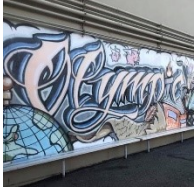School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olympic Continuation High School	07-61754-0734764	November 12, 2019	

Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

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: 2019 WASC Visiting Team, School Site Council, district Leaders and other relevant stakeholders. Below outlines the goals of our school plan and how the plan is aligned with district LCAP goals, WASC Action Plan and Schoolwide Learning Outcomes.

SPSA Goal 1: Align instructional, behavioral and academic intervention systems in order to support increased student engagement and achievement.
Rationale: Olympic students perform far under the district average. 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 for student placement, interventions and to guide instructional practices. DASS Dashboard just released in December 2018 needs detailed analysis.

WASC Alignment: Action Item 1

SLOs Addressed:
Effective Communicator
Complex Thinker
Self-directed Learner
Effective and Ethical User of Technology

LCAP Alignment: Goal 1 & 2
Goal 1: All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.
Goal 2: 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.

SPSA Goal 2: Olympic will use a trauma-informed approach in our classrooms and broader school community. We will analyze and create systems through the lens of trauma in order to meet the needs of our diverse student population and engage their parents/support networks. All students will have access to counseling and support services and will learn how to advocate and access services as they transition into life beyond high school.
Rationale: 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. 37% of the total student population have IEPs. In addition, the overall suspension rate is currently at 12.5%, parent involvement continues to be a challenge (especially for adult students who do not have positive relationships with their parents). We need to continue to strengthen our social emotional support services, promotion of these services and access for all. Traumatic events have impacted our community as a whole and we are sensitive to the healing needs of our students, staff and community.

WASC Alignment: Action Item 2

SLOs Addressed:
Self-directed Learner
Health & Wellness, Global Citizen, Community Contributor

LCAP Alignment: Goal 2 & 3
Goal 2: 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.
Goal 3: Parents, family, and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

SPSA Goal 3: To create a positive and safe environment which is culturally inclusive and fosters relationships between all school staff and students.
Rationale: 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). Our overall Attendance Rate is 72.04%, evidence that chronic absenteeism remains an issue. Community violence remains an issue that affects both students and staff. Safety concerns continue to be raised by staff, students and community members. Until Fall 2019, MDUSD Student Services continued to place students with little input from Olympic Administration or staff.

WASC Alignment: Action Item 3

SLOs Addressed:
Health & Wellness, Global Citizen, Community Contributor

LCAP Alignment: Goal 1 & 3
Goal 1: All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.
Goal 3: Parents, family, and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

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Comprehensive Needs Assessment Components

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

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

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

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

Parents:

A small number of Olympic parents participated in a companion survey of the California School Climate, Health, and Learning Survey (CAL-SCHLS) during the 18-19 school year. This survey is called the California School Parent Survey. Parents were asked to complete the survey during a limited time span, was not during a scheduled school wide event (i.e. Open House or Back to School Night) and did require internet access (in the year's past they allowed for paper copies to be distributed and collected). Although the survey results have data and is published, the low number of parents who participated indicates that the findings are not necessarily representative of the parent stakeholder group as a whole.

Students & Staff took the California School Climate, Health and Learning Survey (CAL-SCHLS) during the 2017-2018 school year and the results were embedded in the main report for the district. The report indicates that 74% of the continuation, alternative education or community day school students participated in the survey for the MDUSD. Of these students, 57% were male and 43% were female. Some interesting findings to point out:
- 58% of continuation/alt ed student respondents felt school was safe or very safe, similar to 60% of comprehensive high school students
- 13% of continuation/ alt ed students reported having seen a weapon campus, vs. 15% of comprehensive high school 11th graders.
- 33% of comprehensive high school students reported having experienced harassment or bullying, vs. only 16% of continuation/alt ed students
- 31% of continuation/ alt ed students reported having been drunk or high at school ever vs. only 12% of 11th graders at the comprehensive high schools.
- 42% of continuation/alt ed students reported current drug or alcohol use vs. 29% of 11th graders at the comprehensive schools
- 39% of comprehensive school 11th graders reported feeling chronic sadness/hopelessness, vs. 31% of continuation/alt ed students
- 7% of comprehensive 11th graders reported having been in a physical fight, vs. 14% of continuation/alt ed students

Overall the survey highlights the need for additional substance abuse resources, including prevention and intervention at Olympic. It reveals that students at Olympic feel similarly to

comprehensive school students regarding safety and actually a lower percentage of Olympic students reported having seen a weapon on campus. That being said, when it comes to physical altercations, the occurrence doubles in percentage at alternative sites. Again, this indicates a need for additional resources regarding conflict resolution, coping strategies and de-escalation.

Olympic students were also given voluntary surveys, developed by the Olympic Counseling Department, at enrollment and upon graduation. A total of 106 students took the entrance survey when enrolling and 66 students took the exit survey upon graduating. The survey asked questions about support, connectedness to peers and staff, involvement in school activities and feelings of success. Overall the students responded similarly with feeling connected to peers at their comprehensive high school. Significant differences were reported when asking students about connectedness to an adult at their previous school versus at Olympic. Whereas 28.4% reported a close relationship with an adult at their previous school, 72.7% of students reported feeling connected to at least one adult at Olympic. Lastly, only 2.8% of students reported feeling successful at their previous school, compared to 90.9% at Olympic (note that these were graduates and the staff would like to expand data collection to include non-grads this year). When students were asked what they disliked about Olympic or what they would have changed, a majority of the tsudents complained about the food that is offered and wanted better food and more options.

Staff also participated in an end of the year survey asking for how often staff utilized the Counseling Department in order to support students and suggestions for how they can be supported during the 2019-2020 school year. Staff requested further support surrounding restorative practices, trauma informed teaching strategies, community building activities, alternatives to suspensions and support in addressing mental health issues and substance abuse.

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

For the 19-20 school year- parents, students and staff will again participate in the CAL-SCHLS survey. In addition, students and parents served in the Alliance Program will again participate in the Mental Health Statistics Improvement Program (MHSIP) survey through the California Department of Health Care Services (DHCS). This survey has been administered the past two years but the site had not received the results. Requests for these findings has been submitted by the site Principal. Once these results are received, the information will be presented to staff and parents and used to foster program improvement actions.

Classroom Observations

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

Classroom observations are conducted both formally, for teacher evaluation purposes, and informally, by the administration. Informal classroom walk-throughs happen every week, sometimes daily. The support call system, utilized school wide allows for administrators to respond directly to the classroom for behavioral concerns, but remain in the classroom to support and observe classroom instruction. Teachers have also participated in instructional rounds on site and at other sites. Teachers have expressed the desire to continue this practice for the 2019-2020 school year. In general classrooms are inviting, organized and reflective of student culture. School wide learning objectives are posted and student work is on display. Based on classroom observations, teachers and the administrator continue to work on developing relevant and engaging lesson and unit plans. Teachers are creative in providing differentiated learning opportunities for students and teachers are

committed to incorporating technology into lesson design. All students have access to chromebooks in every classroom at Olympic.

The high school administrative team, with the support of WestEd, has developed a common walk-through protocol that is being used to observe instruction with a focus on equity, especially in math classrooms.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

During the past four years, Olympic High School 11th grade students participated in the Smarter Balanced Summative Assessments (CAASPP/SBAC). Although results from the past four years have varied, overall participation rate has increased significantly from only 17% overall in 2014-2015 to nearly 70% in 2017-2018. In terms of exact numbers, only 22 students took both the ELA and Math assessments in 2014-2015 (17% of the 11th grade students), in contrast, 71 students took the 18-19 Math assessments (62% of the 11th grade students) and 80 took the 18-19 ELA assessments (69.5% of the 11th grade students). While this is a huge increase, we recognize that participation remains a challenge for our site. In terms of performance, below are the mean scale scores for Olympic students in ELA and Mathematics for the past 5 years:

2014-2015- 2414.8 (ELA)/ 2389.2 (Math)
2015-2016- 2455.7 (ELA) / 2418.8 (Math)
2016-2017- 2450.9 (ELA)/ 2430.7 (Math)
2017-2018- 2439.8 (ELA)/ 2408.8 (Math)
2018-2019- 2440.0 (ELA)/ 2419.5 Math)

All of these scores indicate that students at Olympic continue to perform far under the district average. However, when comparing 2017-2018 data with 2018-2019 data, the number of students performing below standard (Levels 1 &2) in ELA has decreased from 97.4 % of students in 2017-2018 to 89.88% of students in 2018-2019. In other words, the percentage of students showing "standard met" in ELA rose from 2.6% to 10.1% from one year to the next. Although this is still far below the performance percetage district wide (54.62% of 11th graders meeting or exceeding ELA standard) it is still a significant improvement for Olympic. Math is even more alarming with no students meeting the standard and 100% falling below (97.33% far below). Although this data is concerning, Olympic specifically serves students who lack credit and have fallen behind at their comprehensive site. It is predictable that students meeting this criteria would struggle on standardized testing. In addition, a majority of students transfer to Olympic during their Junior year, leaving little time for test preparation on site.

