School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Del Norte Community School	CA	October 4, 2022	November 10, 2022

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
Comprehensive Support and Improvement

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.

DNCS meets the ESSA requirements by:
1) Academic standards are met through using Common Core aligned Language Arts and Math Courses, Next Generation Science Standards, California State Social Science Content Standards & Framework.
2) DNCS administers the CAASPP annually. In addition, DNCS assesses each student upon entry, at the end of the first semester and when the student leaves the program. Our goal is to measure student growth and check ability at least 3 times per year with the Renaissance Test for Math and Reading for the purpose of identifying ability levels, and as a measurement for showing growth.
3) DNCS is measured on the California Dashboard each year, but due to the size of the school information is generally limited. The number of students tested is routinely under eleven and generates information on College and Career readiness based on distance from standards. Approximately 25% of our students are tested. DNCS also participates through the DASS (Dashboard for Alternative School Status)
4) DNCS has 4 goals specified in the County LCAP a) increasing graduation or equivalency, returning students to comprehensive or continuation campuses and decreasing drop out rate. b) Create consistent parent communication and engagement opportunities. c) Improve school Climate. d) Ensure equity and diversity are addressed.

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).

Many surveys are completed through programs such as California Career Zone, staff created Google Forms, verbally in one on one situations. Surveys include any issues the students may have faced in previous school settings, information on school climate, learning styles, parent engagement, and topics such as student interests. The results drive our school decision making with information from the staff, students, and parents such as whether they prefer traditional textbook led material, digitally driven curriculum or with disposable materials, career or college readiness, school safety and climate perception data along with many other areas.

Classroom Observations

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

Del Norte Community School follows the observation schedules negotiated between Management and the Del Norte Teachers Association. Administration also provides feedback through frequent walkthroughs. Evaluations consist of frequent random classroom observations, pre-evaluation meetings which includes discussion on goals and objectives, a formal evaluation of lesson plan implementation and instruction, and a follow-up post evaluation meeting to discuss written evaluation of observation. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated are every five years. Evaluations are conducted by the site principal.

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)

Curriculum based measures, benchmark assessments, interim assessments, Renaissance Learning, California Assessment of Student Performance and Progress (CAASPP) scores, and common formative assessments created by the Professional Learning Communities (PLC) scores are used to evaluate student strengths and weaknesses that drive the modification of any curriculum to meet the academic needs of the students.

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

DNCS uses data collected from state and local assessments. Students test using Renaissance Learning assessments (three times per year) to measure growth and modify instruction if necessary. Renaissance reports are used to help teachers identify areas of need and to improve or modify instruction to meet the academic needs of the student.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All DNCS teachers meet the requirements set by the State of California to posses a valid teaching credential.

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

All DNCS teachers hold valid CA teaching credentials. Professional development is provided by either the publisher or the County Office of Education for all instructional materials used at EDOP's schools by DNCS. DNCS has a sufficient number of credentialed teachers at all times.

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

During the 2022-23 school year DNCS teachers will continue to meet for professional development and teacher collaboration on common core curriculum, Next Generation Science Standards, instructional strategies, Positive Behavioral Intervention Strategies, Restorative Practices, SEL curriculum, and Multi Tiered Systems of Support.

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

Staff and administration continue to address any concerns at PLC and staff meetings. Teachers are continuing to work within PLC's and individually to align the rigor of instruction to match the requirements of Common Core State Standards and Next Generation Science Standards (NGSS) for all students. Ongoing professional development is provided for research-based strategies by the County Office of Education.

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

Teacher collaboration occurs bi-weekly during Professional Development and PLC meetings. Teaching staff from all the EDOP's schools meet and discuss curriculum, teaching strategies, and common formative assessments and to enhance curriculum.

Teaching and Learning

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

Teachers have developed lessons that integrate Common Core State Standards and Next Generation Science Standards (NGSS) in literacy, history-social science, science and math.

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

The administration and teaching staff (of sixth through eighth grade) ensure that instructional minutes are being observed. Instructional minutes includes prioritizing time for English language acquisition and mathematics.

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

The schedule allows for flexibility for intervention courses. The independent work classes allow for intervention classes to be scheduled throughout each school day during the week.

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

All students have standards-based instructional materials that meet their individualized needs.

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

Curriculum, instruction and materials are aligned to grade level content and performance standards through the adoption of SBE-adopted and approved ELA, and Mathematics materials. Students who are behind in their grade level use a variety of instructional methods and materials to increase the amount of minutes they are exposed to ELA and Mathemetics.

