

# Single Plan for Student Achievement

**LEA:** Mt. Diablo Unified School District  
**School:** Olympic Continuation High School  
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**SPSA Year:** 2016-2017

X **The school certifies completion of this plan.**

**School Site Council Approval:** 11/17/2016

**Approved by MDUSD Board of Education:** TBD

## Introduction

The MDUSD Single Plan for Student Achievement (SPSA) template is used to provide details regarding your school's actions and expenditures to support pupil outcomes and overall performance. The SPSA describes goals and specific actions to achieve improved outcomes for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, related to each of the state priorities and district priorities/strategic plan/initiatives.

The SPSA is a comprehensive planning tool. Your school may reference and describe actions and expenditures in other plans when detailing goals, actions, and expenditures. The information contained in the SPSA may be supplemented by information contained in other plans that are incorporated or referenced as relevant in this document.

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## State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

### A. Conditions of Learning:

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

### B. Pupil Outcomes:

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

### C. Engagement:

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Stakeholder Engagement

### Annual Evaluation Involvement Process 2016-2017 SPSA

The SPSA written in Spring 2015 for the 2015-2016 school year was updated and revised during the winter of 2015. As part of the development process, the LCAP was reviewed at length and discussed at school site council meetings, WASC committee meetings and with the staff as a whole. The staff looked at current practices and activities and developed a site LCAP At A Glance to recognize areas of strengths and areas where growth was needed. Increased clarity surrounding the LCAP provided a solid foundation for the development of the Single Plan.

For the 2016-2017 school year, the SPSA was reviewed with the school's newly form Leadership Team (comprised of teachers, Behavioral Health Staff and Administration) for input and edits. After feedback from the teacher/staff Leadership team, the SPSA was presented and reviewed with the entire staff during an all staff meeting in October of 2016. Staff ensured that goals and expenditures were aligned to the school wide learning outcomes (SLO's) that were established during the 2016 WASC mid-cycle review. To involve the parents, students and community members, a draft SPSA was presented to the Site Council in October, 2016 and feedback was elicited.

School wide learning outcomes were developed by staff and students to support the MDUSD district graduation profile. All expenditures therefore will support the school wide learning outcomes.

In summary, the 2016-2017 SPSA goals and actions were discussed and reviewed by the Olympic staff, site council, Department/Leadership Team and Student Leadership group. The Principal consulted with district leadership and analyzed the numerous plans of other sites and other districts as guidance.

### Annual Evaluation Impact on SPSA 2016-2017

Through the lens of the LCAP and Olympic's School Wide Learning outcomes (SLOs), developed during our 2016 WASC review, the 15-16 SPSA was rewritten and revised midyear to realign to LCAP goals. Administration felt it necessary to refocus goals and actions and align each goal to the newly developed school wide learning outcomes, district graduation profile and the Local Control and Accountability Plan. The new SPSA was presented to school site council and approved during the 15-16 school year. The board then approved the revised SPSA. Due to the recency of the plan, and forward planning of three years included in the plan, the 16-17 plan required minor edits and revision.

Like the 15-16 revised SPSA, Olympic's 16-17 SPSA will continue to focus on academic rigor, social and emotional support and school wide safety.

Again, when developing action items and refining 16-17 SPSA goals, the LCAP was revisited to ensure that staff, parents and students understood the funding formula and the need to utilize it as a guide to all decisions and expenditures.

In summary, the 2016-2017 SPSA goals and actions were discussed and reviewed by the Olympic staff, site council, Department/Leadership Team and Student Leadership group. The Principal consulted with district leadership and analyzed the numerous plans of other sites and other districts as guidance.

The goal of the 16-17 SPSA was for it to be a true reflection and guide to the goals and actions items in progress or planned for the near future. Analysis of strategies and activities will be ongoing and adjustments will be made as needed in order for student's to receive the maximum amount of services and support to be successful at Olympic High School.

**Involvement Process 2015-2016 SPSA**

The SPSA written in Spring 2015 for the 2015-2016 school year was updated and revised during the Fall of 2015. The LCAP was reviewed at length and discussed at school site council meetings and with the staff as a whole. The staff looked at current practices and activities and developed a site LCAP At A Glance to recognize areas of strengths and areas where growth was needed. The staff, parents and students understood the funding formula and the need to utilize it as a guide to all decisions and expenditures. A new Principal was appointed and therefore a new SPSA was necessary in order to align the goals to the LCAP. Administration felt it necessary to refocus goals and actions and align each goal to the newly developed school wide learning outcomes.

School wide learning outcomes were developed by staff and students to support the MDUSD district graduation profile. All expenditures therefore will support the school wide learning outcomes.

The new SPSA goals and actions were discussed and reviewed by the Olympic staff, site council, Department/Leadership Team and Student Leadership group. The Principal consulted with district leadership and analyzed the numerous plans of other sites as guidance.

**Impact on 2015-2016 SPSA**

The original SPSA was reviewed with the Department/Leadership team and suggestions for changes were provided. The Principal discussed necessary additions, obtained input and made adjustments as needed. The school wide learning outcomes were created by all staff during site staff and WASC meetings. After the development of school wide learning outcomes, they were presented to student Leadership for necessary adjustments. The revised SPSA has a stronger focus on instructional practices and supports, a more detailed action plan, and relies less on outside consultants for direct services to students.

## Comprehensive Needs Assessment Components (Title I)

This section is required by all Title I sites and recommended for all other sites.

### Data Analysis

This section provides a brief summary of the data used to inform the Single Plan and the information that analysis provided.

The Olympic High School and Alliance Program faculty and staff, School Site Council, Staff Leadership Team, and English Learner Review team have reviewed data from prior year's state rankings, as well as current benchmark assessment data to inform our academic plan.

Student attendance data: Olympic High School has maintained an adequate rate of attendance in comparison to similar continuation education programs and mental health collaborative settings:

#### Olympic High School

- 2014 - 2015 -74.24% overall rate of attendance for general education, 75.46% for special education
- 2015 - 2016 – 71.81% overall rate of attendance for general education, 82.94% for special education

#### Alliance Program at Olympic High School

- 2014 - 2015 -74.71% overall rate of attendance
- 2015 - 2016 – 79.86% overall rate of attendance

CAASPP/SBAC: We will use this data from Grade 11 in ELA and Math to compare to last year's baseline data. We also administered the science test (STAR). The data from these assessments will drive instructional practices and enable teacher's to create groups for diversified instruction, appropriate accommodations, etc. There was a significant increase in participation rate from the 14-15 school year to the 15-16 school year. Only a total of 22 students took both the ELA and Math assessments in 2014-2015 (17% of the 11th grade students). In contrast, 96 students took the 15-16 Math assessments and 101 took the ELA assessments in 15-16 school year (79% of total 11th graders). For the 15-16 CAASPP, Olympic students performed under the district average, 2455.7 compared to 2594.9 in ELA (see charts 1 & 2 below) and similarly in Math, 2418.8 compared to district average of 2578.5 (see charts uploaded as attachments).

CELDT: A total of 35 % of our students are identified as English Learners. Olympic redesignated 20 students during the 15- 16 school year, a 1,900% increase from the 2014-2015 school year (only one was reclassified previously). Although we attribute this improvement to increased EL support (two additional EL sections in the master schedule), frequent data chats, and schoolwide recognition for RFEP, this year's rate will be greatly affected by new criteria (CAHSEE is no longer a measure, CAASP is being used for 11th and there is no current measure for 12th grade). Despite these challenges, we will continue to sharpen our focus to increase our redesignation rate, embedded EL supports, professional development specific to ELs and continuous improvement to our English Learner Program.

Local Formative Assessments: The transition to the Common Core State Standards and to curriculum to support those standards has been intense. This data has really highlighted the difficulty of this transition for students, teachers, and parents, specifically for students at the continuation setting. Throughout the transition our teachers and students are improving in their understanding of the standards and their performance of standards based assessments. New credit policies incorporate the mastery of standards, an increase in technology to the classroom and a focus on active student engagement through instructional rounds has been a focus at the site level.

An On-Demand writing assessment was given in October and will be given again in the Spring. Students are ranked on a specific scoring rubric from 0-4 depending upon good paragraph structure, strong examples, appropriate tone, audience awareness, etc. All students present take the exam during 3rd period, on an extended assessment schedule.

Olympic is a diverse student community with eight different home languages spoken. A total of 51% percent of Olympic students speak a language other than English at home. 140 out of 297 enrolled students are classified as English Learners or Redesignated Fully English Proficient (RFEP) English Learners. Nearly all of the EL students at Olympic speak Spanish. 114 out of 297 enrolled students are identified as Special Education. Of those 114 students, 55 are enrolled in the Alliance Mental Health Collaborative (the program

can serve up to 66 students). Students in the Alliance Program receive specialized academic instruction with mental health supports and services in collaboration with county mental health.

### 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).

Each year teachers are surveyed on site budget priorities in the areas of grade level support, campus safety, professional development/collaboration, instructional support and technology integration. Teachers have the ability to take the union developed climate survey. Lastly, the PBIS committee surveyed the staff to gather baseline data regarding behavioral challenges, current culture and climate overall.

Parents participated in the Title I Parent Survey. Survey instructions suggested that parents complete a survey for each school that their child attends and to identify the grade levels of each of their children. Parents submitted a total of 33 complete surveys for Olympic Continuation High School, a 10% response rate among their 320 families (survey was given in the Spring). Survey results had the highest percentage of representation from parents of 11th graders, and no representation of parents of 9th graders (predictable since . Of the total surveys completed, 17 were completed in Spanish(52%). The survey also included a section for parents to provide feedback on their overall perceptions about their children's schools. This section focused on the perceptions of school safety and parents' interactions with school staff. Parents generally agreed that the school staff treat them with respect and courtesy ( $\bar{x} = 3.69$ ), while there was less agreement about the safety of their child(ren)'s school ( $\bar{x} = 2.88$ ). Parents' responses during the 2015-2016 school year demonstrate that they are satisfied with the quality and frequency of the schools' communication about their children ( $\bar{x} = 2.94$ ), but also indicate room for improvement. The majority of parents also agreed or strongly agreed that the school staff responded to them within 48 hours if they had a question, concern, or comment about their child ( $\bar{x} = 3.15$ ). Parents also indicated that they would like to receive text messages as a form of communication.

