

School Year: **2024-25**



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olympic Continuation High School	07-61754-0734764	June 4,2024	

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Olympic Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

##### Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community, on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. Olympic has been identified for CSI for the site's graduation rate.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Olympic Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Comprehensive Support and Improvement

The purpose of this plan is to provide transparency to all community partners including parents, staff, and community, on budget allocation and expenditures beyond base funding of Local Control Funding Formula and Title I, as they relate to improving academic performance for all students. Olympic has been identified for CSI for the site's graduation rate.

Olympic has developed a comprehensive school plan to effectively meet the ESSA requirements. This plan has been created organically by staff, students and community members and has also been refined and reviewed by collaborative partners including, but not limited to: 2023-2024 Site Leadership Team, 2023-2024 teaching and support staff, School Site Council, district leaders and other relevant stakeholders. The purpose of this plan is to provide guidance and accountability to all stakeholders and outline the strategies and goals of Olympic which are strongly embedded in trauma-informed practices and equitable instruction. The plan will reference research-based practices and identify new strategies that may not fall under the traditional model of education. Olympic is dedicated to not only improving traditionally recognized areas of achievement (CAASPP, grad rate, etc.) but is also committed to addressing and identifying other valued student skillsets and support services not always recognized by large metrics. Our focus is to meet students where they are, and provide high accountability with high levels of support. Our school plan is directly aligned with district LCAP goals, WASC Action Plan, and Schoolwide Learning Outcomes.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The process for developing Olympic's 23-24 SPSA began in the Spring of 2024. As part of the development process, the new LCAP was reviewed at length and discussed at staff meetings, Site Leadership team meetings, Advisory committee meetings, student Leadership meetings, Certificated Leadership team meetings, and with the staff as a whole. The staff looked at current practices and activities and evaluated effectiveness as they align to our site LCAP At A Glance. This allowed us to recognize our areas of strengths and areas where growth was needed. These items have been brought back for review and guidance as the site prepares for the upcoming WASC full self-study visit in the 24/25 school year. We reviewed all of these documents and took a deep dive into inequities. Some data was provided by the district level Research and Evaluation team; however it is important to note that additional data points were pulled at the site level and analyzed due to the uniqueness of site and to guarantee its accuracy.

To involve the parents, students and community members, a draft SPSA was discussed with the Site Council in May and feedback was elicited. All expenditures, therefore, will support the School wide Learning Outcomes, WASC Action Plan and are aligned with the LCAP and graduate profile.

In summary, the 2024-2025 SPSA goals and actions were discussed and reviewed by the Olympic staff, site council (including parent stakeholders), district administrative team, Department/Leadership Team and Student Leadership group.

# Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As a result of our needs assessment and data analysis, several inequities were identified by school staff:

- lack of kitchen services
- reading programs
- community outreach connections
- Adult Education on site
- Facilities for Physical Education
- Facilities to house effective CTE programs
- Access to performing arts
- After school programs/activities
- Additional elective classes, including World Languages
- Funding based on October enrollment
- Special Education case managers serve far more students than their comprehensive colleagues throughout the year
- access to meaningful data for the structure of Alt. Ed programming

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Olympic is currently in the red for Suspension rate, English learner progress, graduation rate, English Language Arts, and Mathematics.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

English Learners, Hispanic, and Socioeconomically Disadvantaged are performing in the red area for English Language Arts, Mathematics and Graduation Rates.

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

After conducting a comprehensive needs assessment and completing empathy interviews with students and parents, a clear need has emerged for small cohorts of students to address a resounding theme of anxiety as a barrier to attending school with enough regularity to earn credits at a credit recovery rate. This input from students and parents has resulted in a pathway cohort that was implemented in the 23/24 academic year and has shown improvement in credit acquisition and attendance rates. The pathways team continues to meet and plan into the summer to further develop pathways that meet the needs of the most chronically absent students.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Olympic Continuation High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.83%	0	0	2
African American	5.82%	7.48%	5.00%	17	19	12
Asian	2.05%	2.36%	1.25%	6	6	3
Filipino	1.71%	1.57%	0.42%	5	4	1
Hispanic/Latino	68.84%	73.23%	81.25%	201	186	195
Pacific Islander	1.03%	1.18%	1.67%	3	3	4
White	14.04%	9.06%	7.50%	41	23	18
Multiple/No Response	4.79%	3.15%	0.83%	14	8	2
<b>Total Enrollment</b>				292	254	240

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	9		
Grade 10	5	14	
Grade 11	62	47	43
Grade 12	216	193	197
<b>Total Enrollment</b>	292	254	240

#### Conclusions based on this data:

1. Data shows low numbers that total enrollment continues to increase. In addition, enrollment numbers do not reflect the number of students Olympic serves throughout the year as new students enroll throughout 8 terms. In 22-23 Olympic served a total of 442 students throughout the year; however the enrollment numbers are pulled from CBEDS in October.
2. Average enrollment is on the rise. Enrollment has increased due to the need of credit recovery related to school closures and the restructuring or closure of other continuation schools and opportunities for students within the district.
3. Continuation schools need a different formula to determine enrollment and resources.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	102	82	106	32.3%	34.9%	44.2%
Fluent English Proficient (FEP)	89	75	60	28.3%	30.5%	25.0%
Reclassified Fluent English Proficient (RFEP)				0.0%		

### Conclusions based on this data:

1. The number of English Learners has reverted back to pre-pandemic rates.
2. ELPAC participation rates have increase, which means ELPAC data can and should be used to inform instructional strategies for ELs.
3. We are in need of more interventions and academic supports for our English Learners in order to promote greater reclassification rates.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	139	150	128	59	81	67	56	79	66	42.4	54.0	52.3
<b>All Grades</b>	139	150	128	59	81	67	56	79	66	42.4	54.0	52.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2454.	2421.	2399.	3.57	2.53	0.00	7.14	1.27	1.52	25.00	17.72	9.09	64.29	78.48	89.39
<b>All Grades</b>	N/A	N/A	N/A	3.57	2.53	0.00	7.14	1.27	1.52	25.00	17.72	9.09	64.29	78.48	89.39

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	6.52	5.13	1.54	47.83	38.46	32.31	45.65	56.41	66.15
<b>All Grades</b>	6.52	5.13	1.54	47.83	38.46	32.31	45.65	56.41	66.15

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	4.26	1.28	0.00	27.66	16.67	9.38	68.09	82.05	90.63
<b>All Grades</b>	4.26	1.28	0.00	27.66	16.67	9.38	68.09	82.05	90.63

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	6.38	1.28	0.00	61.70	65.38	46.15	31.91	33.33	53.85
<b>All Grades</b>	6.38	1.28	0.00	61.70	65.38	46.15	31.91	33.33	53.85

