A: Plan Requirements .....72

    Appendix B:.....75

    Appendix C: Select State and Federal Programs .....77

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Delta High School completes surveys of parents, teachers, and students every year. Based on our data, a school-wide focus on student engagement was undertaken. Parents, students, and teachers were provided access to online surveys including the Panorama survey, as well as internal surveys. The parent surveys were provided in both English and Spanish and the results were discussed and analyzed as a staff during Professional Learning Committees (PLCs).

### Parent Survey

Overall responses from parents indicated that they are very pleased with our school. In nearly every category, parents reported that Delta does a well at producing a school climate where students are encouraged to do their best and that the campus is safe and a good place to learn. Parent comments indicated they are pleased each student is acknowledged by the staff for their abilities. The parents also stated their students feel a strong sense of belonging and that the school supports positive family interaction. Providing scaffolded learning and removing barriers to learning were particularly noted.

At the request of parents and students, Delta continues its athletic program and extracurricular options. These include school-wide “Dragon Battles,” leadership activities, VEX robotics, intramural and intermural athletics (e.g., basketball, volleyball, soccer, and flag football, ultimate frisbee, softball, and more). All of these have been a great success this year as the students appreciate being engaged and in-person. Parents feel their students are participating in activities at Delta leadership

Parents continue to express that attendance issues are some of the biggest problems our students face. Delta utilizes the RaaWee Truancy & Dropout Prevention System and work closely with the School Attendance Review Board (SARB) to deal with habitual truancy. Our Outreach Consultant and Administration work tirelessly to connect with families and improve attendance. Parents find the school environment to be peaceful and supportive, and our students tend to be very accepting and respectful of each other. The staff is also accepting and gracious to all students at Delta. According to parents, the students respond well to the environment that has been created.

Although parents state that Delta offers a variety of opportunities for them to be involved, the majority of parents also reported that they are not taking advantage of these opportunities.

### Student Survey

Student surveys indicated that students are highly pleased with their school. Students reported they feel safe and welcomed at school. They feel the school is fair and if they work hard they can earn good grades. Students indicated they know what they need to do to graduate from high school and be eligible for college. The students indicated they feel the teachers at Delta care about them and want them to understand the material covered in class. Students reported teachers at Delta have high expectations for students and encourage all students to learn.

### Staff Survey

Staff surveys indicated that the staff feels Delta is a safe campus that is helping all students learn. There is a high degree of collaboration and opportunities for staff leadership.

Our staff regularly discusses the goals of our school and necessary interventions for DHS students. Conversations about specific strategies for student support in the areas of social-emotional learning, academic achievement, and productive habits occur on a weekly and ongoing basis. The staff continues to collaboratively address English Learning strategies in all content areas.

Teachers report strong and ongoing use of technology-based lessons in the classroom. The Student Services and our IT Departments have worked to ensure that all classrooms are equipped with necessary and relevant technological tools. Teachers report that the Tech TOSA (Teacher on Special Assignment) has been instrumental in keeping our teachers running smoothly.

Teachers reported that student engagement in all courses has improved since implementing targeted strategies for effective engagement through PLC.

## **Classroom Observations**

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

Delta staff has been open to receiving both formal and informal observations, input and support from administrators. Visitations are made regularly to offer assistance or to cover classes to support teachers to work on writing lesson plans and course journals or working to implement new instructional strategies. In addition, the certificated staff has committed itself to observing and reflecting on the curriculum and instruction used by each other. Teachers are given opportunities to observe other classes and reflect on the successful approaches observed during those visits. The information collected by the teachers is shared during Friday PLCs, and the most effective strategies are modeled and shared with the entire staff. Formal observations are conducted by the administration as required.

## **Analysis of Current Instructional Program**

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

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

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

## Standards, Assessment, and Accountability

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

\*CAASPP, ELPAC, prior CST and other test results, in addition to student scores from site monitored Renaissance Learning (REN) and READ 180 assessments, are used in conjunction with other district assessments and data to properly place students in appropriate coursework. Students scoring below proficiency receive academic counseling and intervention by highly qualified staff members.

\*Supplemental materials are modified by teachers to work in conjunction with the district mandated Curriculum Guides and standardized textbooks.

Academic core teachers collaborate with other schools in the district to create district adopted Curriculum Guides and adapted course journals to meet the unique setting of the district's alternative programs.

\*School City, an assessment management tool, and STAR Renaissance, an online progress monitoring assessment tool, have been utilized by both administration and core and intervention teachers, and the resulting data is analyzed by curriculum teams. Results continue to be used to guide changes and modifications seen as necessary for improving student achievement at all levels.

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

\*Delta continues to use the REN Reading and Math Progress Monitoring system to test every incoming student. All students are tested on REN at least three times a year, with intervention and remediation students monitored multiple times each term. This on-site testing has been a valuable resource for identifying and monitoring our students. The data is timely, efficient, and accurate which allows us to quickly identify student needs and individualize each student's academic plan.

\*Delta continues to use the READ 180 program for English Learners who have not met the exit criteria. Delta will implement an interdisciplinary common formative assessment and performance tasks that will assess students' progress on academic school goals: reading, writing, and analytical thinking. All core teachers will be creating and using pre and post assessments to further assess how students are learning.

\*In addition to classroom quizzes and exams, Delta is committed to bringing project-based and hands-on assessments to our students. These assessments are shared with staff during PLC and normed to Common Core State Standards. Often, a student can fulfill multiple subject matter standards in one completed project making the assessments more meaningful, relevant, and engaging.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

\*100% of Delta certificated teachers meet the requirements for highly qualified staff in all core classes including Fine Arts.



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

\*The Santa Maria Joint Union High School District Board Policy 4112.24 addresses the Teacher Qualifications under the No Child Left Behind Act (NCLB). The Board Policy addresses the NCLB requirements for all teachers, particularly those supported by Title I, to be highly qualified. The policy also describes the requirement for teachers that are not highly qualified to develop a plan with the Assistant Superintendent of Human Resources for attaining full qualifications.

\*Title I and Title II funds have been set aside in the District's Local Education Agency Plan to assist teachers to become Highly Qualified.

\*All DHS certificated staff hold a current and approved single-subject credential in their core teaching area and are CLAD or BCLAD certified.

\*Also, all core teachers have attended SBE training in their subject matter.

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

\*All teachers have the opportunity to attend district trainings and collaboration meetings applicable to their subject area and district goals for student improvement.

\*All core teachers continue to participate in collaboration to address Common Core State Standards.

\*Delta representatives attended The California Continuation Education Association (CCEA) and Computer Using Educators (CUE) conferences. These representative now serve on the District's PLC committees.

\*All teachers are given the opportunity to participate in training, conferences, and workshops that directly relate to student achievement and improvement. Teachers disseminate learned information with staff during collaboration meetings.

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

\*DHS has one 0.2 TOSA (Teacher on Special Assignment) on-site. During their TOSA period, he provides technological support and assistance.

\*The READ 180 teacher works closely with the SMJUHSD Director of Multilingual and Migrant Education Programs and the entire staff is supported by SBCOE experts.

\*Reading Plus advocate continues to provide ongoing support for the program.

\*Delta's Leadership Team provides on-site instructional trainings for all staff and provides in-class support.

\*New teachers participate in the Teacher Induction Program (TIP).

\*Ongoing Restorative Approaches training continues for entire staff.



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

\*The District provides opportunities for DHS teachers to meet with other colleagues in their subject area.

\*As DHS does not have "departments," Friday staff meetings allow time for teachers to collaborate school-wide in Professional Learning Communities. Teachers have opportunities to review, discuss, and plan instruction according to their specific subject and needs, as well as cross-curricular collaboration.

## Teaching and Learning

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

\*Being a small school, Delta teachers work collaboratively on curriculum and instruction to maximize the amount of access students have to the skills and concepts they need across the board. In addition to working with department partners, all departments work together to ensure their programs are meeting not only their own Common Core content, but are providing opportunities to include cross-departmental standards for a more holistic approach. Academic core teachers collaborate with other schools in the district to create mandated Curriculum Guides and adapted course journals to meet the educational framework unique to the alternative programs in the district.

\*Aeries and Renaissance Learning have been utilized by intervention teachers and the resulting data is analyzed by curriculum teams. Results continue to be used to guide changes and modifications seen as necessary for improving student achievement at all levels.

\*Delta teachers have researched and implemented shared instructional strategies aimed at improving student achievement in academic language, comprehension, and critical thinking. Individual implementation of these strategies are shared during PLC and their effectiveness is evaluated so the strategies can be modified or adapted as needed.