Feedback from parents has been through discussion at each of the meetings. All meeting agendas also include a time for public comment to hear any ideas, questions or concerns from all stakeholders.

### **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

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

CAASPP data is being analyzed at the site to guide instructional practices. Since this assessment is new, it has been difficult to have comparison data. The California English Language development Test (CELDT) was used to plan sections in the master schedule based on CELDT levels in Reading and Writing. Data chats with every EL students are done upon enrollment and every term.

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

Teachers review credit completion, CAASPP results, CELDT results, and graduation status with their Advisory classes at every term using a site developed and student friendly monitoring tool. Teachers meet by Department, Committees, Staff Leadership Team and English Learner review team to monitor progress and suggest academic interventions.

#### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All Olympic High Schools' teachers have met the requirements for being highly qualified.

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

Teachers have participated in MDUSD symposiums with their Departments to develop their expertise in using the state adopted instructional materials to teach the Common Core State Standards and to use the supplementary materials and technology. Teachers will continue to benefit from additional training in Instructional Rounds, English Learner strategies and Positive Behavior Intervention System training.



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

A team of teachers has attended the MDUSD Art and Science of Teaching Academy for the past two years and have brought the training on effective instructional strategies back to teachers on Wednesday release days and staff development days. Another team has attended a professional development series on integrating technology into the classrooms. Teachers have attended MDUSD sponsored training through the summer learning academies and through the educational technology dept. throughout the year. Teachers have participated in additional training by the Mosaic project to implement restorative Justice Programs and Peer Mediation and Conflict Resolution Programs. The Teachers on Special Assignment (TOSAs) have provided staff development workshops ( Use of iPads, Chrome books, Intro to Google drive/classroom), have modeled lessons with students (Math and technology) and co-taught lessons with teachers.

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

Teachers have participated in additional training in Instructional rounds, Restorative Justice, Constructing Meaning, PBIS, NGSS and Common Core.

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

Teachers meet in Department Meetings during once or twice a month as well as three to four full planning days each year. The teacher culture at Olympic High School encourages collaboration on lesson planning/assessment and lessons are calibrated to provide consistent expectations across the grade level. Many of the meetings are informal over lunch, breaks and after school in addition to the daily early release days. Teachers value their time together and will often choose to meet after hours/on their own time to plan for their subject areas.

Teaching and Learning

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

Teachers utilize district adopted and grade level curriculum and materials. New adoptions for the current year include Algebra 1a, Algebra, Geometry, Government, World History

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

Olympic far exceeds the minimum instructional minutes required of continuation high schools by the California Department of Education.

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

Teachers are required to complete and turn-in unit lesson plans each term. Teachers check in with one another regularly on their pacing, plan common assessments and review assessment data. Additional intervention courses for English Learners and students with IEPs have been added to the master schedule.

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

All students have access to the standards-based materials that have been adopted by the district. We are fully compliant with the Williams textbook sufficiency.

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

All teachers are required to use standards-based aligned instructional materials, and intervention materials to support struggling students.

#### Opportunity and Equal Educational Access

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

Teacher provides English Language Development support to English Learners and in addition to classroom support strategies. All Resource/Intervention teachers and Instructional Assistants provide support to students in small groups.

14. Research-based educational practices to raise student achievement

Our Art and Science Team (based on research by Marzano) has brought information on high reliability schools to our teachers. Teachers have been provided with professional development on building student relationships, learning goals, effective instructional strategies, instructional rounds and vocabulary instruction. Teachers are becoming more consistent in articulating and posting learning goals and scales for their lessons.

#### Parental Involvement

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

We have a small and limited degree of parent involvement at Olympic High School! The goal is to continue building capacity for parent involvement.

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

Parents, students, community members, teachers, support staff and administration are all involved in the implementation and evaluation of ConApp programs, Title I and EL services. Parents meet monthly with the Principal (coffee with Castellano, first Wednesdays) to discuss current programs and initiatives. Monthly School Site Council meetings are held and include all stakeholders to evaluate the programs and allocation of fiscal resources. Representatives from the various academic departments, counseling department, lead behavioral health specialist, and administration comprise a School Leadership Team in which all programs are planned and aligned with with SPSA and school wide learning outcomes. Activities and goals are evaluated for effectiveness and refined as needed.

A Title I parent meeting was held in the fall, data from the previous school year was provided and reviewed in addition to Title I mandates. During the Title I meeting, parents were involved in the annual review and update of Olympic's parent engagement policy and the home/school compact. All parents and students were invited to a Graduation Status Review night held Dec. 1, 2016, where credits and progress were reviewed with individual students and families, alternative programs for earning credit were offered and representatives from outside agencies (Adult Education, Job Corps, DVC/LMC) were available for consult. An additional Grad Status night will be held in the Spring. An increased focus on EL services included regular data analysis of EL achievement during school staff meetings, the development of an English Learner Review Team comprised of teaching staff and administration and increased recognition of EL reclassification.

## Funding

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

All categorical funding allocations are included in the SPSA. Categorical funds are used to support our English Learners and socioeconomically disadvantaged students.

- Funding for technology upgrades (purchase of Chromebooks, laptops, projectors, printers) allowing students to access web-based instructional resources, increased engagement in learning, increase technology skills to better prepare for career and college, 21st century skills, ability to take electronic assessments.
- Funding for professional development that align with school wide learning goals, focusing on curriculum, instruction, EL and special populations.
- Funding for increased sections in the master schedule to provide additional language development support/interventions for Long Term English Learners, support classes for Special Education students, etc. This supplemental section is needed to ensure that students have the supports necessary to access the core curriculum and increase reclassification for English Learners.

### 18. Fiscal support (EPC)

Mt. Diablo Unified School District distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan (LCAP) and in each school's Single Plan for Student Achievement (SPSA). LCFF supplemental funds for Olympic High School for the 2016-2017 school year are estimated at \$57,120 (not including intentional carryover) and 67,424 for Title I. Additional funding is provided by the MDUSD Special Education Department utilizing mental health collaborative medical funding to support operating costs and embedded mental health supports and services. These funds will be used to support the goals of the Single Plan addressing instruction, parent involvement and school climate and safety.

## Section 2: Goals, Actions, Expenditures

<b>Goal 1:</b>	All students will receive rigorous instruction aligned with the Common Core State Standards and Next Generation Science Standards. Instructional staff will have access to curriculum, materials, and professional development which will help students meet school-wide learning outcomes. Students will develop effective communication skills, learn how to address complex tasks and utilize self directed learning strategies . Staff will be highly qualified with the appropriate credentials, training and materials necessary to accomplish this goal.		Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide			
<b>Identified Need :</b>	All students in 10-12 grades will be presented with a challenging, and rigorous education based on Common Core Standards and will receive the necessary supports in order to access the curriculum.					
<b>Goal Applies to:</b>	Grade/Department/Other:	ALL				
	Applicable Pupil Subgroups:	All Students, Foster Youth, ELL, low-Income Learners, Special Education Learners, Homeless, Immigrant Learners, African American Learners, Native American Learners				
<b>SPSA Year : 2016-17</b>						
<b>Expected Annual Measurable Outcomes:</b>	<p>All teaching staff will receive training focusing on instructional practices that support the Common Core, and will participate in school wide instructional rounds.</p> <p>Additional sections for Academic Success, ELD and Math will be added to the master schedule to meet the needs of Special Education students, support reclassification of Long Term English Learners and address the increase in graduation requirements.</p> <p>Student access to technology in their classrooms will increase by 25%. By the end of the 15-16 school year, a total of 156 Chromebooks had been purchased, a 1 to 2.5 ratio of devices to students. 25% increase would require an additional 39 devices to be purchased for student use in the classroom.</p> <p>Students will participate in regular graduation status reviews and all graduating Seniors will meet the VAPA/CTE/WL requirement.</p> <p>Math teachers will participate in district Math training and implement the newly adopted textbook and online mathematics curriculum.</p>					
Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
1.1 Provide funding for teachers, administrators and other support staff to attend educational conferences, take relevant courses and participate in professional development opportunities that support instruction, curriculum, assessment and issues specific to English Learners (EL), Special Education and at-risk youth.	X All Students	Cover All Costs related to sending staff to appropriate professional development trainings/conferences in Common Core, NGSS, mental health, restorative	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10	Targeted Supplemental (0930)	9241.00

		justice, EL and SPED				
		Cover All Costs related to sending staff to appropriate professional development trainings/conferences in Common Core, NGSS, mental health, restorative justice, EL and SPED	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10	Title I (3070)	10000.00
1.2 Provide funding for substitutes enabling staff to attend educational conferences and participate in professional development on and off site.	X All Students	Substitute daily pay rate	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Targeted Supplemental (0930)	1500.00
		Substitute daily pay rate	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Title I (3070)	6829.00
		Substitute daily pay rate				
1.3 All teaching and administrative staff at Olympic/Alliance will participate in instructional rounds and familiarize themselves with instructional rounds as a school wide practice.	X All Students	Educational consultant to plan and provide professional development to all teaching staff, facilitate monthly rounds across curricula and provide/develop necessary materials.	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	14,495.00
		Materials regarding Instructional Rounds purchased for staff, facilitator, etc	4000 - 4999 Books and Supplies	10	Title I (3070)	500.00