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	1.92	2.53	1.54	78.85	44.30	44.62	19.23	53.16	53.85
<b>All Grades</b>	1.92	2.53	1.54	78.85	44.30	44.62	19.23	53.16	53.85

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**Conclusions based on this data:**

1. Higher participation rate in the 21-22 school year ( a growth of 11.6%). Participation rate has not quite recovered to pre-pandemic percentages.
2. An additional 14% of students are now falling in the "Standard Not Met" category resulting in 78.48% of students far below meeting standard in ELA.
3. Student performance declined (percentage at or near standard) in all test categories with the exception of listening.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	139	154	135	50	88	63	45	88	62	36.0	57.1	46.7
<b>All Grades</b>	139	154	135	50	88	63	45	88	62	36.0	57.1	46.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	2457.	2399.	2393.	0.00	0.00	0.00	8.89	0.00	0.00	11.11	4.55	3.23	80.00	95.45	96.77
<b>All Grades</b>	N/A	N/A	N/A	0.00	0.00	0.00	8.89	0.00	0.00	11.11	4.55	3.23	80.00	95.45	96.77

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 11</b>	4.44	0.00	0.00	22.22	8.05	9.68	73.33	91.95	90.32
<b>All Grades</b>	4.44	0.00	0.00	22.22	8.05	9.68	73.33	91.95	90.32

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	0.00	1.14	0.00	42.22	40.91	41.94	57.78	57.95	58.06
<b>All Grades</b>	0.00	1.14	0.00	42.22	40.91	41.94	57.78	57.95	58.06

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 11</b>	2.22	0.00	0.00	53.33	46.59	45.16	44.44	53.41	54.84
<b>All Grades</b>	2.22	0.00	0.00	53.33	46.59	45.16	44.44	53.41	54.84

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**Conclusions based on this data:**

1. Participation rate has rebounded due to a return to in school learning and has surpassed pre-pandemic participation rates.
2. 100% of Olympic students did not and have not met Standard in Mathematics, however 8.89% met standard in 2020-2021
3. Additional interventions and supports need to be implemented specifically in Math in order to address student need and reteach basic math facts and foundational skills.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	*	*		*	*		*	*		*	*	
<b>10</b>	*	*	*	*	*	*	*	*	*	4	4	5
<b>11</b>	1567.3	1555.5	1525.8	1580.5	1573.8	1531.5	1553.5	1536.6	1519.6	36	40	32
<b>12</b>	1585.5	1562.2	1535.9	1609.9	1587.1	1540.1	1560.5	1536.7	1531.3	37	53	48
<b>All Grades</b>										79	100	85

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	*	*		*	*		*	*		*	*		*	*	
<b>10</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>11</b>	16.67	7.89	6.45	26.67	34.21	19.35	43.33	47.37	48.39	13.33	10.53	25.81	30	38	31
<b>12</b>	30.30	12.00	11.11	39.39	32.00	17.78	24.24	48.00	42.22	6.06	8.00	28.89	33	50	45
<b>All Grades</b>	22.39	9.57	8.75	31.34	30.85	18.75	32.84	46.81	43.75	13.43	12.77	28.75	67	94	80

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	*	*		*	*		*	*		*	*		*	*	
<b>10</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>11</b>	40.00	34.21	16.13	43.33	44.74	41.94	10.00	15.79	25.81	6.67	5.26	16.13	30	38	31
<b>12</b>	57.58	44.00	26.67	36.36	40.00	28.89	3.03	12.00	22.22	3.03	4.00	22.22	33	50	45
<b>All Grades</b>	46.27	37.23	22.50	38.81	40.43	32.50	7.46	15.96	26.25	7.46	6.38	18.75	67	94	80

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	*	*		*	*		*	*		*	*		*	*	
<b>10</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>11</b>	3.33	2.63	0.00	20.00	7.89	6.45	33.33	44.74	32.26	43.33	44.74	61.29	30	38	31
<b>12</b>	0.00	0.00	2.22	24.24	16.00	4.44	48.48	36.00	33.33	27.27	48.00	60.00	33	50	45
<b>All Grades</b>	1.49	1.06	1.25	20.90	11.70	5.00	41.79	37.23	31.25	35.82	50.00	62.50	67	94	80

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	*	*		*	*		*	*		*	*	
<b>10</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>11</b>	3.33	2.70	0.00	73.33	56.76	44.83	23.33	40.54	55.17	30	37	29
<b>12</b>	9.68	6.25	9.09	77.42	64.58	47.73	12.90	29.17	43.18	31	48	44
<b>All Grades</b>	6.15	4.40	5.19	70.77	59.34	45.45	23.08	36.26	49.35	65	91	77

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	90.91	91.67	96.55	9.09	8.33	0.00	0.00	0.00	3.45	22	36	29
12	91.30	87.50	94.74	4.35	12.50	5.26	4.35	0.00	0.00	23	48	38
All Grades	89.58	86.67	95.77	8.33	12.22	2.82	2.08	1.11	1.41	48	90	71

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	10.00	5.26	0.00	33.33	26.32	26.67	56.67	68.42	73.33	30	38	30
12	3.03	6.12	4.44	66.67	36.73	24.44	30.30	57.14	71.11	33	49	45
All Grades	5.97	5.38	2.53	49.25	31.18	24.05	44.78	63.44	73.42	67	93	79

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	6.90	10.81	0.00	75.86	67.57	66.67	17.24	21.62	33.33	29	37	30
12	6.06	6.25	4.44	84.85	64.58	55.56	9.09	29.17	40.00	33	48	45
All Grades	6.06	7.69	2.53	80.30	61.54	59.49	13.64	30.77	37.97	66	91	79

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. A majority of our students scored at Level 2 (48%) for the 2021-2022 school year with an additional 32% scoring at Level 3.
2. We don't yet have long lasting comparable data as the ELPAC is a new measure, replacing the CELDT.

3. A third of Olympic's students are EL and yet the general program does not have enough specific EL resources to serve the needs of this population who need language support and credit recovery options. A specialized program for newcomers/EL in need of credit recovery should be explored.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>254</b>	<b>84.6</b>	<b>32.3</b>	<b>2</b>
Total Number of Students enrolled in Olympic Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	32.3
Foster Youth	5	2
Homeless	10	3.9
Socioeconomically Disadvantaged	215	84.6
Students with Disabilities	82	32.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	7.5
Asian	6	2.4
Filipino	4	1.6
Hispanic	186	73.2
Two or More Races	8	3.1
Pacific Islander	3	1.2
White	23	9.1

### Conclusions based on this data:

1. Student total enrollment does not reflect the number of students served at Olympic. SPED continues to be well over the district average per site.