\*The online Edgenuity courses and modules that align to the state and district standards have been adapted to enhance DHS core classes.

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

Delta High School exceeds the recommended instructional minutes guidelines for a continuation high school by offering double sessions and the ability to provide Credit Recovery courses during lunch, before and after school. Double sessions have been established as a way to extend the academic school day and provide added accessibility of these courses to all students.

All students are scheduled into an English or mathematics course each term until they have completed the graduation requirement, and students who require remediation or intervention are placed into READ 180, Reading Plus, or remediation courses until they reach the growth targets.

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

\*Delta has a student-driven schedule that allows for flexibility and movement of students and courses to address intervention needs as they arise. Students can be moved in and out of Intervention as soon as the data indicates a need. Courses can be modified within, added to, or eliminated from the master schedule each term (four times a year) to meet student needs efficiently and effectively.

\*Delta High School's schedule accommodates needed intervention by providing remediation courses, reading improvement classes, EL courses, and Edgenuity sections for students requiring skill intervention and credit recovery.

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

\*Academic teachers in core classes use district adopted, standards-aligned textbooks and auxiliary materials. Supplemental materials are modified by teachers to work in conjunction with the district mandated Curriculum Guides and standardized textbooks.

\*READ 180 Program has been adopted for the English Learners. Reading Plus is offered for reading remediation.

\*Two English teachers have been trained to teach an Expository Reading and Writing course and they are provided all the material for the course.

\*Teachers continue to receive training on how to use and incorporate online materials in the classroom and we're ready to pilot Edgenuity courses if allowed by the district.

\*All teachers have created classroom websites that host a myriad of individualized assistance to students in those classes.

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

Information is the same as noted in number 11.

## Opportunity and Equal Educational Access

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

\*As a continuation high school all students admitted are under-performing in at least one subject area or more, all courses are designed using strategies aimed at improving student learning. Delta also offers a variety of classes that meet different learning modalities to ensure all students have a path to success.

\*On-Track Credit Recovery (OTCR), in addition to other credit recovery options, is offered to all students who have previously failed courses.

\*An on-site Special Education teacher works with all teachers to ensure the implementation of IEP accommodations.

\*The Principal ensures that our Counselor works with all teachers to ensure the implementations of 504s.

\*The Outreach Consultant helps the Counselor schedule SSTs.

\*Students have access to one-on-one teacher time in all academic subject areas.

\*All DHS students are assigned a teacher/advisor who act as a mentor and Academic Coach.

\*The Counselor, in addition to the Crisis Intervention Consultant, Career Center Technician, Intervention Lab Specialist, TOSAs, and Outreach Consultant help Advisors support their students in all aspects of their academic and personal life.

\*Each term, advisors, Dean, intervention teams, and the counselor review student progress and monitor achievement to ensure student's academic needs are being met and that the student is meeting their academic potential.

\*Tutorial services are available every day during lunch and twice a week after school.

\*Delta continues its E3 (Expect, Encourage, Empower) Program for our Tier 3 students under a Multi-Tiered Systems of Supports (MTSS) model. Students in E3 receive daily personal and academic support.

Evidence-based educational practices to raise student achievement

\*READ 180 Program is available for the English Learners who need reading remediation.

\*Reading Plus is available for all students needing reading remediation.

\*Intervention courses are offered for English Language Arts and math through direct instruction courses.

\*Delta teachers continue to incorporate researched-based instructional strategies in their lessons. In addition, the school is focusing on engagement strategies and student centered instruction.

## Parental Engagement

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

\*DHS implements Student Success Team (SST), 504, and IEP meetings to assist students in need of academic and personal intervention.

\*DHS partners with Fighting Back Santa Maria Valley. Five days a week a representative is on-site to meet with foster and homeless students and deal with conflict resolution.

\*DHS has three licensed Mental Health Therapists from Casa Pacifica who work with students and families from our school.

\*DHS also partners with One Community Action in having a Por Vida representative on campus to work with students in a culturally responsive program.

\*Allan Hancock College provides several Cal-SOAP tutors who come during the week to help students. Also, a college counselor assist students in applying for financial aid and completing enrollment application once a week.

\*The Abel Maldonado Center provides students and families additional support through access to mentoring programs, academic tutoring, truancy personnel, mental health services, and additional research-based prevention and intervention programs.

\*DHS students have access to the Community Health Center (CHC) located at Santa Maria High School's campus.

\*The Probation Department partners with the school to work with students who have been, or are currently on, probation or are receiving probation services.

\*The Santa Barbara County Sheriff's Office provides a SRO Deputy to assist Delta as needed.

\*Partnerships are created with other outside agencies such as Transitional Youth Services, Big Brothers and Big Sisters of America, and more.

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

\*Parents, community members, teachers, support staff, and students provide input at the the English Language Advisory Committee (ELAC), and/or at the School Site Council (SSC) meetings.

## Funding

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

\*DHS offers intervention courses for English Language Arts and mathematics.

\*DHS is a part of the District adoption of the READ 180 Program for English Learners.

\*Edgenuity Lab is available for intervention and credit recovery courses. The Intervention Lab Technician provides the necessary services to run the Edgenuity Lab.

## Fiscal support (EPC)

\*Delta High School receives funding from Title I. Funds are used for salaries, technology upgrades, conferences, intervention materials and supplies, and support for the School Site Council, the English Language Advisory Committee, and the Parent/Teacher/Student Committee.

\*After School Tutoring and On-Track Credit Recovery salaries are also supported through Title I funds.

\*The School Site Council approves the expenditures each school year to best meet the needs of students.

\*The Local Control Funding Formula (LCFF) from the District provides Delta High School with additional funding where applicable.

## **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**

Delta staff provided input on the SPSA during various Staff Meetings and student input was garnered through student advisory committees. Following the input of these bodies, Delta's School Site Council met several times to garner input, review, update, and finally approve the SPSA.

## **Resource Inequities**

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

None identified.

# School and Student Performance 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	0.53%	1.1%	1.05%	2	4	4
African American	0.79%	1.1%	0.26%	3	4	1
Asian	0.53%	0.3%	%	2	1	
Filipino	1.06%	0.3%	0.26%	4	1	1
Hispanic/Latino	88.89%	87.9%	89.47%	336	327	340
Pacific Islander	0%	%	%	0		
White	6.35%	7.5%	8.68%	24	28	33
Multiple/No Response	1.06%	0.5%	%	4	2	
Total Enrollment				378	372	380

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 11	128	80	109
Grade 12	250	292	271
Total Enrollment	378	372	380

### Conclusions based on this data:

1. Enrollment is high for continuation high school
2. Students are overwhelmingly Latino
3. The majority of our enrollment are seniors

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	101	112	86	26.7%	30.10%	22.6%
Fluent English Proficient (FEP)	163	147	168	43.1%	39.50%	44.2%
Reclassified Fluent English Proficient (RFEP)	6	2		5.7%	1.8%	

### Conclusions based on this data:

1. EL student percentages are higher than district average
2. FEP students are relatively steady
3. Our RFEP percentage is decreasing



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	242	158	211	227	0	168	226	0	168	93.8	0.0	79.6
All Grades	242	158	211	227	0	168	226	0	168	93.8	0.0	79.6

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

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 Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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
Grade 11	2446.		2458.	0.44		4.17	5.75		5.95	20.35		19.64	73.45		70.24
All Grades	N/A	N/A	N/A	0.44		4.17	5.75		5.95	20.35		19.64	73.45		70.24

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 Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.88		5.95	28.76		45.24	70.35		48.81
All Grades	0.88		5.95	28.76		45.24	70.35		48.81

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 Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.89		2.99	16.44		24.55	82.67		72.46
All Grades	0.89		2.99	16.44		24.55	82.67		72.46

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 Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	4.87		1.79	52.65		66.67	42.48		31.55
<b>All Grades</b>	4.87		1.79	52.65		66.67	42.48		31.55

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	1.33		2.38	30.53		63.10	68.14		34.52
<b>All Grades</b>	1.33		2.38	30.53		63.10	68.14		34.52

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.

