

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Orange High School	30-66621-3035409	October 24, 2022	December 14, 2022

Purpose and Description

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

Schoolwide Program
Additional Targeted 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.

Our school analyzes verifiable state data that is consistent with all state priorities and our LCAP. Our SPSA goals are in alignment with our district LCAP goals. We use the results of the analysis to set our priorities for the school year and review the data periodically to determine if we are making progress towards our SPSA goals and share those results with our stakeholders to gather input.

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).

Every year our school participates in the administration of the Local Control Accountability Plan (LCAP) survey as one method to provide feedback to our staff and community. The results are shared at stakeholder meetings and analyzed collaboratively to provide direction for next steps. Teachers are also given technology surveys to assess their needs for technology and their level of skill as a user for instruction. Grade surveys are also sent out to teachers to analyze their grading practices.

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 visits are done on a daily basis by administration. Feedback to teaching staff is provided to enhance and/or support instructional practices. Administration uses the informal gathering of observations to inform next steps for professional development needs and/or topics for staff meetings so that cycle of effective instruction is continually in motion.

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)

Our school follows our district assessment calendar that provides timelines to provide all state and district assessments. Those assessments are analyzed via professional learning teams to determine next steps needed to support increasing student achievement. Teacher developed benchmark assessments are also utilized and analyzed via our professional learning communities (PLC) to inform our progress on our own site initiatives. Starting in the Fall of 2021 and continuing through the 2022-2023 school year, English and Math teachers are working with Orenda Education to create and implement district-wide common assessments to be used guide instruction to improve student achievement.

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

Data gathered from our curriculum embedded assessments are all standards based and used to modify instruction in a timely fashion. Each PLC determines which curriculum embedded assessment will provide desired feedback to inform and adjust instruction, especially for our students who are at-promise, English Learners or students with disabilities. Continuing in the Fall of 2022, English and Math teachers are working with Orenda Education to create and implement district-wide common assessments to be used guide instruction to improve student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

In Orange Unified all of our staff are considered highly qualified and are eligible to be involved the instruction of students.

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

In Orange Unified we have a sufficient amount of credentialed teachers. In regards to professional development our teaching staff are provided four non student days for professional development as well as work on a modified day calendar with thirteen opportunities that provides ongoing professional development time throughout the year.

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

Staff development topics are determined directly from the content standards and the progress students are making towards those standards. Student progress is monitored through data systems such as scholastic and illuminate to determine professional needs.

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

Access to instructional content experts is available for ELA, math, ELD, inclusive practices, Special Education, technology, and science. Continuing in the Fall of 2022, English and Math teachers are working with Orenda Education to implement district-wide common assessments to be used guide instruction to improve student achievement.

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

Teacher collaboration/PLC time is provided through the implementation of a modified day calendar that builds in time for ongoing collaboration time.

Teaching and Learning

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

Our district provides outlines and guidances to map the trajectory of content throughout the year. These helper documents aligns the standards to the currently adopted curriculum and provide suggestions on enhancements of other district initiatives to weave into the instructional delivery of the content.

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

A guidance is provided by our curriculum department that outlines the required instructional minutes including intervention for all content areas.

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

Our school uses the provided outlines and guidances to produce our own lesson pacing based upon the needs of our students. A master schedule is collaboratively constructed based upon site initiatives and the needs of our students which clearly delineates intervention time for our at risk students, English Learners and students with disabilities.

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

Our school is provided with all standards based curriculum that is adopted by our district. Every piece of curriculum must follow a process towards being adopted which entails our district curriculum committee to oversee the recommendation process that entails extensive piloting and comparison with other possible adoptions that leads to our Board of Education having the final word of approval on all core subjects. Our supplemental materials follow a less rigorous process which requires a pilot and presentation to our Ed Services division for final approval. In both cases, appropriateness for student groups is always a factor to be considered.

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

Our district only allows us to pilot materials for our core content areas that have been SBE approved.

Opportunity and Equal Educational Access

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

At promise students are provided an academic intervention class to help students catch up, learn missed standards, and get back on track for graduation. During the 2020-2021 school year, retake intervention courses were offered for 9th grade students in English and Math.