Opportunity and Equal Educational Access

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

During the academic day, students are supported in core classes by the teacher and an instructional aide as well as collaborating programs such as title Xi staff and college readiness staff from Trio. Certificated staff provide remediation for underperforming students. Each student gets differentiation based on their academic need.

Evidence-based educational practices to raise student achievement

DNCS has adopted the Renaissance Learning program to provide reading and math assessments to all students. Students are assessed at the beginning of the year, or when they transfer in, and again at the end of the first semester. A final test is given at the end of the year, upon graduation or when they transfer out of the school. These tests are performed online and adjust to each student's responses. Upon completion of the test, teachers and students are provided with immediate feedback on the student's performance.

Parental Engagement

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

Parents are encouraged to participate on our School Site Council meetings, parent teacher conferences, and school activity meetings. Some parents participate in the Wrap-Around Program in coordination with Juvenile Probation and Mental Health. Parents are encouraged to regularly meet with school staff to discuss behavior and academic progress. Student Study Team meetings and parent conferences are offered to all parents or guardians of our students. Parents may contact the office at 707-464-0750 for more Parent Involvement Opportunities. Members of the community are sought out to participate in areas of their expertise as needs arise.

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)

Members of the community, parents, classroom teacher, other school personnel, and students or student council members participate in the planning, implementation, and evaluation of the Single Plan for Student Achievement. The School Site Council also allows for parent involvement. The SARB process is used for students experiencing attendance difficulties.

Funding

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

Title I.

Fiscal support (EPC)

A variety of funding sources are used to implement programs to support under-performing students.

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

The School Site Council met on 10/19/21, to discuss LCAP, SPSA and budgets. Met 11/30/21 to approve SPSA the school safety plan. The Del Norte Educational Options School Site Council was formed in October of 2021 and met with administration in June of 2022 to discuss the LCAP funding and goals and to prepare for the School Site Council Meetings for the 22-23 year. On 10/4/22 two new members were added to the council, new officers were elected, SPSA input was gathered and budgets reviewed.

Resource Inequities

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

Two years ago the County operated schools lost their dedicated counselor, but we were able add a counseling technician last year and a half time counselor this year. Having the counselor and counselor tech on site has made a significant difference as students attending DNCS are reluctant to speak with individuals they do not know or see often. Our counselors are an integral part of our daily SEL whole school activities. They utilize art as a connection to our SEL themes and as a way to lower anxiety with students allowing them to open up and share as needed. Funding of the Community School has been dropping over recent years partially due to when CBEDS day falls. CBEDS generally falls on the first 6 week grading period when our enrollment is at its lowest, then the remainder of the year we are funded on our lowest enrollment. We see an increase in student population shortly after this time every year when the SARB process picks up.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 6	1		
Grade 8	3		1
Grade 9	1	2	
Grade 10	9	9	4
Grade 11	7	10	9
Grade 12	5	9	12
Total Enrollment	26	30	26

Conclusions based on this data:

1. Date shows that our enrollment is generally stable by ethnicity, but there is a decrease in those students that identify as Latino, and a increase in students that identify as Native American or Hispanic.
2. Traditionally our largest enrollment by grade level has been in 9th and 10th grade.
3. It is showing the trend of enrollment increasing in the upper grades, with the primary grade levels decrease in enrollment.

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	3	3	1	11.5%	10.00%	3.8%
Fluent English Proficient (FEP)	1	2	2	3.8%	6.70%	7.7%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. DNCS does not have a significant number of English Language Learners. Therefore, this section is not applicable.

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 7	*			*			*					
Grade 8	4	*	*	4	0	*	4	0	*	100	*	
Grade 11	9	11	14	8	4	13	8	4	13	88.9	36.4	92.9
All Grades	15	12	17	14	4	15	14	4	15	93.3	33.3	88.2

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 7	*			*			*			*			*		
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	2466.	*	*	0.00	*	*	0.00	*	*	38.46	*	*	61.54
All Grades	N/A	N/A	N/A	0.00	*	0.00	0.00	*	0.00	21.43	*	33.33	78.57	*	66.67

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 7	*			*			*		
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	28.57	*	*	71.43	*	*

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 7	*			*			*		
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	14.29	*	*	85.71	*	*

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
Grade 7	*			*			*		
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	35.71	*	*	64.29	*	*

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
Grade 7	*			*			*		
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	42.86	*	*	57.14	*	*

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. This data needs to be analyzed to see if it is a true representation of the school. Because of the high mobility of students the question needs to be asked; does this data reflect the same students over the three years shown?
2. The data shows some gains it also shows significant drops in the research and inquiry.
3. More time or a change in curriculum needs to happen in Reading, Writing, Listening and Research/Inquiry.

