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
Black Diamond High School	07617880730184	10-6-2022	

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

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.

All schools receiving Title 1 funds operate as a schoolwide program. A comprehensive needs assessment is completed which includes academic achievement, attendance, and behavior data. The plan includes strategies that provide opportunities for all students, including each student group, to meet state standards, improve leaning time and support enriched curriculum. It also addresses the needs of all students in the school, particularly those at risk of not meeting state standards. The SPSA is reviewed at each School Site Council meeting. Adjustments may be made in response to new data and identified needs. The actions/services to support students directly align with the district's LCAP.

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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).

Survey data is collected using a variety of different methods.
- The California Healthy Kids Survey is given annually and provides information on a variety of social emotional traits; as well as how the student learns and how they feel at school. While we were able to receive some data from this it was not as comprehensive as we would like due to the hacking incident over Winter Break and the Dismissal that occurred in March. We were able to get input from some students (about a 1/3 of them) and staff with regards to the survey, but no parent results. The results we received were in the following areas: Core survey, Social-Emotional Health and the district input questions.

Student California Healthy Kids Survey
School Connectedness 49% down from 56%
Academic Motivation: 62% up from 59%
Caring Adult Relationships 65% down from 74%
High Expectations: 66% down from 83%
Meaningful Participation: 30% up from 29%
Facilities Upkeep: 36% up from 34%
Parent Involvement in the School: 42% up from 38%

School Safety:
School perceived as very safe or safe: 49% down from 71%
Experienced harassment or bullying: 14% down from 17%
Had mean rumors or lies spread about you: 25% up from 22%
Been afraid of being beaten up: 10% down from 12%
Been in a physical fight on campus: 24% up from 18%
Seen a weapon on campus: 8% down from 17%

Substance Abuse (Not included in previous year's data):
Current Alcohol or drug abuse: 37%
Current Marijuana Use: 28%
Current Binge Drinking: 17%
Very Drunk or High more than 7 times: 30%
Been drunk or high at school, ever: 23%
Current Cigarette smoking: 4%
Vaping: 15%
Less than 8 hours of sleep: 68%
Experienced Chronic Happiness or Sadness: 19%
Considered Suicide: 5%

Social Emotional Key Indicators (As this portion of the test is new, there are no previous indicators to compare it to)
Covitality: 59%
- Belief in Self: 62%

- Belief in Others: 61%
- Emotional Competence: 61%
- Engaged Living: 53%

Social Emotional Distress: 24%
Growth Mindset: 65%
Goals: 72%
Collaboratio: 47%
Problem Solving 47%

Classroom Observations

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

As a school we are collaborating with our peers and partners to inform our instruction and better support our students. Staff utilizes district and site formative assessments to inform teaching practices, and we work with our district instructional coach to provide professional development and support to our teachers. Besides helping the departments and grade levels plan effective lessons In collaboration with the district, administration and our instructional coach will deliver professional development around Understanding By Design, with a focus on facilitative teaching. Administration does walk through observations where they go to each classroom for about 10-15 minutes and give the teachers feedback based on what they see during the time. This type of observation is also done quarterly with site administration and members of the district's curriculum and instruction team. These types of observations typically are done to give the teachers quick feedback about one or two things that were observed during the lesson. These observations have shown a variety of trends. There has been an increase in the use of strategies that cause the students to interact with each other and work over the content. There is also more use of writing, projects and presentations instead of written tests. Teachers are also sharing these practices with each other and focusing on them as a part of the Understanding by Design work. Our instructional coach will support teachers in planning and implementation while providing feedback through observation and reflection. While we are pleased with some of the impact of instructional practices and programs we have in place, we can see from our CAASPP and site assessment data that we continue to need to fine tune them and implement other new practices. The data shows us that many of our students struggle to obtain proficiency in ELA and math, and we specifically need to be intentional in our support for our African American students, English Language Learners, and Students with Disabilities. As we continue to implement our inclusion model, we are beginning to see small gains for our students with disabilities as they have more access to core curriculum. Observations are done in a variety of ways at Black Diamond High School.   Teachers are also observed as a part of their evaluation cycle. This consists of two to four observations that use a rubric designed collaboratively by the district and the teachers union. As a part of this, administration will give feedback on other areas that may not be covered in the observation but can benefit the teacher.

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)

Black Diamond High School reviews data from the 11th grade CAASP and CAST tests as well as the iready assessment to determine supports and areas of growth that need to be met during instruction. These results tend to be reviewed at the strand level, as due to student movement, it is difficult to use the information to provide support for specific students.   We have begun using the ELPAC to help identify and provide support for our English Learners, all of whom are long term, this is done on a more individual level since the test can more easily be reviewed longitudinally. We also review the ELA writing assessments and the MARS task in math quarterly, to gauge our students progress on math and writing standards prior to the larger testing periods.

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

Teachers at Black Diamond have a variety on curriculum embedded assessments that they use to monitor progress and modify instruction. Many teachers will use pre and post tests to determine students initial levels, where they need to focus the instruction, and to assess what instruction seemed to work or not work. We also collaboratively review student assessments quarterly, giving feedback and making recommendations based on student results to help support student growth and performance. Our CARE team also reviews student performance to see if there are any indicators that may determine if other supports outside of the classroom may be appropriate to support student growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Black Diamond High School currently has one opening for a English teacher. The rest of the teachers are all credentialed in the content area that they teach.

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

All teachers are appropriately assigned and credentialed for the subject areas and the pupils they are teaching. All PUSD students have sufficient access to standards aligned instructional materials and are enrolled in required core subject areas and a broad course of study.

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

Over the course of the school year, a number of professional development opportunities are offered by the district and site to enrich the professional understanding of and delivery of content standards and implementation of effective research-based instructional practices in order to meet the needs of all students. These include:

- Facilitative Teaching and Meaning Making
- Understanding by Design
- Curriculum Mapping in ELA and Math
- Math Talks
- MARS tasks
- Differentiation Strategies
- Integrated ELD Strategies
- Hatching Results for counselors
- Student Centered Instructional Coaching
- Scaffolding for Readiness
- Building classroom communities of Learners
- Using Learning Targets with Scholars
- Academic Conversations

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

Black Diamond High School works with the District Secondary Instructional coaches in ELA, Math, Science and Social Studies. The coaches collaborate with the individual teachers using the Student-Centered Coaching model, supporting teachers to develop student-centered, standards-based goals and learning targets focused on the guiding questions: What opportunities do students have to see themselves and each other as powerful thinkers and learners in the discipline How can we create more of these opportunities? Coaches and teachers collaboratively develop lesson plans, schedule observations, discuss student data (observational and performance data), and assess the impact of instruction on learning targets. Coaches also provide targeted professional development on content specific topics based on needs collaboratively identified by teachers and administrators.

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

Teachers meet bi-weekly in departments to plan and discuss issues that relate to their specific courses and department work. These meetings are facilitated by a department lead and allow for the teachers to discuss ideas and work on common assignments and assessments. The teachers also use some of their end of the day common planning time to meet and share ideas with fellow department teachers. There is also the opportunity to collaborate with their department during various faculty meetings where data review and looking at local assessment results can occur.

Teaching and Learning

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

All teachers use district adopted, standards based textbooks and materials for their core instructional program. After being approved by the state, core materials are chosen by a district committee and approved by the Board of Education.

Mathematics: Algebra 1, Algebra 2 and Geometry; McGraw Hill California 2016, adopted May 2016

Science: Earth Science; Holt adopted 2007, Biology McDougal Littell adopted May 2007, Chemcom Living by Chemistry BFW Freeman 2015 adopted 2017

History/Social Studies: World History, US History, Government and Economics; McGraw Hill Education CA Impact (Grade Level choices), adopted May 2019

English Language Arts: New curriculum was adopted in the Fall of 2020.

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

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

Black Diamond is mindful of creating a master schedule that offers flexibility for all learners to receive the support needed to be successful. This includes access to all graduation requirements that students may need, opportunity for electives, the access to make up credits both during the day and through our online program, and the flexibility to meet their needs outside of the classroom (work, concurrent enrollment, etc...)

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

All PUSD students have access to state adopted, standards-based textbooks in core content areas. Students in multi-grade classes also have access to grade level materials. Students with special education services have core content materials available to them as directed by their IEP goals and objectives. All English learners have access to core instructional materials. Core textbook sufficiency is monitored by the Contra County Office of Education through a William's Act visitation done at the beginning of each school year.

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

Teachers at Black Diamond use a variety of materials and supports for students across the campus. These materials are used in conjunction with the core text to allow for students to access the standards in a variety of ways. ELD adopted curriculum is used as a support for our long-term English Learners and students who may need support in reading. Science courses use labs aligned to the content and standards to allow for students to experience the material first hand. Math provides supports in the form of MARS tasks to give the students an understanding of long-term expectations. Social Studies uses source documents and DBQ type activities to give the students additional accounts of current events.

Opportunity and Equal Educational Access

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

Each of our adoptions embed intervention programs to support our under-performing students in Language Arts and Mathematics. Students who are identified as under-performing through data analysis (data includes, but is not limited to, CAASPP scores, iReady scores, and grades in core classes)One the biggest benefits Black Diamond High School provides its students is a smaller learning environment, with a classroom max of 20. This smaller environment leads to more individual support for students in the classroom. Our SPED students also receive support through push-in by SPED aides or teacher in their core classes, and through an additional support class that is offered to them. As a school, we also offer additional support for students through after school tutoring, there is also an online program, Edgenuity, available for students who are behind on credits to give them more chances to catch up on classes.   All teachers are trained in EL strategies and use them in their core classes to support the learning for all students in the school. Students also have access to their counselors to receive support in designing their academic program in order to reach their goals of transferring or graduating.