Evidence-based educational practices to raise student achievement

As and AVID Demonstration school, OHS utilizes evidence-based AVID instructional strategies school wide. OHS teachers are also trained in Close Reading, and Thinking Map strategies, all of which are evidence-based.

Parental Engagement

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

Parent educational classes have been offered every year for the past five years. Parents are taught technology and internet skills to assist them in the progress monitoring of their students. Parent Universities are offered to inform parents on the latest tobacco and drug trends, social emotional help, and supporting their students on the road to college. Parent engagement programs are presented in collaboration with College Bound, Santiago Canyon College, Orange Police Department, Orange County Department of Education, and the Phoenix House.

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)

Each school site has a School Site Council with accurate parity between staff and parents (and students at the secondary level). Members abide by the by-laws of the Council. Members are elected by their peers through a ballot process for a two year term. School Site Council works collaboratively with the school administrator to develop the School Plan for Student Achievement.

Funding

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

Teaching sections for academic support, Co-teaching, Advanced Placement, English Language Learner support, and Advancement Via Individual Determination.

Tutoring services

Translation services

Parent to school connectedness services

Fiscal support (EPC)

Our school is supported through general funds, lottery and LCFF. Our budget department provides support by creating spreadsheets that assist in the planning of the expenditures for the school year. Annually we have a budget planning meeting to set the budgets so that we can submit for spreadsheet for approval by our school site council.

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 School Site Council reviews budget and SPSA goals every month. In the Spring, the SSC provides input for budgeting. In the Fall, ELAC, SSC, site leadership team, and PFSO meet and discuss the programs and services to be addressed in the SPSA. In October, drafts are written and shared. Amendments are made based on stakeholder input before a final draft is accepted and voted upon. In January, programs and services are revisited and input is gathered from stakeholders

for potential budget moves and action addendums. Drafts are written and shared and the approval of the changes is presented of a vote typically in February.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (CSI, TSI and ATSI schools only)

Additional teaching sections would afford the opportunities to provide targeted support in the core curriculum for English Language Learners. This targeted support could be in the form of the co-teaching model to provide English Language Learners with a support provider in Math, English, Science and Social Studies.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.11%	0.1%	0.23%	2	2	4
African American	1.3%	1.5%	1.72%	23	26	30
Asian	4.41%	4.2%	4.25%	78	71	74
Filipino	1.07%	1.2%	1.03%	19	20	18
Hispanic/Latino	85.19%	85.0%	84.48%	1,507	1,447	1470
Pacific Islander	0.17%	0.2%	0.23%	3	4	4
White	6.73%	6.7%	6.67%	119	114	116
Multiple/No Response	0.4%	0.4%	0.63%	7	6	11
	Total Enrollment			1,769	1,703	1740

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	478	442	481
Grade 10	467	481	444
Grade 11	418	416	433
Grade 12	406	364	382
Total Enrollment	1,769	1,703	1,740

Conclusions based on this data:

1. We continue to battle declining enrollment as a district, but the school site has been able to retain current enrollment over the most recent two years.
2. In 2020-2021, the Orange Unified School District opened the Edge Virtual Academy for students that chose the virtual learning platform during the pandemic and was a factor in the decline of enrollment.
3. Students returned to campus for in-person learning over the 21-22 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	430	406	381	25.20%	23.3%	20.27%
Fluent English Proficient (FEP)	823	881	29	48.30%	50.6%	1.54%
Reclassified Fluent English Proficient (RFEP)	32		923	1.90%		49.10%

Conclusions based on this data:

1. Our English learner percentage is very consistent from year to year.
2. The reclassification data target continues to move year to year therefore making it hard to target and plan for interventions. There was a significant increase in Reclassified students in 20-21
3. EL co-teaching continues to be a focus as our EL students need support in the core curriculum. This may also help with reclassification as core grades factor into the qualifications.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	414		393	412		386	412		385	99.5		98.2
All	414		393	412		386	412		385	99.5		98.2