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 7	*			*			*	*				
Grade 8	4	*	*	4	0	*	4	0	*	100		
Grade 11	9	11	14	9	*	13	9	*	13	100		92.9
All Grades	15	12	17	14	*	15	14	*	15	93.3		88.2

* 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 7	*			*			*			*			*		
Grade 8	*		*	*		*	*		*	*		*	*		*
Grade 11	*	*	2380.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
All Grades	N/A	N/A	N/A	0.00	*	0.00	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0

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 7	*			*			*		
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	0.00	*	*	100.0	*	*

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 7	*			*			*		
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	14.29	*	*	85.71	*	*

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
Grade 7	*			*			*		
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	*	28.57	*	*	71.43	*	*

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. This data needs to be disseminate to see if it is a true representation of the school. With high mobility students the question needs to be asked; does this data reflect the same students over the three years shown?
2. We have not met the standards in Math.
3. Students are coming to us with larger gaps in their knowledge of math. This data confirms what students tell use, they have have gaps in math, so they are not even going to try on the test. We continue to instill the importance of the testing to them and encourage them to try their best.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
30	**96.7**	**10.0**	**6.7**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	3	10.0
Foster Youth	2	6.7
Homeless	9	30.0
Socioeconomically Disadvantaged	29	96.7
Students with Disabilities	8	26.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	3.3
American Indian or Alaska Native	6	20.0
Asian	2	6.7
Filipino	0	
Hispanic	8	26.7
Two or More Races	2	6.7
Native Hawaiian or Pacific Islander		
White	11	36.7

Conclusions based on this data:

1. Our students have a great deal happening in their lives before they ever set foot in school, and these issues need to be addressed as well if we want them to be able to learn.

2. For the 2020-21 school year, 30 students were enrolled. Nearly 97% were socioeconomically disadvantaged.

3. For the 2020-21 school year, 30 students were enrolled. 8 of them (27%) were Students with Disabilities.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	16	7	0	43.8
English Learners				
Foster Youth				
Homeless	6		0	
Socioeconomically Disadvantaged	16	7	0	43.8
Students with Disabilities	4		0	
African American				
American Indian or Alaska Native	5		0	
Asian				
Filipino				
Hispanic	4		0	
Native Hawaiian or Pacific Islander				
White	6		0	
Two or More Races	1		0	

Conclusions based on this data:

1. Our last reported graduation rate was 43.8%, which is generally high for a Community School.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	0	0

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	No Performance Color	No Performance Color
13.4	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Increased +0.7	5	6
67		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not	12.3	21.1
9	Declined -0.8	Increased +14.4
	65	19

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 2	No Performance Color 7.1 Increased +7.1 14	No Performance Color Less than 11 Students - Data 6	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data 10	No Performance Color Less than 11 Students - Data 5		Yellow 10 Declined -7.1 30

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	12.7	13.4

Conclusions based on this data:

1. Our suspension rate declined by over 15%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement and close the achievement gap.

Goal 1

The Del Norte County Office of Education will increase student achievement for students attending Elk Creek Juvenile Hall program and Del Norte Community School, including increasing graduation or equivalency, number of students returning to a comprehensive or continuation campus, and decreasing drop out rates. The County Office of Education will also work with Castle Rock Charter School to support and increase student achievement.

Identified Need

1. Increase the number of students designated as Standard Met or Standard Exceeded on the CAASPP.
2. Increase the number of students showing annual growth on the Renaissance test.
3. Increase general graduation rates, high school return rates, or graduation equivalency exam pass rates in County Office of Education programs, while decreasing high school and middle school dropout rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Percentage of students who have access to access to standards-aligned instructional materials, pursuant to Section 60119 (State Priority 1B).	100% of students have access to newly adopted, CCSS aligned ELA and Math curriculum.	100% of students will continue to have access to CCSS aligned ELA and Math curriculum.