Evidence-based educational practices to raise student achievement

At Black Diamond High School we have focused on a variety of strategies and practices to help student achievement. The administrative team, instructional coach, and department analyze data to identify gaps in student learning. Teachers work with grade level peers and the instructional coach to re-engage students to close those gaps. We have used school-wide initiatives, such as cross-content strategies to help support reading and writing. These strategies are designed to supplement our student's core curriculum. There has also been a focus on facilitative teaching and using strategies to increase student conversation and explanation. Socratic Seminars, Math Talks, Think-Pare Share and other strategies allow students to express more of themselves in the classroom and in the work that they are doing. Black Diamond High School continues to reflect upon and refine the push-in model for students with disabilities as well. School wide professional development is focusing on stage 1 of UBD (Understanding by Design) and works with PUSD's educational services department to train lead teachers in this understanding. As a school we have also implemented after school content intervention tutoring that is designed to support the ability to use educational practices to re-engage student understanding of content standards.

Parental Engagement

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

PUSD values parents as educational partners and actively engages them in their child's education. These include participation in School Site Council, English Language Advisory Committee, District English Language Advisory Committee, District Advisory Committee, Parental African American Achievement Collaborative Team, our Parent Liaison, Parent-Teacher Conferences at each site.

Parents can access the AERIES Parent Portal to monitor student attendance and performance and help support their success. This is also linked to our Parent Square program, where families receive announcements about student events and activities that are going on at the school site.

Our parent liaison has been instrumental in helping create vital connections with our parents and making them feel part of the school. Parents are equipped with tools to better support and advocate for their student's education. Workshops offered include:

Parent Project: This series of parenting classes for guardians of adolescents covers difficult teen topics like bullying, understanding the teenage years, monitoring social media, talking with teens effectively, drug and alcohol prevention, gang prevention, suicide prevention, and tips for supporting mental health.

Father Talk Series: This series covers the building of a positive co-parent relationship, the importance of father involvement, and the use of age appropriate strategies. This series is offered through a partnership with the Counseling Options and Parent Education (C.O.P.E) Family Support Center and is open to fathers and father figures with students enrolled in PUSD.

Teen Triple P Parenting Series: This is a series of parenting classes designed to build parent confidence and effectiveness as well as foster healthy relationships between parents and their teen. The series covers strategies to talk to your teen, using assertive discipline for dealing with misbehavior, and planning ahead for challenging behavior.

Medical Care Evaluation (MCE) Supporting Mental Health Series: This series covers the basics of mental health, breaking the myths and stigmas around mental health, warning signs of mental health risk, and strategies to support a positive mental health. This series is being offered through partnership with La Clinica

Attendance Workshops: Offered for parents whose students are struggling with attendance, to explain the importance of the student attending school, and the impact missing it has on them. It also helps to provide strategies to support and improve student attendance.

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)

PUSD receives Title I, II, III and IV federal funds. Sites receive Title I funds, while II, III and IV are distributed centrally. The School Site Council and English Language Advisory Committee is actively involved in the planning, implementation and monitoring of the SPSA which describes how Title I funds are used to support students. Black Diamond High School was classified as a Title 1 school beginning in the 2022-2023 school year. At the District level, the District Advisory Committee and the District English Language Advisory Committee monitor Title I, II, III and IV funds.

Funding

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

Black Diamond High School uses categorical funds to support the following items/programs:
- Additional computers for student
- Other supplemental Instructional support for classroom instruction and student performance
- Mentor and student support services
- Professional Development for staff relating to student support
- Field Trips to allow students hands-on access and real-life examples of what they are working on
- Non-traditional supplies to support student programs
- Collaboration Time for staff for lesson planning, observations and peer support
- Materials and Support for after school tutoring program
- Support for additional Evening School credit earning opportunities for students

Fiscal support (EPC)

Services provided by general and categorical funding supports all students in meeting the expectations of the state standards. District and site budgets prioritize, coordinate, and allocate funds for instructional and curriculum alignment, intervention and professional learning and collaboration.

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

Stakeholders have multiple opportunities for input into the SPSA. The School Site Council reviews the document annually before approval, and the item is on the agenda at every meeting if there are any changes or updates to the plan. Our ELAC, also reviews the plan annually and gives feedback on what should be included. Staff has several opportunities to participate. The Leadership team gives input to the Principal on what the direction of staff development and the use of staff resources. They can also present to Site Council if there are items that they feel that they need, and those items get incorporated into the SPSA. We receive student input through BDHS Leadership class and various other student groups.

Resource Inequities

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.41%	%	0.53%	1		1
African American	22.36%	23.7%	17.65%	55	50	33
Asian	1.22%	0.5%	%	3	1	
Filipino	0.41%	0.5%	1.60%	1	1	3
Hispanic/Latino	63.82%	66.4%	71.12%	157	140	133
Pacific Islander	0.41%	1.0%	1.07%	1	2	2
White	7.32%	4.7%	4.28%	18	10	8
Multiple/No Response	3.66%	1.9%	3.21%	9	4	6
			Total Enrollment	246	211	187

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	3		
Grade 10	10	4	1
Grade 11	76	67	48
Grade 12	157	140	138
Total Enrollment	246	211	187

Conclusions based on this data:

1. Our data shows that while there have been fluctuations over the last couple of years, Hispanic and African American students make up 86%-90% of our student population. As a result we are focusing on teaching and engagement strategies to support those two student groups

2. Over the last two years, we have seen a 1.25% increase in African American students each year. We will have to look deeper into the data to see if this is due to keeping more students or more students being transferred over to Black Diamond.

3. Over the last two years, a slight decrease in enrollment. This is partially due to the the pandemic and the state requiring a 5th year option for many students.

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	74	71	66	30.1%	33.60%	35.3%
Fluent English Proficient (FEP)	46	41	34	18.7%	19.40%	18.2%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. Since the changing of the requirements in 2016, Black Diamond High School has been unable to reclassify any students. This is due in part to the requirements and to the opportunities that are available to these students. We need to collaborate more with the District Office and other secondary schools to see how we can better support reclassifying our EL students.

2. Our data shows that over the past three years our English Learner and Fluent English Proficient numbers have fluctuated, with an 8.4% drop in 19-20 but getting 3.5 back in 20-21. This is due to fluctuations in enrollment and students

3. Our data shows that our English Learner and Fluent English Proficient students make up half of our student population. This means that any growth in these student populations will have a significant impact on the performance of the school as a whole and we need to look for ways to support that growth.

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	132	108	127	121	0	110	120	0	110	91.7	0.0	86.6
All Grades	132	108	127	121	0	110	120	0	110	91.7	0.0	86.6

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	2404.		2436.	0.00		1.82	2.50		4.55	8.33		20.00	89.17		73.64
All Grades	N/A	N/A	N/A	0.00		1.82	2.50		4.55	8.33		20.00	89.17		73.64

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	2.50		3.64	12.50		43.64	85.00		52.73
All Grades	2.50		3.64	12.50		43.64	85.00		52.73

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	0.00		0.91	14.17		20.91	85.83		78.18
All Grades	0.00		0.91	14.17		20.91	85.83		78.18

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 11	1.67		2.73	38.33		58.18	60.00		39.09
All Grades	1.67		2.73	38.33		58.18	60.00		39.09

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 11	0.00		1.82	19.17		51.82	80.83		46.36
All Grades	0.00		1.82	19.17		51.82	80.83		46.36

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. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence ELA data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates: Our data shows that while we tested a smaller number of students than we had the previous two years, we actually increased the percentage of students that we tested from 79% to 85%. This focus on getting students tested should give us a more accurate understanding of where our students are at what areas we need to focus on to improve these results.

2. Our data shows that across the board we experienced a drop in performance in ELA. This was a surprise given that we had an instructional focus in several of these areas and had been seeing improvement on local assessment work from our students. We need to monitor our students and determine if more strategic intervention needs to occur or if our local assessments didn't match the expectations.

3. Our data shows that our largest drop was in Reading, which two years ago had been our strongest strand. We need to review student's previous data to see if this was a trend with this group, or if it was something that was specific to the class. If the trend is noticed, we need to follow up and develop strategies to support the students and improve reading scores.

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	131	108	126	114	0	109	114	0	109	87	0.0	86.5
All Grades	131	108	126	114	0	109	114	0	109	87	0.0	86.5

* 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	2390.		2403.	0.00		0.00	0.00		0.00	1.75		6.42	98.25		93.58
All Grades	N/A	N/A	N/A	0.00		0.00	0.00		0.00	1.75		6.42	98.25		93.58

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		0.92	0.88		6.42	99.12		92.66
All Grades	0.00		0.92	0.88		6.42	99.12		92.66

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		0.00	7.89		41.28	92.11		58.72
All Grades	0.00		0.00	7.89		41.28	92.11		58.72

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 11	0.00	0.00	0.92	29.82		62.39	70.18		36.70
All Grades	0.00	0.00	0.92	29.82		62.39	70.18		36.70

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. PUSD used an alternative assessment (iReady) for CAASPP for the 2020 - 2021 school year. Hence Math data reflects 2019 which is the last time CAASPP information was reported to the Dashboard. For 2021 - 2022, CAASPP data has not been uploaded as all information (county and state data) has not been officially released at the time of the development of this SPSA. The anticipated release date is late October 2022. Preliminary internal CAASPP data indicates: This focus on getting students tested should give us a more accurate understanding of where our students are at and what areas we need to focus on to improve these results.

2. Our data shows that we had a small growth in communicating reasoning. This has been a focus in Professional Development that we have done, through Math Talks and student collaboration. The plan is to continue this focus and work to continue to improve our communication and reasoning.

3. Our data shows that we experienced a small drop in overall math achievement. In reviewing the data, we will need to identify specific target areas where we can make growth and work to bring these scores up as we have had them be relatively consistent for the last three years.