2. In the 2022-2023 school year, Olympic served a total of 442 students.
3. Funding decisions continue to be based up CALPADS and snapshot dates of enrollment, rather than cumulative or an average. Alternative formulas should be utilized.

# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Red	<b>Graduation Rate</b>  Red	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Red	<b>Chronic Absenteeism</b>  No Performance Color	
<b>English Learner Progress</b>  Red		
<b>College/Career</b>  Very Low		

**Conclusions based on this data:**

1. Olympic students score in the "Very Low" categories for academics. The site has a strong SEL foundation with the addition of the Wellness Center and needs to shift focus to implementation of common assessments to promote collaboration with a focus on student learning and academic growth.
2. Over 30% students with IEPs, which allows for extended graduation dates, is working against the DASS graduation criteria.
3. Current students are focused on recovering credits and graduation, rather than A-G requirements. Majority, if not all, already do not meet the UC A-G requirements prior to enrollment at Olympic. Alternative CTE programs are in the process of being created and expanded.

# School and Student Performance Data

## Academic Performance English Language Arts

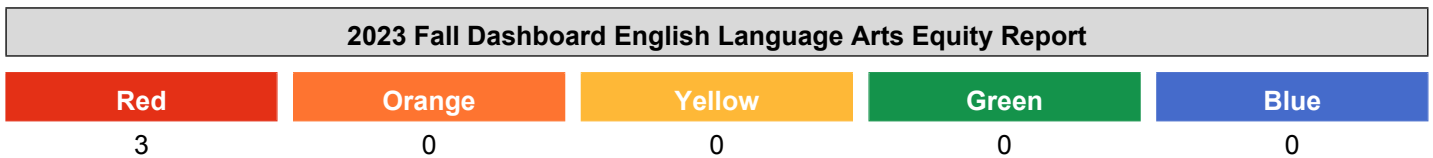
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Red</p> <p>290 points below standard</p> <p>Decreased -11.9 points</p> <p>77 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>318.8 points below standard</p> <p>Decreased Significantly -18.7 points</p> <p>30 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>287.2 points below standard</p> <p>Decreased -6.7 points</p> <p>70 Students</p>	<p><b>Students with Disabilities</b></p> <p>316.5 points below standard</p> <p>Decreased Significantly -33.9 points</p> <p>16 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 287.6 points below standard Decreased -7.5 points  62 Students	Less than 11 Students  4 Students	Less than 11 Students  2 Students	Less than 11 Students  6 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
318.3 points below standard Decreased -13.1 points  29 Students	Less than 11 Students  1 Student	288.3 points below standard Decreased Significantly -16.1 points  26 Students

**Conclusions based on this data:**

1. Students who identify as "English only" continue to score significantly below standard. All students will benefit from explicit instruction literacy.
2. Olympic students continue to perform far below the district average on ELA in CASSPP.
3. Many areas had less than 8 students and therefore the data is not statistically significant.

# School and Student Performance Data

## Academic Performance Mathematics

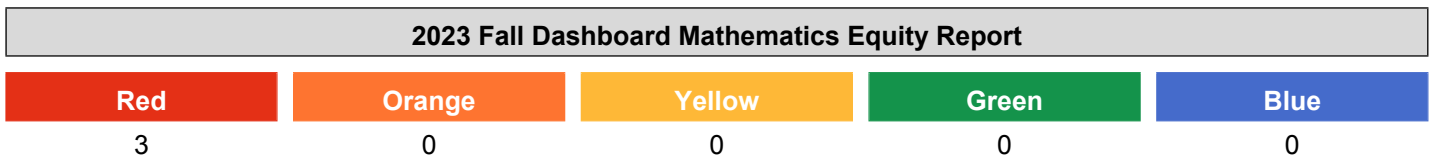
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Red 315.7 points below standard Decreased -11.2 points 85 Students	<p><b>English Learners</b></p>  Red 339.3 points below standard Decreased -15 points 33 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 314.6 points below standard Decreased -8 points 77 Students	<p><b>Students with Disabilities</b></p> <p>334.7 points below standard</p> <p>Decreased -14.2 points</p> <p>18 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 315.3 points below standard Decreased -8.4 points  67 Students	Less than 11 Students  4 Students	Less than 11 Students  2 Students	Less than 11 Students  7 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
339.1 points below standard Decreased -12.7 points  32 Students	Less than 11 Students  1 Student	321.3 points below standard Decreased Significantly -20.3 points  30 Students

**Conclusions based on this data:**

1. 100% of students fall below standard.
2. Not enough students tested to show performance levels.
3. The majority of students tested have not yet passed the high school Algebra requirement and have not had exposure to higher level Math before taking the test.

# School and Student Performance Data

## Academic Performance English Learner Progress

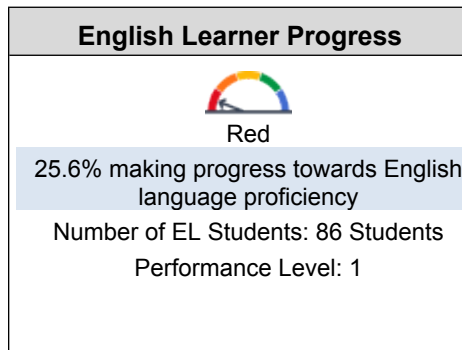
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
31	13	1	21

#### Conclusions based on this data:

1. The majority of students either maintained their current level or progressed at least one level.
2. Our current program does not include services for EL level 1 or 2 and yet there continues to be a significant number of newcomers and level 1/2 students in need of language support AND credit recovery.
3. Unclear if students taking the assessments are taking them seriously or consider them worthwhile.



# School and Student Performance Data

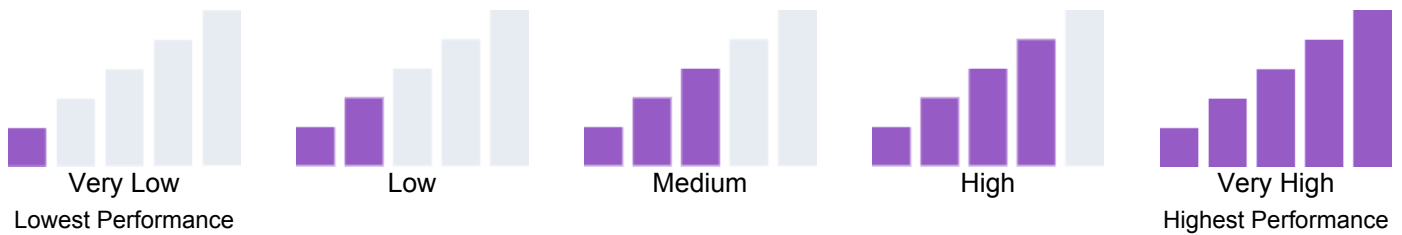
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