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)

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

Ensure that all students enrolled in county operated court and community schools are enrolled in a broad course of study and have access to up to date, approved textbooks and/or resources, specifically in English and math content areas. Science and history books will be the same or substantively similar to those used at comprehensive or continuation school within the DNCUSD. EL students will also be provided with appropriate curriculum. All schools will utilize textbooks aligned with current standards and lead toward graduation requirements. DNCS will subscribe to

the Renaissance assessment program to determine proper academic placement and show annual academic growth in math and E/LA.

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)
1,400	Title I, Part A (3010) 5800 Professional Development/Consulting Services Purchase of the licenses for use of Renaissance Assessment Program.
1897	Lottery (6300) 4300 Materials/Supplies Alternative resources for providing instruction for those students that need differentiated instruction and copier paper
2300	Title I, Part A (3010) 5800 Professional Development/Consulting Services Canon copier costs
360	Title I, Part A (3010) 5600 Rentals/Leases/Repairs Canon lease cost
1140	Unrestricted 1000-1999 Certificated Salaries subs for 3 teachers for 2 days for professional development
200	Unrestricted 5800 Professional Development/Consulting Services Rae Morgan printer fees
3000	Unrestricted 4300 Materials/Supplies classroom, garden supplies
263	Unrestricted 3000-3999 Employee Benefits benefits for sub costs
1000	Lottery (6300) 5800 Professional Development/Consulting Services Subscription to Explore Learning Gizmos for Science and Math online simulation learning

Strategy/Activity 2

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

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

100% of teachers will be fully credentialed and appropriately assigned.

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

Amount(s)	Source(s)

Strategy/Activity 3

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

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

Middle school dropout rates will remain 0%. High school dropout rates will decrease a minimum of 10% per year. The high school graduation rate, including HiSET pass rate, will increase by 10% per year.

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

Amount(s)	Source(s)

Strategy/Activity 4

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

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

ELD programs, services, and adopted curriculum and master plan will remain current and be implemented as necessary.

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)
632	Other 4300 Materials/Supplies

	Title III funds for EL learners
0	

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

Percentage of students improving their CAASPP scores in English and Math will increase by 5% above 2018-19 levels and Renaissance scores will reflect annual academic growth.

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	Lottery (6300) 4100 Textbooks Replacement or purchase of textbooks at appropriate grade levels
500	Lottery (6300) 4300 Materials/Supplies Purchase of supplementary materials to engage students in academic learning.
18749	Other 2000-2999 Classified Salaries Cost for additional Instructional Assistant using CSI funds
17550	Other 3000-3999 Employee Benefits Cost for benefits of addtional Instructional Assistant using CSI funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

100% of teachers will have been or will be trained on implementing adopted curriculum and have the proper instructional tools for implementation.

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)
1800	Title I, Part A (3010) 4400 Non-Capitalized Equipment Large screen TV to replace defunct Smart board for classroom instruction

Strategy/Activity 7

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

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

90% of seniors enrolled in county office educational programs for a minimum of three months will meet graduation requirements, pass all portions of the graduation equivalency test, or return to a comprehensive or continuation high 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)
750	Title I, Part A (3010) 4200 Books Purchase of texts and materials including HiSet Preparation texts

Strategy/Activity 8

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

Expelled, English Learners, Foster Youth, Low Income Students.

Strategy/Activity

Staff will communicate student progress to parents/guardians by multiple means at a minimum of every six weeks.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Much of the USPS communication was returned as undeliverable or a wrong address, we found the same with unanswerable phone communication. This prompted a concentrated effort to input good addresses and contact information, which reinforced the knowledge that many of our students do not have stable living arrangements.

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

Much of our general communication is now also sent via email, posting on social media, phone messaging, texts, our school web site and our auto dialer system BBC.

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

More parents are being contacted with our daily phone calls and with the use of BBC on a regular basis to share school information. The County is supporting the cost of BBC which helps our parent connection goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Strengthen our Culture of Collaboration by Empowering Parents, Community Members to Serve as Partners in the Educational Process.

Goal 2

The Del Norte County Court and Community Schools will create consistent parent notification and engagement opportunities, through a variety of methods, to reach 100% of parents with students in these schools. By increasing parental engagement in our schools, the county expects that student engagement (including ELLs) will increase leading to more credits earned, better attendance and higher proficiency on state standards and leading to fewer incidents of suspension and/or expulsion.