**Conclusions based on this data:**

1. Students come to Delta as Juniors and Seniors struggling with reading literacy and competency. The highest % of students not taking the test are in the Independent Study program. This is an area that needs to be addressed.
2. Producing clear and purposeful writing is the weakest areas for almost all students.
3. There is a significant number of students who are "At or Near Standard" in each category, and with targeted instruction and the right motivation, have a high probability of exceeding the standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	244	158	211	227	0	165	227	0	165	93	0.0	78.2
All Grades	244	158	211	227	0	165	227	0	165	93	0.0	78.2

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

### 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 Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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
Grade 11	2426.		2418.	0.00		0.00	0.00		0.61	4.41		5.45	95.59		93.94
All Grades	N/A	N/A	N/A	0.00		0.00	0.00		0.61	4.41		5.45	95.59		93.94

### 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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		0.00	2.20		11.52	97.80		88.48
All Grades	0.00		0.00	2.20		11.52	97.80		88.48

### 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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	0.00		0.61	13.66		44.85	86.34		54.55
All Grades	0.00		0.61	13.66		44.85	86.34		54.55

### 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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	0.44		0.00	27.75		53.94	71.81		46.06
<b>All Grades</b>	0.44		0.00	27.75		53.94	71.81		46.06

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.

**Conclusions based on this data:**

1. Delta students struggle with even the most basic math concepts when entering our program. The highest % of students not taking the test are in the Independent Study program. This is an area that needs to be addressed.
2. Approximately 83% of students are below standard with mathematical problem solving and communicating reasoning.
3. 94% of students are below standard in overall achievement.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Grade 11		1551.3		1545.6		1556.6		21
Grade 12		1560.4		1561.7		1558.6		67
All Grades								88

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
11		5.26		31.58		63.16		0.00		19
12		16.67		38.33		36.67		8.33		60
All Grades		13.92		36.71		43.04		6.33		79

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
11		21.05		57.89		21.05		0.00		19
12		35.00		48.33		15.00		1.67		60
All Grades		31.65		50.63		16.46		1.27		79

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	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
11		5.26		5.26		47.37		42.11		19
12		1.67		16.67		50.00		31.67		60
All Grades		2.53		13.92		49.37		34.18		79

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
11		0.00		84.21		15.79		19
12		1.69		71.19		27.12		59
All Grades		1.28		74.36		24.36		78

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
11		78.95		15.79		5.26		19
12		88.14		10.17		1.69		59
All Grades		85.90		11.54		2.56		78

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
11		10.53		36.84		52.63		19
12		11.67		48.33		40.00		60
All Grades		11.39		45.57		43.04		79

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
11		10.53		78.95		10.53		19
12		11.67		73.33		15.00		60
All Grades		11.39		74.68		13.92		79

**Conclusions based on this data:**

1. Speaking domain is the strongest domain tested
2. About half of the students test at oral language level 3
3. Oral language results are higher than written language

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
380	85.5	22.6	1.6
Total Number of Students enrolled in Delta High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	86	22.6
Foster Youth	6	1.6
Homeless	99	26.1
Socioeconomically Disadvantaged	325	85.5
Students with Disabilities	19	5.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	4	1.1
Asian		
Filipino	1	0.3
Hispanic	340	89.5
Two or More Races		
Pacific Islander		
White	33	8.7



**Conclusions based on this data:**

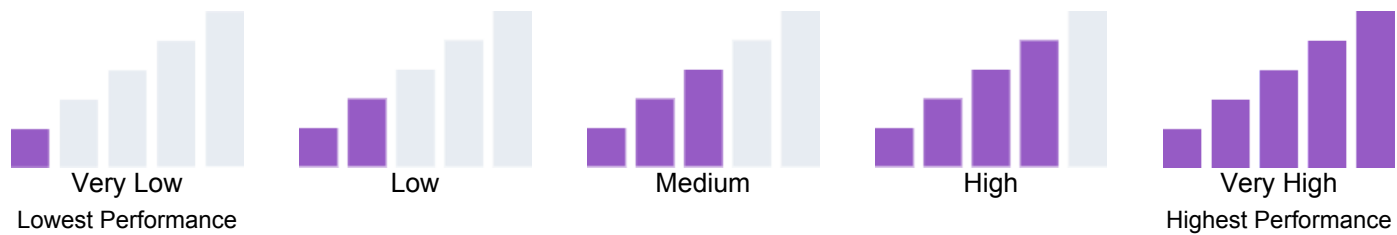
- 1. Over 85% of the students are from socioeconomically disadvantaged families
- 2. Almost 90% of the students identify as Hispanic
- 3. Over 1/4 of the students are categorized as homeless

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Graduation Rate</div> <div>Medium</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Very Low</div>	<div>Chronic Absenteeism</div> <div>Data Not Available</div>	
<div>English Learner Progress</div> <div>Low</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

**Conclusions based on this data:**

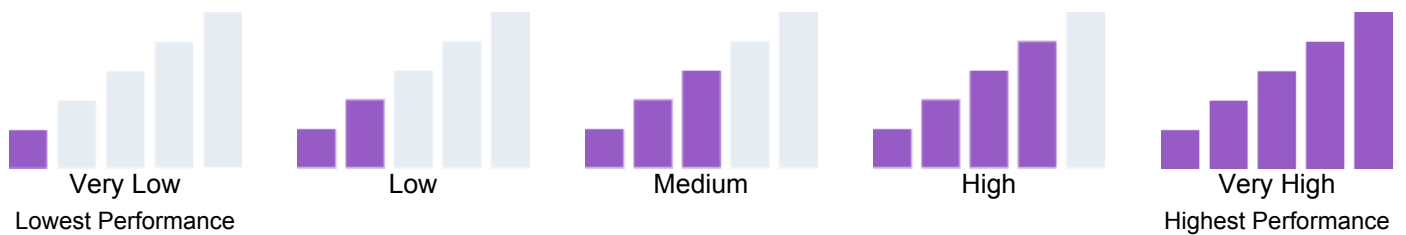
- 1. No category on the dashboard is in the high or very high indicator
- 2. Absenteeism data not available.
- 3. English and mathematic indicators are lower than the EL Progress indicator

# School and Student Performance Data

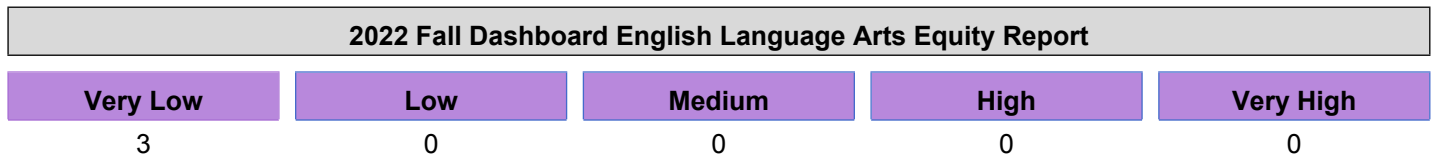
## Academic Performance English Language Arts

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

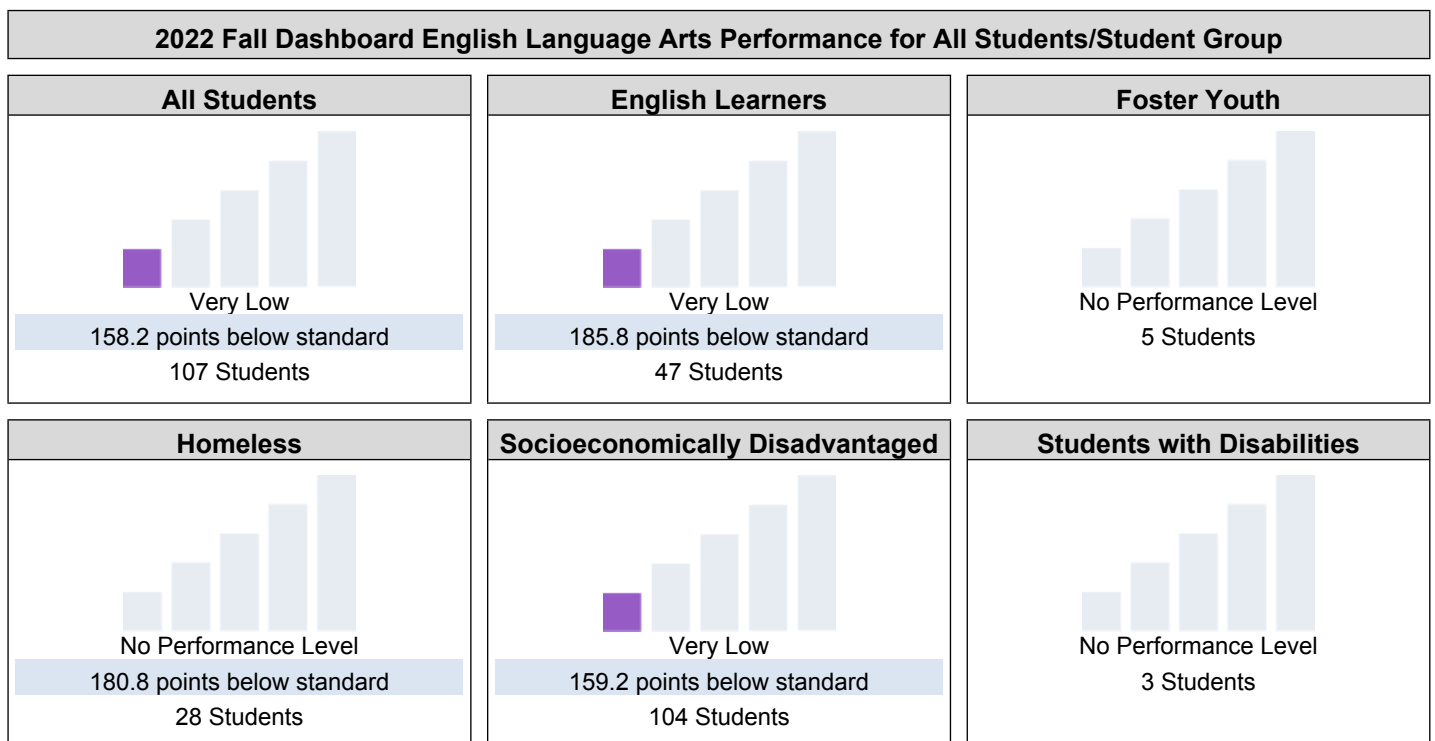
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