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
10	*		*	*		*	*		*	7	0	4
11	1509.2		1514.5	1502.1		1523.7	1515.8		1505.0	32	0	35
12	1526.6		1536.4	1524.4		1543.1	1528.3		1529.1	30	0	18
All Grades										69	0	57

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

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
10	*		*	*		*	*		*	*		*	*		*
11	0.00		0.00	9.38		14.29	56.25		54.29	34.38		31.43	32		35
12	3.33		11.11	26.67		27.78	43.33		38.89	26.67		22.22	30		18
All Grades	1.45		3.57	17.39		17.86	49.28		48.21	31.88		30.36	69		56

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

	Oral Language Percentage of Students at Each Performance Level for All Students											
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
10	*		*	*		*	*		*	*		*	*		*
11	3.13		8.57	31.25		54.29	40.63		28.57	25.00		8.57	32		35
12	6.67		16.67	46.67		55.56	33.33		16.67	13.33		11.11	30		18
All Grades	4.35		10.71	37.68		51.79	36.23		26.79	21.74		10.71	69		56

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

Written Language Percentage of Students at Each Performance Level for All Students																		
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*	*		*
11	0.00		0.00	3.13		2.86	34.38		31.43	62.50		65.71	32		35
12	0.00		0.00	10.00		5.56	43.33		50.00	46.67		44.44	30		18
All Grades	0.00		0.00	5.80		3.57	39.13		35.71	55.07		60.71	69		56

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	0.00		0.00	25.00		37.14	75.00		62.86	32		35
12	0.00		5.56	50.00		72.22	50.00		22.22	30		18
All Grades	0.00		1.79	37.68		48.21	62.32		50.00	69		56

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
10	*		*	*		*	*		*	*		*
11	62.50		80.00	31.25		14.29	6.25		5.71	32		35
12	73.33		72.22	20.00		22.22	6.67		5.56	30		18
All Grades	65.22		75.00	28.99		17.86	5.80		7.14	69		56

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.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Reading Domain — Percentage of Students by Domain Performance Level for All 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
10	*		*	*		*	*		*	*		*
11	6.25		2.86	18.75		20.00	75.00		77.14	32		35
12	0.00		0.00	43.33		38.89	56.67		61.11	30		18
All Grades	2.90		1.79	28.99		26.79	68.12		71.43	69		56

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.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain — Percentage of Students by Domain Performance Level for All 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
10	*		*	*		*	*		*	*		*
11	0.00		0.00	78.13		62.86	21.88		37.14	32		35
12	0.00		11.11	66.67		55.56	33.33		33.33	30		18
All Grades	0.00		3.57	69.57		57.14	30.43		39.29	69		56

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. The most recent CA Dashboard information reflects (indicate the year. Most are 2018-2019, some are 2020-2021). The Dashboard is expected to be updated in December 2022. Our previous data shows that our students at Black Diamond preformed the best in the speaking categories (speaking domain and oral language). This is consistent with the fact that all of the English Learners on Campus are Long-term English Learners, many of whom have spent their whole educational career in the English Language System.

2. The most recent CA Dashboard information reflects (indicate the year. Most are 2018-2019, some are 2020-2021). The Dashboard is expected to be updated in December 2022. Our previous data shows that the area Black Diamond students struggled in the most was the Reading domain. This was consistent across grade levels and with the CAASP exam. It is important we look at the strategies that we are using to teach reading to our students and work to incorporate more English Learner Strategies to support our students. Black Diamond plans on working with our Educational Services Department around English Language Writing Professional Development.

3. The most recent CA Dashboard information reflects (indicate the year. Most are 2018-2019, some are 2020-2021). The Dashboard is expected to be updated in December 2022. Our previous data shows that the area Black Diamond students struggled in the most was the Writing domain. This was consistent across grade levels and with the CAASP exam. We need to develop strategies to support these students in improving their writing and give them more opportunities to practice writing in each of their classrooms.

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**
187	**86.1**	**35.3**	**1.6**
Total Number of Students enrolled in Black Diamond 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	66	35.3
Foster Youth	3	1.6
Homeless	14	7.5
Socioeconomically Disadvantaged	161	86.1
Students with Disabilities	28	15.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	33	17.6
American Indian	1	0.5
Asian		
Filipino	3	1.6
Hispanic	133	71.1
Two or More Races	6	3.2
Pacific Islander	2	1.1
White	8	4.3

Conclusions based on this data:

1. Our data shows the our long-term English Learner population makes up 30.1% of the student population. With it being this significant of a subgroup, the supports that we put in place to help them perform better, specifically in reading and writing, will have an impact on our school-wide assessment and graduation results.

2. Our data shows that our school is comprised of 82.9% of socioeconomically disadvantaged students. This sub group is the largest of any subgroup that the school has, which means any intervention we put in for this group will have an impact on the broadest number of students. So we need to analyze their data and determine strategies to better support and raise their performance. This has also lead to us becoming a Title 1 school.

3. Our data shows that our student with disabilities make up 13.4% of our student population. This data is on par with state and national averages. Improving the performance of this group would have an impact on our student growth and performance and give us a boost in our higher areas including graduation rate.
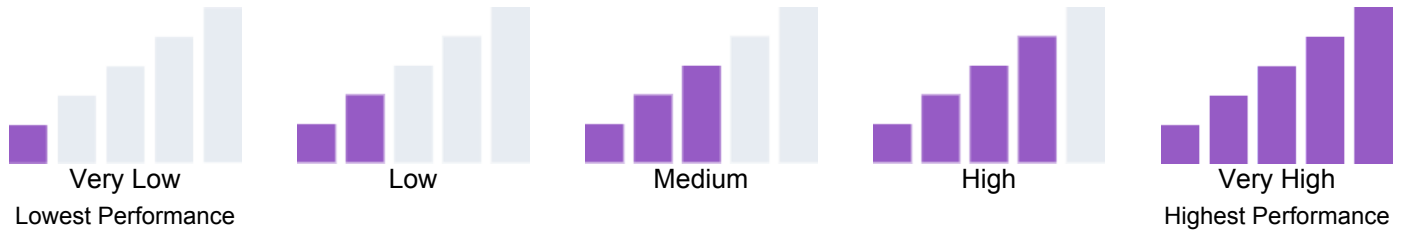
School and Student Performance Data

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

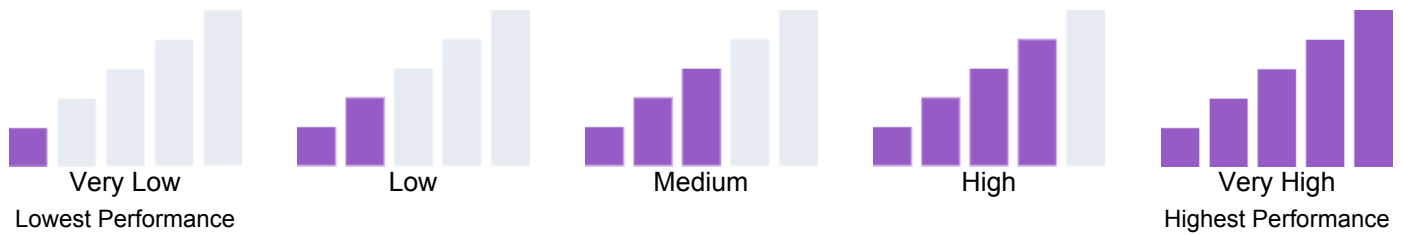| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	**Graduation Rate** Low	**Suspension Rate** High
Mathematics Very Low		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Our data shows that the area that we are strongest in is our Graduation Rate, where we are in the green range. This is due to the focus we have had on credit recovery with our students and the large graduation class that we experienced in 2019. Our goal is to use what has worked in the area, and expand it to other areas such as College and Career, Math and ELA.

2. Our data shows that we are in the red in ELA, Mathematics and College and Career. Many of the factors that contribute to this are outside of our control, including not offering the courses to be A-G eligible, not having the students enrolled in the school for a long period before testing, and currently having no established pathways to meet the requirements. Despite these challenges, we to look at our strengths and determine how we can adapt those strengths to these areas to improve overall student performance.

3. Our data shows that our overall suspension rate is in the Orange, which means it was higher than it should be, but basically flat. We need to continue focusing on build our school culture and our restorative practices to better meet the needs of the students and continue to reduce that rate.
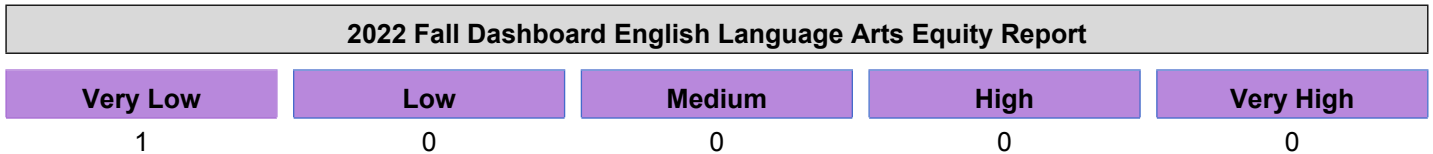
School and Student Performance Data