Data from the SBAC will continue to be analyzed school wide and specifically as it pertains to students who have not yet re-designated as English proficient.

At Olympic, approximately 38% of students are identified as English Learners (EL) and are required by law to take the English Language Proficiency Assessments for California (ELPAC, previously CELDT). We also monitor Reclassification rates closely, but this measurement used to rely partly on CAHSEE scores. Through persistent advocacy by Olympic administration to district leadership, i-Ready was adopted for all grades at the secondary level to replace the CAHSEE reclassification requirement. A growth area is to increase student buy-in to testing results, and to better utilize newly received IXL interventions in math, English, EL Support and Academic Success classes.

Reclassification rates at Olympic have varied greatly over the past four years, due in part to changes in reclassification criteria:
2014-15:   1
2015-16: 20
2016-17:   0
2017-18:   8
2018-19:   8

Several times a year students take the iReady assessment in ELA and Math. Scores from the assessment are discussed with students and discussed at the Departmental level. EL students are tested with i-Ready 3 times/year, and all other students are tested twice/year to monitor

performance. The English departments review this data and monitors student placement and curriculum. For example, the English department was provided with Constructed Meaning training, a highly scaffolded spoken and written academic language support method for EL students. In depth use of the I-Ready is still a growth area for our site. While the i-Ready results can be analyzed for connection to Common Core State Standards, we have not widely implemented or utilized analysis at that level due to concerns about accuracy of scores.

In addition, we continue to give the On-Demand writing assignment twice per year to all students. This is an internal Olympic writing assessment based on a schoolwide writing prompt and geared to mimic the older CAHSEE and now the CAASPP testing. Students are evaluated on their ability to produce a draft essay in 1 hour, with introduction, body, and conclusion, making a claim and supporting their position with examples. The On-Demand essay is scored by all teaching staff using a 1-4 rubric. Staff identifies areas of strength and weakness after scoring, and the English department uses this data to drive lesson planning.

The math department uses twice yearly i-Ready assessment to drive planning and instruction, and ascertain individual student progression in meeting math standards. IXL.com activities, an online platform with independent practice and guided practice is often used as intervention lessons, but other resources may also be assigned such as Khan academy, Desmos/Geogebra, Big Ideas Math, and Hotmath.com. However, at an alternative high school setting, i-Ready comes with a wide range of challenges:

Some of our students exhibit poor attendance and will not be able to complete the test within the time period set by the district.
Some of our students are unable to finish the test since they're involved with the Service Learning Program and are on campus only on Fridays (the i-Ready requires multiple days for full completion).
Some of our students do not commit to taking the test seriously due to its length and their perceived relevance.
Some of our students completely refuse to take the test.

Olympic and District staff conduct assessments of students who qualify for Special Education services, or who are referred for assessment, as is required by Education Code and consistent with IEP timelines (such as review of qualification every three years). Selection of assessment tools will depend upon a student's qualifying condition or identified areas of concern. Assessments can include standardized batteries, such as, Woodcock Johnson IV, which provide information about a student's abilities in specific academic tasks as well as general skills that are relevant to an educational setting. Additional student data is gathered each quarter in order to report on progress on goals in each student's Individual Education Plan (IEP). The tools for measuring progress on goals varies based on the specific goals for each student. Student data is reviewed for each student in an IEP meeting at least annually.

All Special Education teachers at Olympic (Resource and Alliance Program SDC) teach an Academic Success class in which students who qualify for Special Education are able to access Specialized Academic Instruction services and targeted support in identified areas of need, including IEP goals. All students have an account to utilize IXL.com for Common Core-aligned individual practice and guided practice in English Language Arts and Mathematics. The results of i-Ready diagnostics include Common Core-aligned areas of need, and Special Education teachers can utilize IXL.com interventions to assign specific problems related to a student's individual needs and to monitor progress in skill development. The use of technology within Academic Success also aligns with the SLO for 21st Century skills.

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

Teachers review credit completion, CAASPP results, ELPAC results,and graduation status with their Advisory classes at every term using a site developed and student friendly monitoring tool. Teachers meet by Department, Committees, Staff Leadership Team and English Learner review team to monitor progress and suggest academic interventions.
Olympic's academic year is divided into 8 terms (approximately 4-5 weeks long each), unlike the two semesters (approximately 18 weeks long each) at the comprehensive schools. At each term, students can take 5-7 classes and earn 2-2.5 credits for in class assignments and mastery. Students can earn given both grades and credits at each term. Audits are conducted by the administrative team and data chats are held with teachers regarding student progress. Graduation Status Reviews are conducted with students in the students' homeroom class at the culmination of each term.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Olympic High Schools' teachers meet state credentialing requirements to be considered highly qualified. All subject matter competencies have been met by every instructional staff.

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

Teachers have participated in MDUSD symposiums with their Departments to develop their expertise in using the state adopted instructional materials to teach the Common Core State Standards and to use the supplementary materials and technology. Teachers will continue to benefit from additional training in Instructional Rounds, English Learner strategies, Art & Science of Teaching, Constructing Meaning, Restorative Justice and Positive Behavior Intervention System training. A recent focus of staff PD is how to include trauma informed teaching strategies and overall systems on campus. Teachers have received additional training on the DASS and have been involved on a transcript audit in order to inform practices.

Olympic staff utilize district adopted text books and supplemental materials. Olympic continues to have sufficient textbook supplies to meet the needs of our student population. Resources are allocated in order to support the purchase of additional materials and supplies as requested by the teacher.

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

Staff development continues to be based on the needs of the staff but always student centered. Staff has received training on trauma and the brain, tier I classroom interventions and response, compassion fatigue, instructional rounds, constructing meaning, NGSS, Common Core Standards, DASS- Dashboard for Alternative Schools . All PD is aligned with the School Wide Learning Outcomes, LCAP Goals, WASC Action Plan and SPSA.

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

Teachers have participated in additional training in trauma informed teaching strategies, learning goals and scale development, iReady, CPI (Crisis Prevention Institute), English Language Learner instructional strategies, Restorative Justice, Constructing Meaning, PBIS, NGSS and Common Core. In addition, MDUSD has a Peer Coaching Program that new teachers can participate in, in addition to BTSA.

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

Professional development and collaboration time for staff is embedded into site time. Every Wednesday is a minimum day. These allow for scheduled meeting times including a rotation of staff meetings, committee meetings (Curriculum & Instruction, Trauma Informed School Systems (Positive Behavior Interventions and Supports), Safety & Operations, Department Meetings and Leadership Team meetings. Administrators, teachers, and counselors attend and participate in these opportunities. In addition to weekly time set aside for professional development and collaboration, 3 full day professional development training's are provided to teachers annually.

Teaching and Learning

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

Teachers utilize district adopted and grade level curriculum and materials. New adoptions have not come since 16-17 school year but included Algebra 1a, Algebra, Geometry, Government, & World History. School wide learning outcomes and scales are aligned to common core standards. All materials are aligned with CCSS or NGSS.

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

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

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

Teachers check in with one another regularly on their pacing, plan common assessments and review assessment data. Additional intervention courses for English Learners and students with IEPs have been added to the master schedule. Course requests and sections audits are reviewed each term and the master schedule is adjusted according to student need.

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

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

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

All teachers are required to use standards-based aligned instructional materials, and intervention materials to support struggling students. Supplemental materials are also purchased to enhance the learning experience.

Opportunity and Equal Educational Access

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

Teachers have been trained in numerous instructional strategies that support at-risk students. Embedded in the master schedule are sections of ELD, online options and academic success support classes. Resource students receive push-in support from education specialists and special education assistants. All students have access to academic counselors who review and meet with students at-risk of not graduating. Every term, 4th period teachers review student grades, credit and progress with students using a graduation status worksheet. Struggling students are identified and referred for counseling supports. A triage team made up of school counselors, administrators, teachers, attendance workers, social workers and support interns meet weekly to review referrals and provide next steps All Resource/Intervention teachers and Instructional Assistants provide support to students in small groups throughout the day. Mental health service providers, including licensed LCSWs, MFTs and MSW Interns are utilized to offer support to students as needed.

Evidence-based educational practices to raise student achievement

Our Curriculum and Instruction Team (based on research by Marzano) has brought information on high reliability schools to our teachers. Teachers have been provided with professional development on building student relationships, learning goals, effective instructional strategies, instructional rounds and vocabulary instruction. Teachers are becoming more consistent in articulating and posting learning goals and scales for their lessons.School wide initiatives are based on research-based, nationally recognized programs including- Positive Behavior Intervention Systems, Instructional Rounds, Marzano's learning scales, Restorative Justice and Dialectical Behavior Therapy Skills for the Classroom.