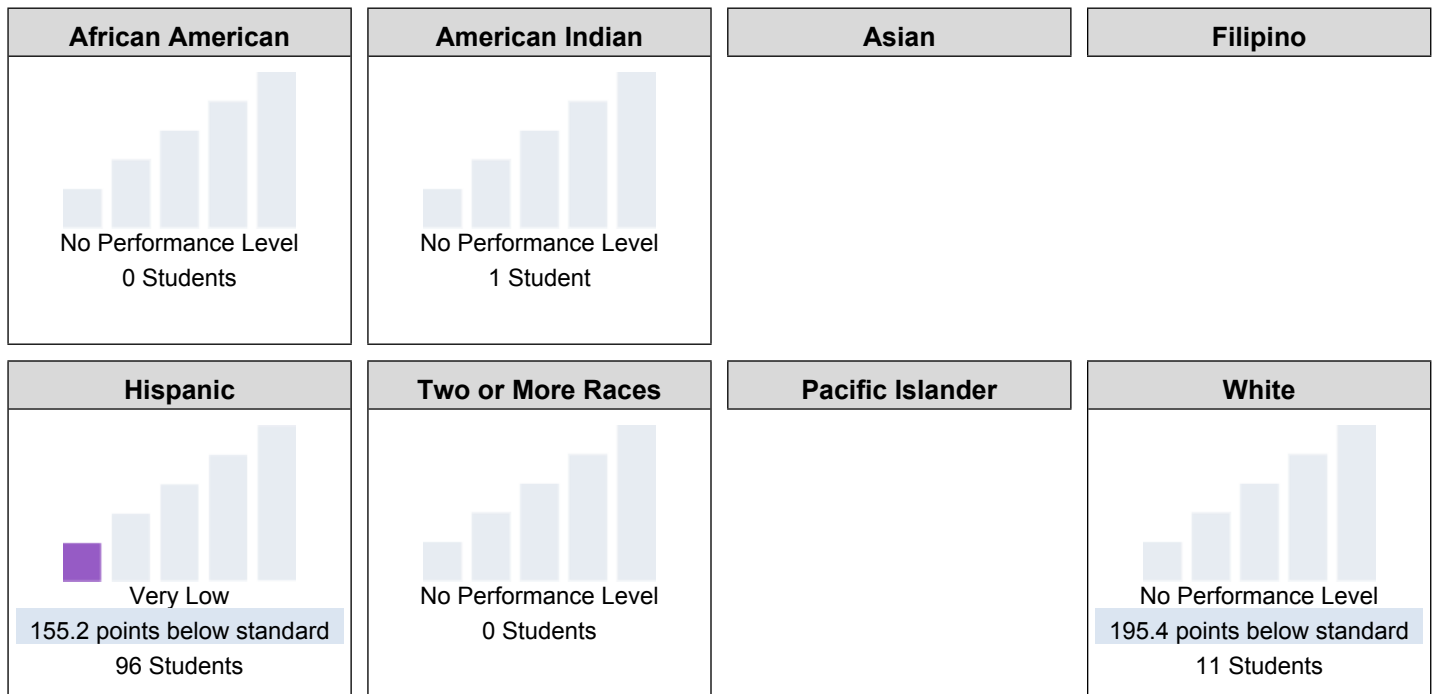
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
207.5 points below standard	157.5 points below standard	131.2 points below standard
29 Students	19 Students	31 Students

#### Conclusions based on this data:

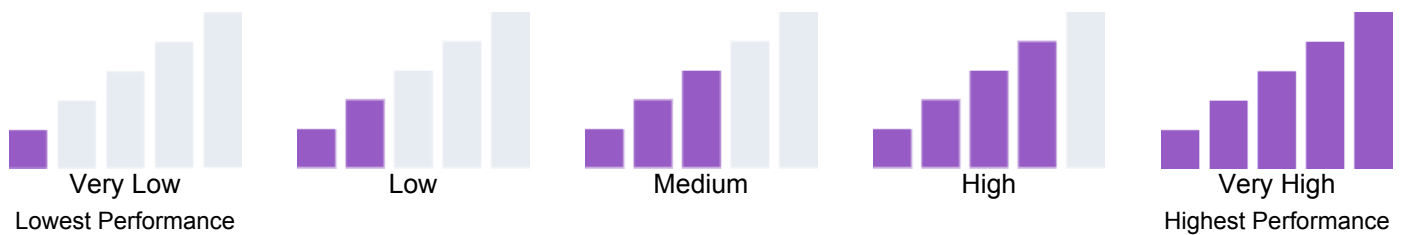
1. The White student indicator is the furthest below standard
2. All ELA indicators are very low
3. The largest ELA subgroup below standard is the socioeconomically disadvantaged