1.4 Conduct a school wide transcript audit to address new credit requirements and assure that our students meet the specified graduation requirements. Develop transfer plans as requested to increase student opportunity to transfer back to their comprehensive high school. All students will participate in graduation status reviews each term and school wide credit reviews will be held in the evening with students and families. All EL students will be reviewed by the ELRT and admin. Individual meetings held with each new student to review CELDT, credits and progress towards reclassification.	X All Students	Transcript audit will identify needs and will require necessary adjustments to the schedule. Transfer plans will be created as requested and monitored by school counselors.	4000 - 4999 Books and Supplies	10	Title I (3070)	500.00
		Additional pay as needed for time required to conduct graduation status reviews in the evening with students and parents.	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	40	Title I (3070)	1000.00
		Postage	5900 Communication s	10	Title I (3070)	1000.00
1.5 Add additional courses to the master schedule to address the increased requirements/change in credits (Math, VAPA/WL/CTE), English Learner placement criteria, IEP needs, etc.	X All Students	Provide adequate course offerings to insure that students meet the graduation requirements and receive the necessary EL or SPED supports				
		Purchase additional textbooks and materials to support the curriculum  Provide funding for 0.2 FTE for additional section based on student need	4000 - 4999 Books and Supplies	10	Title I (3070)	500.00
1.6 Hire appropriately credentialed administrators, teachers and support staff at Olympic and Alliance. Provide funding for staff to take related coursework and workshops that assist them in obtaining VPSS	X All Students	Retain staff and meet the master scheduling needs by	5000 - 5999 Services and Other	10	Targeted Supplemental (0930)	5000.00

certifications, required training/credentialing to be considered highly qualified.		supporting teachers/staff in becoming highly qualified.	Operating Expenditures (Excludes other 5000 series listed below)			
1.7 Provide greater student access to technology in the classroom. Increase technology integration in lessons to increase student engagement.	X All Students	Purchase chromebooks, student PCs, Wireless Access Points, chromebook carts, other applicable technology related materials and devices	4000 - 4999 Books and Supplies	10	Title I (3070)	15000.00
1.8 Establish an English Learning Review Team to review and monitor Olympic English Learner Program and resources. Add needed English Language Development Courses, using Constructing Meaning materials specific to Long Term English Learners. Review English Learner database and develop an appropriate placement and monitoring criteria, providing English credits as appropriate.	X English Learners	Sections in the master schedule for an ELD course Purchase LTEL curriculum and materials Purchase appropriate assessment tools, including online, to support reclassification Conduct data chats and create "Catch Up" plans aligned with the MDUSD Master Plan	4000 - 4999 Books and Supplies	10	Title I (3070)	500.00
1.9 Revamp the Alliance master schedule to include daily Academic Success classes, caseload specific in which additional academic, behavioral and therapeutic supports can be embedded into the daily schedule	X All Students X Other Subgroups: (Specify) Special Education	Cover costs of restorative justice training for all Alliance staff including administration, teachers, BHS and SEA				

		<p>Purchase support materials including textbooks and other program materials</p> <p>Substitutes for training</p> <p>Materials for student projects in Academic Success and additional curriculum</p> <p>Online point management system to support data collection</p> <p>Additional therapeutic materials needed for mental health collaborative</p> <p>Instructional materials</p>										
<p>1.10 Purchase instructional materials and supplies in order to support common core curriculum, project based learning, lab activities and other necessary teaching materials.</p>	<p>X All Students</p>	<table border="0"> <tr> <td data-bbox="991 883 1226 1328"> <p>All necessary instructional materials needed to present curriculum and provide students with access to supplies, including but not limited to paper, toner, writing supplies, supplementary materials, DVD's, lab materials, etc.</p> </td> <td data-bbox="1226 883 1415 976"> <p>4000 - 4999 Books and Supplies</p> </td> <td data-bbox="1415 883 1583 911"> <p>10</p> </td> <td data-bbox="1583 883 1793 943"> <p>Base (0301, 0701, 0801)</p> </td> <td data-bbox="1793 883 2003 911"> <p>5000.00</p> </td> </tr> <tr> <td></td> <td data-bbox="1226 1344 1415 1437"> <p>4000 - 4999 Books and Supplies</p> </td> <td data-bbox="1415 1344 1583 1372"> <p>10</p> </td> <td data-bbox="1583 1344 1793 1437"> <p>Targeted Supplemental (0930)</p> </td> <td data-bbox="1793 1344 2003 1372"> <p>4000.00</p> </td> </tr> </table>	<p>All necessary instructional materials needed to present curriculum and provide students with access to supplies, including but not limited to paper, toner, writing supplies, supplementary materials, DVD's, lab materials, etc.</p>	<p>4000 - 4999 Books and Supplies</p>	<p>10</p>	<p>Base (0301, 0701, 0801)</p>	<p>5000.00</p>		<p>4000 - 4999 Books and Supplies</p>	<p>10</p>	<p>Targeted Supplemental (0930)</p>	<p>4000.00</p>
<p>All necessary instructional materials needed to present curriculum and provide students with access to supplies, including but not limited to paper, toner, writing supplies, supplementary materials, DVD's, lab materials, etc.</p>	<p>4000 - 4999 Books and Supplies</p>	<p>10</p>	<p>Base (0301, 0701, 0801)</p>	<p>5000.00</p>								
	<p>4000 - 4999 Books and Supplies</p>	<p>10</p>	<p>Targeted Supplemental (0930)</p>	<p>4000.00</p>								



1.11 Develop a School Leadership team comprise of interested staff in order to guide organizational decisions, monitor curriculum choices and instructional practices, plan school wide professional development/events, etc.	X All Students	Extra pay provided to participating staff members to compensate for meeting times, subcommittee work, etc.	1000 - 1999	10	Base (0301, 0701, 0801)	2772.16
			Certificated Personnel Salaries (Includes 3000-3999 Benefits)			
			1000 - 1999	10	Targeted Supplemental (0930)	3694.02
			Certificated Personnel Salaries (Includes 3000-3999 Benefits)			

<b>Goal 2:</b>	To provide parents/caregivers with ongoing information, reminders and support regarding school/community behavioral expectations, academic progress, readmission requirements for their student, and other relevant parent information regarding teen issues. Provide increased opportunities for parent involvement.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
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**Identified Need :** Students, Parents/guardians, social service agencies and community members will work collectively, and informed to support Olympic High Schools' teachers, staff members and administrators; and improve students' safety, increase students' learning, and address students' validation of emotional goals, social goals and educational goals.

**Goal Applies to:** Grade/Department/Other: ALL  
 Applicable Pupil Subgroups: All students, ELL learners, Immigrants, low Income Learners

**SPSA Year : 2016-17**

**Expected Annual Measurable Outcomes:** We will have improved and increased communication to students/parents including updating the school website to include a parent section, link to school twitter account, link to Homelink parent portal, link to the Remind app, etc.  
 We will hire a bilingual community services liaison to support this communication including translation of phone calls, information to be sent home, meetings, etc.  
 We will schedule and hold monthly site council meetings to increase parental involvement.  
 Teacher's will utilize the grade book table in aeries in order to provide report cards to students/parents every 4-5 weeks. During the 15-16 school year, parents received 4 grade reports. The goal of 16-17 is that parents will receive a total of 8 grade reports from Olympic.  
 In addition, two at-risk graduation status review nights will be held with 25% of the parents in attendance.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
2.1 Hire a part-time (30 hours per week) bilingual Community Services Liaison to translate during formal and informal students' conferences; translate parent phone calls about academics, behavior and attendance, translate documents to mail home and work daily with certificated and classified staff to build positive relationships with students and families.	X All Students	Fund community services liaison position	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	38	Title I Parent Engagement (3068)	9139.00
			2000 - 2999 Classified Personnel	38	Targeted Supplemental (0930)	8763.00

		Salaries (Includes 3000-3999 Benefits) Overtime necessary to translate school communication or attend after school meetings Communication/flyers home to parents and translated into Spanish	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	10	Title I (3070)	
2.2 Schedule Site Council Meetings/ Title I Parent Meetings/ELAC Meetings and other parent events to increase parent involvement and engagement.	X All Students	Increase all stakeholders participation in creating safe campus, providing feedback on expenditures, etc.	7000 - 7999 Other Outgo	50	Title I Parent Engagement (3068)	1320.00
		Provide refreshments at parent meetings/events	7000 - 7999 Other Outgo	50	Title I Parent Engagement (3068)	500.00
		Purchase necessary supplies to hold parent events, i.e. tables, chairs, etc.	4000 - 4999 Books and Supplies	50	Title I Parent Engagement (3068)	713.00
		Postage for mailings	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	50	Title I Parent Engagement (3068)	500.00
2.3 Create a Student/Staff Collaboration Center to hold professional development workshops, cross curricular classroom projects, host guest speakers, student and parent activities, after school tutoring, community resource events, and develop a safe and	X All Students	Convert the school library into a professional learning space	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	10601.92

welcoming place for students and staff to learn.		Facilities for after school tutoring/workshops	4000 - 4999 Books and Supplies	10	Targeted Supplemental Intentional Carryover (0930)	15938.20
2.4 Provide students with individual and group counseling services as needed	X All Students	Purchase furniture for the space  Purchase technology for the center, screen, computer, lcd projector, installation, etc.	4000 - 4999 Books and Supplies	10	Base Intentional Carryover (0301, 0701, 0801)	2000.00
2.5 Fund special events, activities, and/or field trips that students may be eligible to attend	X All Students	Fund an MFT/MSW intern to provide individual counseling services and supports 2 days a week  Decrease suspensions and expulsions by providing other means of correction.  Fund School Psychologist Intern	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	6000.00
		Increase credit recovery opportunities	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10	Targeted Supplemental (0930)	2000.00
			5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	10	Title I (3070)	3000.00