Parental Engagement

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

We have a small and limited degree of parent involvement at Olympic High School! The goal is to continue building capacity for parent involvement. However, several community partnerships are underway with organizations such as Bike Concord, Diablo Valley College, Mt. Diablo Alternative Education Foundation, Ambrose Recreation Department, Rainbow Community Center, Contra Costa County Probation, Contra Costa County Mental Health and Concord Police Department.

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

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

A Title I parent meeting was held in the fall, data from the previous school year was provided and reviewed in addition to Title I mandates. During the Title I meeting, parents were involved in the annual review and update of Olympic's parent engagement policy and the home/school compact.

An increased focus on EL services included regular data analysis of EL achievement during school staff meetings, the development of an English Learner Review Team comprised of teaching staff and administration and increased recognition of EL reclassification.

Funding

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

All categorical funding allocations are included in the SPSA. Categorical funds are used to support our English Learners and socioeconomically disadvantaged students. This includes students who are identified as Foster Youth, Special Education and Homeless.
- Funding for technology upgrades (purchase of Chromebooks, laptops, projectors, printers) allowing students to access web-based instructional resources, increased engagement in learning, increase technology skills to better prepare for career and college, 21st century skills, ability to take electronic assessments.
- Funding for professional development that align with school wide learning goals, focusing on curriculum, instruction, EL and special populations.
- Funding for increased sections in the master schedule to provide additional language development support/interventions for Long Term English Learners, support classes for Special Education students, etc. This supplemental section is needed to ensure that students have the supports necessary to access the core curriculum and increase reclassification for English Learners.
- Funding for increased security by hiring a School Resource Officer for the school site.
- Funding for a School Psychologists intern and or MSW intern
- Funding for increased communication to parents including more frequent mailings, website upgrades, translation, educational nights, etc.

Fiscal support (EPC)

Mt. Diablo Unified School District distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan (LCAP) and in each school's School Plan for Student Achievement (SPSA). Olympic receives base funding, LCFF and Title I Funding. In addition, this year Olympic will receive money to address and improve the graduation rate (Olympic identified as a CSI school). Additional funding is provided by the MDUSD Special Education Department utilizing mental health collaborative medi-cal funding to support operating costs and embedded mental health supports and services (Alliance Program). These funds will be used to support the goals of the School Plan addressing instruction, parent involvement and school climate and safety.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process for developing Olympic's 19-20 SPSA began in the Spring and Summer of 2019 in coordination with analyzing data and writing our WASC Self Study. As part of he development process, the LCAP was reviewed at length and discussed at school site council meetings, Site Leadership team meetings, committee meetings (Curriculum & Instruction (Action Plan 1) Trauma Informed School Systems (Action Plan 2) Includes PBIS, Safety & Operations (Action Plan 3), 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. Increased clarity surrounding the LCAP provided a solid foundation for the writing of our WASC Self Study and eventually the development of our School Plan. The Leadership Team (comprised of teachers, administrators, counselors, special education case managers and behavioral health specialists) provided feedback and edits. Some information for the Title I Needs Assessment was pulled from last years WASC Self-Study and additional data was pulled to include the entire 2018-2019 year (WASC occurred in February) A shared Google classroom was created by members of the Site Leadership team and several staff members contributed to various sections of the WASC Self-Study and Action Plan, eventually making its way into this year's School Plan. Some data was provided by the district level Research and Evaluation team however it is important to note that additional data points were was pulled at the site level and analyzed due to the uniqueness of site and to guarantee its accuracy.

After feedback from the teacher/staff Leadership team in October, the draft SPSA was reviewed with the entire staff during an all staff meeting November 6, 2019. Staff ensured that goals and expenditures were aligned to the School wide Learning Outcomes (SLO's) and aligned with the MDUSD graduate profile.

To involve the parents, students and community members, a draft SPSA was presented to the Site Council on November 4, 2019 (rescheduled from the October site council due to poor quality that day) 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 2019-2020 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. The development of the plan was made in coordination with writing our 2019 WASC Self Study. The Principal consulted with district research and evaluation to obtain additional data points

Resource Inequities

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

As a result of our needs assessment and data analysis, several inequities were identified by school staff:
- kitchen services
- reading programs
- driver training
- effective sex education resources
- community outreach connections
- full time Restorative Justice coordinator
- Adult Education on site
- Facilities for Physical Education
- Transportation Resources
- CTE Pathways
- Facilities to house effective CTE programs
- Nurses
- Increased mental health services for general education students
- Alcohol and Drug Education and Counseling
- Access to performing arts
- After school programs/activities
- Access to Leadership opportunities
- Additional elective classes, including world languages

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.4%	0.41%	0.39%	1	1	1
African American	12.5%	11.84%	11.63%	36	29	30
Asian	1.4%	0.41%	0.39%	4	1	1
Filipino	1.0%	1.22%	1.94%	3	3	5
Hispanic/Latino	56.6%	62.45%	60.85%	163	153	157
Pacific Islander	0.7%	1.63%	1.16%	2	4	3
White	21.5%	18.78%	18.99%	62	46	49
Multiple/No Response	2.4%	0.41%	1.55%	7	1	4
			Total Enrollment	288	245	258

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	3	9	10
Grade 10	16	6	9
Grade 11	63	64	44
Grade 12	206	166	195
Total Enrollment	288	245	258

Conclusions based on this data:

1. Data shows low numbers, Olympic served a total of 495 students throughout the year however this number is pulled from CBEDS in October.

2. Average enrollment is about 320 students.

3. Continuation schools need a different formula to determine enrollment and resources.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2016-17	**2017-18**	**2018-19**	**2016-17**	**2017-18**	**2018-19**
English Learners	94	96	95	32.6%	39.2%	36.8%
Fluent English Proficient (FEP)	44	44	52	15.3%	18.0%	20.2%
Reclassified Fluent English Proficient (RFEP)	0	8	8	0%	8.3%	8.4%

Conclusions based on this data:

1. The number of English Learners has remained consistent over recent years.

2. 16-17 school year did not produce reclassified students due to the lack of assessment options for students after the CAHSEE was no longer administered. There was no measure for 12th grade students (majority of Olympic's student population).

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)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	105	133	115	51	78	79	51	77	80	48.6	58.6	68.7
All	105	133	115	51	78	79	51	77	80	48.6	58.6	68.7

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2447.	2439.	2440.	0.00	0.00	0.00	5.88	2.60	10.13	27.45	22.08	10.13	66.67	75.32	79.75
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	5.88	2.60	10.13	27.45	22.08	10.13	66.67	75.32	79.75

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	3.92	1.30	2.53	27.45	44.16	22.78	68.63	54.55	74.68
All Grades	3.92	1.30	2.53	27.45	44.16	22.78	68.63	54.55	74.68

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	1.28	24.00	14.29	21.79	76.00	85.71	76.92
All Grades	0.00	0.00	1.28	24.00	14.29	21.79	76.00	85.71	76.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	1.96	0.00	5.06	50.98	46.75	53.16	47.06	53.25	41.77
All Grades	1.96	0.00	5.06	50.98	46.75	53.16	47.06	53.25	41.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	1.27	38.00	32.47	22.78	62.00	67.53	75.95
All Grades	0.00	0.00	1.27	38.00	32.47	22.78	62.00	67.53	75.95

Conclusions based on this data:

1. Higher participation rate from 17-18 to 18-19 school year (a growth of 10%).

2. Overall Standard Met percentage grew from 2.6 % to 10.13%.

3. Student growth is seen in the area of writing (standard met/nearly met percentage grew from 14.29 to 21.79)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	105	134	114	47	75	71	47	75	71	44.8	56	62.3
All	105	134	114	47	75	71	47	75	71	44.8	56	62.3

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2431.	2408.	2419.	0.00	0.00	0.00	0.00	0.00	0.00	4.26	2.67	2.82	95.74	97.33	97.18
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	4.26	2.67	2.82	95.74	97.33	97.18

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	2.13	1.33	0.00	97.87	98.67	100.0
All Grades	0.00	0.00	0.00	2.13	1.33	0.00	97.87	98.67	100.0

Problem Solving & Modeling/Data Analysis
Using appropriate tools and strategies to solve real world and mathematical problems

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	25.53	14.67	14.08	74.47	85.33	85.92
All Grades	0.00	0.00	0.00	25.53	14.67	14.08	74.47	85.33	85.92

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	0.00	0.00	38.30	33.33	26.76	61.70	66.67	73.24
All Grades	0.00	0.00	0.00	38.30	33.33	26.76	61.70	66.67	73.24

Conclusions based on this data:

1. Participation rate has grown nearly 20% over the past three years.

2. 100% of Olympic students did not and have not met Standard in Mathematics (no growth).