Identified Need

DNCOE needs to:
1. Ensure that school site councils are correctly comprised of the required number of parents and that parents consistently attend.
2. Provide notification of and access to events to parents.
3. Engage community members as partners for Del Norte Community School

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Holding at least four (4) School Site Council meetings per year. 2. Surveying parents at least twice per year and receiving a 50% return on responses. 3. Hosting one (1) parent engagement activity during the year. (State Priority 3, 6) 4. Community partner engagement with DNCS	1) Four school Site Council meetings were not held. 2) Multiple attempts were made for parent surveys, we did not receive a 50% return rate. 3) Parent engagement activities were planned and poorly attended.	1. County education programs will hold at least four (4) correctly comprised Site Council meetings per year and collect sign in sheets, agendas, and meeting minutes. 2. County educational staff will revise and administer at least two surveys for parents during the year. The first will be given no later than October 31 and the second no later than May 15. Surveys will include questions related to perceived needs, school climate, academics, and student supports. 3. County educational staff will host at least one parent engagement activity during the year. Activities may include art, CTE, academics showcase, parenting classes, or other

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		events designed to support home and school relations. 4. DNCS will have at least 2 community partner engagements with students during the year

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 Students.

Strategy/Activity

Provide regularly scheduled parent involvement opportunities (including, but not limited to, parent education events, parent-volunteer opportunities, School Site Council participation, etc.) and provide transportation assistance to parents for the purpose of participating in the opportunities.

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)
150	Unrestricted 5900 Communication mailings, ads, incentives for participation
1,033	Title I, Part A (3010) 4300 Materials/Supplies supplies for meetings and parent engagement events

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Improve parent outreach through home mailings and phone system calls, as well as a variety of other electronic means.

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)
1500	Unrestricted 5900 Communication Charter
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Staff will reach out to members of the community to create engagement opportunities 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)
432	Unrestricted 1000-1999 Certificated Salaries 8 hours for teacher to work with community partners for engagement opportunities with students
100	Unrestricted 3000-3999 Employee Benefits benefits for above

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

DNCS was able to secure a properly formed School Site Council and continue to develop parent involvement opportunities that parents will attend.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Ensure that students will attend schools that are safe, clean and welcoming.

Goal 3

The Del Norte County Office of Education will improve the school climate for students attending Elk Creek Juvenile Hall program and Del Norte Community School.

Identified Need

The County Office needs to address the following:
1. Ensure that all facilities are safe, clean, and ready for student use.
2. Additional security needs to be provided for Community School, including, but not limited to, radios, fencing, locks, video recording systems, and on-site law enforcement.
3. Staff need additional training, support, and collaboration in Restorative practices, SEL supports and MTSS systems.
4. Create a climate that is emotionally and physically safe for students and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. School facilities are maintained in good repair, as indicated by the Facility Inspection Tool (FIT) and/or Juvenile Facility Education Program Review and Evaluation (State Priority 1) 2. Pupils, parents, and teachers will have an overall feeling of safety as evaluated by surveys (State Priority 6) 3. Average suspension and expulsion rates (State Priority 6) and percentage of teachers trained in MTSS/Restorative practices and Sources of Strength. 4. Average attendance and chronic absenteeism rates	The FIT shows that the school facilities are in good repair, and the annual Juvenile Facility Education Program Review and Evaluation indicates that the juvenile facility schools are meeting their mandates under Title 15, California Code of Regulations, Article 6, Section 1370 2. Pupils and parents continue to report feeling unsafe at Community School. Staff are less likely to feel unsafe. No current survey exists to quantify data. 3. Average Suspension Rate: 1.2%. Average Expulsion Rate: 0%. All certificated and one classified Community Day staff have been trained in PBIS and have had exposure to restorative practices. Other	1. Continue to ensure that all facilities are safe and clean, by staff and student reporting, FIT reports, and administrative observation. 2. The county schools administrator will conduct an annual safety check and survey and will add security/climate enhancements as necessary. 3. Decrease number of students suspended and days of suspension by 10% by improving MTSS/Restorative practices, documentation, and staff skill level. 4. Decrease 2019-20 absenteeism rates by 7%.student reporting, FIT reports, and administrative observation.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	DNCOE school staff have had training, but not as intensive. 4. Attendance rates for the juvenile facility schools is 100% and 68.2% at Community School.	

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 Students.

Strategy/Activity

DNCOE will contract to have independent facility inspections done. Reports will be included in SARC and will available to the public. Juvenile Facility Education Program Review and Evaluation forms will be completed no later than June 30 and will be available on the COE website and in the office. In addition, county probation will inspect their own facilities each year in accordance with California law and will make those records available on demand.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Maintain/improve safety features/supports for students and staff at Community School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

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

All Students.