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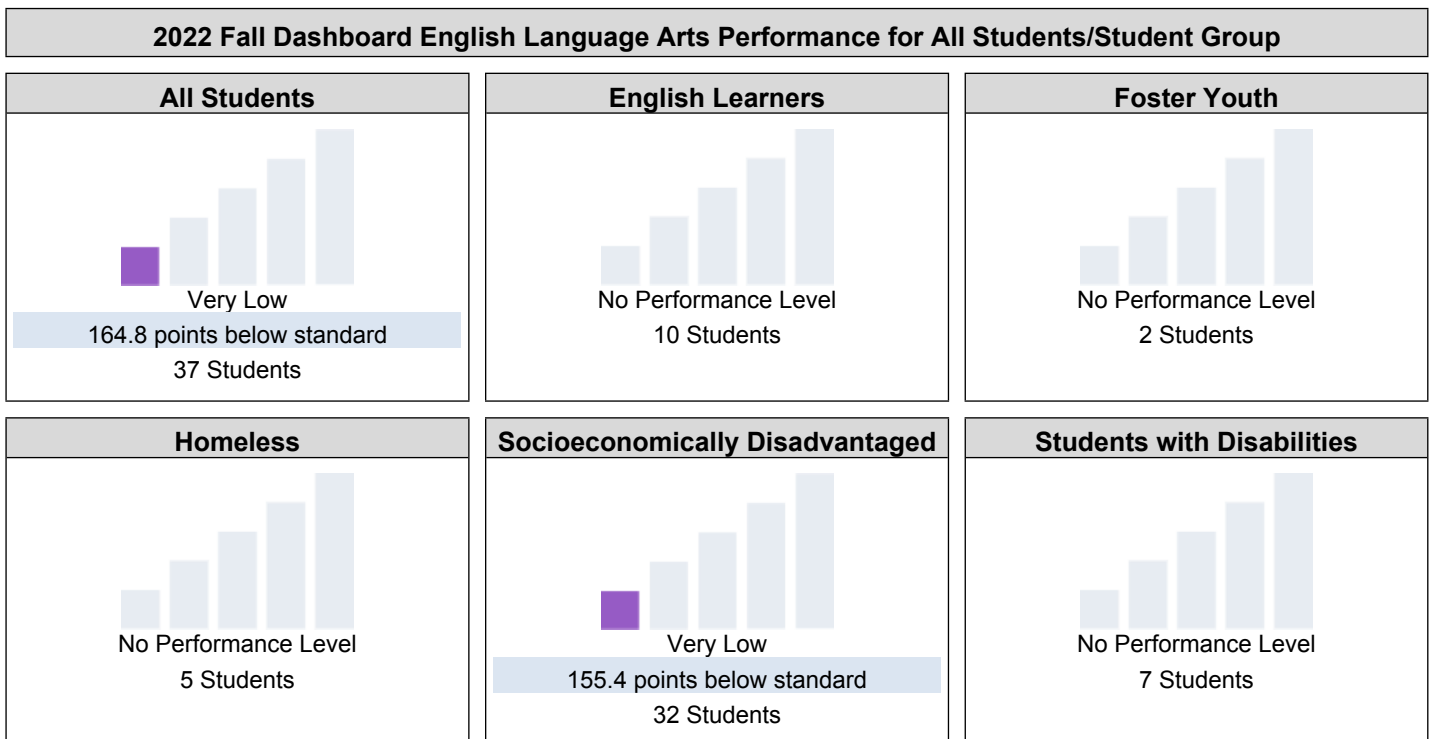
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
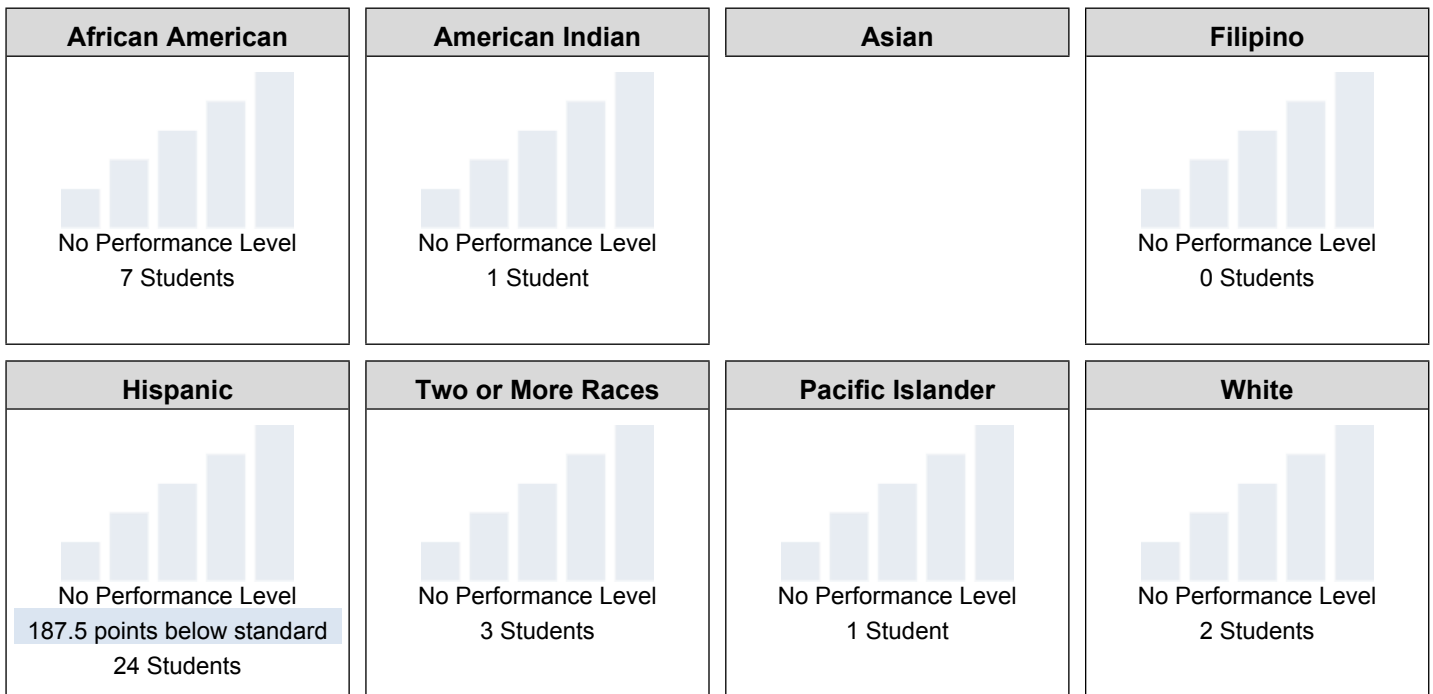
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low 164.8 points below standard 37 Students	No Performance Level 10 Students	No Performance Level 2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 5 Students	Very Low 155.4 points below standard 32 Students	No Performance Level 7 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		No Performance Level
7 Students	1 Student		0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level	No Performance Level	No Performance Level
187.5 points below standard	3 Students	1 Student	2 Students
24 Students			

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

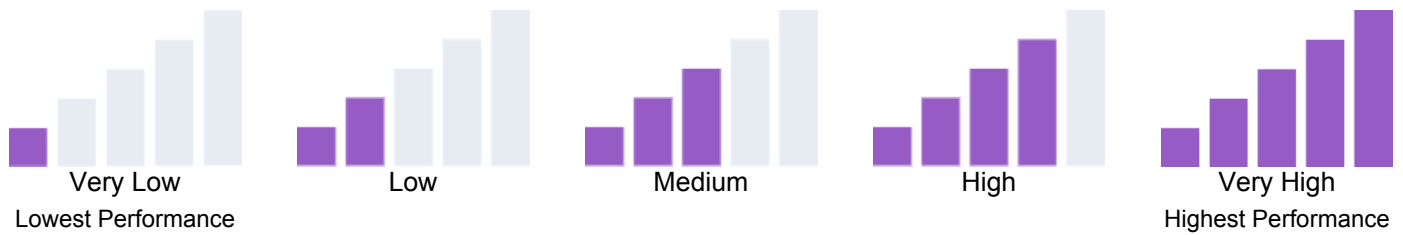| Current English Learner	Reclassified English Learners	English Only
9 Students	1 Student	163.2 points below standard
		25 Students

Conclusions based on this data:

1. CAASPP was suspended for 2019 -2020 and 2020-2021 school years. There is no new CAASPP data. Our data shows that we experienced a significant decline across the board in ELA, 58 points overall. This is something that we are analyzing and looking for ways to increase student results for all groups in ELA.

2. Our data shows that while we still experienced a drop in English Learner performance, the drop was about 20 points less than the overall drop of the school, and the performance was slightly better. One of the questions this brings us is whether or not the fact that this is a reclassification tool may increase students performance in this specific sub-group.

3. Our data shows that our low socioeconomic students had a smaller decrease and a slightly higher score than our overall student population. We need to analyze why these changes occurred and if there is any valuable information that may be gained from it.
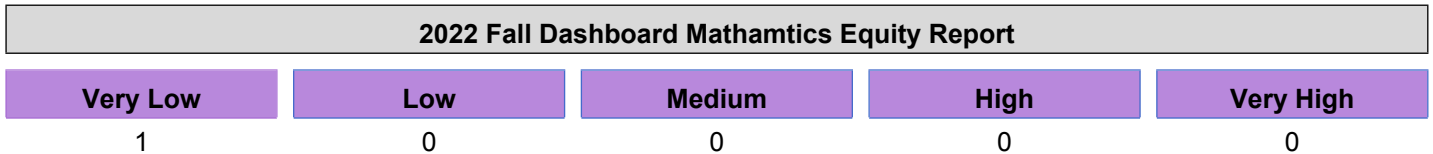
School and Student Performance Data