3. Additional interventions and supports need to be implemented specifically in Math in order to address student need.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	5
Grade 11	1567.5	1523.5	1571.4	1511.1	1563.1	1535.3	45	30
Grade 12	1560.2	1510.8	1574.4	1492.7	1545.6	1528.2	41	42
All Grades							89	79

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	26.67	3.33	46.67	30.00	24.44	40.00	*	26.67	45	30
12	29.27	7.14	41.46	28.57	*	35.71	*	28.57	41	42
All Grades	26.97	5.06	42.70	30.38	23.60	35.44	*	29.11	89	79

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	66.67	10.00	28.89	53.33	*	13.33	*	23.33	45	30
12	63.41	11.90	26.83	52.38	*	7.14	*	28.57	41	42
All Grades	62.92	12.66	28.09	50.63	*	10.13	*	26.58	89	79

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	31.11	0.00	51.11	43.33	*	56.67	45	30
12	29.27	0.00	56.10	45.24	*	54.76	41	42
All Grades	29.21	0.00	52.81	46.84	17.98	53.16	89	79

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	95.56	80.00	*	10.00	*	10.00	45	30
12	97.56	83.33		0.00	*	16.67	41	42
All Grades	95.51	82.28	*	5.06	*	12.66	89	79

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	3.33	46.67	40.00	42.22	56.67	45	30
12	*	9.52	36.59	35.71	56.10	54.76	41	42
All Grades	*	7.59	40.45	36.71	50.56	55.70	89	79

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
11	*	3.33	77.78	73.33	*	23.33	45	30
12	*	9.52	80.49	71.43	*	19.05	41	42
All Grades	17.98	6.33	77.53	70.89	*	22.78	89	79

Conclusions based on this data:

1. A majority of our students scored at Level 3.

2. We don't yet have comparable data as the ELPAC is a new measure, replacing the CELDT.

3. Nearly 25% of Olympic students scored at Level 2, displaying the intensive language needs of a fourth of our students in which we don't currently have specific supports for.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
245	**75.5%**	**39.2%**	**2.0%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	96	39.2%
Foster Youth	5	2.0%
Homeless	20	8.2%
Socioeconomically Disadvantaged	185	75.5%
Students with Disabilities	100	40.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	11.8%
American Indian	1	0.4%
Asian	1	0.4%
Filipino	3	1.2%
Hispanic	153	62.4%
Two or More Races	7	2.9%
Pacific Islander	4	1.6%
White	46	18.8%

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 2018-2019 school year, Olympic served a total of 495 students (according to the aeries gain/loss report).

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

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Red	**Suspension Rate** Red
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Site and district practices of placement, enrollment and graduation do not currently take into account DASS criteria for graduation rate.

2. 40% of SPED, 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 should be created and expanded.

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
161.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -24.4 points	10 students	
25 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	161 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	Declined -21.3 points	6 students
	19 students	

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students	0 Students
2 students			

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
164.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.3 points	2 students	1 students	3 students
17 students			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	162.9 points below standard
8 students	2 students	11 students

Conclusions based on this data:

1. Students meeting or exceeding the standard in ELA grew from 2% to 10% from the 17-18 to 18-19 school year.

2. Olympic students continue to perform far below the district average on ELA in CASSPP.

3. Many areas had less than 11 students and therefore the data is not statistically significant,
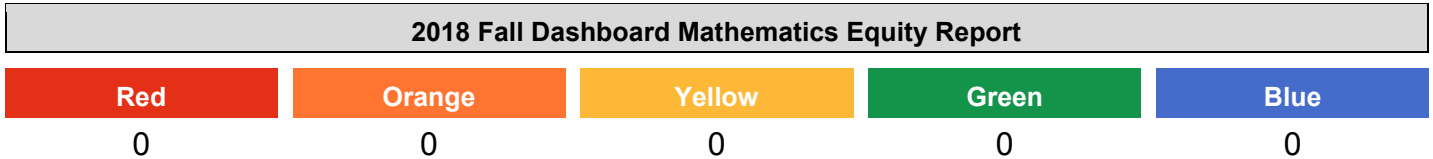
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
233.9 points below standard	245.9 points below standard	0 Students
Declined -30.4 points	12 students	
27 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	244.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
3 students	Declined -30.7 points	6 students
	20 students	

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	0 Students
3 students	1 students		

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
246.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -21.4 points	2 students	1 students	2 students
18 students			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	231.8 points below standard
10 students	2 students	12 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

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
89	27%	42.7%	23.6%	6.7%

Conclusions based on this data:

1. 70% of our English Learner students are level 3 or level 4.

2. Our current program does not include services for EL level 1 or 2.

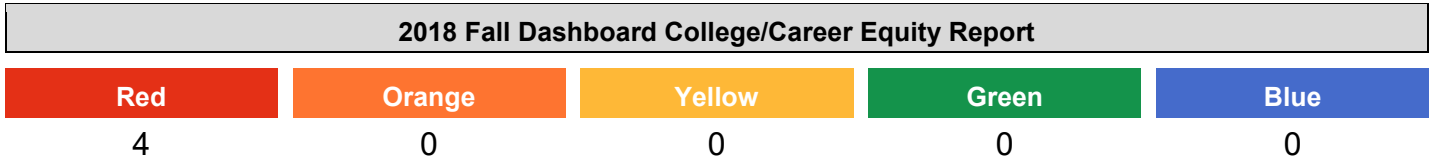**3.** Unclear if students taking the assessments are taking them seriously or consider them worthwhile.

School and Student Performance Data

Academic Performance
College/Career

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0

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

2018 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
1.4% prepared	0% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.9%	Maintained 0%	
143 students	56 students	1 students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
7.1% prepared	0.9% prepared	0% prepared
Increased 7.1%	Maintained 0.9%	Maintained 0%
14 students	109 students	50 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0% prepared	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	1 students	1 students	3 students
13 students			

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
0% prepared	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.7% prepared
Maintained 0%	3 students	2 students	Increased 3.7%
93 students			27 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0.5 Prepared	1.4 Prepared
Approaching Prepared	8.1 Approaching Prepared	2.8 Approaching Prepared
Not Prepared	91.4 Not Prepared	95.8 Not Prepared

Conclusions based on this data:

1. Current college and career indicators may not be appropriate for alternative/continuation sites.

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

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report

| Red | Orange | Yellow | Green | Blue |

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	0	0
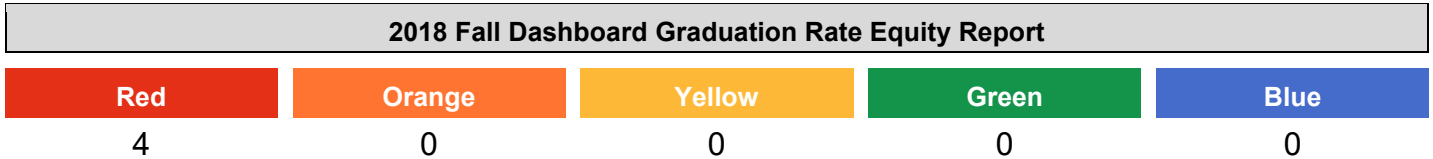
This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Red	No Performance Color
55.9% graduated	41.1% graduated	Less than 11 Students - Data Not Displayed for Privacy
Increased +8.4%	Increased +4.7%	1 students
143 students	56 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
50% graduated	53.2% graduated	66% graduated
Maintained +2.9%	Increased +8.5%	Increased +11.6%
14 students	109 students	50 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
30.8% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -23.4%	1 students	1 students	3 students
13 students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
51.6% graduated	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	74.1% graduated
Increased +7.1%	3 students	2 students	Increased +19.1%
93 students			27 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
47.6% graduated	55.9% graduated

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.