<p>2.6 Update and maintain school website. Include links to Homelink Parent Portal, Remind Apps, school social media sites. Provide resources to students and parents via the website.</p>	<p>X All Students</p>	<p>Several staff will attend website training available through TIS</p> <p>Update website regularly so that students/parents are informed about upcoming events/important dates.</p> <p>Explore additional communication methods to reach a variety of audiences</p> <p>Fund extra pay to compensate teachers working as webmasters.</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)</p> <p>10 Title I (3070) 4000.00</p>
<p>2.7 School provides necessary learning materials and supplements for students with needs (i.e. pens, paper, printed materials, etc).</p>	<p>X Low Income Pupils X English Learners X Foster Youth</p>	<p>Purchasing materials and supplies for student use</p> <p>4000 - 4999 Books and Supplies</p> <p>10 Base (0301, 0701, 0801)</p>
<p>2.8 Reorganization of Student Services, allowing for more efficient new student orientations, communication of current and past transcripts and welcoming facilities for current/ alumni students and their families.</p>	<p>X All Students</p>	<p>Materials and supplies needed by counselors</p> <p>4000 - 4999 Books and Supplies</p> <p>40 Base Intentional Carryover (0301, 0701, 0801) 500.00</p> <p>Furniture and equipment necessary to establish a working counseling office and support new counselors</p> <p>4000 - 4999 Books and Supplies</p> <p>40 Base Intentional Carryover (0301, 0701, 0801) 500.00</p> <p>Purchase new filing system for old transcripts and current cumulative files</p> <p>4000 - 4999 Books and Supplies</p> <p>39 Targeted Supplemental (0930) 4000.00</p> <p>Redesign Registrars</p> <p>4000 - 4999</p> <p>39 Base Intentional 2000.00</p>

		<p>office for ease of holding new student orientations and meetings with parents.</p> <p>Update printer and computer for registrar to assist in facilitating transcript analysis, grade reporting, communication to parents, etc.</p>	<p>Books and Supplies</p> <p>4000 - 4999 Books and Supplies</p>	<p>39</p>	<p>Carryover (0301, 0701, 0801)</p> <p>Base Intentional Carryover (0301, 0701, 0801)</p>	<p>763.45</p>
2.9 Repurpose a classroom in order to house student support services (i.e. School Psychologist, counselors, social workers, nurse, speech, etc)	X All Students	<p>Purchase technology support</p> <p>Purchase partitions in order to maintain student confidentiality between providers.</p>	<p>4000 - 4999 Books and Supplies</p>	<p>40</p>	<p>Base (0301, 0701, 0801)</p>	<p>1500.00</p>

<b>Goal 3:</b>	To improve school climate and safety and provide students with a culturally inclusive environment which fosters relationships between all school staff and students. To provide students with a positive school experience which includes extra curricular activities and events to increase involvement in school.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
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**Identified Need :** The Administrators and staff have noticed an increase of incidents of students smoking cigarettes, smoking marijuana, taking Xanax and Ecstasy, and smoking e-cigarettes on and off campus.

**Goal Applies to:** Grade/Department/Other: ALL  
 Applicable Pupil Subgroups: ELL Learners, Socio-Economic Disadvantage, Foster Youth, Homeless Learners, Gay, Lesbian, and Transgender Learners

**SPSA Year : 2016-17**

**Expected Annual Measurable Outcomes:** Create and implement a school wide Positive Behavior Intervention System which includes staff development, student rewards and incentives. Students will participate in a variety of school programs to include athletics, music production, service learning, leadership, West African dance/drumming, clubs and academic tutoring. 20% of all students will participate in school related programs outside of the school day. Recognition activities or certificates will be provided each quarter. School will improve campus safety procedures and make facility upgrades.

Actions/Services	Pupils to be Served	Description	Object	Function	Funding Source	Amount
3.1 Provide funding for after school athletic, academic tutoring and enrichment programs. Continue to increase after school opportunities for student involvement.	X All Students	Fund stipends for coaching staff	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	10	Title I (3070)	2000.00
		Independent contract for a digital music instructor to provide instruction and supervision of students to utilize the on campus	5800 Professional/Consulting Services and Operating Expenditures	10	Title I (3070)	2100.00

		music studio, one time per week entire school year	Materials and equipment	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	500.00
		Independent contract for artists to provide workshops for students		5800 Professional/Consulting Services and Operating Expenditures	10	Targeted Supplemental (0930)	500.00
3.2 School counselors to provide substance abuse risk assessments to identified/referred students. Provide brief intervention supports and group counseling as appropriate to address substance abuse concerns.	X All Students	Substance abuse risk assessments, brief intervention and group counseling. School counselors to attend trainings and workshops related to substance abuse Implement TUPE supports/education campus wide. Identify one counselor as the TUPE coordinator to attend necessary training/meetings.					
3.3 To align with district supported Positive Behavior and Intervention Systems (PBIS) training, student incentives and rewards will be enhanced to encourage safe and appropriate behavior on campus. Student recognition will increase in the areas of academics, attendance, behavior and credit completion.	X All Students	Purchase supplies, materials and Olympic apparel for students as incentives for PBIS Create signage and posters to support the teaching of school wide expectations		4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	1320.00
				4000 - 4999 Books and Supplies	40	Base (0301, 0701, 0801)	2000.00
3.4 Update facilities to increase campus safety, information to students and community members and detract students from leaving campus during	X All Students	Update signage in the parking lot and		5000 - 5999 Services and	10	Targeted Supplemental	2006.00



<p>the school day and prevent non-students from entering campus.</p>		<p>around campus directing students and visitors to the appropriate places, informing of closed campus, etc. Signs in English and Spanish</p> <p>Update classroom facilities (capital outlay)</p> <p>Purchase lanyards for students so we are able to identify Oly/Alli students and nonstudents</p> <p>Purchase ID cards and materials for the ID badge machine</p>	<p>Other Operating Expenditures (Excludes other 5000 series listed below)</p> <p>4000 - 4999 Books and Supplies</p>	<p>40</p>	<p>(0930)</p> <p>Base (0301, 0701, 0801)</p>	<p>1500.00</p>
<p>3.5 Provide appropriate supervision of school campus, including effective ways to communicate safety concerns, additional support as needed, etc.</p>	<p>X All Students</p>	<p>Purchase and maintain new communication devices (walkie-talkies) that allow for communication between Olympic, Alliance and Crossroads.</p>	<p>4000 - 4999 Books and Supplies</p>	<p>39</p>	<p>Targeted Supplemental (0930)</p>	<p>1000.00</p>
<p>3.6 Staff working directly with Alliance students will be trained by the Crisis Prevention Institute on deescalation, crisis response, etc.</p>	<p>X Other Subgroups: (Specify) Special Education</p>	<p>Staff (teaching, Admin, BHS, clerical and campus supervisors) will be trained in CPI</p> <p>Provide additional pay if the training is held outside of school hours/work week</p>				
<p>3.7 Train students and staff on utilizing restorative justice practices that align with school wide PBIS to increase campus safety.</p>	<p>X All Students</p>	<p>Independent Consultant to provide restorative</p>				

		justice training to all staff.				
3.8 Provide funding to support student recognition activities such as prom, awards nights, diplomas, graduation cap and gowns, certificates, etc. for students who meet the eligibility criteria.	X All Students	Purchase necessary items	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	2494.06
3.9 Funding to support the Olympic Service Learning program.	X All Students	1.4 teacher FTE allocated to monitor and supervise students in the Service Learning program. Transportation to and from various school sites Community events and recognition activities for student participants and their families				
3.10 Students will have access to a variety of learning environments, including the school garden. Using the garden as a classroom will reconnect students with the natural world and the true source of their food, and teach them valuable gardening and agriculture concepts and skills that integrate with several subjects, such as math, science, art, health and physical education, and social studies, as well as several educational goals, including personal and social responsibility.	X All Students	Funding for necessary materials and supplies to maintain and upgrade the garden Funding for extra pay to compensate staff staying after hours to work in the garden	4000 - 4999 Books and Supplies	10	Targeted Supplemental (0930)	500.00
3.11 Campus safety supplies will be upgraded to support the school safety plan and include updated emergency relief supplies and equipment.	X All Students	Campus safety supplies will be upgraded to support the school safety plan and include updated emergency relief supplies and equipment. Fund via donations.	4000 - 4999 Books and Supplies	10		

## Section 2: Annual Evaluation

<b>Annual Evaluation Goal 1:</b>	All students will receive rigorous instruction aligned with the Common Core State Standards and Next Generation Science Standards. Instructional staff will have access to curriculum, materials, and professional development which will help students meet school-wide learning outcomes. Students will develop effective communication skills, learn how to address complex tasks and utilize self directed learning strategies . Staff will be highly qualified with the appropriate credentials, training and materials necessary to accomplish this goal.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
<b>Goal Applies to:</b> Grade/Department/Other: ALL Applicable Pupil Subgroups: All Students, Foster Youth, ELL, low-Income Learners, Special Education Learners, Homeless, Immigrant Learners, African American Learners, Native American Learners		
<b>Expected Annual Measurable Outcomes:</b>	Rigorous instruction in the classroom is a known challenge for continuation sites, including Olympic. Teachers need additional professional development and instructional materials in order to increase their understanding of the CCSS and NGSS and provide high level tasks for students. Students have minimal access to technology at school and are not familiar with technology tools. Systems that provide intensive and strategic supports for English Language Learners, Special Education students and other at-risk populations are lacking.	<b>Actual Annual Measurable Outcomes:</b>  All teaching staff participated in professional development through instructional rounds. This practice drove the development of rigor scales for unit lessons, school wide credit policies and attendance at training for curriculum and instruction.  156 Chromebooks were purchased for student use and technology was Incorporated into daily lessons.  3 Academic Success courses were added to the master schedule specifically to support Resource students and provide student's daily access to their case manager.  2 ELD course were added to the master schedule to provide increased support for EL students, specifically Long Term English Learners.
<b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b>	Academic Success courses needed to be added to the Alliance schedule to provide opportunities for case managers to monitor student progress on goals, embed mental health supports into the daily schedule by offering restorative justice circles and DBT (Dialectical Behavior Therapy) skills lessons for students to improve their behavioral skills.  Additional monitoring systems need to be added for EL students to ensure accurate class scheduling, continued progress towards reclassification and ongoing recognition for academic achievement and improvement.	