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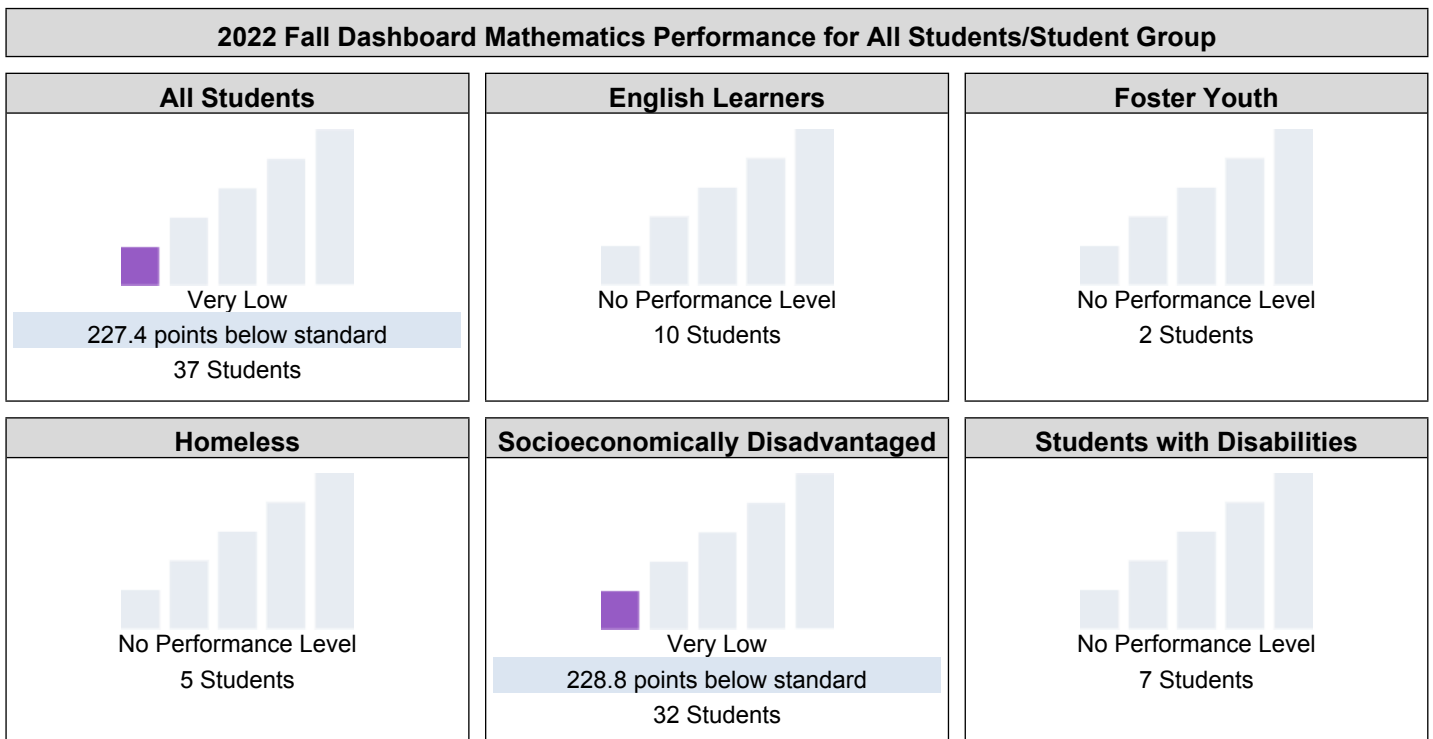
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
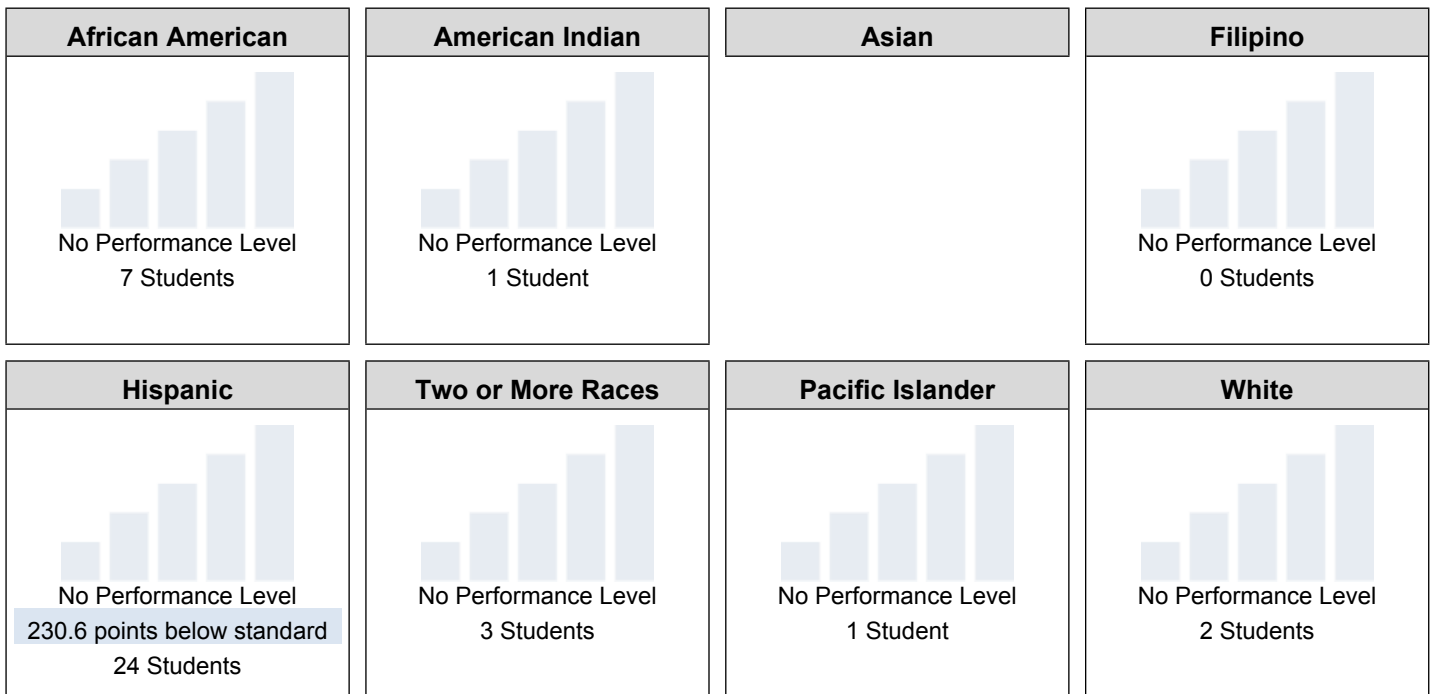
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	0	0	0	0

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 for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	No Performance Level	No Performance Level
227.4 points below standard	10 Students	2 Students
37 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	No Performance Level
5 Students	228.8 points below standard	7 Students
	32 Students	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level		No Performance Level
7 Students	1 Student		0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level	No Performance Level	No Performance Level
230.6 points below standard	3 Students	1 Student	2 Students
24 Students			

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
9 Students	1 Student	223.6 points below standard
		25 Students

Conclusions based on this data:

1. CAASPP was suspended for 2019 -2020 and 2020-2021 school years. There is no new CAASPP data.
Our data shows that while our overall score went down, our total English Learner population actually saw a score increase and preformed better than the student body as a whole. This is consistent with their performance in English and shows that while there is still a lot of work to be done, we can gather some good information by just reviewing our English Learner results.

2. Our data does not show how very many of our sub groups did because the number of students that were tested was so small.So it is very difficult to get a realistic observation about where to focus our supports in these situations other than whole school in these situations.

3. Our data shows that our low socioeconomic students essentially maintained the status that they had the previous year. While this is a slight loss, it means that we need to put more of an emphasis on strategies to support these students overall performance.

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

English Learner Progress
No Performance Level
31.3 making progress towards English language proficiency
Number of EL Students: 16 Students
Performance Level: No Performance Level
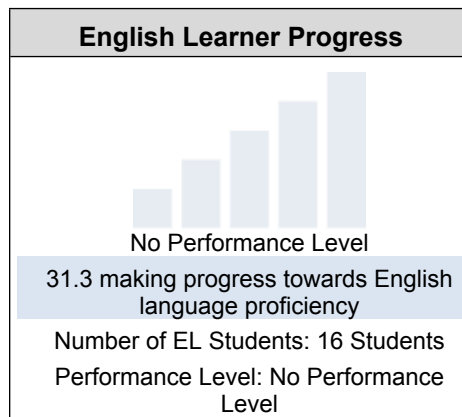
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
7	4	0	5

Conclusions based on this data:

1. Our data shows that we currently have 16.2% of our students at the beginning stage based on the ELPAC. Since our school only services students that are classified as long-term English Learners, students that have been in the school system for more than four years, we need to look at our data and identify these students and determine what led to these scores and how can we provide support to them moving forward in order to better prepare them for graduation.

2. Our data shows that almost three quarters of our students were either Level 2 or Level 3. We need to review their data to identify specific areas for growth so that we can target them and move these students up in performance levels on their next assessments.

3. Our data shows that 10.3% of the students scored at a Level 4. This number is down from the previous CELDT testing numbers. Does this mean that there was a shift for students in taking the ELPAC that caused lower scores across the board? We need to identify what these changes are and learn ways to support our long-term EL's.

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. Our data shows that Black Diamond High School has a very small number of students that are prepared or approaching being prepared for college program based on the dashboard. However, our program is currently for students to catch up on credit deficiencies and does not have the courses necessary for them complete the A-G requirements, so this number will be consistently low for the school site.

2. Our data shows that we have a very small number of students that meet the California requirements for being Career ready. We currently at the school site do not have any programs that will satisfy this requirement, and given our initial goal, it is difficult for us to reach that number. We will continue to analyze how we can better meet this goal for our students to increase this indicator.