3. There is a need for further understanding of the DASS Alternative Dashboard and the graduation rate criteria specific to alternative sites so that appropriate interventions can be implemented.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	1	0	0
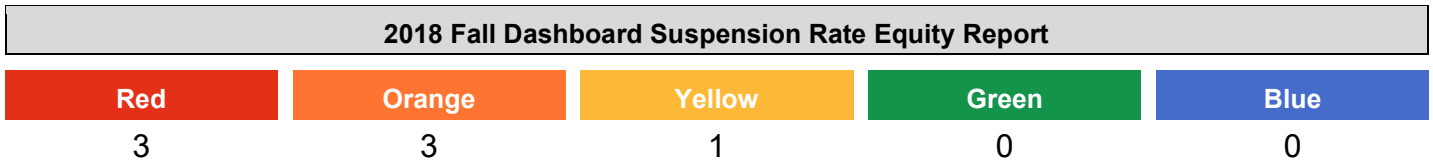
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
12.5% suspended at least once	10.2% suspended at least once	35.7% suspended at least once
Maintained -0.1%	Increased 3.9%	Increased 10.7%
415 students	147 students	14 students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Yellow	Red
25% suspended at least once	12.7% suspended at least once	25% suspended at least once
Declined -9.4%	Declined -2.1%	Increased 4.3%
44 students	322 students	148 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
23% suspended at least once	Less than 11 Students - Data 2 students	Less than 11 Students - Data 2 students	Less than 11 Students - Data 6 students
Declined -9.3%			
61 students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Red
9.9% suspended at least once	14.3% suspended at least once	Less than 11 Students - Data 6 students	13.6% suspended at least once
Increased 1.3%	Declined -3.4%		Increased 3.8%
243 students	14 students		81 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	12.6% suspended at least once	12.5% suspended at least once

Conclusions based on this data:

1. Data does not account for multiple suspensions of single student. Data includes the Alliance Program, intensive day treatment for students with significant mental health concerns.

2. Foster youth would also be in "red" if there was enough data to count (limited to date when data is pulled).

3. Our most vulnerable subgroups (foster youth and homeless) are suspended the most.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

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.

Goal 1

All students will receive rigorous instruction aligned with the Common Core State Standards and the Next Generation Science Standards. Students will develop effective communication skills, learn how to address complex tasks and utilize self directed learning strategies. To accomplish this goal, staff will be highly qualified with the appropriate credentials, professional development and materials.

Identified Need

Olympic students perform far under the district average.
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 for student placement, interventions and to guide instructional practices.
DASS Dashboard just released in December 2018 needs detailed analysis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP - 11th grade	10.1% at Standard - ELA, Participation rate near 70%	13% at Standard, ELA Participation rate at 75%
ELPAC	27% scoring at level 4	35% scoring at level 4
DASS Dashboard	Graduation rate - 55.9%	Graduation rate- 70%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding for teachers, administrators and other support staff to attend educational conferences, take relevant courses and participate in professional development opportunities that

support instruction, curriculum, assessment and issues specific to English Learners (EL), Special Education and at-risk youth.

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

Amount(s)	Source(s)
2131.27	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Cover All Costs related to sending staff to appropriate professinoal development trainings/conferences in Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED
4626	19-20 Title I (30700) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Cover All Costs related to sending staff to appropriate professional development trainings/conferences including but not limited to the following: Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED
1000	Site Discretionary 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
500	Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute daily pay rate
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute daily pay rate
2000	18/19 Title I "Earned" Carryover" (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute daily pay rate

3000	18/19 Title I "Earned" Carryover" (30700) 5800 Professional/Consulting Services and Operating Expenditures Educational consultants/Trainers to plan and provide professional development to all teaching staff, various instructional and mental health topics and provide/develop necessary materials.
500	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials regarding instruction and assessment purchased for staff
1000	Site Discretionary 4000 - 4999 Books and Supplies Food for PD days

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

All Students

Strategy/Activity

Conduct school wide transcript audits to address credit requirements and assure that our students meet the specified graduation requirements. Develop transfer plans as requested to increase student opportunity to transfer back to their comprehensive high school. All students will participate in graduation status reviews each term and school wide credit reviews will be held in the evening with students and families. All EL students will be reviewed by the ELRT and admin. Individual meetings held with each new student to review ELPAC, credits and progress towards reclassification.

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

Amount(s)	Source(s)
1000	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay as needed for time required to conduct graduation status reviews in the evening with students and parents.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Add additional courses to the master schedule to address the diverse needs of our student population. This will include sections of Independent Study, CyberHigh, ELD/ALD, Physical Education, Academic Success, CHSPE prep, etc. English Learner placement criteria, IEP needs, credit recovery needs and grade level will all be considered. Additional courses/after school workshops will address student need and promote increased engagement. All of these classes will support student achievement and progress towards graduation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	19-20 Title I (30700) 4000 - 4999 Books and Supplies Purchase additional textbooks and materials to support the curriculum
2000	18/19 Title I "Redistributed" Carryover" (30700) 4000 - 4999 Books and Supplies Purchase indoor and outdoor gardening supplies and equipment to support sustainable living curriculum and hands on learning opportunities.
4200	18/19 Title I "Earned" Carryover" (30700) 5800 Professional/Consulting Services and Operating Expenditures Independent Service Contracts to offer music studio time/production to students and bicycle mechanics for increase CTE opportunities for students outside of the regular school day.
2000	19-20 Title I (30700) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Pay CHSPE test registration fees for students enrolled in our CHSPE prep program, Pay CTE fees for student certifications.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Hire appropriately credentialed administrators, teachers and support staff at Olympic and Alliance. Provide funding for staff to take workshops that assist them in obtaining certifications, or increase knowledge in specific areas (ie trauma, safety, Dashboard, CSI status, etc). Workshops and training cannot be used for salary schedule increase.

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

Amount(s)	Source(s)
2000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Reimburse staff for taking relevant workshops and trainings
2000	19-20 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Fund conferences and training so that staff can increase knowledge regarding the DASS-Dashboard for alternative schools, continuation school accountability measures, serving "At-Promise" students and additional training to gather ideas and strategies for addressing the graduation rate issue at Olympic.

Strategy/Activity 5

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

All Students

Strategy/Activity

Provide greater student access to technology in the classroom. Increase technology integration in lessons to increase student engagement. Increase access to check out technology to students who do not have access at home.

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

Amount(s)	Source(s)
4000	19-20 Title I (30700) 4000 - 4999 Books and Supplies Purchase chromebooks, Promethean Active Panels, student PCs, Wireless Access Points, chromebook carts,screens, ELMos, LCD projectors other applicable technology related materials and devices

1800	19-20 Title I (30700) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase online licensing for student learning programs
3000	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase technology (chromebooks, Promethean Active Panels, laptops, etc) to assign to individual teachers, assistants, and support staff
3651.06	18/19 Title I "Redistributed" Carryover" (30700) 4000 - 4999 Books and Supplies Purchase chromebooks, Promethean Active Panels, student PCs, Wireless Access Points, chromebook carts,screens, ELMos, LCD projectors other applicable technology related materials and devices

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Establish an English Learning Review Team to review and monitor Olympic English Learner Program and resources. Add needed English Language Development Courses, using Constructing Meaning materials and additional supplemental materials specific to Long Term English Learners. Review English Learner database and develop an appropriate placement and monitoring criteria, providing English credits as appropriate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Include sections in the master schedule for ELD courses
500	19-20 Title I (30700) 4000 - 4999 Books and Supplies Purchase supplemental LTEL curriculum and materials

	Purchase appropriate assessment tools, including online, to support reclassification
1000	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute daily rate, to provide subs so ELD teachers can assess EL students and provide intervention
1500	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers to provide academic intervention to students after school
	Conduct data chats and create "Catch Up" plans aligned with the MDUSD Master Plan

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Other Subgroups

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District SPED and Mental Health 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
1500	19-20 Title I (30700)

	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Cover costs of restorative justice training, Dialectical behavior therapy skills training and other special education or mental health related trainings for all Alliance staff including administration, teachers, BHS and SEA
2000	19-20 Title I (30700) 4000 - 4999 Books and Supplies Purchase support materials including textbooks and other program materials
1000	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes for training
1500	18/19 Title I "Redistributed" Carryover" (30700) 4000 - 4999 Books and Supplies Materials for student projects in Academic Success and additional curriculum
500	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Online behavior tracking system
4000	19-20 Title I (30700) 4000 - 4999 Books and Supplies Additional therapeutic materials needed for mental health supports across campus
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Additional therapeutic materials needed for mental health supports accross campus

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase instructional materials and supplies in order to support common core curriculum, project based learning, lab activities and other necessary teaching materials

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

Amount(s)	Source(s)
10000	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.
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Supplementary 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, organizational materials, lab materials, etc.
1000	19-20 Title I (30700) 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.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Develop a School Leadership team comprised of interested staff in order to guide organizational decisions, monitor curriculum choices and instructional practices, plan school wide professional development/events, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF Supplemental

	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra Pay for Certificated Staff members to cover collaboration meetings, professional development planning time and data analysis by Leadership Team members in lieu of certificated stipend
1000	19-20 Title I (30700) 4000 - 4999 Books and Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

All teaching staff attended professional development throughout the year. Professional Development included: Constructing Meaning through EL Achieve, district wide NGSS workshops, Trauma-Informed School Systems, Positive Behavior Intervention & Support, Content specific training at the district level, DASS Dashboard, CPI, Mental Health practices in schools, Special Education workshops, CA Continuation Education Association Conference and Workshops, Independent Study conference, Counseling and Guidance workshops, etc.
All students with an IEP have an Academic Success class with their case manager to work on goals, support content area classes, conduct needed assessments, engage in transitional activities, etc. In addition, Academic Success classes housed at Alliance also have embedded mental heath support, restorative justice circles, etc. 4 sections of ELD were maintained in the master schedule(an increase from previous year), students being placed in these sections based on their status as an English Language Learner (those who has not reclassified). Reading Intervention support classes were added to the Alliance master schedule, for students who performed far below grade level on the iReady assessment. An Independent Study Program serving a total of 15 students was added as an option for students who apply or are referred.
Student access to technology continued to increase significantly. Olympic's chromebook inventory increased to a total of 414 student chromebooks (more than our average total enrollment). All students have access to Chromebooks and technology in every classroom. Students participated in graduation status reviews at the end of each term in their 4th period class. Two additional evening graduation status review nights were held for both students and parents. Targeted grad reviews were held with students at risk of not graduating or on the cusp. All graduating Seniors, a total of 112 students, met the VAPA/CTE/EL requirement.
An Independent Study Program was offered to students via a brief application process.