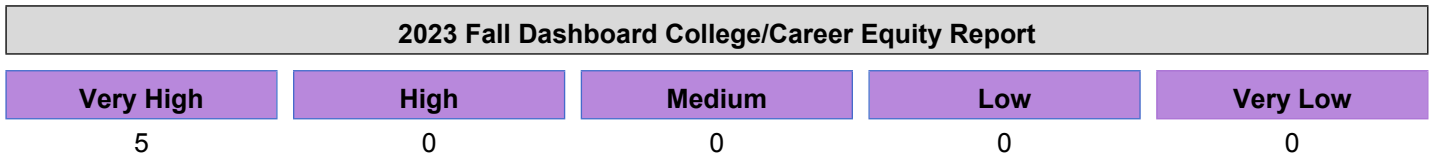
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

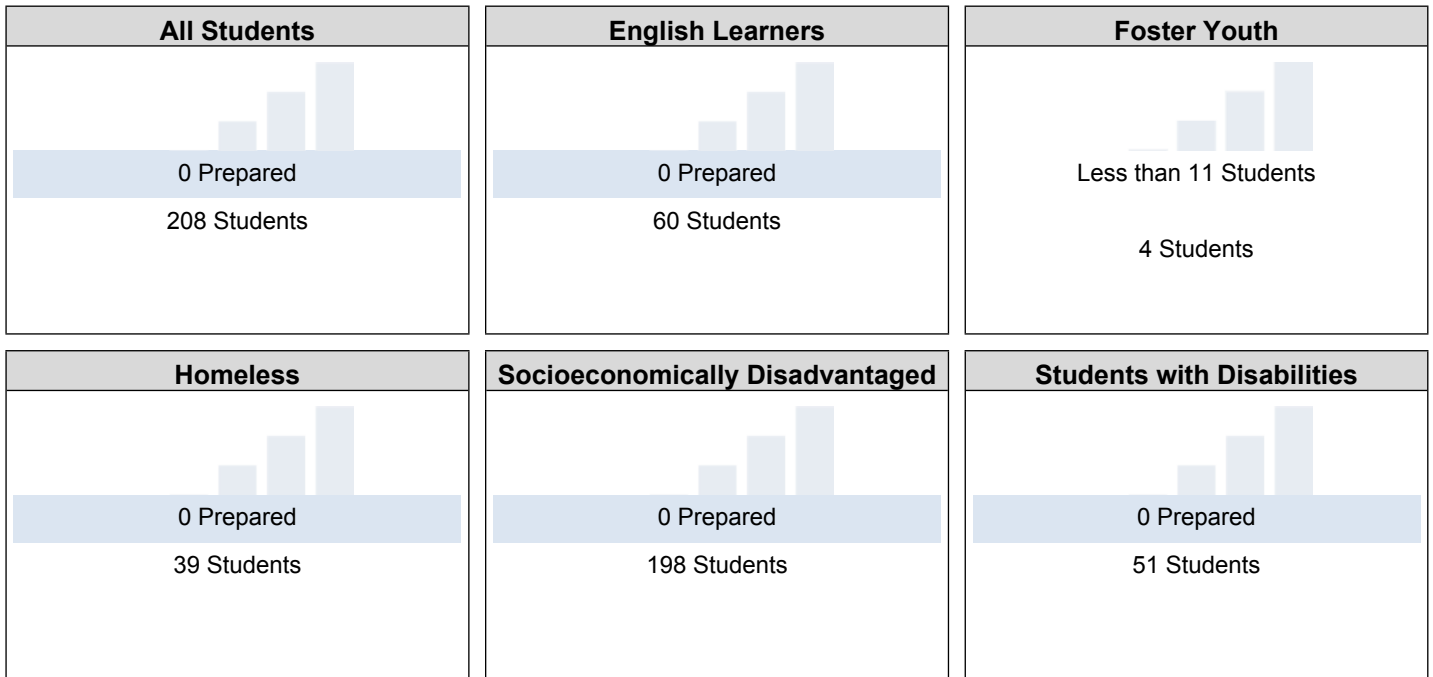


This section provides number of student groups in each level.

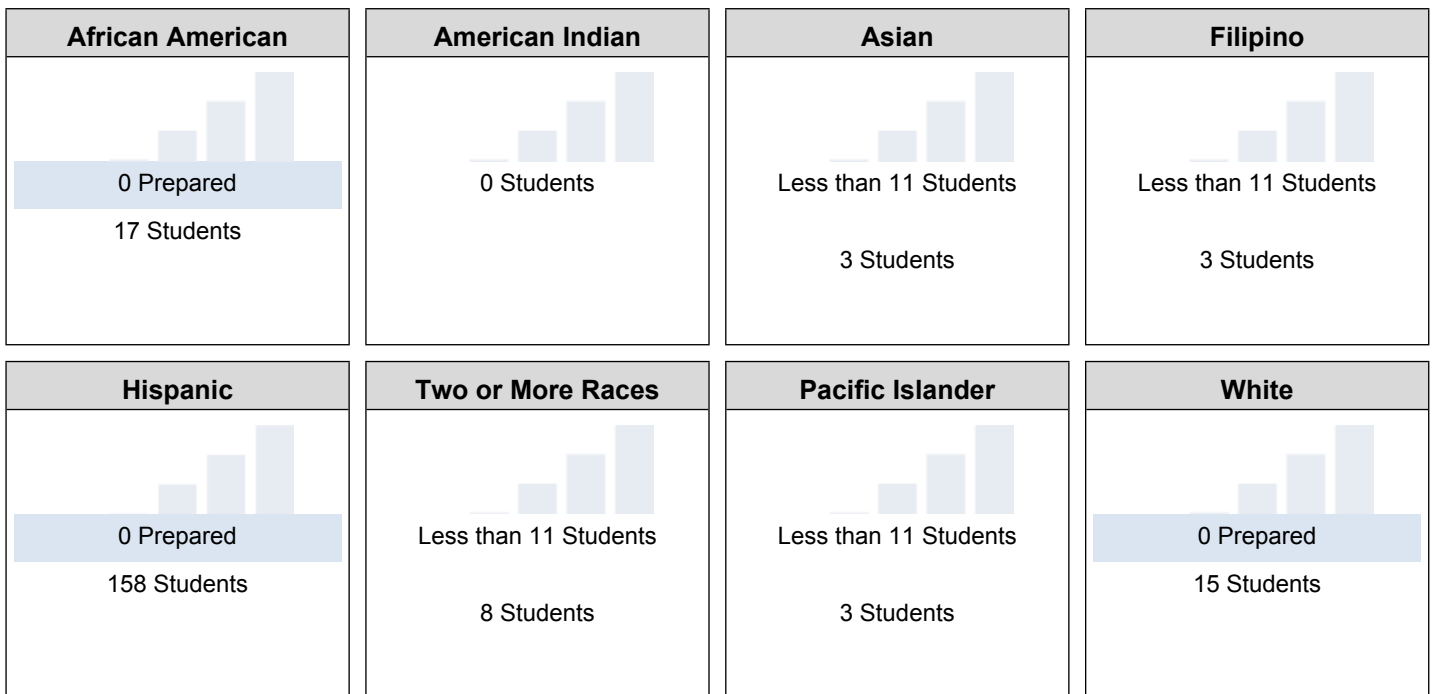


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. Current college and career indicators may not be appropriate for alternative/continuation sites. (new updated DASS criteria were released Fall 2020)
2. Increased access to A-G and CTE pathways need to be considered.
3. Olympic generally has students for a very short amount of time before they take the CASSPP. This makes test preparation and targeted intervention difficult.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>                       No Performance Color                      0 Students                 </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. No data in this area for high school continuation schools.