3. Our data shows that there were students who met the indicator in the Class of 2017, so as a school, we need to review who those students were and see if we can replicate that with other students in the program in order to increase these numbers at our school site.
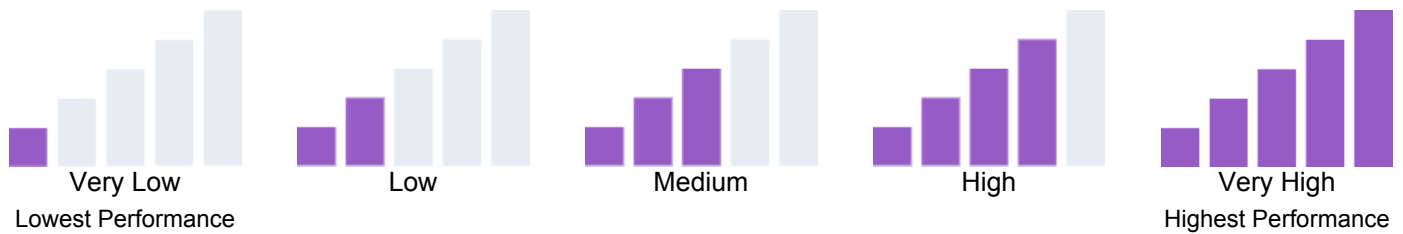
School and Student Performance Data

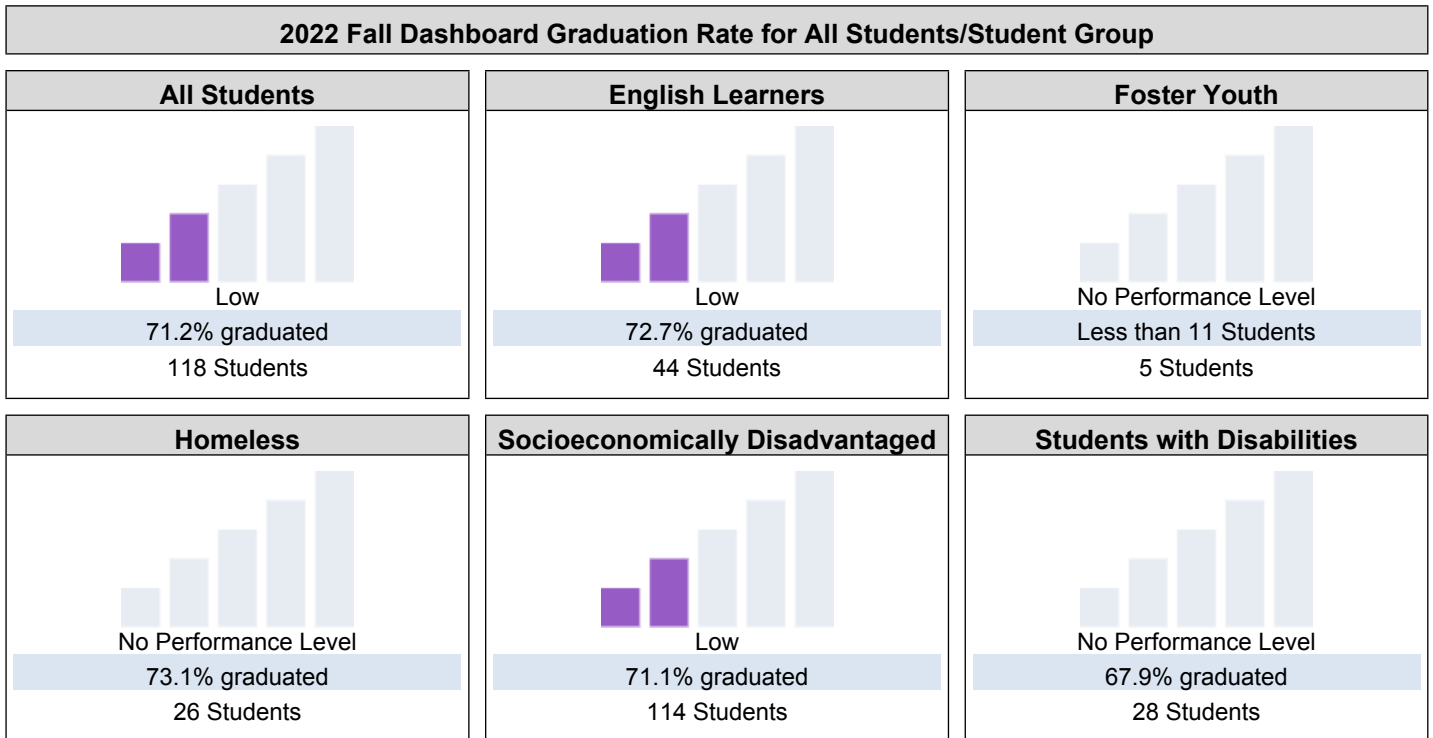## Academic Engagement
Chronic Absenteeism

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.

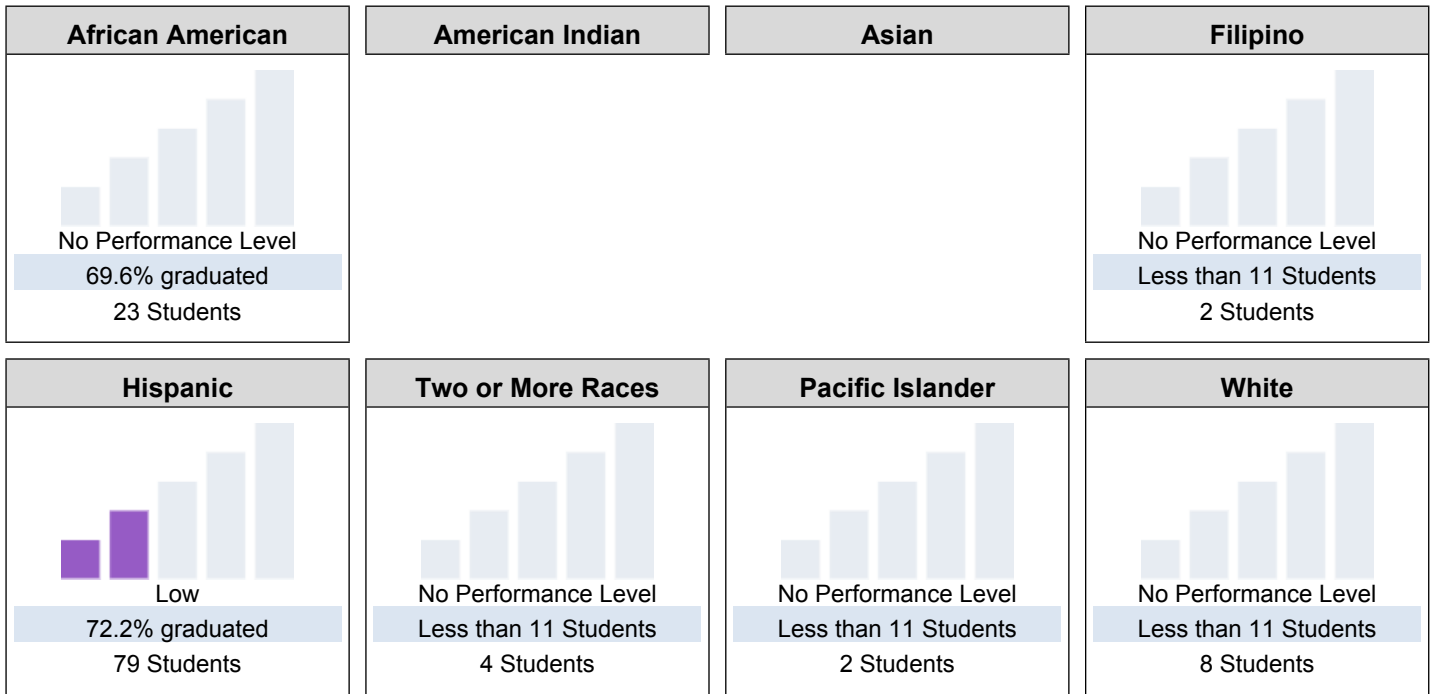Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

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
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:
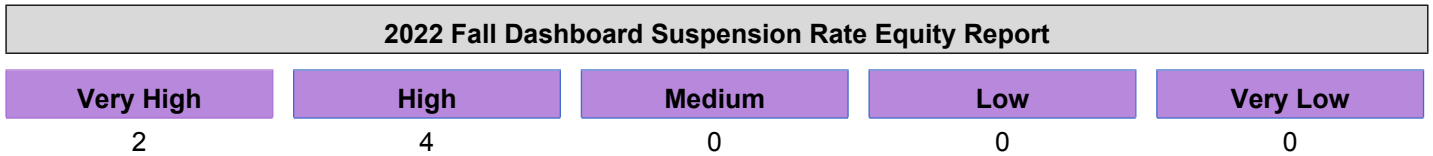
1.