Strategy/Activity

Maintain/increase professional development for staff in MTSS, Restorative Practices and Sources of Strength and ensure consistent use and application of these processes to ensure decreases in pupil suspension and expulsion rates and an increase in attendance rates and increased morale and attendance..

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)
2168	Unrestricted 5800 Professional Development/Consulting Services registration fees for trainings

Strategy/Activity 4

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

All Students.

Strategy/Activity

Provide direct social emotional supports as well as academic and career technical education and guidance to students attending DNCS.

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)
42474	Other 2000-2999 Classified Salaries Cost of Guidance and counseling technician through CSI funds
2000	Other 1000-1999 Certificated Salaries Sources of Strength training and SEL supports funded through CSI funds
11100	Other 5800 Professional Development/Consulting Services Cost of attending Prof Development for staff

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Creation of a social-emotional support period within each school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Surveys were conducted and student interest was determined for several areas. These areas were concentrated in with a about 50% activity involved students in the area and another 25% involved at a lessor degree.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student attendance.

Goal 4

Del Norte Community School will increase overall attendance (and engagement) of our students by 5% over last year and decrease our chronic attendance rate by 5% over last year.

Identified Need

DNCOE needs to:
1. Increase student attendance and reduce chronic absenteeism
2. Increase the credits earned by students each grading period
3. Educate parents on the importance of attendance and work completed each week

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Attendance Rates 2. Credits earned each grading period (10 credits per grading period on average)	1.The majority of students enrolled currently fall short of the credit earning goal per grading period 2. DNCS students attendance is averaging 50% daily attendance	1. Increase student attendance average to 70% 2. Increase credits earned per grading period to an average of 10 per student

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 Students.

Strategy/Activity

Monitor weekly attendance rates and provide incentives for students meeting attendance goals.

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)
2500	Unrestricted 4300 Materials/Supplies Student attendance incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Increase student awareness of attendance rates and impacts of poor attendance. Teachers will call home everyday to check on absent students. Students will set weekly attendance goals and review progress on goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Increase communication to parents about attendance goals and specifically about attendance issues concerning individual students through mailings/phone calls and auto dialer and personal home visits.

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)
64214	Other 5800 Professional Development/Consulting Services Cost for Truancy officer through CSI funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students.

Strategy/Activity

Offer independent study or full time distance learning for students with significant barriers to attending school in person.

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

Amount(s) Source(s)

Strategy/Activity 5

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

All Students.

Strategy/Activity

Increase student engagement through the offering of a variety of curricular and elective options for earning credits.

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	Title I, Part A (3010) 5710 District Expenses – Transfer of Services use of van for field trips and community based projects tied to curriculum
1558	Title I, Part A (3010) 4300 Materials/Supplies resistance based weight lifting workout station
500	Unrestricted 5800 Professional Development/Consulting Services industry certifications for students
2400	Title I, Part A (3010) 4400 Non-Capitalized Equipment 3D printer and laser engraver parts and repair
600	Lottery (6300) 4300 Materials/Supplies materials and supplies for student use in art and CTE activities
1500	Unrestricted 4300 Materials/Supplies

	materials and supplies for student use in art and CTE activities
5000	Other 1000-1999 Certificated Salaries Cost for CTE elective teacher 4 hours per week with CSI funds

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

DNCS presented curriculum, information, instructional supports,for American Indian, Hmong, and Latino youth and cultural awareness/engagement activities of non American Indian students.

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

N/A

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

N/A

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	$14,601
Total Federal Funds Provided to the School from the LEA for CSI	$161,719
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$194,270.00

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, Part A (3010)	$14,601.00

Subtotal of additional federal funds included for this school: $14,601.00

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 ($)
	$0.00
Lottery (6300)	$4,497.00
Other	$161,719.00
Unrestricted	$13,453.00

Subtotal of state or local funds included for this school: $179,669.00

Total of federal, state, and/or local funds for this school: $194,270.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Randy Fugate	Principal
Jami Troyna	Classroom Teacher
Tameka Jackson	Other School Staff
Jennifer Hiter	Parent or Community Member
Erica Standridge	Parent or Community Member
Junior Caldera	Secondary Student

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

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 10/4/22.

Attested:

Principal, Randy Fugate on 10/4/22

SSC Chairperson, Jami Troyna on 10/4/22