# School and Student Performance Data

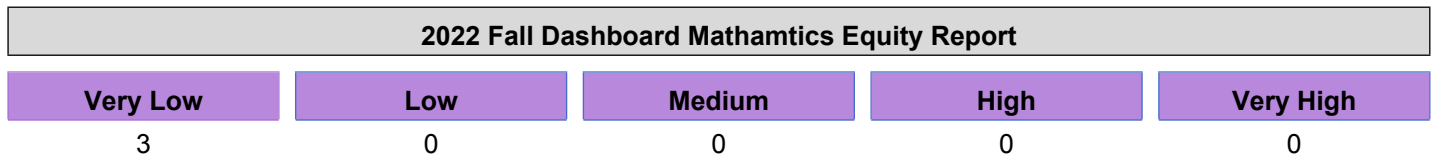
## Academic Performance Mathematics

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

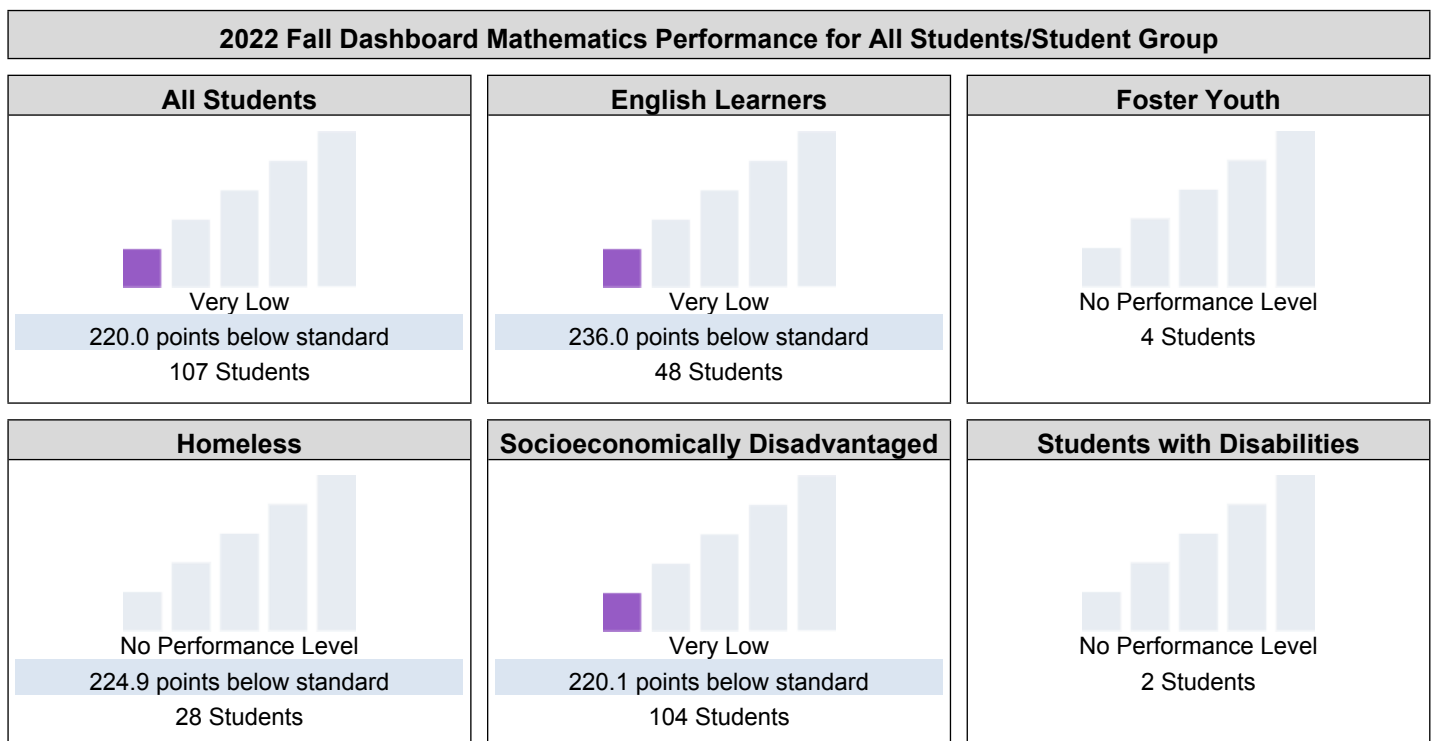
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



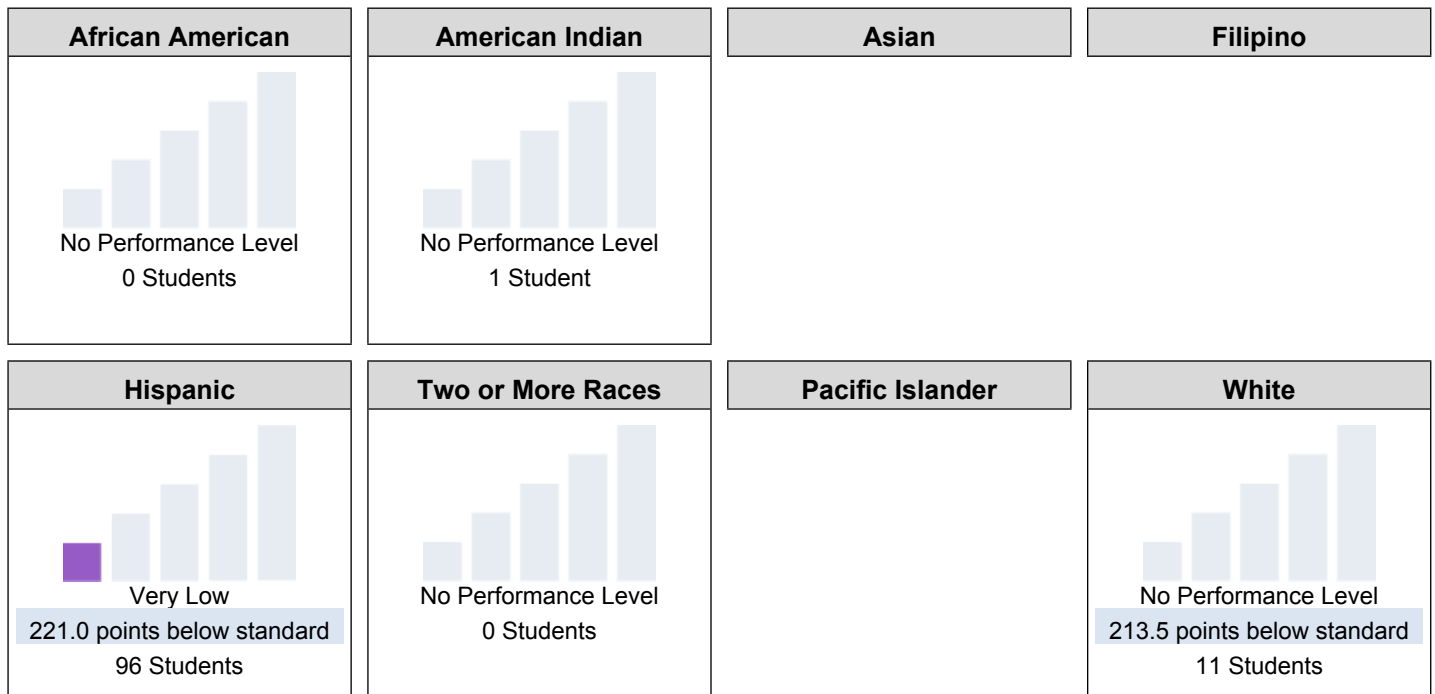
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
254.5 points below standard 30 Students	207.5 points below standard 19 Students	207.4 points below standard 30 Students

#### Conclusions based on this data:

1. All mathematic domains are very low
2. Reclassified ELwere almost equal in performance to English Only students
3. Socioeconomically disadvantaged is the largest group below standard in mathematics



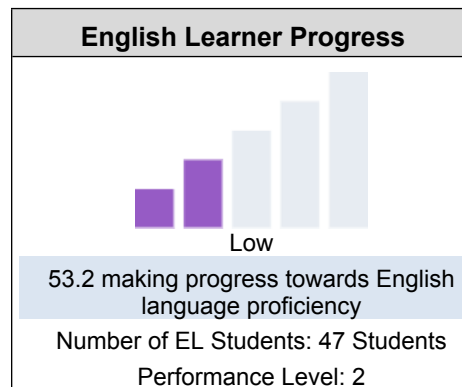
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.1%	27.7%	2.1%	51.1%

#### Conclusions based on this data:

1. Over half of EL progressed at least one ELPI level
2. Over half are making progress towards EL proficiency
3. About a third maintained their ELPI level

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

1. No data to report on

## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

## 2022 Fall Dashboard Chronic Absenteeism Equity Report

## Very High

High

## Medium

**Low**

**Very Low**

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

## 2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

### All Students

## English Learners

## Foster Youth

Data Not Available

## Homeless

## Socioeconomically Disadvantaged

## Students with Disabilities

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

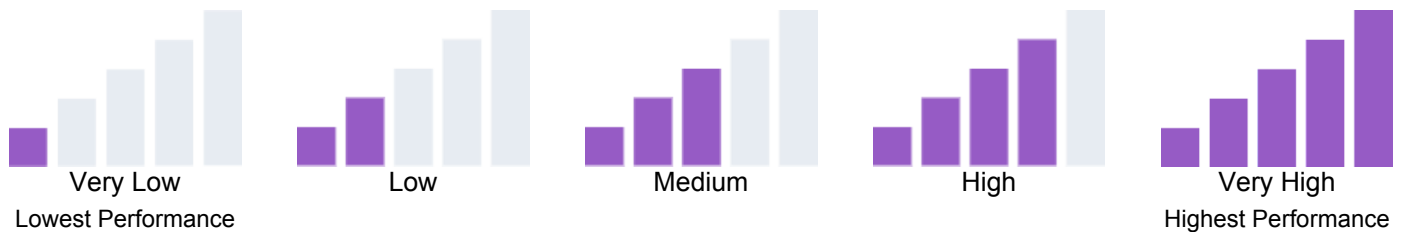
### Conclusions based on this data:

1. No indicators available for chronic absenteeism

# School and Student Performance Data

## Academic Engagement Graduation Rate

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



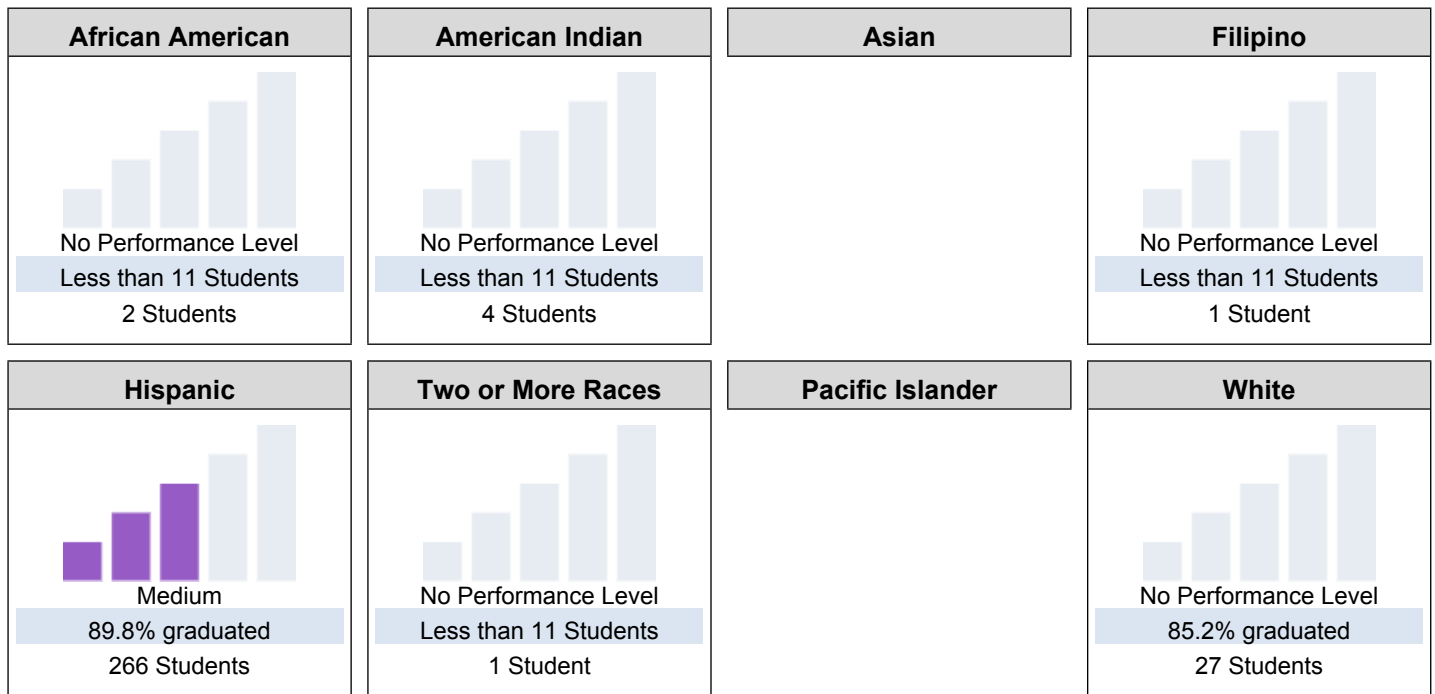
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	4	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>Medium</p> <p>89% graduated</p> <p>301 Students</p>	<p>Medium</p> <p>85.4% graduated</p> <p>82 Students</p>	<p>No Performance Level</p> <p>83.3% graduated</p> <p>12 Students</p>	<p>Medium</p> <p>87.2% graduated</p> <p>86 Students</p>	<p>Medium</p> <p>88.9% graduated</p> <p>296 Students</p>
Students with Disabilities				
<p>No Performance Level</p> <p>86.4% graduated</p> <p>22 Students</p>				

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

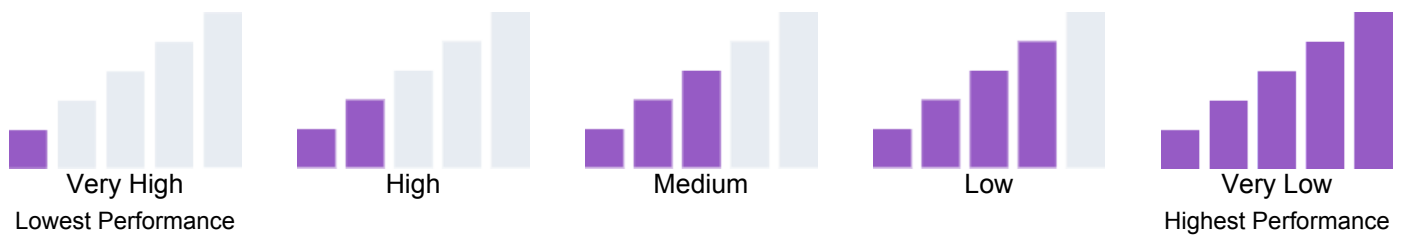
1. School maintains a high graduation rate
2. Nearly 90% of homeless students graduated
3. Nearly 90% of socioeconomically disadvantaged students graduated

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

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



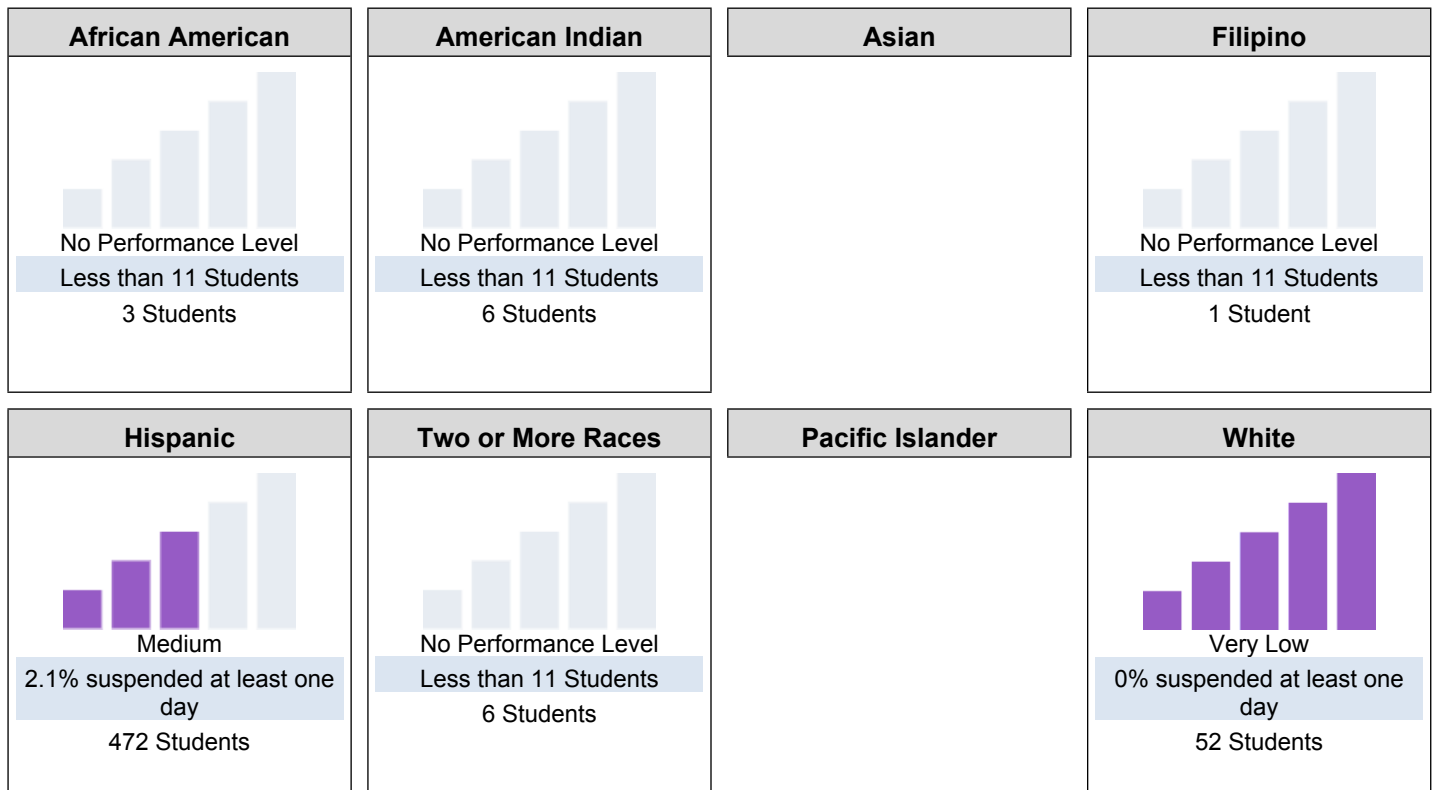
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	5	0	1

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
<p>Medium</p> <p>1.9% suspended at least one day</p> <p>540 Students</p>		<p>Medium</p> <p>1.6% suspended at least one day</p> <p>127 Students</p>		<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>15 Students</p>	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
<p>Medium</p> <p>3.6% suspended at least one day</p> <p>137 Students</p>		<p>Medium</p> <p>1.8% suspended at least one day</p> <p>501 Students</p>		<p>Medium</p> <p>3.2% suspended at least one day</p> <p>31 Students</p>	

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Suspension rate is low
2. Suspension rate remains steady
3. No foster youth were suspended



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement

## LEA/LCAP Goal

LCAP 1 (Achievement), LCAP 3 (CTE), LCAP 4 (C&C), LCAP 7 (EL)

## Goal 1

DHS will increase student academic achievement and provide all students with a well-rounded educational experience that provides for credit recovery and learning loss while focusing on the literacy and analytical thinking skills necessary for college and career readiness.