**SPSA Year : 2015-16**

Planned Actions/Services	Actual Actions/Services	
		Evaluation
<p>1.1 Provide funding for teachers, administrators and other support staff to attend educational conferences, take relevant courses and participate in professional development opportunities that support instruction, curriculum, assessment and issues specific to EL, Special Education and at-risk youth.</p>	<p>1.1 Staff attended a variety of PD/conferences including:</p> <ul style="list-style-type: none"> <li>• NGSS</li> <li>• Rigor</li> <li>• Art and Science</li> <li>• CA Continuation Education Conference</li> <li>• ACSA Every Child Counts Symposium</li> <li>• Mindfulness</li> <li>• Constructing Meaning</li> <li>• PBIS</li> <li>• IEP Goal Writing</li> <li>• other</li> </ul>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Increased participation and achievement in the CAASP, increased reclassification rate for ELL students.</p>
<p>1.2 Provide funding for substitutes enabling staff to attend educational conferences and participate in professional development on and off site.</p>	<p>1.2 see 1.1</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>see 1.1</p>
<p>1.3 All teaching and administrative staff at Olympic/Alliance will participate in instructional rounds and familiarize themselves with instructional rounds as a school wide practice.</p>	<p>1.3 All teachers participated in instructional rounds on site at least once during the 15-16 school year. All teachers were provided with reading materials.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Instructional rounds lead to implementation of Marzano's scales, increased conversations surrounding curriculum and instruction of alternative education students, additional professional development around the school's question of practice, etc. In addition, this practice lead to a cultural shift to build a true learning community school wide.</p>

<p>1.4 Conduct a school wide transcript audit to address new credit requirements and assure that our students meet the specified graduation requirements. Develop transfer plans as requested to increase student opportunity to transfer back to their comprehensive high school.</p>	<p>1.4 All Senior and Junior transcripts(in that order) were audited resulting in necessary schedule and program adjustments.</p> <p>Many students created transfer plans and 9 students transferred back to their comprehensive sites in January 2016.</p> <p>Olympic Transcript Reviews were conducted with each student during 4th period Advisory prior to the last two terms.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Olympic graduated a total of 113 students despite the increased credit requirement in Math and additional VAPA/CTE/WL credit requirement. This is consistent with previous years.</p>
<p>1.5 Add additional courses to the master schedule to address the increased requirements/change in credits (Math, VAPA/WL/CTE), English Learner placement criteria, IEP needs, etc.</p>	<p>1.5 The following sections were added to the master schedule during the 15-16 school year</p> <ul style="list-style-type: none"> <li>• 3 Academic Success classes for Resource students</li> <li>• 2 ELD course for ELL students</li> <li>• additional sections of Math, including 2 sections of Personal Finance</li> </ul>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <ul style="list-style-type: none"> <li>• Ability to monitor progress on goals and increased access to students on their caseloads through their Academic Success classes contributed to a higher rate of compliance with IEP mandates.</li> <li>• 113 graduates</li> <li>• 20 students Reclassified English Proficient (compared to only 1 during 14-15 school year)</li> </ul>
<p>1.6 Hire appropriately credentialed administrators, teachers and support staff at Olympic and Alliance. Provide funding for staff to take related coursework and workshops that assist them in obtaining VPSS certifications, required training/credentialing to be considered highly qualified.</p>	<p>1.6 All teaching staff were highly qualified, possessing credentials in their specific subject area (with the exception of one teacher at Alliance, who was in progress of obtaining the appropriate credentials).</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Several teachers submitted evidence of coursework taken related to their role as instructors at Olympic.</p>
<p>1.7 Provide greater student access to technology in the classroom. Increase technology integration in lessons to increase student engagement.</p>	<p>1.7 156 chromebooks were purchased for student use. Each English teacher and two Social Studies teachers had class sets of</p>	<p>Effective</p> <p>What measurable data was used to</p>

	chromebooks to use daily. All Resource students had access to technology through their Academic Success courses.	evaluate the action/services and what did it reveal about its effectiveness?
1.8 Add an English Language Development Course, using English 3D Materials, specific to Long Term English Learners. Review English Learner database and develop an appropriate placement and monitoring criteria. Provide English credits as appropriate.	1.8 Two ELD courses were added to the master schedule during the 15-16 school year.	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>SDAIE sections in all content areas will be identified for the 16-17 school year. Each new EL student meets with administration to conduct a credit and CELDT review. Administration then assigns the appropriate courses to the student. Teachers will receive training in the new ALD curriculum and provide materials to their students.</p> <p>CELDT data will be reviewed and reclassification rate will be examined at the end of the year to compare to 15-16 school year in order to measure growth.</p>

<b>Annual Evaluation Goal 2:</b>	To provide parents/caregivers with ongoing information, reminders and support regarding school/community behavioral expectations, academic progress, readmission requirements for their student, and other relevant parent information regarding teen issues. Provide increased opportunities for parent involvement.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
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<b>Goal Applies to:</b>	Grade/Department/Other: ALL
	Applicable Pupil Subgroups: All students, ELL learners, Immigrants, low Income Learners

<b>Expected Annual Measurable Outcomes:</b>	To increase parent and community members participation and involvement on Site Council, ELAC, development of Site Plan, participation in school events, etc.	<b>Actual Annual Measurable Outcomes:</b>	Parents/community members consistently attended school site council meetings. A parent/community assistant was hired to support this effort.
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<b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b>	In order to support our goal of increased parent/community engagement, the Bi-lingual Community Services Assistant position will be increased from 15 hours a week to 30 hours a week. Additional opportunities for parent participation (graduation status review nights, coffee with the Principal, ongoing SART meetings, and workshops offering resources will be held. In addition, improvements to the school's website and increased information and frequency to parents via telephone, website, social media, texting, email and flyers through the mail will be made.
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**SPSA Year : 2015-16**

Planned Actions/Services		Actual Actions/Services	
		Evaluation	
2.1 Hire a part-time (15 hours per week) bilingual Community Services Liaison to translate during formal and informal students' conferences; translate parent phone calls about academics, behavior and attendance, translate documents to mail home and work daily with certificated and classified staff to build positive relationships with students and families.	2.1 Community Services Assistant was hired and activities surrounding this role began.	Effective	What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?  Increased communication in Spanish, increased personal calls home, printed materials provided in Spanish, workshops for parents were planned and held.
2.2 Schedule Site Council Meetings/ Title I Parent Meetings/ELAC Meetings and hold those meetings monthly.	2.2 SSC and Title I parent meetings were held regularly and attended by parents/community members.	Needs More Time to Evaluate Effectiveness	What measurable data was used to

		<p>evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Parent participation was inconsistent. ELAC meetings have been unsuccessful and continue to be an area in which the school can improve.</p>
<p>2.3 Create a Student Center to house school counselors, counseling interns, support services, after school tutoring, community resources, and develop a safe and welcoming place for students to congregate.</p>	<p>2.3 Fiscal support for this action item was budgeted as intentional carryover for the 16-17 school year.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>The old library is currently under renovation. Reorganization of this space began in the Summer of 2016. Appropriate furniture and equipment has been ordered and/or received in order to utilize this space as a collaboration area for both staff and students. Expected completion date for this action item is Spring 2017.</p>
<p>2.4 Provide students with individual and group counseling services as needed</p>	<p>2.4 Additional students obtained counseling services through MSW and MFT interns.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Students who did not meet the eligibility criteria to receive services through the site BHS (students must have medi-cal) were able to receive individual counseling services through the JFK MFT intern on site one day a week.</p>
<p>2.5 Fund special events, activities, and/or field trips that students may be eligible to attend</p>	<p>2.5 Students attended field trips to various colleges and workforce related programs, artistic events, leadership conferences, museums, etc. Activities to increase student engagement (assemblies, workshops, guest speakers, etc) were held. A prom, Senior breakfast, cap and gown pictures and graduation ceremony were</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>A majority of students participated in one or more of the field trips or special events. Students were able to obtain credit for attending field trips or workshops tied to</p>



	planned for graduating Seniors.	academic curriculum.
2.6 Update and maintain school website. Include links to Homelink Parent Portal, Remind Apps, school social media sites. Provide resources to students and parents via the website.	2.6 Olympic transition their website to school loop, consistent with other schools in the district. Staff received webmaster training. A Remind and Twitter account were established and used as a communication device to students, parents and community members.	Needs More Time to Evaluate Effectiveness  What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?  Continued improvements to the website are being made. Promotion of these online resources needs to be a focus in order to gauge effectiveness.
2.7 School provides necessary learning materials and supplements for students with needs (i.e. pens, paper, printed materials, etc).	2.7 Instructional materials and supplies were purchased throughout the year.	Effective  What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?  Teachers reported feeling supported in their transition to the common core. Resource allocation allowed for additional materials to be purchased for Science labs, project-based learning etc.