# School and Student Performance Data

## Academic Engagement Graduation Rate

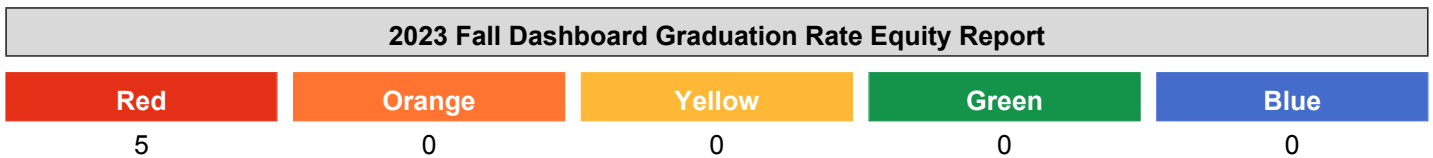
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Red 59% graduated Decreased Significantly -17.8 222 Students	<p><b>English Learners</b></p>  Red 49.3% graduated Decreased Significantly -23.5 67 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>5 Students</p>
<p><b>Homeless</b></p>  Red 50% graduated Decreased Significantly -11.8 42 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Red 59.4% graduated Decreased Significantly -17 212 Students	<p><b>Students with Disabilities</b></p>  Red 49.1% graduated Decreased Significantly -12.6 57 Students

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>84.2% graduated</p> <p>Increased Significantly 30.4</p> <p>19 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>56% graduated</p> <p>Decreased Significantly - 22.8</p> <p>166 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>62.5% graduated</p> <p>Decreased Significantly - 24.6</p> <p>16 Students</p>

**Conclusions based on this data:**

1. Students may require increased targeted interventions early in their Senior year for those not on track to graduate and access to alternatives to the traditional high school diploma (i.e CHSPE).
2. Increase in targeted interventions for subgroups will likely increase graduation rate for select subgroups, particularly emphasize a focus on students in the "bubble" range.
3. Olympic is currently in CSI for graduation rates, and it is the main area of focus that drives professional development, resource allocation, and community/parent engagement.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

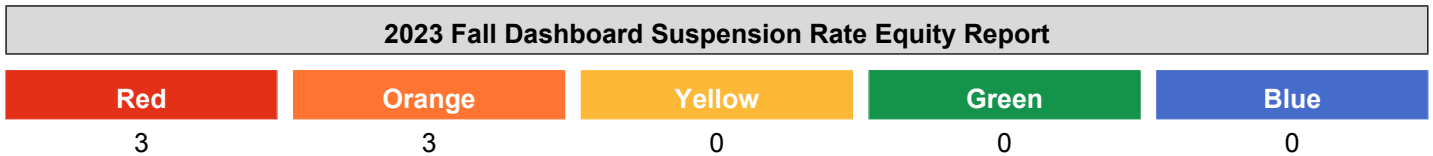
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">10% suspended at least one day</td> </tr> <tr> <td>Increased 2.3 419 Students</td> </tr> </tbody> </table>	All Students	 Orange	10% suspended at least one day	Increased 2.3 419 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.1% suspended at least one day</td> </tr> <tr> <td>Maintained -0.1 143 Students</td> </tr> </tbody> </table>	English Learners	 Orange	9.1% suspended at least one day	Maintained -0.1 143 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 10 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 10 Students	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">11.9% suspended at least one day</td> </tr> <tr> <td>Declined -1.7 42 Students</td> </tr> </tbody> </table>	Homeless	11.9% suspended at least one day	Declined -1.7 42 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.6% suspended at least one day</td> </tr> <tr> <td>Increased 1.5 364 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	9.6% suspended at least one day	Increased 1.5 364 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">18.5% suspended at least one day</td> </tr> <tr> <td>Increased 4.1 108 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	18.5% suspended at least one day	Increased 4.1 108 Students
Homeless													
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Increased 4.1 108 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 21.9% suspended at least one day Increased 3.1 32 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.4% suspended at least one day Increased 1.7 311 Students	5.3% suspended at least one day Declined -5.8 19 Students	Less than 11 Students 7 Students	 Red 19.4% suspended at least one day Increased 10.4 36 Students

**Conclusions based on this data:**

1. Data includes the Alliance Program, intensive day treatment for students with significant mental health concerns. Alliance generally has a much higher suspension rate, which significantly impacts the Olympic data. Therefore, when including the students in this mental health/behavioral program, the rate significantly increases but may not be reflective of the general Olympic continuation program.
2. Specific and intensive protocols for responding to student behavior concerns are necessary for students in the Alliance program. A focus on Tier I interventions is key in addressing the concerns immediately and implementing other supports and means of correction will be crucial in lowering the suspension rate.
3. Our most vulnerable subgroups (foster youth and African American) are suspended the most. Targeted supports are necessary.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Goal 1

All students at Olympic will receive standards-based, affirming, meaningful instruction with access to the supports necessary to achieve at grade level. Students will have access to alternative learning pathways and resources that will support academic growth and achievement.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Olympic students perform far under the district average in CAASPP.

Students identified as homeless, foster youth, English Learners and low-socioeconomic status often experience trauma at a much higher rate and therefore need additional counseling, college and career guidance, academic guidance, case management and therapy services.