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.
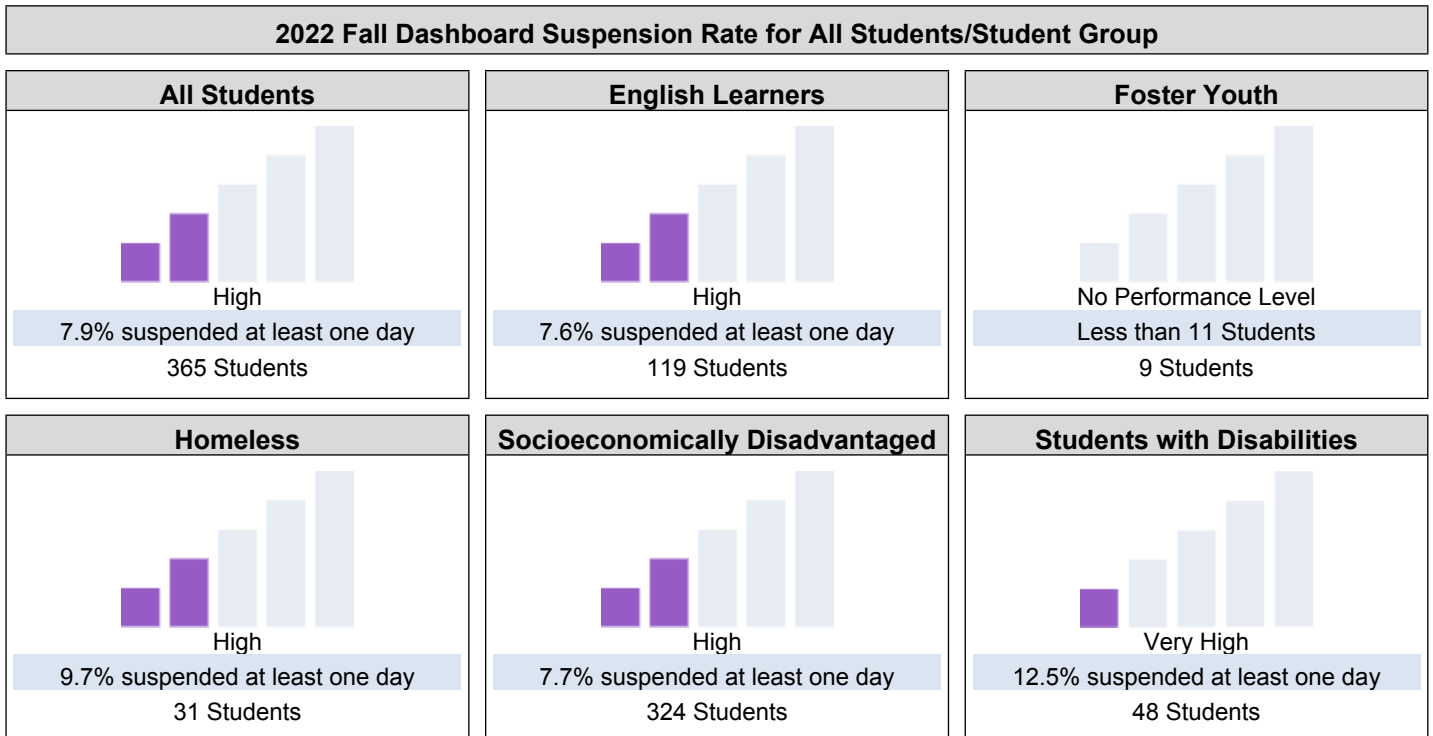
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

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	3	0	0	0
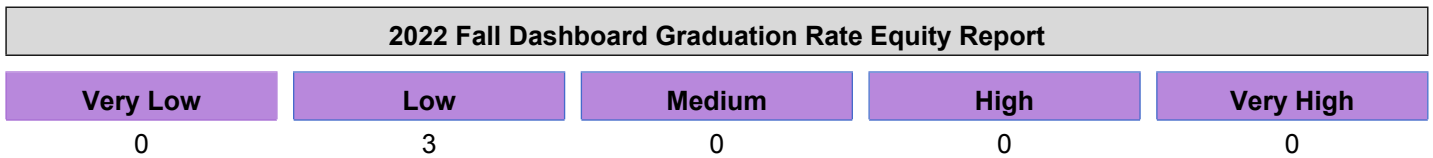
This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	Low	No Performance Level
71.2% graduated	72.7% graduated	Less than 11 Students
118 Students	44 Students	5 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
73.1% graduated	71.1% graduated	67.9% graduated
26 Students	114 Students	28 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level			No Performance Level
69.6% graduated			Less than 11 Students
23 Students			2 Students

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level	No Performance Level	No Performance Level
72.2% graduated	Less than 11 Students	Less than 11 Students	Less than 11 Students
79 Students	4 Students	2 Students	8 Students

Conclusions based on this data:

1. Our data shows that our overall graduation rate dropped by 9.8% from 2018 to 2019. While this school year was a decrease, we are still higher than we had previously been by about 6% We need to continue to analyze these strategies and work to continue improving them for the upcoming students to raise that number to the district level.

2. We were able to see a small increase 7.8% in our students with disabilities. While it is still below our school-wide rate we erased some of the gap that was created in 17-18. We need to continue to develop strategies to support our student's with disabilities to close the gap that still exists.

3. Our data shows that we did experience a significant drop in our African American graduation rate, from 89% to 76%. However, this student group continued to ourpreform our general population in graduation rates. It needs to continue to be a focus for us moving forward

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).

Very High	High	Medium	Low	Very Low

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
2	4	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
7.9% suspended at least one day	7.6% suspended at least one day	Less than 11 Students
365 Students	119 Students	9 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
High	High	Very High
9.7% suspended at least one day	7.7% suspended at least one day	12.5% suspended at least one day
31 Students	324 Students	48 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High	No Performance Level		No Performance Level
11.4% suspended at least one day	Less than 11 Students		Less than 11 Students
70 Students	1 Student		4 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	No Performance Level
7% suspended at least one day	15.4% suspended at least one day	Less than 11 Students	6.3% suspended at least one day
256 Students	13 Students	5 Students	16 Students

Conclusions based on this data:

1. Our data shows that overall the overall suspension rate is experienced a slight drop of 1.3% from the previous year. Given the size of our campus, the drop is the equivelant of just a couple of students so we will need to do more examination as to why this change occurred.

2. Our data shows that the one area that experience a significant decrease was our suspensions of students with disabilities which saw an decrease of 19.6% over the previous year. If you couple this with the increase of 13.6% in the year before it shows a net decrease over two years. We need to define which strategies worked so that we can continue to implement them during the upcoming school year.

3. While our African American students did experience a slight drop, 0.1%, they suspension rate is still 6.5% higher than the school-wide rate. We need to continue to implement stategies like Restorative Justice and work to develop additional strategies to support these students and eliminate this gap.

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

Engaging and Rigorous Teaching and Learning

LEA/LCAP Goal #1

Goal 1: Engaging and Rigorous Teaching and Learning (Goal addressing State Priorities 2,4,5)

Pittsburg Unified will work towards full implementation of academic content and performance standards adopted by the state board for all students, including English learners by identifying essential Common Core and behavior standards, providing high quality engaging instruction and detailed pacing guides, analyzing data from common assessments, and identifying strategic and intensive interventions and enrichment activities that results in students graduating college and career ready.

Goal

1.1 During the 2022-2023 school year students' proficiency in ELA and Math will improve 3 points closer to standard as reported on the California School Dashboard.

1.2 During the 2022-2023 school year we will continue to monitor first best instruction, utilizing formative data to inform our areas of need throughout the year. Through the review of data in our department meetings, we will adjust and plan our instruction, ELD, Universal Access times to best differentiate instruction to address the individual
needs of our students in ELA and Math.

1.3 During the 2022 -2023 school year, English Language Learner scores on the CAASPP will increase by 2% in both ELA and Math.

1.4 Supplement and upgrade technology equipment such as computers, student Chromebooks, printers, LCD projectors, document cameras, screens/monitors that will promote and support student learning. We will continue to supplement our current technology to maintain us at least a 1:1 site and position us to continue to function in a
digital society.

Identified Need

CAASPP was administered in the Spring of 2022. While the CAASPP is a difficult indicator for us to use as a measure of student performance, there was a drop in student performance in both ELA and Math during the last school year. Black Diamond Students performed far under the district Average. Students Identified as homeless, foster youth, English Learners and low-socioeconomics status often experience trauma at a much higher rate and therefore need additional counseling, College & Career guidance, academic guidance, case management and therapy services. Black Diamond High School needs to increase our use of assessments for student placement, interventions and to guide instructional practices. We will focus on the first best instruction and review our I-Ready results to reteach the core curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Mean Scale Score	205.1 points below level 3	175 points below level 3
CAASPP Math Mean Scale Score	228.3 points below level 3	198.3 points below level 3
ELPAC student proficiency of 3 or higher	35.3%	42%
Graduation Rate	81.2%	84.7%

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 and SWD

Strategy/Activity

Black Diamond High School is developing articulated programs for students in collaboration with local businesses and community colleges. This includes articulated courses, collaborative courses on campus, guest speakers, internships and job shadowing. There is also a collaboration with the Department of Rehabilitation for working with SPED 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)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All, AA and EL/FEP

Strategy/Activity

Providing on site career exploration mini expos each quarter as well as coordinate field trips and outside school activities for students to allow them to see real world application of the skills they are learning in the class and to build partnerships with local businesses in addition to expanding our association with the local community college both on and off campus.

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	9500 LCFF All Cost for field trips to colleges and businesses that connect students to the curriculum and future career exploration opportunities.
750	9500 LCFF AA Support for transportation for content based field trips and trips to colleges to help expose students to applications of the material and future content.
1000	9500 LCFF EL/FEP Support for transportation for content based field trips and trips to colleges to help expose students to applications of the material and future content.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students, EL/FEP and SWD

Strategy/Activity

To support 21st learning and college and career readiness. Technology will be integrated into all classrooms. Tools will include Staff Computers, Computers on Wheel, Elmos, Response systems and other items. Black Diamond High School staff will work to identify additional technology that will allow for improved student participation.

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)
31730	3010 Title I All This is to continue expanding a variety of technology that can support students in the classroom, including computers, other specific hardware, like cameras and programs.
25963	9500 LCFF All Provide specific software programs that support all students in access additional content, such as virtual labs and video processing, that can enhance the learning system.
11000	9500 LCFF

	EL/FEP Specific funding for hardware/software programs that will support EL students in accessing the core curriculum in their classrooms.
4000	9500 LCFF SWD Specific funding for hardware/software that will support SWD in accessing the core curriculum in the classroom

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 site leadership team plans, develops and implements a professional development relating to the common core including, assessment and instruction

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	9500 LCFF All Planning

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 site in collaboration with the district office will provide site based professional development during our Wednesday PD time, as well as on minimum days to provide professional development around instructional strategies and Common Core Standards, specifically in math and literacy.