<b>Annual Evaluation Goal 3:</b>	To improve school climate and safety and provide students with a culturally inclusive environment which fosters relationships with all school staff and students.	Related State and/or Local Priorities: 1 X Basic 2 X Implementation of State Standards 3 X Parental Involvement 4 X Pupil Achievement 5 X Pupil Engagement 6 X School Climate 7 X Course Access 8 X Other Pupil Outcomes Local (Specify): Title I Schoolwide
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<b>Goal Applies to:</b>	Grade/Department/Other: ALL
	Applicable Pupil Subgroups: ELL Learners, Socio-Economic Disadvantage, Foster Youth, Homeless Learners, Gay, Lesbian, and Transgender Learners

<b>Expected Annual Measurable Outcomes:</b>	Increase students daily attendance rate by 3%	<b>Actual Annual Measurable Outcomes:</b>	All Alliance staff were trained in CPI. An entire communication system (walkie talkies) were purchased to increase safety across campus and between programs.
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<b>After reviewing data regarding the effectiveness of the planned actions and services, what changes will be made to improve student academic achievement and other student outcomes?</b>	A variety of programs and activities need to be offered through the after school program in order to attract a wide range of students with diverse interests. PBIS needs to be prioritized in order to develop and implement systems with fidelity and effectively change unwanted student and staff behaviors.
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**SPSA Year : 2015-16**

Planned Actions/Services	Actual Actions/Services	
		Evaluation
3.1 Provide funding for after school athletic, academic tutoring and enrichment programs. Continue to increase after school opportunities for student involvement.	3.1 Students participated in after school basketball, music studio, softball and tutoring (on a limited basis).	Needs More Time to Evaluate Effectiveness  What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?  Participant totals were analyzed in these various programs. It was determined that the programs offered were being utilized by students from specific sub groups ( ie predominantly male, predominantly African American, etc). It is recognized that recruitment of other student populations is

		<p>necessary and/or offering activities and sports that interest a more diverse population is desired.</p>
<p>3.2 School counselors to provide substance abuse risk assessments to identified/referred students. Provide brief intervention supports and group counseling as appropriate to address substance abuse concerns.</p>	<p>3.2 Students with a drug violation were referred by administration to the counseling department for a risk assessment.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Although students received risk assessments for suspected or admitted substance abuse, there is a lack of monitoring regarding the process for a second or third violation. This system needs to be refined to also involve parents when the students are under 18. Supports are being implemented but not consistently. This program is in its early stages and will continue to be evaluated and adjusted.</p>
<p>3.3 To align with district supported Positive Behavior and Intervention Systems (PBIS) training, student incentives and rewards will be enhanced to encourage safe and appropriate behavior on campus. Student recognition will increase in the areas of academics, attendance, behavior and credit completion.</p>	<p>3.3 Students were recognized for academic achievement through nomination of their teachers, Reclassifying as English Proficient, Department Awards, etc.</p>	<p>Needs More Time to Evaluate Effectiveness</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>After utilizing the PBIS self evaluation tools it was clear that PBIS implementation school wide at Olympic continued to be in the development stage. A re-prioritization of PBIS by the administrative team and a new administrative assignment to this committee is revealing significant progress already in the 16-17 school year. Students were not being recognized on a regular basis and there were no established school wide expectations.</p> <p>It is expected that the action items in this goal will be reached fully by the end of 16-17 school year.</p>

<p>3.4 Update facilities to increase campus safety, information to students and community members and detract students from leaving campus during the school day and prevent non-students from entering campus.</p>	<p>3.4 Some signage was added to the buildings. The main office facilities were updated to provide a more welcoming environment to students, parents and staff.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Clean, healthy, safe and modern facilities send a clear message that we value our students and staff. A positive environment is tied directly to increased student engagement and achievement. During the WASC process all stakeholders reported feeling proud of the facilities.</p>
<p>3.5 Provide appropriate supervision of school campus, including effective ways to communicate safety concerns, additional support as needed, etc.</p>	<p>3.5 Walkie talkies were purchased for Olympic and Alliance programs.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Staff received training in using the new communication devices. Site and district administration received no incident reports or concerns regarding poor communication during the 2015-2016 school year.</p>
<p>3.6 Staff working directly with Alliance students will be trained by the Crisis Prevention Institute on deescalation, crisis response, etc.</p>	<p>3.6 All Alliance staff (teachers, BHS, SEA, Admin) received CPI training.</p>	<p>Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>There were no reported major incidents of student and staff conflicts. All staff received appropriate training and support.</p>

<p>3.7 Implement school wide peer mediation program and train students and staff on utilizing restorative justice practices that align with school wide PBIS to increase campus safety.</p>	<p>3.7 The Mosaic Project was hired as an independent consultant to work directly with students and provide this service.</p>	<p>Not Effective</p> <p>What measurable data was used to evaluate the action/services and what did it reveal about its effectiveness?</p> <p>Although the program was positive and students reported learning important conflict mediation skills, the practices never became systemic and therefore were not embraced by the larger school community. School leadership decided that the fiscal resources spent in this area would be better allocated to building programs embedded within the school, with school staff and therefore more sustainable.</p>
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### Section 3: Use of Supplemental Grants Funds

All schools must complete the SPSA and Annual Evaluation each year. The program and goals contained in the SPSA align with the district LCAP.

- A. In the textbox, explain how the services provided in the SPSA year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils. Use a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For schools with below 40 percent of enrollment of unduplicated pupils in the SPSA year, when using supplemental funds in a schoolwide manner, the school must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of projected Supplemental grant funds:</b>	\$73,058.20
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As a site that is over 40% unduplicated target student count, we will use the Supplemental funds to support increasing achievement of our English Language Learners, Foster youth, African American Learners, Native American learners, and low-Income Learners as well as increasing parent involvement and improving schools' climate. Specifically, we are adding professional development focused on instruction, peer mediation to promote restorative practices and increasing student access to technology.
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## Section 4: Expenditure Summary

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Base (0301, 0701, 0801)	15,690.00	2,917.84
Base Intentional Carryover (0301, 0701,	5,763.45	0.00
Targeted Supplemental (0930)	57,120.00	0.00
Targeted Supplemental Intentional	15,938.20	0.00
Title I Parent Engagement (3068)	12,172.00	0.00
Title I (3070)	67,424.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Base (0301, 0701, 0801)	12,772.16
Base Intentional Carryover (0301, 0701, 0801)	5,763.45
Targeted Supplemental (0930)	57,120.00
Targeted Supplemental Intentional Carryover (0930)	15,938.20
Title I (3070)	67,424.00
Title I Parent Engagement (3068)	12,172.00

Object Type	Total Expenditures
1000 - 1999 Certificated Personnel Salaries (Includes 3000-	21,795.18
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999	17,902.00
4000 - 4999 Books and Supplies	73,830.63
5000 - 5999 Services and Other Operating Expenditures	31,747.00
5800 Professional/Consulting Services and Operating	23,095.00
5900 Communications	1,000.00
7000 - 7999 Other Outgo	1,820.00

Object Type	Funding Source	Total Expenditures
1000 - 1999 Certificated Personnel Salaries	Base (0301, 0701, 0801)	2,772.16
4000 - 4999 Books and Supplies	Base (0301, 0701, 0801)	10,000.00
4000 - 4999 Books and Supplies	Base Intentional Carryover (0301, 0701,	5,763.45
1000 - 1999 Certificated Personnel Salaries	Targeted Supplemental (0930)	5,194.02
2000 - 2999 Classified Personnel Salaries	Targeted Supplemental (0930)	8,763.00
4000 - 4999 Books and Supplies	Targeted Supplemental (0930)	24,415.98
5000 - 5999 Services and Other Operating	Targeted Supplemental (0930)	18,247.00
5800 Professional/Consulting Services and	Targeted Supplemental (0930)	500.00
4000 - 4999 Books and Supplies	Targeted Supplemental Intentional	15,938.20
1000 - 1999 Certificated Personnel Salaries	Title I (3070)	13,829.00
4000 - 4999 Books and Supplies	Title I (3070)	17,000.00
5000 - 5999 Services and Other Operating	Title I (3070)	13,000.00
5800 Professional/Consulting Services and	Title I (3070)	22,595.00
5900 Communications	Title I (3070)	1,000.00

Object Type	Funding Source	Total Expenditures
2000 - 2999 Classified Personnel Salaries	Title I Parent Engagement (3068)	9,139.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	713.00
5000 - 5999 Services and Other Operating	Title I Parent Engagement (3068)	500.00
7000 - 7999 Other Outgo	Title I Parent Engagement (3068)	1,820.00



## Section 4: Centralized Services for Goals and Progress Indicators

### Section 4: Centralized Services for Goals and Progress Indicators

1. Assist schools with program plan development, revisions, amendments, identification of research-based strategies, implementation, and evaluation.
2. Provide information to principals and project coordinators on guidelines, reviews, procedures, laws, regulations, compliance requirements, and program operation.
3. Provide professional development and conference information.
4. Provide for parent education and involvement.
5. Respond to individual site needs (i.e. Site Council presentations or training, staff development workshops).
6. Maintain master file of records and correspondence regarding the Consolidated Application.
7. Assist with and maintain purchasing verifications and records.
8. Provide budget assistance for schools.
9. Provide evaluation assistance to projects, assist with data collection and analysis and conduct district evaluation.
10. Complete and submit district applications.
11. Conduct compliance reviews.
12. Maintain liaison with California Department of Education, County Office of Education, Institutes of Higher Education, and other organizations.
13. Coordinate revision, amendments and correspondence with the California Department of Education.
14. Acquire materials for district-wide use.
15. Compare district core curriculum with State and National frameworks and coordinate writing of Courses of Study.
16. Compare and align district curriculum with State standards and benchmarks.
17. Assist schools with implementation and monitoring of students' progress in meeting grade level standards and benchmarks.
18. Coordinate District Advisory Committees.
19. District wide assessment and supplemental services for English learner students.
20. Supervision and evaluation of ELD/Bilingual personnel, Instructional Media Assistants, Librarians, and elementary Music and Physical Education staff.
21. Provide specific reports and files related to district developed performance assessments.
22. Personnel Services ensures all staff meet Highly Qualified Teacher requirements.
23. Support Program Improvement Schools with annual notification of the schools' Program Improvement Status.
24. Provides Technical Assistance to Program Improvement Schools.