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

There are no major differences, with the exception of an increased amount of money spent on chromebooks due to the recalculation of funds mid year.

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.

Minor refinements were made to the goal in order to support even greater alignment to both the LCAP and WASC Action Plan (Goal 1),. Additional resources for CHSPE Prep, Physical Education equipment and materials and trauma-informed school systems were added to this year's goal based on Dashboard findings, CSI status for graduation rate and offering of PE to students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

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.

Goal 2

In order to build community, Olympic will provide parents/guardians with ongoing information, support and increased opportunities for authentic involvement. Olympic will use trauma-informed approach in our classrooms and broader school community. Olympic will provide needed transition activities, counseling and support services to successfully transition into life beyond high school. Alternatives to a traditional school schedule and high school diploma will be offered.Barriers to school engagement will be identified and addressed. As a result, school attendance will improve.

Identified Need

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
40% of the student population have IEPs
Suspension rate is currently at 11.04%,
Parent involvement continues to be a challenge, especially for adult students who do not have positive relationships with their parents.
We need to continue to strengthen our social emotional support services, promotion of these services and access for all.
Traumatic events have impacted our community as a whole and we are sensitive to the healing needs of our students, staff and community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	11.04 % Suspension Rate (27% Alliance, 7.76% Olympic)	10 % Suspension Rate (20% Alliance, 5% Olympic)
Special Education Population	40% Total SPED students	35% 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 %
Attendance Rate	69% 16-17, 72.4% 17-18, Unknown 18-19	Increase attendance rate by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Bilingual administrators and bilingual staff will translate during formal and informal students conferences; translate parent phone calls about academics, behavior and attendance, translate documents to mail home and work daily with certificated and classified staff to build positive relationships with students and families. All communication will be translated into Spanish.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
269	19-20 Title I Parent Involvement (30680) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Hour pay to translate school communication or attend after school meetings
227	19-20 Title I Parent Involvement (30680) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Communication/flyers home to parents and translated into Spanish
1000	18/19 Title I "Earned" Carryover" (30700) 4000 - 4999 Books and Supplies Postage

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Schedule Site Council Meetings/ Title I Parent Meetings/ELAC Meetings and other parent events to increase parent involvement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Site Discretionary 4000 - 4999 Books and Supplies Materials and equipment needed to hold meetings and conferences
197	19-20 Title I Parent Involvement (30680) 4000 - 4999 Books and Supplies Provide light refreshments at parent meetings/events
200	19-20 Title I Parent Involvement (30680) 4000 - 4999 Books and Supplies Purchase necessary supplies to hold parent events, i.e. tables, chairs, etc.
100	19-20 Title I Parent Involvement (30680) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Postage for mailings

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Redesignate a classroom to create an 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; 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. This space will result in increased instructional time and higher student achievement.

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

Amount(s)	Source(s)
5000	LCFF Supplemental 4000 - 4999 Books and Supplies

	Furniture purchased for the space, including flexible seating, and dividers designed to meet student's therapeutic needs or their disability
498	19-20 Title I (30700) 4000 - 4999 Books and Supplies Therapeutic materials for student use

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

All Students

Strategy/Activity

Provide students with individual and group counseling services as needed

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies for interns
5500	19-20 Title I (30700) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Fund School Psychologist/ MSW Intern- Olympic
17187	19-20 Title I (30700) 4000 - 4999 Books and Supplies Fund all costs related to establishing a confidential space for academic counselors and therapists to serve at-risk students. Purchase supplies and bulletin boards to promote school wide support services and intervention opportunities. and Furniture purchased for the space, including flexible seating, dividers, designed to meet student's therapeutic needs and increased access to college and career advisor, academic counselors and therapists in one space.

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Fund special events, activities, and/or field trips that students may be eligible to attend

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

Amount(s)	Source(s)
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
1000	LCFF Supplemental 4000 - 4999 Books and Supplies 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.

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

Strategy/Activity

Re-design Alliance classrooms in order to provide students with flexible seating and alternative spaces to practice mindfulness and dialectical behavior skills in the classroom. This restructure will allow for embedded mental health supports and the ability to meet their IEP and behavioral goals and increase student achievement.

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

Amount(s)	Source(s)
	Site Discretionary Furniture purchased for the space, including flexible seating, and dividers designed to meet student's therapeutic needs or their disability
5000	LCFF Supplemental Furniture purchased for the space, including flexible seating, and dividers designed to meet student's therapeutic needs or their disability
2052.76	18/19 Title I "Earned" Carryover" (30700) Furniture and materials purchased for the space, including flexible seating, and dividers designed to meet student's therapeutic needs or their disability

Strategy/Activity 7

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

Strategy/Activity

School provides necessary learning materials and supplements for students with needs (i.e. pens, paper, printed materials, etc).

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

Amount(s)	Source(s)
2000	19-20 Title I (30700) 4000 - 4999 Books and Supplies Purchasing materials and supplies for student use

Strategy/Activity 8

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

Strategy/Activity

As a part of a comprehensive attendance program, provide transportation to students who meet eligibility criteria.

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

Amount(s)	Source(s)
1500	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.
3000	19-20 CSI (3282) 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.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increased opportunities for students to participate in an Independent Study Program and CHSPE Prep Program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	19-20 CSI (3282) 4000 - 4999 Books and Supplies Additional supplies and materials for students to check out in order to have access (including chromebooks)
2,000	19-20 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Licensing for Online CHSPE Preparatory Program
2,000	19-20 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)

	Additional tutoring and support offered to at-risk students for test prep
4,000	19-20 CSI (3282) 4000 - 4999 Books and Supplies Test Prep books and materials provided to students
2,000	19-20 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) CHSPE Test Registration Cost for Students
500	19-20 CSI (3282) 5900 Communications Additional communication to students at risk of not graduating
1500	19-20 CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Conference attendance for staff to attend Alternative Accountability Forums and other relevant training to increase knowledge of Dashboard, ESSA and CSI requirements.

Strategy/Activity 10

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

All Students

Strategy/Activity

Additional opportunities for students to participate in online credit recovery opportunities, provide time and space to take online assessments.

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

Amount(s)	Source(s)
3,000	19-20 CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher prep coverage to monitor students taking online assessments (i.e. CyberHigh)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Olympic High School was recognized as a Silver level PBIS program in California. In 2016-17, we implemented school-wide values (PRIDE) and we recognize students for exhibiting these values by awarding them with raffle tickets and an Olympian recognition each term. We hold 3-4 major assemblies each year, hosted by the Student Leadership team, in which raffle winners received PRIDE themed items. The PBIS team also tracked the number of raffle tickets awarded by teacher to encourage all staff to remember to distribute the tickets, and staff both nominate and vote for the term Olympian award. The PBIS team is monitoring PRIDE program to identify any correlations in increase of credits earned, decrease in absences, increase in graduation rates, or decrease in discipline referrals. In addition to a school wide focus on Tier I interventions and incentives, the school PBIS team has refined Tier II systems to address targeted mental health, behavior, and attendance issues.

As a continuation school that serves at-risk students, a huge area of focus for Olympic continues to be student behavior and discipline. Refining our practices to includes alternatives to suspension and a differential response to behavior that historically would result in suspension. Suspension rates reported to the state combine both the continuation education program at Olympic and the discipline data for the Alliance Program (a Mental Health collaborative Special Day Class program for students with a combination of academic, behavior, and social-emotional needs). Disaggregating the data is important to understand the differences between the behaviors and frequency of those behaviors. It also allows us to analyze where we should focus our efforts and interventions and refine practices. Lastly, it should be used to advocate for more resources in order to support the behavioral interventions needed in an intensive program like Alliance. Since the 14-15 school year, the suspension rate for the Olympic Continuation program has decreased from 11% to 7.67%, while the rate at Alliance has fluctuated from 42% to 29%. This data was pulled at the site level in order to make sure that only incidents occurring at Olympic were factored into the data.