## Identified Need

90% of students arrive at Delta 2 or more grade levels below Reading and Math grade levels  
65% arrive 4 or more grade levels below  
30% arrive reading below 5th grade level  
100% arrive at Delta not meeting A-G required classes

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers appropriate assigned and fully credentialed	100% of Teachers are fully credentialed	Maintain full credentialing of teachers
Access to Instructional Materials	Currently all students have access to Instructional Material.	Maintain 100% access to Instructional Material.
Facilities are maintained	FIT Report- No Deficiency	FIT Report- No Deficiency
College/Career Readiness	Currently 21.5% of 11th grade students are Prepared for College/Careers.	Increase College/Career Readiness by 5% from 30% to 35%.

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

## Strategy/Activity 1

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

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

ALL

Strategy/Activity

Teachers on special assignments (TOSAs) are to provide training and support in interventions and technology and to implement standards based instruction in math, English, and science. TOSAs will provide data collection, data analysis, disseminate information to teachers, support teachers in developing and implementing instructional strategies, develop progress monitoring plan through teacher feedback, observations, and student grades.

### **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)

5000.00

Source(s)

Title I

Substitutes/Extra work agreements/  
Materials/Supplies/  
Professional development

### **Strategy/Activity 2**

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

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

ALL

Strategy/Activity

Professional development opportunities will be provided to teachers and support staff to enhance student achievement. Teachers and staff will collect and share information and data from training and conferences. Administration and TOSAs will conduct walk-throughs to observe implementation of new instructional strategies and provide data.

### **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)

2800.00

Source(s)

District Funded

Registration and fees

Title I

Substitutes/Materials/Supplies/Travel/  
Professional development

### **Strategy/Activity 3**

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

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

ALL

#### Strategy/Activity

Training will be provided that supports Professional Learning Communities (PLC). Training may include conferences, extra work agreements to work on CFAs, lesson planning, content unit development, performance task, and professional dialogue. Teachers and staff will meet during PLC and/or pull out days to review and analyze data that will be used to modify instructional strategies, update curriculum, modify instruction, and develop assessments.

#### 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)

	District Funded
	Professional development/Software/Progress monitoring system
4000.00	Title I
	Supplies/Teacher resources/Substitutes/ Supplemental materials/Professional development

#### Strategy/Activity 4

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

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

ALL

#### Strategy/Activity

Additional tutoring and support will be offered before and after school. In addition, a migrant advisor will be assigned to assist migrant students in reading, core subjects, and electives.

#### 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)

	District Funded
	Cal-SOAP Tutor/Migrant tutors
300.00	Title I
	Supplies/Materials/Extra work agreements
700.00	Title I

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

SPECIAL EDUCATION

**Strategy/Activity**

The Special Education teacher and Special Education Instructional Assistant will be given additional time, materials, and support to monitor students in Special Education.

**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)

1000.00

District Funded

Title I

Supplemental materials/Extra work  
agreements/Software/Supplies

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

ALL

**Strategy/Activity**

Teachers will participate in district and other curriculum and instruction and assessment meetings/trainings that focus on curricular maps, benchmarks, and common formative assessments (CFAs) aimed at student improvement and critical thinking.

**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)

1200.00

District Funded

Substitutes/Materials

Title I

Substitutes/Extra work  
agreements/Materials/Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Additional materials, software applications and services, equipment, and supplies will be purchased to assist all students in core standards and in being college/career ready. Support, software and training will be provided to assist in progress monitoring of students for appropriate placement in English and math.

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)
	District Funded
	Personnel/Software/Services/Subscriptions/Equipment
1500.00	Title I
	Supplemental materials/Extra work agreements/Software/Supplies

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Meaningful Partnerships

## LEA/LCAP Goal

LCAP 2 (School Culture), LCAP 6 (Safe School)

## Goal 2

DHS will continue to offer a culture of equity and inclusion that builds on meaningful community partnerships and promotes parent/guardian engagement.

## Identified Need

Low percentage of parent participation when offered opportunities to give stakeholder input  
Low percentage of parent participation in Back-to-School Nights or school related activities

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increased college career indicator completers	2022-23 Dashboard Alternative School Status Indicators	Increase in all areas by 1 - 3%
Increased graduation rate	2022-23 EOY attendance rate	Increase overall school attendance rate by 5%
Increased math scores		

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

## Strategy/Activity 1

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

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

ALL

### Strategy/Activity

Translation services are to be utilized to provide equitable language access for students, families, and other stakeholders.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	Translators/Interpreters/Language Line Solutions
500.00	Title I
	Extra work agreements/Training

## Strategy/Activity 2

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

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

ALL

### Strategy/Activity

School will offer programs to families, Positive Outreach and Redirection, Violence Interdiction/Interventions for Drugs and Alcohol (Por Vida) program, site developed parent trainings and adult learning partnerships to engage parents in their student's education and school leadership. The district will continue to expand Mixteco parent support.

### 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)
	District Funded
	Personnel/Materials/Supplies
200.00	Title I
	Parent meetings/Trainings/Services/Operating expenditures

## Strategy/Activity 3

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

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

ALL

### Strategy/Activity

School will administer a variety of surveys to students, staff, parents, and other stakeholders to collect feedback and determine needs.

### 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)
	District Funded
	Materials/Supplies/Personnel/ Subscriptions/Services
500.00	Title I
	Subscriptions/Services/Extra work agreements

## Strategy/Activity 4

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

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

ALL

### Strategy/Activity

School will employ a restorative practices consultant to facilitate education for staff to increase capacity for social-emotional learning.

### 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)
	District Funded
	Restorative Practices Coaching
500.00	Title I
	Additional Restorative Practices Consulting

## Strategy/Activity 5

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

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

All

### Strategy/Activity

Enlist the support of Fighting Back Santa Maria Valley and Positive Outreach and Redirection, Violence Interdiction/Interventions for Drugs and Alcohol (Por Vida) programs for families and students requiring additional support. Both programs provide culturally competent approaches towards identifying families and youth that are in need of, and are requesting, help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to or have led to the juvenile justice system. These programs will provide case management of selected families and youth who are in desperate need of wraparound services and support.

### 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)
	District Funded
	Por Vida Program
	District Funded
	Fighting Back Santa Maria Valley

**Strategy/Activity 6**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
ALL

Strategy/Activity  
An Outreach Consultant will provide information on services available within the district and the community to help parents/guardians

**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)
1000.00	Title I
	Transportation/Mileage/Extra work agreements/Supplies/Materials/Professional development

**Strategy/Activity 7**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)  
ALL

Strategy/Activity  
Provide on campus activities and events to allow stakeholders to connect and collaborate with school.

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

Amount(s)	Source(s)
-----------	-----------

700.00	Title I
	Materials/Supplies

**Strategy/Activity 8**

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

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

All
-----

**Strategy/Activity**

The school will provide an SSC where stakeholders meet and be a part of the shared decision making process. Stakeholder input will be used to guide school goals and objectives.

**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)
200.00	Title I
	Materials/Supplies

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement

## LEA/LCAP Goal

LCAP 5 (Tech) LCAP 6 (Safe School)

## Goal 3

DHS will modify and strengthen the Tier 1 and Tier 2 processes, supports, and monitoring criteria of the Multi-Tiered System of Support (MTSS) to decrease absenteeism and increase student participation by providing all students the most effective instruction, supports, and interventions.

## Identified Need

Less than 1% of students met Dashboard Career and College Indicator.

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

The District will provide access to CTE opportunities at the Mark Richardson Career Technical Education Center and Agricultural Farm

### 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)
	District Funded
	CTE Center and Ag Farm

## Strategy/Activity 2

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

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

ALL

**Strategy/Activity**

The school will develop a plan for enhancing student engagement through instruction, curriculum, and assessment that can be implemented, measured, and modified as student learning needs change. This will include trainings on best practices, and implementation of support and collaboration school wide.

**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)

800.00

Source(s)

Title I

Extra work agreements/Professional development/Substitutes/Supplemental materials

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All

**Strategy/Activity**

Each student will be given an Student Plan that includes a Student Academic Needs Assessment, documented supports or interventions needed, and updated progress monitoring data.