(This is a partial list of services provided by the Central Office support staff.)

## Section 4: Common Pages

### School Site Council (SSC) Membership

School: Olympic Continuation High School

Year: 2016-2017

()	()	()
Principal	Teachers	Other school staff
()		
Parents and other community members		

Schoolsite Council  
Elementary

()	()	()
Principal	Teachers	Other school staff
()		()
Parents and other community members		Students

Schoolsite Council  
Secondary

(1)	(2)	(1)
Principal	Teachers	Other school staff
(2)		(2)
Parents and other community members		Students

Schoolsite Advisory Council  
Alternative Education

Schoolsite Advisory Council or Schoolsite Council Members	Member of Council	Parent of student in the school	Parent of EL student	Not employed by school	Principal	Classroom teacher	Other school staff	Community Representative	Student (secondary) Member of SSC	Other
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
Lysie Castellano	X				X					
Danielle Simon	X					X				
Holly Pitts	X					X				
Donna Rivers (alternate teacher)						X				
Jennifer Ferrari	X						X			
Sarah Pettyjohn	X			X					X	
Anthony Boldrini	X			X					X	
Linda Ray	X			X				X		
Jaqueline Clarke	X	X		X						
<b>Numbers of members</b>	<b>8</b>	<b>1</b>		<b>4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	

## Section 4: Common Pages

### English Learner Advisory Committee

School: Olympic Continuation High School

Year: 2016-2017

If the ELAC has delegated its responsibilities to the Schoolsite Council, specify the date: TBD

If your site has less than 21 English Language Learners, insert "NA" for not applicable:

If the ELAC is continuing to meet as a separate advisory group, please complete the form below.

#### **ELAC Membership:**

- a. Principal/ Principal's Administrative designee:
  1. Lysie Castellano
- b. Five parents, elected by parents of English Learners:
  1. TBD - Pending Vote
  2. TBD - Pending Vote
  3. TBD - Pending Vote
  4. TBD - Pending Vote
  5. TBD - Pending Vote
- c. Two Staff members, elected by staff:
  1. Yuri Buechler
  2. David Giordano

**Section 4: Common Pages**

**Assurances & Recommendations**

School: Olympic Continuation High School

Year: 2016-2017

Olympic High  
School

**SCHOOLSITE COUNCILS/COMMITTEES  
ASSURANCES & RECOMMENDATIONS**

**The Schoolsite councils/committees' authorized representatives' signatures assure adherence to the following legal assurances:**

1. *The councils/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.*
2. *The councils/committees have reviewed their responsibilities under the district governing board, federal or state law or regulations.*
3. *The councils/committees have reviewed the content requirements for school plans or programs included in this Single Plan for Student Achievement, and believe all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.*
4. *The councils/committees have had adequate opportunity to consider the available information concerning the special needs of English Learner students, including instruction in a language that such students understand; economically disadvantaged students; students with exceptional needs, gifted and talented students, and students at risk.*
5. *The councils/committees have a list of members of each school-level council or committee available at the school.*

This Single Plan for Student Achievement is based upon 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. ***The signatures below verify that the chairpersons, teachers, and local officials, on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.***

<b>The Schoolsite Council adopted the Single Plan for Student Achievement on</b>		11/17/16 Council Approval Date
DANIELLE SIMON <small>Typed name of chairperson</small>	 <small>Signature</small>	11/17/16 <small>Date</small>

<b>If Applicable</b> <i>English Learner Advisory Committee reviewed the SPSA on</i>		
 <small>Typed name of chairperson</small>	 <small>Signature</small>	 Committee Approval Date <small>Date</small>

<b>If Applicable</b> <b>SCHOOL ADVISORY COMMITTEE:</b>		
 <small>Typed name of chairperson</small>	 <small>Signature</small>	 Committee Name Committee Approval Date <small>Date</small>

<b>If Applicable</b> <b>SCHOOL ADVISORY COMMITTEE:</b>		
 <small>Typed name of chairperson</small>	 <small>Signature</small>	 Committee Name Committee Approval Date <small>Date</small>

LYNSIE CASTELLANO <b>Typed name of Principal</b>	 <b>Signature</b>	11-17-16 <b>Date</b>
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11/8/2016

# Budget By Expenditures

## Olympic Continuation High School/Alliance

**Funding Source: Base (0301, 0701, 0801)**

**\$15,690.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
All necessary instructional materials needed to present curriculum and provide students with access to supplies, including but not limited to paper, toner, writing supplies, supplementary materials, DVD's, lab materials, etc.	4000 - 4999Books and Supplies	\$5,000.00	Goal 1	Purchase instructional materials and supplies in order to support common core curriculum, project based learning, lab activities and other necessary teaching materials.
Extra pay provided to participating staff members to compensate for meeting times, subcommittee work, etc.	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$2,772.16	Goal 1	Provide funding for teachers, administrators and other support staff to attend educational conferences, take relevant courses and participate in professional development opportunities that support instruction, curriculum, assessment and issues specific to English Learners (EL), Special Education and at-risk youth.
Purchase technology support	4000 - 4999Books and Supplies	\$1,500.00	Goal 2	Repurpose a classroom in order to house student support services (i.e. School Psychologist, counselors, social workers, nurse, speech, etc)
Create signage and posters to support the teaching of school wide expectations	4000 - 4999Books and Supplies	\$2,000.00	Goal 3	To align with district supported Positive Behavior and Intervention Systems (PBIS) training, student incentives and rewards will be enhanced to encourage safe and appropriate behavior on campus. Student recognition will increase in the areas of academics, attendance, behavior and credit completion.
Purchase lanyards for students so we are able to identify Oly/Alli students and nonstudents	4000 - 4999Books and Supplies	\$1,500.00	Goal 3	Update facilities to increase campus safety, information to students and community members and detract students from leaving campus during the school day and prevent non-students from entering campus.
Base (0301, 0701, 0801) Total Expenditures:		\$12,772.16		
Base (0301, 0701, 0801) Allocation Balance:		\$2,917.84		

## Olympic Continuation High School/Alliance

**Funding Source: Base Intentional Carryover (0301, 0701, 0801)**

**\$5,763.45 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Redesign Registrars office for ease of holding new student orientations and meetings with parents.	4000 - 4999Books and Supplies	\$2,000.00	Goal 2	Reorganization of Student Services, allowing for more efficient new student orientations, communication of current and past transcripts and welcoming facilities for current/ alumni students and their families.
Update printer and computer for registrar to assist in facilitating transcript analysis, grade reporting, communication to parents, etc.	4000 - 4999Books and Supplies	\$763.45	Goal 2	Reorganization of Student Services, allowing for more efficient new student orientations, communication of current and past transcripts and welcoming facilities for current/ alumni students and their families.
Materials and supplies needed by counselors	4000 - 4999Books and Supplies	\$500.00	Goal 2	Reorganization of Student Services, allowing for more efficient new student orientations, communication of current and past transcripts and welcoming facilities for current/ alumni students and their families.
Furniture and equipment necessary to establish a working counseling office and support new counsleors	4000 - 4999Books and Supplies	\$500.00	Goal 2	Reorganization of Student Services, allowing for more efficient new student orientations, communication of current and past transcripts and welcoming facilities for current/ alumni students and their families.
Purchase furniture for the space	4000 - 4999Books and Supplies	\$2,000.00	Goal 2	Create a Student/Staff Collaboration Center to hold professional development workshops, cross curricular classroom projects, host guest speakers, student and parent activities, after school tutoring, community resource events, and develop a safe and welcoming place for students and staff to learn.
Base Intentional Carryover (0301, 0701, 0801) Total Expenditures:		\$5,763.45		
Base Intentional Carryover (0301, 0701, 0801) Allocation Balance:		\$0.00		

**Funding Source: Targeted Supplemental (0930)**

**\$57,120.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Convert the school library into a professional learning space	4000 - 4999Books and Supplies	\$10,601.92	Goal 2	Create a Student/Staff Collaboration Center to hold professional development workshops, cross curricular classroom projects, host guest speakers, student and parent activities, after school tutoring, community resource events, and develop a safe and welcoming place for students and staff to learn.

## Olympic Continuation High School/Alliance

	2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$8,763.00	Goal 2	Hire a part-time (30 hours per week) bilingual Community Services Liaison to translate during formal and informal students' conferences; translate parent phone calls about academics, behavior and attendance, translate documents to mail home and work daily with certificated and classified staff to build positive relationships with students and families.
Purchase new filing system for old transcripts and current cumulative files	4000 - 4999 Books and Supplies	\$4,000.00	Goal 2	Reorganization of Student Services, allowing for more efficient new student orientations, communication of current and past transcripts and welcoming facilities for current/ alumni students and their families.
Increase credit recovery opportunities	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$2,000.00	Goal 2	Fund special events, activities, and/or field trips that students may be eligible to attend
	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$3,694.02	Goal 1	Provide funding for teachers, administrators and other support staff to attend educational conferences, take relevant courses and participate in professional development opportunities that support instruction, curriculum, assessment and issues specific to English Learners (EL), Special Education and at-risk youth.
	4000 - 4999 Books and Supplies	\$4,000.00	Goal 1	Purchase instructional materials and supplies in order to support common core curriculum, project based learning, lab activities and other necessary teaching materials.
Cover All Costs related to sending staff to appropriate professional development trainings/conferences in Common Core, NGSS, mental health, restorative justice, EL and SPED	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$9,241.00	Goal 1	Provide funding for teachers, administrators and other support staff to attend educational conferences, take relevant courses and participate in professional development opportunities that support instruction, curriculum, assessment and issues specific to English Learners (EL), Special Education and at-risk youth.
Retain staff and meet the master scheduling needs by supporting teachers/staff in becoming highly qualified.	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$5,000.00	Goal 1	Hire appropriately credentialed administrators, teachers and support staff at Olympic and Alliance. Provide funding for staff to take related coursework and workshops that assist them in obtaining VPSS certifications, required training/credentialing to be considered highly qualified.
Substitute daily pay rate	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$1,500.00	Goal 1	Provide funding for substitutes enabling staff to attend educational conferences and participate in professional development on and off site.
Purchase and maintain new communication devices (walkie-talkies) that allow for communication between Olympic, Alliance and Crossroads.	4000 - 4999 Books and Supplies	\$1,000.00	Goal 3	Provide appropriate supervision of school campus, including effective ways to communicate safety concerns, additional support as needed, etc.