Credit earning/recovery is the prime precursor of "on time" graduation results. All students at Olympic, including Alliance students, can access opportunities for credit recovery, including Cyber High, Service Learning, JROTC, Independent Study, Independent Learning Contracts, Fast Track, Work Experience, Athletic teams, and extra curricular activities that are work-hour based. At Olympic, fourth period teachers work with individual students to complete a first level joint staff/student review of each students' graduation status. At Alliance, this review is conducted by case managers during Period 3 Academic Success class in which only students from that case managers' caseload are enrolled. In this process students review their personal Aeries generated grad status report and complete a standardized reflection in their student planner. Administration also provides attendance percentages to staff to discuss with students. The Registrar runs a report to clearly identify students who are "on track" and "not on track" for on time graduation based on total credits earned to date. Teachers refer "on track" students who are interested in returning to comprehensive schools to school counselors for a detailed transfer plan, or refer students that need more credit recovery intervention to counseling staff for schedule changes, class additions, or

referral to concurrent enrollment in other programs. Referrals to counseling staff are documented in Aeries. Students are encouraged to bring the planner home for sign off and comments by parents, although this is not mandatory. We found that many parents had trouble deciphering Olympic report cards. A student could be doing quality work but maintaining only minimum levels of attendance in order to receive credit. Their grade may be C or above for the work they had completed, but they are not earning sufficient credit to graduate on time. In 2017-18 the Curriculum committee proposed and implemented a summary letter to be sent with all report cards to parents. The cover letter printed on green paper states that their student has finished sufficient credits to be on track for on time graduation. A cover letter printed on red paper indicates that their student is not currently on track and gives contact information for our school counselors for specific information or an appointment.

Attendance improvement was a major focus area last year as data shows that good attendance is the primary precursor to adequate credit recovery.   The PBIS/Attendance committee agreed to focus on students who were "on the bubble" (70%-80% attendance for current term) to improve attendance from unsatisfactory to satisfactory.as identified on the Aeries based Master Attendance Trends Excel file. Students were divided between committee members, and students met with their mentor to complete an Online Student Attendance Support Survey. The survey gathers student input regarding attendance trends, consequences, and requests their input on how Olympic can help them improve their attendance. Each staff monitor submits a summary form for each student for the reporting term. Data shows that overall attendance rate increased from 69 % in 2016-2017 to 72.4% during the 2017-2018 school year.   Although the program was initially implemented by the attendance committee it has now been taken over by the Trauma Informed School Systems/ PBIS committee as the "Check and Connect" program.

Alternative discipline such as referrals to school counselors through our Care Team, and phone calls to parents in lieu of suspensions have helped to close the Achievement Gap. The CARE team meets weekly to review tracking sheets for each student. Some students are placed in the CARE team on transfer to Olympic based on CUM data. Others are referred by teachers using a site standard referral form. The "Check and Connect" program has been implemented this year based on CARE team referrals. Appropriate students meet with a staff member in the morning and again at the end of the school day to identify issues, behavioral supports for success, and to monitor daily progress with a staff member. Data is collected by school counselors. Our staff prides themselves on the ability to create a welcoming, nurturing learning environment, as well as quickly forming meaningful relationships with all our students. Olympic understands and practices equity; we are cognizant of the needs of our students of color, and use our data and resources to keep them engaged in the classroom in an effort to continue to close the Achievement Gap.

A total of 103 students were seen by our mental health team (not including the 63 served in our more intense Alliance program).

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

No major differences. Additional resources were needed for CHSPE prep, which will be available via CSI funding for the 19-20 school year.

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.

We continue to devote a lot of resources to mental health services, trauma informed practices, mindfulness activities and positive behavior incentives as it relates to supporting students in attending school and increasing their academic achievement. Changes can be found in additional opportunities for alternative education environments in order to increase the graduation rate and ultimately best meet the needs of our students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

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

Goal 3

To create a positive and safe environment which is culturally inclusive and fosters relationships between all school staff and students. This includes improving school facilities, increasing safety while providing a positive school community.

Identified Need

- 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.
- Overall Attendance Rate is 72.04%, chronic absenteeism remains an issue.
- Community violence remains an issue.
- Safety concerns continue to be raised by staff, students and community
- MDUSD Student Services did not engage site leaders in placement suggestions until the 2019-2020 school year.
- Olympic lacks adequate Physical Education facilities.
- Olympic lacks facilities for CTE opportunities and extra curricular activities to engage students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	72.04&	73.04%
Physical Education Classes	0 sections in the 2018-2019 Master Schedule	2-3 sections in the 2019-2020 Master Schedule
Physical Education credits obtained upon graduation	Unknown	10-20 per student
Suspension Rate	11.04 % Suspension Rate (27% Alliance, 7.76% Olympic)	10% Suspension Rate

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

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

Amount(s)	Source(s)
	Site Discretionary Stipends for coaching staff- Athletic fund
2100	18/19 Title I "Redistributed" Carryover" (30700) 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
4000	18/19 Title I "Redistributed" Carryover" (30700) 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.
5000	LCFF Supplemental Materials and Equipment

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

Strategy/Activity

To align with district supported Positive Behavior and Intervention Systems (PBIS) training, student incentives and rewards will be enhanced to encourage safe and appropriate behavior on campus. Student recognition will increase in the areas of academics, attendance, behavior and credit completion.

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

Amount(s)	Source(s)
1500	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplies, signage and Olympic apparel for students as incentives for PBIS
1500	LCFF Supplemental 4000 - 4999 Books and Supplies Purchase supplies, materials and Olympic apparel for students as incentives for PBIS-SPED Mental Health Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Update facilities to increase campus safety, school pride and positive physical environment. Increased safety measures students and community members and detract students from leaving campus during the school day and prevent non-students from entering campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Site Discretionary 4000 - 4999 Books and Supplies Update classroom facilities (capital outlay)
	Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase ID supplies
9000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Partially Fund SRO position

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Funding to support the Olympic Service Learning program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation to and from various school sites
500	Site Discretionary 5900 Communications Community events and recognition activities for student participants and their families
1320	LCFF Supplemental 4000 - 4999 Books and Supplies Uniforms for student participants

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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.

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

Amount(s)	Source(s)
1000	Site Discretionary 4000 - 4999 Books and Supplies Safety materials and supplies including walkie talkies

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

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	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

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

Strategy/Activity

Students will have access to a variety of learning environments, including the school garden, community bike shop 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.

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

Amount(s)	Source(s)
2500	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Supplies

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Schoolwide data for all Alternative Education sites has been in abeyance since 2013 but was re-initiated in December 2018 with the introduction of the DASS (Dashboard Alternative Schools

Status). Although the Department of Education released the California School Dashboard in the 17-18 school year, it only contained data for comprehensive schools. The burden to produce all of the this data has been on the individual sites. During the interim, site administrators and clerical staff used our own Aeries database to produce reports for attendance, credit recovery, suspension data, and graduation totals. Report responsibilities are documented in appendices.   Aeries data frequently needs to be "scrubbed" in order to be usable. For example, standard Aeries reports on number of suspensions assumes that a student attends the same school for his/her entire high school career. The Aeries report pulled at our site would include Olympic suspensions, but would also include suspensions incurred at comprehensive sites over which we had no control. An administrator needs to review each student entry in order to determine if the suspension should be included in Olympic data. Additionally, there usually is no mechanized method to separate Olympic and Alliance student suspension data, and these student groups need to be manually disaggregated to provide staff and teachers useable information for action plans. For example, suspensions are an important component of the Alliance tiered behavioral modification program which has a very proscribed protocol, whereas Olympic suspensions are determined by administration and can be more easily changed if needed.

Conversion to an 8 term process has solved some, but not all, problems with Aeries or ABI. Teachers are able to input grades directly into the system rather than relying on the Registrar. Most importantly, the important term credit reports line up with quarterly data without manual tallying by our registrar so report data is easier to access. Term credit recovery data is now available and collated with attendance data.   Grade processes are in place and reviewed by administration prior to final posting into the system. For example, all "NM"s (no marks) or "F's" must be accompanied by teacher explanatory notes. ABI reports are now generated at the end of each term to determine if students in general are or are not on track for on time graduation. This list is distributed to staff and will eventually celebratory lists of all students on track for graduation will be posted in the long hall. Each individual student works with their fourth period teacher to complete a credit check review in their planner. Teachers provide comments and the planner can be taken home to be reviewed by parents or guardians. However, many of our students are 18 and legally adults and guardian/parent sign off is not required. Fourth period teachers can refer students at risk of not graduating to counseling staff for intervention, but this was not being documented consistently in Aeries and is a growth area. Additional planning for these students could involve schedule changes, additional classes, concurrent registration in adult school or community college, GED classes, or referral to outside job training programs that also offer high school diplomas such as East Bay Works, Job Corps, or the YES program. The student planner redirects more responsibility to students, although there is no translation available to Spanish speaking families within the planner. Teachers must trigger an administrator or another staff member to provide a Spanish contact. Administrators and counselors review credit totals/attendance data generated in ABI at the end of each term to determine if students remain appropriately placed in EL or support classes.