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	9500 LCFF

	All Planning

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

Staff will participate in the district-wide Understanding by Design Training, presented at the school site to receive 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)
3500	9500 LCFF All Planning for PD

Annual Review

SPSA Year Reviewed: 2021-22

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

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

- The data show that Black Diamond had an increase of 3.5% increase in graduation rate.
- The CAASPP Math and CAASPP ELA results had a no increase compared to the previous year

* A curriculum and foundational shift needs to be made. This year all ELA & Math Classes will give a local assessment called I-Ready.

* I-Ready data will be used to reteach ELA & Math standards to support our students with their core curriculum.

* Teacher have developing quarterly pacing guides for more conceptual understanding by focusing on the power standards

* Leadership Team will continue to develop the instructional focus and process for our staff.

* The implementation of UbD (Understanding by Design) are in place and all Black Diamond departments are working to backward map the Core curriculum for a deeper understanding.

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

There not any major changes or differences and minimal budget expenses to further the implementation of the UbD instrucitonal model.

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

The implemented 1:1 technology for all students. We will continue to expand and review specific engagement and instructional strategies that have been implemented using these materials to see where we can continue to engage students with technology and expand the access to additional programs for all students.

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

Equity, Access and Success

LEA/LCAP Goal #2

Goal 2: Equity, Access and Success (Goal addressing State Priorities 1,4,5,7,8)

With a focus on equity, PUSD will narrow the achievement gap among all subgroups by providing access to additional opportunities to support our students in attaining proficiency in ELA and mathematics.

Goal

2.1 students will thrive academically and emotionally in a rich, diverse environment that is rooted in equity and supports wellness and socio-emotional learning. Black Diamond High School plans to build community by providing ongoing information, support and increased opportunities for authentic involvement within our school. In addition to parent support, BDHS will provide needed transition activities and training so our students can successfully transition activities and training so our students can successfully transition into College and Career. Each BDHS student will learn how to access necessary resources beyond school and work on their ability to manage obstacles and challenges through Social Emotional Learning and development.

2.2 Students will narrow the Achievement gap by 3 basis points closer to our state standard as reported on the California School Dashboard
among all subgroups in ELA and Math. BDHS will provide access to additional opportunities to support our students in attaining proficiency in ELA and mathematics. ELA & Math Supports and Interventions will be in place within our school day and through after school interventions and supports

Identified Need

Black Diamond High School continues to serve the district's most "at-risk" youth (EL, Foster Youth, Homeless, Credit Deficient, Special Education and students diagnosed with mental health concerns. Parent involvement continues to be a challenge, especially for those students who do not have a positive relationship with their parents. we need to continue to strengthen our social emotional support services, promotion of these services and access for all. We will provide professional development for our certificated staff to provide more efficient strategies concerning core concepts, theories and frameworks that support greater equity and inclusion for all students.

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)

Strategy/Activity

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

Strategy/Activity

Summer School, Evening School, After school tutoring

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)
3066	9500 LCFF All Planning for summer school, materials and supplies

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.

- A few times during the 2021-2022 school year with higher COVID infections, classroom teachers were challenged to implement Reading & Writing strategies with fidelity. In Math, A lot of COVID infections made it difficult to implement I-Ready Math testing.

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

There not any major changes or differences and minimal budget expenses to further the implementation of the UbD instrucitonal strategies.

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.

This year will be an Equity focus to ensure each student has access to technology and the resources with each state adopted material. The focus will be on instructional strategies to achieve content proficiency.

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 and Family Assets

LEA/LCAP Goal #3

Goal 3 Student and Family Assets (Goal addressing State Priorities (3,5,6); Curriculum Alignment

Promote a community culture and partnership with the parents, students, staff, and PUSD community that increases parent involvement, student participation, and a positive school climate. In doing so, the school provides multiple opportunities for parents/guardians to participate in leadership and decision-making activities, supporting the implementation and monitoring of MTSS/COST/CARE services across the district, and supporting the Mental Health and Social-Emotional Learning of students in environments that are conducive to learning.

Goal

3.1 By June 2023, BDHS will see an increase in student performance as shown by the school graduation rate and the college and career readiness rate, through the use of various support and intervention programs that allow for students to have additional opportunities to earn credits and improve the performance in their courses. While all students will be supported physically, socially, emotionally, and psychologically in environments that are conducive to learning, a percentage of our EL's and Students with Disabilities are still below the school wide average.

3.2 throughout the 2022-2023 school year. Community and parent/guardian engagement will increase through improved communication and the Coordination of Services, and efforts to ensure students are college and career ready upon graduation. Students will demonstrate an increase in school engagement as measured by student attendance, student behavior, participation in extracurricular programs and California Healthy Kids Survey.

3.3 By June 2023, BDHS will create a positive and safe environment which is culturally inclusive and fosters relationships between all school staff and students. BDHS will have increased safety measures for students and staff and create a positive school experience that includes extra curricular activities and events that increase engagement within the school.

Identified Need

While Black Diamond High School has shown a significant increase in their graduation rate, both last year and as a trend over the last several years, it still ranks below the district average and specific subgroups like Students with Disabilities are trailing behind as well as our EL/FEP scholars. When entering Black Diamond High School most students are anywhere from 20-70 credits behind being on pace to graduate and the students need opportunities to earn additional credits to graduate on time. Additionally, attendance for African American students and Special Education students have higher rates than the school wide average for daily attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	81.2%	84%
College and Career Readiness	0%	2%
Additional Credits earned	2502	2715
SPED Graduation Rate	53.8%	58%
School Wide Suspension Rate	17.9%	16.5%
Chronic Absenteeism	70.2 %	67.8%
African American Supension Rate	23.2%	17.9%
California Healthy Kids Survey	56% of the students felt connected to the school	60%
ELPAC Scores	35 % Level 3 or 4	41% Level 3 or 4
EL/FEP Graduation Rate	75%	78%
SWD Graduation Rate	53.8%	60%
Observed application of identified Instructional Strategies	NA	Observed 30% of the time when in classroom

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

Black Diamond High School will work to continue to offer college classes on campus through the dual enrollment program. These classes have typically been offered as one class in the fall and one in the spring and have serviced between 35 and 45 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)
3500	9500 LCFF All Incentives and materials to support the events occurring with PBIS
1000	9500 LCFF All

	Materials to support our quarterly rewards assembly

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

Teachers have the opportunity to collaborate around lesson planning, data analysis and review of student work during faculty and department meetings, including planning time with instructional coaches and observations of classes

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	9500 LCFF All Cost of substitutes and period coverage to allow teachers to continue to collaborate and work through the 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

Provide professional develement for teachers around implementation of instruction, curriculum and assessment of the common Core State Standards

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	9500 LCFF AA Professional Development Activities, including substitutes, travel and registration fees.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL/FEP

Strategy/Activity

Training and materials for staff on strategies to support long term English Learners and their success in the classroom.

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)
1216	9500 LCFF EL/FEP Professional Development and materials for teachers with the focus on improving instruction for English Learners.

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.

Restorative Justice has continued to be a wonderful program that encourages student Leadership and conflict resolution. Our Parent Liaison and Staff has promoted family engagement with Pasta night with families and campus activities to celebrate all our different cultures and heritages. Staff incorporated Edgenuity last year as an online platform that addresses credit recovery for our students. Currently all students have access remotely and we offering several sections in our Master Schedule in which students have the opportunity to have a class period that they can work on during the regular school day while on campus this year. Students are placed in the class based on number of credits needed, availability, what they have previously completed and what they need to take besides their current course work. Teachers continue to work with EPOCH to embrace equity and inclusion and learn about biases and educational barriers. It takes time to implement these strategies consistently. We will continue to move forward with the expectation that these strategies are implemented with fidelity.

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

The only major change in expenditures for this program is to have money available to support having a place available for students after school to support their completion of the online program & Evening School for Credit Recovery.

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.

As we monitor our students completion of credits and the student's moving in and out of the school, we will make adjustments to our expected outcomes including our graduation rate goals, specifically among students with disabilities. We may increase the offerings of support for students after school and review what is available for them as they complete the work that they are on. As students increase the participation of additional after school supports, we can look to increase the opportunities for them to use the supports moving forward.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$98,225.00

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 ($)
3010 Title I	$31,730.00

Subtotal of additional federal funds included for this school: $31,730.00

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 ($)
9500 LCFF	$66,495.00

Subtotal of state or local funds included for this school: $66,495.00

Total of federal, state, and/or local funds for this school: $98,225.00

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
3010 Title I	$40,517	8,787.00
9500 LCFF	$57,457	-9,038.00

Expenditures by Funding Source

Funding Source	Amount
3010 Title I	31,730.00
9500 LCFF	66,495.00

Expenditures by Budget Reference

Budget Reference	Amount
AA	3,750.00
All	77,259.00
EL/FEP	13,216.00
SWD	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
All	3010 Title I	31,730.00
AA	9500 LCFF	3,750.00
All	9500 LCFF	45,529.00
EL/FEP	9500 LCFF	13,216.00
SWD	9500 LCFF	4,000.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		84,943.00
Goal 2		3,066.00
Goal 3		10,216.00

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

2 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Anna Green	Classroom Teacher
Jessica Garay	Classroom Teacher
Phil Lucido	Principal
Bertha Canales	Parent or Community Member
Lilia Quiroz Chavez	Parent or Community Member
Susana Aguilar	Other School Staff
Diego Estrada	Secondary Student
Auseon Partee	Secondary Student
Adriana Ruiz	Other School Staff
Vacancy	
Vacancy	
Vacancy	

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 10/06/2022.

Attested:

[signature]	Principal, Phil Lucido on 10/06/2022
[signature]	SSC Chairperson, Anna Green on 10/06/2022

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.

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

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

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

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

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

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

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 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.

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/guidanceuseseinvestment.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/guidanceuseseinvestment.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