We need to increase our use of assessments, particularly the district's incremental assessments such as the math and English priority standard assessments via Illuminate, for student placement, interventions and to guide instructional practices

Alternative metrics need to be analyzed and used to determine student success. The district and site need to continue to explore ways to gather data specific to alt. ed student achievement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Illuminate Baseline and Benchmark Assessments	60% participation rate in 22-23	70% participation rate in 23-24
ELPAC	15.8% scoring at level 4	20% scoring at level 4
State Dashboard	Graduation rate - 55.84%	Graduation rate- 65%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide funding for teachers, administrators and other support staff to attend educational conferences or trainings (in-person or online), take relevant courses and participate in professional	All Students	4805.27 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures

	<p>development opportunities that support instruction, curriculum, assessment, trauma, mental health, engagement and issues specific to English Learners (EL), Special Education and at-risk youth.</p>	<p>(Excludes other 5000 series listed below)  Cover All Costs related to staff attending appropriate professional development trainings/conferences in Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED (in-person or virtually)  33035.31  Title I (3070)  5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)  Cover All Costs related to staff attending appropriate professional development trainings/conferences in Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED (in-person or virtually)  1500  Title I (3070)  5800 Professional/Consulting Services and Operating Expenditures  Cover All Costs related to sending staff to appropriate professional development trainings/conferences in Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED  8000  Title I (3070)  1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)  Substitute daily pay rate for staff to attend trainings  3100  LCFF Supplemental  1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)  Substitute daily pay rate  1000  Title I (3070)  1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)  Substitute daily pay rate  10000  Title I (3070)  5800 Professional/Consulting Services and Operating Expenditures</p>
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			<p>Educational consultants/Trainers to plan and provide professional development to all teaching staff, various instructional, community building, and mental health topics and provide/develop necessary materials. 15295.28 Title I (3070) 4000 - 4999 Books and Supplies Materials regarding instruction and assessment purchased for staff. Purchase of culturally responsive curriculum units to provide students with engaging and affirming lessons. Purchase of supplies to supplement instruction in CTE courses. 2500 Title I (3070) 4000 - 4999 Books and Supplies Student incentives to be sent home for credits earned, attendance or improvements. 2000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra Pay for Certificated Staff members to cover Leadership Team collaboration meetings, professional development planning time and data analysis by Leadership Team members in lieu of certificated stipend</p>
1.2	<p>Add additional courses to the master schedule to address the diverse needs of our student population. This may include sections of Independent Study, APEX, APEX Coordination, Work Experience, ELD/ALD, Physical Education, Service Learning, Academic Success, CHSPE prep, etc. Additional sections for intensive case management of the 5th year Seniors, in order to support increased graduation rate. English Learner placement criteria, IEP needs, credit recovery needs and grade level will all be considered. Additional courses/after school workshops (electives, VAPA, CTE, athletics, tutoring) will address student need and promote increased engagement. All of these classes will support student achievement and progress towards graduation</p>	All Students	<p>1499.63 Title I (3070) 4000 - 4999 Books and Supplies Purchase indoor and outdoor gardening supplies and equipment to support sustainable living curriculum and hands on learning opportunities. 4200 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Independent Service Contracts to offer music studio time/production to</p>

			<p>students and bicycle mechanics for increase CTE opportunities for students outside of the regular school day.</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 2 sections added to the master schedule to allow for case management/targeted intervention of 5th year Seniors or Seniors not on track to graduate or additional course offerings needed to meet the grad requirements. (equity multiplier funds)</p> <p>1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional intervention pay for teachers to provide intensive short term independent study for non productive Seniors as a way to reengage them in school and support their goal to graduate. (Equity Multiplier Funds)</p>
1.3	Create a welcoming, engaging, and safe school climate, including fun activities that promote school spirit and community-building.	All Students	<p>5000 Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies to support schoolwide activities</p>
1.4	Revamp the Alliance program, including the 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. This will embed time for trauma informed school practices including: restorative justice circles, restorative conferencing, skills training, academic intervention, transition activities, health and wellness, etc.	Other Subgroups Special Education	<p>5800 Professional/Consulting Services and Operating Expenditures District SPED and Mental Health Medi-cal funding to cover costs of restorative justice training, Dialectical behavior therapy skills training and other special education or mental health related training for all Alliance staff including administration, teachers, BHS and SEA 1000 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Cover costs of restorative justice training, Dialectical</p>

			<p>behavior therapy skills training and other special education or mental health related trainings for all Alliance staff including administration, teachers, BHS and SEA</p> <p>1500 Title I (3070) 4000 - 4999 Books and Supplies Purchase support materials including textbooks and other program materials</p> <p>1000 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes for Training</p> <p>1000 Title I (3070) 4000 - 4999 Books and Supplies Additional materials for student projects in Academic Success</p> <p>3000 Title I (3070) 4000 - 4999 Books and Supplies Additional therapeutic materials needed for mental health/trauma informed supports across campus</p>
1.5	<p>Provide greater student access to technology in the classroom and at home utilizing a trauma-informed approach. After surveying students, develop a trauma informed tech policy that allows for every student to have access to technology on site and the option to check out and take home as needed. This will align with our no homework policy and ensure that when kids arrive to school they have the materials they need to be successful. Increase technology integration in lessons to increase student engagement. Increase access to check out technology to students who do not have access at home or are apart of our Independent Study program or utilize APEX. Purchase supplemental technology programs or devices to support teachers in executing distance learning and student access (ipads, EIMo's, digital cameras, hotspots, etc) and support the trauma-informed tech policy (additional chargers, additional Chromebooks, cart upgrades, protective cases, etc)</p>	All Students	<p>10000 Title I (3070) 4000 - 4999 Books and Supplies Purchase Chromebooks, additional chargers, Wireless Access Points, Chromebook carts, screens, ELMos, hotspots, LCD projectors other applicable technology related materials and devices</p> <p>1800 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase online licensing for student learning programs</p> <p>7993.04 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p>

			<p>Purchase Yondr program and bags for student cell phones. Includes physical pouches, onboarding training and implementation planning, and magnetic unlocking bases. 7006.96 CSI (3282) 4000 - 4999 Books and Supplies Purchase Chromebooks and online programs in order to support credit recovery options on site and specifically for students accessing Independent Study and APEX online course options</p>
1.8	Purchase instructional materials and supplies in order to support common core curriculum, project based learning, lab activities and other necessary teaching materials in person or for online.	All Students	<p>5709.59 Site Discretionary 4000 - 4999 Books and Supplies Materials and Supplies- 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>7048 Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies for administrative tasks to support office and school management 1000 Title I (3070) 4000 - 4999 Books and Supplies Supplementary Materials and Supplies - All supplemental instructional materials needed to present curriculum and provide students with access to supplies, including but not limited to paper, toner, writing supplies, supplementary materials, organizational materials, lab materials, etc.</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Goal 2