During each staff meeting, data related to the topic is pulled by administration and provided to teacher teams for further analysis and action ideas. For example, data "digs" have been conducted looking at English learning re-classification rates, i-Ready assessment scores, CARE Team data, grades, credit completion, suspension rates, attendance rates, safety concerns, survey results, etc. This information is further disaggregated by year in EL program, comprehensive school information, student demographics, type of behavioral incident, accommodations for special needs, teacher, department, etc.

Olympic is hopeful that the new DASS will be a more realistic accountability system for alternative schools. The original dashboard was designed for traditional schools and did not necessarily fairly evaluate the progress and success of continuation schools, including Olympic. Since the DASS

was not made public until December 2018, the school site has only had the opportunity to familiarize itself with and analyze the data for less than a year. Administration and Leadership have taken the lead on presenting the data findings and reaching out to state level DASS Team in order to make refinements to processes at the site level. In addition, suggestions have been made to the district in order to make sure that the data reported to the state is the most accurate and useable. The technical manual is also being referenced as a tool to support future practices at the micro and macro level.

The DASS has identified a graduation rate for Olympic and all schools meeting the "alternative" criteria (prior to this, the graduates were credited back to their comprehensive high school if completed within the four year cohort). This new method for calculating rate includes a grade level requirement, certificate requirement (diploma, GED, CHSPE, adult education diploma) and enrollment requirement. The formula also makes some exceptions for foster youth. The graduation rate is added to the LEAs overall graduation rate, however the comprehensive high schools are impacted negatively when sending students to an alternative site (those students are deemed non grads). We continue to look at our site and district practices in order to make sure graduate practices are being counted.

According to the DASS, Olympics' graduation rate for the 2017-2018 school year was 55.9%, an 8.4% increase from the 2016-2017 school year. It remained the same for the 2018-2019 school year . The suspension rate was maintained at 12.5% (including the suspensions from the intensive Alliance Program) with highest levels of suspension for white, EL, and SpEd students. The DASS dashboard also include a College and Career indicator, although how that is measured is still unclear.

After receiving this information, administration at Olympic requested CALPADs data regarding each student tagged as a graduate, date of enrollment, etc. The purpose was to analyze those counted into the graduation rate in order to inform both site and district practices. For those counted against the rate, we analyzed demographics, credits upon enrollment, sending school, etc. For example, it was noted that 9 students counted as "non grads" for Olympic were second semester transfers from other alternative sites within the district. This triggered further questions regarding placement practices at the district level, ability to graduate upon enrollment, etc. In addition, several students with less than 5 credits were rolled over into 5th year status. Because these students did not meet the August 15th deadline for graduating, they did not count into our graduation rate. This lends itself into further inquiry regarding summer school options for those students approaching credit completion. In addition, questions regarding whether the enrollment timeline begins at the start of Senior year or when enrolling at the site were also posed.

This information continues to be shared with staff. Staff will be asked to look for patterns, look at current practices and offer suggestions for systematic changes to improve student outcomes. In addition, Olympic's Principal will attend the Alternative Accountability Policy Forum in order to receive training directly from DASS creators at the CDE and policy makers across the nation.

Pre and post surveys are used at each on site Professional Development. The Counseling Department continues to collect data from both students and staff.

The counseling staff now regularly prepares detailed transfer plans for students who have recovered sufficient credit to successfully graduate from their comprehensive high schools. Each comprehensive has slightly different graduation requirements. For example, some require that government or economics be taken as part of a concluding schedule at their school in order to complete a traditional Senior project while others are require to take English IV semester 2 when they transfer back. All require transfer at the semester break. Since comprehensives cannot issue partial credit and must award 5.0 credits/semester, school counselors ensure that each Olympic student transfer plan is based on our students finishing course credits in 5.0 credit increments at

our site. Overall however, the number of students who actually transfer back to the comprehensives remains low, typically less than 1%. Some students prefer to graduate at Olympic in order to walk the stage with friends at our site, many will choose to graduate earlier in the year rather than wait until June for their comprehensive diploma. Most of our students simply need too many credits to transfer successfully back to the comprehensives.

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

None, other than refinements based on the new DASS data and new alternative graduation rate criteria.

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.

Changes are seen in CSI expenditures through the SPSA, and the implementation of additional alternative programs that may positively impact Olympic's graduation rate and offer alternatives to the traditional school schedule and diploma.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$25,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$173,691.50

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

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 ($)
18/19 Title I "Earned" Carryover" (30700)	$12,252.76
18/19 Title I "Redistributed" Carryover" (30700)	$13,251.06
19-20 CSI (3282)	$25,000.00
19-20 Title I (30700)	$53,611.00
19-20 Title I Parent Involvement (30680)	$993.00
LCFF Supplemental	$53,451.27
Site Discretionary	$15,132.41

Subtotal of state or local funds included for this school: $173,691.50

Total of federal, state, and/or local funds for this school: $173,691.50

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	$15,132.41	0.00
LCFF Supplemental	$53,451.27	0.00
19-20 Title I (30700)	$53,611.00	0.00
18/19 Title I "Earned" Carryover" (30700)	$12,252.76	0.00
18/19 Title I "Redistributed" Carryover" (30700)	$13,251.06	0.00
19-20 Title I Parent Involvement (30680)	$993.00	0.00
18-19 Title I Parent Involvement "Earned Carryover" (30680)	-	0.00
19-20 CSI (3282)	25,000	0.00

Expenditures by Funding Source

Funding Source	Amount
18/19 Title I "Earned" Carryover" (30700)	12,252.76
18/19 Title I "Redistributed" Carryover" (30700)	13,251.06
19-20 CSI (3282)	25,000.00
19-20 Title I (30700)	53,611.00
19-20 Title I Parent Involvement (30680)	993.00
LCFF Supplemental	53,451.27
Site Discretionary	15,132.41

Expenditures by Budget Reference

Budget Reference	Amount
	17,100.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	21,500.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	9,496.00
4000 - 4999 Books and Supplies	83,185.47

Budget Reference	Amount
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	31,157.27
5800 Professional/Consulting Services and Operating Expenditures	8,200.00
5900 Communications	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	18/19 Title I "Earned" Carryover" (30700)	2,052.76
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	18/19 Title I "Earned" Carryover" (30700)	2,000.00
4000 - 4999 Books and Supplies	18/19 Title I "Earned" Carryover" (30700)	1,000.00
5800 Professional/Consulting Services and Operating Expenditures	18/19 Title I "Earned" Carryover" (30700)	7,200.00
	18/19 Title I "Redistributed" Carryover" (30700)	6,100.00
4000 - 4999 Books and Supplies	18/19 Title I "Redistributed" Carryover" (30700)	7,151.06
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	19-20 CSI (3282)	5,000.00
4000 - 4999 Books and Supplies	19-20 CSI (3282)	9,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	19-20 CSI (3282)	10,500.00
5900 Communications	19-20 CSI (3282)	500.00
	19-20 Title I (30700)	1,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	19-20 Title I (30700)	10,000.00
4000 - 4999 Books and Supplies	19-20 Title I (30700)	32,685.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	19-20 Title I (30700)	9,926.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	19-20 Title I Parent Involvement (30680)	496.00
4000 - 4999 Books and Supplies	19-20 Title I Parent Involvement (30680)	397.00

5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	19-20 Title I Parent Involvement (30680)	100.00
	LCFF Supplemental	10,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	4,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	9,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	19,820.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	10,631.27
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	500.00
4000 - 4999 Books and Supplies	Site Discretionary	13,132.41
5800 Professional/Consulting Services and Operating Expenditures	Site Discretionary	1,000.00
5900 Communications	Site Discretionary	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	73,908.33
Goal 2	69,863.17
Goal 3	29,920.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

2 Secondary Students

Name of Members	Role
Lynsie Castellano	Principal
Holly Pitts	Classroom Teacher
Karen Davis	Classroom Teacher
Jennifer Ferrari	Other School Staff
Tom O'Rourke	Parent or Community Member
Jennifer Marshall	Parent or Community Member
Savreet Singh (Alt)	Classroom Teacher
Dina Jacobsen (Alt)	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
	State Compensatory Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement

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 Nov. 12, 2019.

Attested:

	Principal, Lynsie Castellano on Nov. 30, 2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.   The comprehensive needs assessment of the entire school shall:

a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019