## Olympic Continuation High School/Alliance

Purchase necessary items	4000 - 4999Books and Supplies	\$2,494.06	Goal 3	<p>Provide funding to support student recognition activities such as prom, awards nights, diplomas, graduation cap and gowns, certificates, etc. for students who meet the eligibility criteria. Students will have access to a variety of learning environments, including the school garden. Using the garden as a classroom will reconnect students with the natural world and the true source of their food, and teach them valuable gardening and agriculture concepts and skills that integrate with several subjects, such as math, science, art, health and physical education, and social studies, as well as several educational goals, including personal and social responsibility.</p> <p>Update facilities to increase campus safety, information to students and community members and detract students from leaving campus during the school day and prevent non-students from entering campus.</p> <p>Provide funding for after school athletic, academic tutoring and enrichment programs. Continue to increase after school opportunities for student involvement.</p> <p>Provide funding for after school athletic, academic tutoring and enrichment programs. Continue to increase after school opportunities for student involvement.</p> <p>To align with district supported Positive Behavior and Intervention Systems (PBIS) training, student incentives and rewards will be enhanced to encourage safe and appropriate behavior on campus. Student recognition will increase in the areas of academics, attendance, behavior and credit completion.</p>
Funding for necessary materials and supplies to maintain and upgrade the garden	4000 - 4999Books and Supplies	\$500.00	Goal 3	
Update signage in the parking lot and around campus directing students and visitors to the appropriate places, informing of closed campus, etc. Signs in English and Spanish	5000 - 5999Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$2,006.00	Goal 3	
Materials and equipment	4000 - 4999Books and Supplies	\$500.00	Goal 3	
Independent contract for artists to provide workshops for students	5800 Professional/Consulting Services and Operating Expenditures	\$500.00	Goal 3	
Purchase supplies, materials and Olympic apparel for students as incentives for PBIS	4000 - 4999Books and Supplies	\$1,320.00	Goal 3	

Targeted Supplemental (0930) Total Expenditures: \$57,120.00

Targeted Supplemental (0930) Allocation Balance: \$0.00

**Funding Source: Targeted Supplemental Intentional Carryover (0930) \$15,938.20 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Olympic Continuation High School/Alliance

Facilities for after school tutoring/workshops	4000 - 4999Books and Supplies	\$15,938.20	Goal 2	Create a Student/Staff Collaboration Center to hold professional development workshops, cross curricular classroom projects, host guest speakers, student and parent activities, after school tutoring, community resource events, and develop a safe and welcoming place for students and staff to learn.
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Targeted Supplemental Intentional Carryover (0930) Total Expenditures: \$15,938.20

Targeted Supplemental Intentional Carryover (0930) Allocation Balance: \$0.00

### Funding Source: Title I (3070)

**\$67,424.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund an MFT/MSW intern to provide individual counseling services and supports 2 days a week	5800 Professional/Consulting Services and Operating Expenditures	\$6,000.00	Goal 2	Provide students with individual and group counseling services as needed
	5000 - 5999Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$3,000.00	Goal 2	Fund special events, activities, and/or field trips that students may be eligible to attend
Fund extra pay to compensate teachers working as webmasters.	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$4,000.00	Goal 2	Update and maintain school website. Include links to Homelink Parent Portal, Remind Apps, school social media sites. Provide resources to students and parents via the website.
Fund stipends for coaching staff	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$2,000.00	Goal 3	Provide funding for after school athletic, academic tutoring and enrichment programs. Continue to increase after school opportunities for student involvement.
Independent contract for a digital music instructor to provide instruction and supervision of students to utilize the on campus music studio, one time per week entire school year	5800 Professional/Consulting Services and Operating Expenditures	\$2,100.00	Goal 3	Provide funding for after school athletic, academic tutoring and enrichment programs. Continue to increase after school opportunities for student involvement.
Substitute daily pay rate	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$6,829.00	Goal 1	Provide funding for substitutes enabling staff to attend educational conferences and participate in professional development on and off site.

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Educational consultant to plan and provide professional development to all teaching staff, facilitate monthly rounds across curricula and provide/develop necessary materials.	5800 Professional/Consulting Services and Operating Expenditures	\$14,495.00	Goal 1	All teaching and administrative staff at Olympic/Alliance will participate in instructional rounds and familiarize themselves with instructional rounds as a school wide practice.
Materials regarding Instructional Rounds purchased for staff, facilitator, etc	4000 - 4999Books and Supplies	\$500.00	Goal 1	All teaching and administrative staff at Olympic/Alliance will participate in instructional rounds and familiarize themselves with instructional rounds as a school wide practice.
Transcript audit will identify needs and will require necessary adjustments to the schedule. Transfer plans will be created as requested and monitored by school counselors.	4000 - 4999Books and Supplies	\$500.00	Goal 1	Conduct a school wide transcript audit to address new credit requirements and assure that our students meet the specified graduation requirements. Develop transfer plans as requested to increase student opportunity to transfer back to their comprehensive high school. All students will participate in graduation status reviews each term and school wide credit reviews will be held in the evening with students and families. All EL students will be reviewed by the ELRT and admin. Individual meetings held with each new student to review CELDT, credits and progress towards reclassification.
Additional pay as needed for time required to conduct graduation status reviews in the evening with students and parents.	1000 - 1999Certificated Personnel Salaries (Includes 3000-3999 Benefits)	\$1,000.00	Goal 1	Conduct a school wide transcript audit to address new credit requirements and assure that our students meet the specified graduation requirements. Develop transfer plans as requested to increase student opportunity to transfer back to their comprehensive high school. All students will participate in graduation status reviews each term and school wide credit reviews will be held in the evening with students and families. All EL students will be reviewed by the ELRT and admin. Individual meetings held with each new student to review CELDT, credits and progress towards reclassification.
Postage	5900Communications	\$1,000.00	Goal 1	Conduct a school wide transcript audit to address new credit requirements and assure that our students meet the specified graduation requirements. Develop transfer plans as requested to increase student opportunity to transfer back to their comprehensive high school. All students will participate in graduation status reviews each term and school wide credit reviews will be held in the evening with students and families. All EL students will be reviewed by the ELRT and admin. Individual meetings held with each new student to review CELDT, credits and progress towards reclassification.
Purchase additional textbooks and materials to support the curriculum	4000 - 4999Books and Supplies	\$500.00	Goal 1	Add additional courses to the master schedule to address the increased requirements/change in credits (Math, VAPA/WL/CTE), English Learner placement criteria, IEP needs, etc.

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Purchase chromebooks, student PCs, Wireless Access Points, chromebook carts, other applicable technology related materials and devices	4000 - 4999Books and Supplies	\$15,000.00	Goal 1	Provide greater student access to technology in the classroom. Increase technology integration in lessons to increase student engagement.
Purchase LTEL curriculum and materials	4000 - 4999Books and Supplies	\$500.00	Goal 1	Establish an English Learning Review Team to review and monitor Olympic English Learner Program and resources. Add needed English Language Development Courses, using Constructing Meaning materials specific to Long Term English Learners. Review English Learner database and develop an appropriate placement and monitoring criteria, providing English credits as appropriate.
Cover All Costs related to sending staff to appropriate professional development trainings/conferences in Common Core, NGSS, mental health, restorative justice, EL and SPED	5000 - 5999Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$10,000.00	Goal 1	Provide funding for teachers, administrators and other support staff to attend educational conferences, take relevant courses and participate in professional development opportunities that support instruction, curriculum, assessment and issues specific to English Learners (EL), Special Education and at-risk youth.

Title I (3070) Total Expenditures: \$67,424.00

Title I (3070) Allocation Balance: \$0.00

### Funding Source: Title I Parent Engagement (3068)

**\$12,172.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund community services liaison position	2000 - 2999Classified Personnel Salaries (Includes 3000-3999 Benefits)	\$9,139.00	Goal 2	Hire a part-time (30 hours per week) bilingual Community Services Liaison to translate during formal and informal students' conferences; translate parent phone calls about academics, behavior and attendance, translate documents to mail home and work daily with certificated and classified staff to build positive relationships with students and families.
Increase all stakeholders participation in creating safe campus, providing feedback on expenditures, etc.	7000 - 7999Other Outgo	\$1,320.00	Goal 2	Schedule Site Council Meetings/ Title I Parent Meetings/ELAC Meetings and other parent events to increase parent involvement and engagement.
Provide refreshments at parent meetings/events	7000 - 7999Other Outgo	\$500.00	Goal 2	Schedule Site Council Meetings/ Title I Parent Meetings/ELAC Meetings and other parent events to increase parent involvement and engagement.
Purchase necessary supplies to hold parent events, i.e. tables, chairs, etc.	4000 - 4999Books and Supplies	\$713.00	Goal 2	Schedule Site Council Meetings/ Title I Parent Meetings/ELAC Meetings and other parent events to increase parent involvement and engagement.

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Postage for mailings	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	\$500.00	Goal 2	Schedule Site Council Meetings/ Title I Parent Meetings/ELAC Meetings and other parent events to increase parent involvement and engagement.
Title I Parent Engagement (3068) Total Expenditures:		\$12,172.00		
Title I Parent Engagement (3068) Allocation Balance:		\$0.00		
Olympic Continuation High School/Alliance Total Expenditures:		\$171,189.81		