Olympic will use a trauma-informed approach in our classrooms and broader school community to give value to student voice, experience, and needs. Olympic will define school success as a school community that addresses and honors the academic, mental health and cultural wealth of all of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Olympic continues to serve the district's most "at-risk" youth (EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health concerns)  
 20% of the student population have IEPs  
 38.4% of students in the 22-23 school year were suspended at least once.  
 Parent involvement continues to be a challenge, especially for adult students who do not have positive relationships with their parents.  
 Promotion of mental health services with the addition of a new site Social Work Specialist and Wellness Center.  
 Engaging diverse communities who have had historically negative experiences with school systems is a challenge.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	22-23 dashboard rates are not released to date. However, in 22-23, 38.4% of students were suspended between 1-5 days. 4.3% of students were suspended between 6-9 days- all of which were students in the Alliance program.	15% Suspension Rate
Special Education Population	20% Total SPED students	15% Total SPED Students
Orientation Participation	90% of students attended orientation	100% of students attend orientation
Students accessing mental health services- Olympic Program	103 students received mental health services/support	Increase support by 5%
Chronic Absenteeism Rate	39% during 2022-2023 school year	decrease to 30% during 2024-2025 school year



## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Amplify student voice through Ethnic Study course- students will explore a problem of practice and generate solutions and proposals in order to improve the Olympic school community or student experience.	All Students	1,000 LCFF Supplemental 4000 - 4999 Books and Supplies Supplemental curriculum or materials to support the problem of practice projects 4,000 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Consulting services or support to execute the project, support field trips, and other necessary supports for the project
2.2	Schedule graduation status nights and other parent workshops to increase parent involvement and engagement (provide in-person and online options as needed).	All Students	500 Site Discretionary 4000 - 4999 Books and Supplies Materials and equipment needed to hold meetings and conferences 546 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Provide light refreshments at parent meetings/events 395 Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Purchase necessary supplies to hold parent events, i.e. tables, chairs, etc. 123 Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Postage for mailings
2.3	Create a common space for the Alliance Program Community Room to hold professional development workshops, hold program wide meetings, provide an alternative space for students to refocus during the school day, collaborate cross curricular classroom projects, host guest speakers, hold mindfulness activities, house therapy groups;	All Students	1000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Furniture purchased for the space, including flexible seating, and dividers

	student and parent activities; after school tutoring; community resource events, and develop a safe and welcoming place for students and staff to meet the mental health needs of Alliance students.		designed to meet student's therapeutic needs or their disability 500 LCFF Supplemental 4000 - 4999 Books and Supplies Therapeutic materials for student use (funds allocated in Goal 1.4)
<b>2.4</b>	Provide students with individual and group counseling services as needed to address mental health issues that can impede success in school and in the community by creating a Wellness Center which will contribute to a healthier, more supportive, and safer learning environment. Provide school-wide social emotional education and development.	All Students	10,000 LCFF Supplemental 4000 - 4999 Books and Supplies Furniture and supplies for wellness center selected to create a comfortable and calming environment that promotes relaxation, mental health, and physical well-being. 4000 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies for counseling services/harm reduction and activities, including materials needed in the Counseling, College and Career Center  1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Fund School Psychologist/MSW Intern- Olympic (grant funded)
<b>2.5</b>	Fund special events, activities, and/or field trips that students may be eligible to attend. Provide incentives and recognition for positive behavior, academic growth and positive attendance.	All Students	2000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Fund all costs related to curriculum related field trips, field trips that support college and career readiness 1000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Facility Rental , rental for graduation 1000 LCFF Supplemental 4000 - 4999 Books and Supplies

			<p>Incentive activities for positive behavior, attendance and academic improvement. 1132.41 Site Discretionary 4000 - 4999 Books and Supplies Fund incentive activities/food for student attendance, academic performance and positive behavior.</p>
2.6	<p>Re-design Olympic/Alliance classrooms in order to provide students with flexible seating and alternative spaces to practice mindfulness and dialectical behavior skills in the classroom. Re-design learning spaces to create a positive and inviting learning environment.</p>	<p>Other Subgroups Special Education</p>	<p>54,174.73 LCFF Supplemental</p> <p>Furniture and materials purchased for learning spaces (classrooms) including flexible and comfortable seating to meet the needs of the various Olympic programs (Mainstream courses, Alliance Program, SLIFE, Independent Study, etc).</p>
2.8	<p>As a part of a comprehensive attendance program, provide transportation to students who meet eligibility criteria.</p>	<p>All Students</p>	<p>1500 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation, BART and bus passes for students to travel to and from school during school hours or to school events. 500 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation, BART and/or bus passes provided to students who are at risk of not graduating.</p>
2.9	<p>Increased opportunities for students to participate in an Independent Study Program, CHSPE Prep Program, AB 104 and various alternative pathway programs to support graduation.</p>	<p>All Students</p>	<p>500 Title I (3070) 4000 - 4999 Books and Supplies Additional supplies and materials for students to check out in order to have access (including chromebooks) 500 Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)</p>

			Licensing for Online CHSPE Preparatory Program 500 Title I (3070) 4000 - 4999 Books and Supplies Test Prep books and materials provided to students 500 LCFF Supplemental 5900 Communications Additional communication to students at risk of not graduating
<b>2.10</b>	Additional opportunities for students to participate in online credit recovery opportunities, provide time and space to take online assessments.	All Students	1000 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher prep coverage to monitor students taking online assessments (i.e. APEX)

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Goal 3

In order to build community, Olympic will provide students/parents/guardians with ongoing information, support and increased opportunities for authentic involvement in our school. Our goal is to create a positive, safe and welcoming environment which is culturally inclusive and fosters relationships between all school staff, students, families and the diverse communities we serve. This includes improving school facilities to create functional environments for student, parent and community events.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Olympic continues to serve the district's most "at-risk" youth (EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health concerns.
- Chronic absenteeism remains an issue.
- Socioeconomic demands on students remains a barrier for accessing education.
- Safety concerns continue to be raised by staff, students and community
- MDUSD Student Services and Olympic administration need regular meetings to discuss student placement.
- Olympic lacks facilities for CTE opportunities and extra curricular activities to engage students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	39% of students were chronically absent in the 22-23 school year	30% or less of students chronically absent
Physical Education Classes	4-5 sections in the 2022-2023 Master Schedule	4-5 sections in the 2023-2024 Master Schedule
Physical Education credits obtained upon graduation	Unknown	10-20 per student
Suspension Rate	22-23 dashboard rates are not released to date. However, in 22-23, 38.4% of students were suspended between 1-5 days. 4.3% of students were suspended between 6-9 days- all of which were students in the Alliance program.	15% Suspension Rate