**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)

500.00

Source(s)

Title I

Extra work agreements/Professional development/Substitutes/Supplemental materials

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

**Strategy/Activity**

The school will expand students' exposure to college and career options through a variety of shared lessons, guest speakers, field trips, fairs, and workshops.

#### **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)

1000.00

Source(s)

Title I

Operation expenditures/Travel/Fees/Guest speakers/Extra work agreements

#### **Strategy/Activity 5**

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

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

All

Strategy/Activity

The school will create and offer support programs to students in each tier MTSS, these programs include E3 class, R4 program, and other specialized cohorts.

#### **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)

500.00

Source(s)

Title I

Operation expenditures/Supplies/ Materials/Software/Equipment/ Incentives/Extra work agreements/ Field trip costs

#### **Strategy/Activity 6**

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

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

All

Strategy/Activity

The school will provide multiple pathways for students to meet College and Career Readiness Indicators including access to CTE courses, College Now!, concurrent enrollment courses, internships, and certifications.

#### **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)
	District Funded
	Personnel/Equipment/Facility/Training/Materials/Supplies/Transportation/AHC Liaison

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Students will participate in Restorative Approaches and team building activities to help build positive relationships with adults on campus and promote connection to school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I
	Training/Incentives/Extra work agreements/Materials/Supplies/Field trips/Other operational expenditures

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Safe and Healthy Environment

## LEA/LCAP Goal

LCAP 2 (School Culture), LCAP 6 (Safe School)

## Goal 4

By the end of the year, strengthen school wide support systems, processes and practices that support student learning and a safe, secure, and healthy environment as measured by student and teacher perception surveys.

## Identified Need

All students at Delta have high ACE scores and require social/emotional support systems in place to be successful on campus. 99% of Students are credit deficient. 90% have discipline, counseling, or truancy issues, 33% qualify as homeless, and 2% are in Foster Care Services.

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

ALL

### Strategy/Activity

The school will continue to support counseling and therapy services.

## 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)

District Funded

Supplies/Materials/Personnel (including MHT)

## Strategy/Activity 2

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

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

All

### Strategy/Activity

The district will be implementing Restorative Approaches through conferences or training provided by other institutions. Restorative Approaches (RA) is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices.

### 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)

District Funded

## Strategy/Activity 3

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

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

ALL

### Strategy/Activity

School will provide E3 Program for intervention 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)

800.00

Source(s)

Title I

Materials/Supplies/Substitutes/Field trips/  
Professional development

## Strategy/Activity 4

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

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

ALL

### Strategy/Activity



The school will continue to support crisis group services to focus on drug and alcohol issues. Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-service trainings.

#### **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)

District Funded

Personnel

300.00

Title I

After hour interventions/Professional development/Extra work agreements

#### **Strategy/Activity 5**

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

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

All

Strategy/Activity

The school will provide additional security for events and extra curricular activities.

#### **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)

800.00

Title I

Extra work agreements

#### **Strategy/Activity 6**

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

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

ALL

Strategy/Activity

The school will provide extracurricular activities to support student engagement, including Robotics tournaments, inter-district sports, senior celebration, etc.

#### **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)
	District Funded  Supplies/Supplemental materials/Equipment/Fees/Events/Transportation/Personnel/Speakers/Incentives
1200.00	Title I  Supplies/Materials/Equipment/Substitutes/Transportation/Registration/Fees

**Strategy/Activity 7**

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

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

All

**Strategy/Activity**

Utilize a daily student Checksheet system to monitor attendance, classwork, and behavior progress.

**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)
500.00	Title I  Supplies/Materials

**Strategy/Activity 8**

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

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

All

**Strategy/Activity**

Expand the incentives and recognition that will be offered to students meeting/exceeding behavior, attendance, and academic goals in order to improve students' proficiency levels.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

500.00

Source(s)

Title I

Materials/Supplies/Incentives

### Strategy/Activity 9

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

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

All

Strategy/Activity

School will provide training and support in cultural proficiency, Restorative Approaches, and Adverse Childhood Experiences (ACEs) to promote awareness and ensure access and equity for 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)

1200.00

Source(s)

District Funded

Materials/Supplies/Substitutes/Training

Title I

Training/Professional development/  
Substitutes/Consultation

### Strategy/Activity 10

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

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

All

Strategy/Activity

California School Age Families Education (Cal Safe) Program for expecting or parenting students is an option for our 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)

District Funded

## Strategy/Activity 11

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

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

All

### Strategy/Activity

Staff will develop a plan for enhancing student engagement through instruction and curriculum.

### 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)

1200.00

#### Source(s)

Title I

Substitutes/Materials/Supplies/Professional development

## Strategy/Activity 12

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

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

ALL

### Strategy/Activity

Modify and implement school wide engagement plan

### 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)

300.00

#### Source(s)

Title I

Materials

## Strategy/Activity 13

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

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

ALL

### Strategy/Activity

Teachers will be allowed time to work on improving lessons, assessments, and effective classroom engagement strategies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3000.00	Title I  Substitutes/Extra work agreements/Collaboration time/Materials

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Technology

## LEA/LCAP Goal

LCAP Goal 5

## Goal 5

Expand the ways in which technology may be used to support student engagement and learning as measured by administrative observation and tech support requests.

## Identified Need

Most Delta students are deficient in 21st Century technology and skills, and strategies need to be implemented in order to reduce the tech-divide and promote being competitive in both college and the workforce.

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

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

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

All

### Strategy/Activity

Students will be given many opportunities to use technology to enrich their academic experience. Teachers will use targeted technologies as a vehicle for student learning.

## 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)

District Funded

Technology equipment/Software/Services

1200.00

Title I

Supplies/Materials/Substitutes

## Strategy/Activity 2

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

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

ALL

### Strategy/Activity

Teachers will be provided on-going training on various educational programs and software.

### 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)

District Funded

Conference/Fees/Travel/Training/Substitutes/  
Technology support

5000.00

Title I

Conference/Fees/Travel/Training/Substitutes/  
Technology support

## Strategy/Activity 3

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

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

ALL

### Strategy/Activity

Delta Technology TOSA will provide direct support for teachers in the use of tablets and new instructional technologies. The TOSA is responsible for working directly with site instructional staff. He/she will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, tablets, and other applicable technological equipment.

### 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)

	District Funded  Technology TOSA/ Substitutes/Training/Collaboration time/ Professional development
1500.00	Title I  Technology TOSA/Substitutes/ Training/Collaboration time/ Professional development

#### Strategy/Activity 4

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

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

ALL

##### Strategy/Activity

The district will provide internet connectivity or devices for any needy students who could not otherwise access school supported technology. District will also provide staff with needed technology and equipment to promote student engagement and learning, especially during distance learning.

##### 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)

	District Funded  Software/Support/Management
--	--

#### Strategy/Activity 5

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

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

ALL

##### Strategy/Activity

The district will select a learning management system for all teachers and students to use. A Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.

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

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



Amount(s)

2000.00

Source(s)

Title I

Software/Support/Management

## Strategy/Activity 6

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

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

ALL

Strategy/Activity

Students will be provided academic enrichment through extracurricular activities such as: Wired Wednesdays, Robotics, and Game On events.

### 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)

3500.00

Source(s)

Title I

Extra work agreements/Supplies/  
Materials/Services/Fees/Travel/Training/  
Equipment/Technology/Software/Substitutes

# 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	\$44,403.92
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$46,400.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$46,400.00

Subtotal of additional federal funds included for this school: \$46,400.00

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

State or Local Programs	Allocation (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$46,400.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

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

## Expenditures by Funding Source

Funding Source	Amount
Title I	46,400.00

## Expenditures by Budget Reference

Budget Reference	Amount
	7,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	38,600.00
	Title I	7,800.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,500.00
Goal 2	3,600.00
Goal 3	3,300.00
Goal 4	9,800.00
Goal 5	13,200.00

# School Site Council Membership

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

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

Name of Members	Role
Nate Maas	Principal
John Emery	Parent or Community Member
Holly Real	Classroom Teacher
Juan Sanchez	Classroom Teacher
Jeff Cooper	Classroom Teacher
Glynda Maddaleno	Other School Staff
Yenifer Gomora	Secondary Student
Martha Janzen	Other School Staff
Rafael Torres	Parent or Community Member
Jennifer Sanchez	Parent or Community Member
Andrew Limon	Secondary Student
Sal Rubalcaba	Secondary Student
Hailey Orozco	Secondary Student
Elva Solorio	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on March 8, 2023.

Attested:



Principal, Nate Maas on 3/8/2023



SSC Chairperson, Sal Rubalcaba on 3/8/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019