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Offer opportunities for physical education and wellness during school while developing a comprehensive after-school program as well. Provide funding for after school athletics health and wellness academic tutoring, cultural arts, music and enrichment programs. Continue to increase after school opportunities for student involvement.	All Students	2260 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Stipends for coaching staff- Athletic fund 3000 LCFF Supplemental 4000 - 4999 Books and Supplies Physical education equipment and curriculum, upgrading spaces to develop a workout room, cardio equipment and fit bits in order to track student activity, heart rate, etc. 1000 LCFF Supplemental 4000 - 4999 Books and Supplies Supplies for the after school boxing program which supports student mental health by helping students to build a strong foundation of self-confidence, moral character and ethical values. Also promotes more after school enrichment opportunities for students. 1000 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Independent contract for a digital music artist/trainer to provide workshops and supervision of students to utilize the on campus music studio, one time per week entire school year
3.2	To align with district supported MTSS systems, 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.	All Students	1,000 LCFF Supplemental 4000 - 4999 Books and Supplies Purchase uniforms for Leadership and Journalism to identify students on campus when coordinating and running school-wide activities to foster community on

			<p>campus. To be collected at the end of the year.</p> <p>2600 LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplies, signage and Olympic apparel for students as incentives for academic growth, positive behavior, and participation within the school community.</p> <p>1500 LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplies, materials and Olympic apparel for students as incentives for PBIS- SPED Mental Health Funding</p>
<b>3.3</b>	Update facilities to increase campus safety, school pride and positive physical environment. Increased safety measures for students and community members and detract students from leaving campus during the school day and prevent non-students from entering campus. Increased Administrative support for the Alliance program.	All Students	<p>4000 Site Discretionary 4000 - 4999 Books and Supplies Update classroom facilities (capital outlay)</p> <p>1500 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase ID supplies - machine, cards, etc.</p>
<b>3.4</b>	Funding to support the Olympic Service Learning program and Work Experience so that CTE graduation requirement can continue to be met.	All Students	<p>2500 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increased sections in the master schedule for Service Learning and Work Experience</p> <p>1000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation to and from various school sites</p> <p>500 Site Discretionary 5900 Communications Community events and recognition activities for student participants and their families</p> <p>1320 LCFF Supplemental</p>

			4000 - 4999 Books and Supplies Uniforms and supplies for student participants
3.5	Campus safety supplies will be upgraded to support the school safety plan that include updated emergency relief supplies and equipment. Appropriate supervision of school campus, including effective ways to communicate safety concerns, additional support as needed, etc.	All Students	1000 Site Discretionary 4000 - 4999 Books and Supplies Safety materials and supplies including walkie talkies
3.6	Staff working directly with Alliance students will be trained by the Crisis Prevention Institute on deescalation, crisis response, etc. Additional training in DBT and Restorative Justice.	Other Subgroups Students in Alliance (SEEC Program)	500 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Staff (teaching, Admin, BHS, clerical and campus supervisors) will be trained in CPI- SPED funding. Provide additional pay if the training is held outside of school hours/work week
3.7	Students will have access to a variety of learning environments, including the school garden, community bike shop, certification programs, and indoor/outdoor garden towers. Using the gardens and community bike shops as a learning environment 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.	All Students	2500 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies
3.8	Outreach to families and frequent communication regarding attendance, academic progress, and school engagement (partially district and grant funded)	All Students	35,000 CSI (3282) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Services Assistant salary and benefits

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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



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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Goal 4: Focus Scholars

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Black/ African American students, students experiencing homelessness and foster youth students are not meeting academic standards. In the 2022 SEL survey, African American students self-reported feeling connected and supported at school, however, when looking at the D/F data for term 1, African American students were overrepresented as a subgroup receiving failing grades.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores	ELA- 0% of African American students met standard in 22-23	5% of African American students meet standard in 23-24
SBAC Scores	ELA- 0% of students experiencing homelessness met standard in 22-23	5% of students experiencing homelessness meet standard in 23-24

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Identify teaching staff who African American students are willing to work with to receive extra academic support or case management in regards to credit acquisition.	Other Subgroups Black/ African American/ Students experiencing homelessness	5468.06 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay or timesheet pay for certificated staff 3500

			LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay or timesheet pay for certificated staff
4.2	Provide holistic wrap-around and case management support services to African American students to increase access to college, support towards graduation, and to provide a culturally affirming experience and sense of community for African American students.	Other Subgroups African American Students	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Delta Bay Impact contract (Community Schools Grant)

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Goal 5 N/A

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

## Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$297,512.28
Total Federal Funds Provided to the School from the LEA for CSI	\$52,500.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
CSI (3282)	\$52,500.00
LCFF Supplemental	\$111,500.00
Site Discretionary	\$27,150.00
Title I (3070)	\$105,298.28
Title I Parent Engagement (3068)	\$1,064.00

Subtotal of state or local funds included for this school: \$297,512.28

Total of federal, state, and/or local funds for this school: \$297,512.28

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	27,150	0.00
LCFF Supplemental	111,500	0.00
Title I Parent Engagement (3068)	1064	0.00
Title I (3070)	105,298.28	0.00
Title I Carryover	0	0.00
CSI (3282)	52,500	0.00

## Expenditures by Funding Source

Funding Source	Amount
CSI (3282)	52,500.00
LCFF Supplemental	111,500.00
Site Discretionary	27,150.00
Title I (3070)	105,298.28
Title I Parent Engagement (3068)	1,064.00

## Expenditures by Budget Reference

Budget Reference	Amount
	54,174.73
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	29,828.06
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	35,000.00
4000 - 4999 Books and Supplies	99,552.87
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	57,256.62
5800 Professional/Consulting Services and Operating Expenditures	20,700.00
5900 Communications	1,000.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	2,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	35,000.00
4000 - 4999 Books and Supplies	CSI (3282)	7,006.96
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	CSI (3282)	7,993.04
	LCFF Supplemental	54,174.73
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	9,600.00
4000 - 4999 Books and Supplies	LCFF Supplemental	30,420.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	12,805.27
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	4,000.00
5900 Communications	LCFF Supplemental	500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	2,260.00
4000 - 4999 Books and Supplies	Site Discretionary	24,390.00
5900 Communications	Site Discretionary	500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	15,468.06
4000 - 4999 Books and Supplies	Title I (3070)	36,794.91
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	36,335.31
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	16,700.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	941.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	123.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	139,993.08



Goal 2	86,371.14
Goal 3	62,180.00
Goal 4	8,968.06

# School Site Council Membership

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

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

Name of Members	Role
Courtney Lyon	Principal
Karen Davis	Classroom Teacher
Unjoo Chang	Classroom Teacher
Maria Sanchez	Other School Staff
Felipe Gaucin Rodriguez	Secondary Student
Viliani Tuavao	Secondary Student
Samantha Carcamo	Parent or Community Member
Lori Ellyson	Other School Staff
Edith Diaz	Parent or Community Member
Lisa Van Gerrevink	Parent or Community Member
Paula Soto	Other School Staff

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





# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/4/2024.

Attested:

	Principal, Courtney Lyon on 6/4/2024
	SSC Chairperson, Courtney Lyon on 6/4/2024

# Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.



- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

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

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

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

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>



## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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