* 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2545.		2571.	11.65		15.84	25.49		32.73	29.85		25.97	33.01		25.45
All Grades	N/A	N/A	N/A	11.65		15.84	25.49		32.73	29.85		25.97	33.01		25.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	16.75		21.56	39.56		60.26	43.69		18.18
All Grades	16.75		21.56	39.56		60.26	43.69		18.18

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	18.00		18.18	50.12		52.73	31.87		29.09
All Grades	18.00		18.18	50.12		52.73	31.87		29.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	12.86		8.57	63.59		78.96	23.54		12.47
All Grades	12.86		8.57	63.59		78.96	23.54		12.47

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	16.26		17.66	53.88		67.53	29.85		14.81
All Grades	16.26		17.66	53.88		67.53	29.85		14.81

Conclusions based on this data:

1. As a school a significant percentage of students declined in meeting or exceeding standards in ELA when comparing the last two assessments.
2. Standardized assessments were not administered in 19-20 due to the COVID-19 shutdown
3. PLC time in the English department will be spent planning lessons to improve achievement in each claim.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	414		393	411		386	411		384	99.3		98.2
All	414		393	411		386	411		384	99.3		98.2

* 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	2492.		2531.	4.38		4.95	7.79		14.06	15.82		28.39	72.02		52.60
All Grades	N/A	N/A	N/A	4.38		4.95	7.79		14.06	15.82		28.39	72.02		52.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	7.06		10.16	14.84		39.84	78.10		50.00
All Grades	7.06		10.16	14.84		39.84	78.10		50.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	5.84		5.99	35.28		59.38	58.88		34.64
All Grades	5.84		5.99	35.28		59.38	58.88		34.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 11	5.35		4.95	45.26		69.01	49.39		26.04
All Grades	5.35		4.95	45.26		69.01	49.39		26.04

Conclusions based on this data:

1. Data from the last three school years looks to be very flat in terms of students meeting standard.
2. 2018-2019 marked the first year of integrated math and the new Pearson adoption. It will take a couple of years to analyze to success of those instructional shifts.
3. Standardized assessments were not administered in 19-20 due to the COVID-19 shutdown

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1562.1	1544.7		1563.6	1549.6		1560.1	1539.4		123	126	
10	1562.3	1540.1		1564.4	1538.1		1559.7	1541.6		116	104	
11	1569.4	1563.7		1569.2	1568.7		1569.1	1558.1		112	72	
12	1587.5	1557.9		1592.1	1563.9		1582.3	1551.4		76	32	
All Grades										427	334	

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	21.95	13.82		40.65	40.65		30.08	27.64		7.32	17.89		123	123	
10	30.17	10.89		37.07	39.60		20.69	29.70		12.07	19.80		116	101	
11	19.64	19.40		44.64	46.27		20.54	19.40		15.18	14.93		112	67	
12	30.26	22.58		44.74	29.03		15.79	29.03		9.21	19.35		76	31	
All Grades	25.06	14.91		41.45	40.37		22.48	26.71		11.01	18.01		427	322	

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	35.77	34.96		39.02	35.77		19.51	19.51		5.69	9.76		123	123	
10	43.10	27.72		31.03	37.62		14.66	20.79		11.21	13.86		116	101	
11	41.07	44.78		36.61	32.84		9.82	10.45		12.50	11.94		112	67	
12	50.00	38.71		34.21	25.81		7.89	19.35		7.89	16.13		76	31	
All Grades	41.69	35.09		35.36	34.78		13.58	18.01		9.37	12.11		427	322	

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
9	9.76	7.38		78.86	73.77		11.38	18.85		123	122		
10	14.66	9.90		62.93	60.40		22.41	29.70		116	101		
11	3.57	8.96		71.43	59.70		25.00	31.34		112	67		
12	1.32	3.33		73.68	70.00		25.00	26.67		76	30		
All Grades	7.96	8.13		71.66	66.25		20.37	25.63		427	320		

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	
9	76.42	67.77		17.07	23.97		6.50	8.26		123	121		
10	74.14	62.00		14.66	28.00		11.21	10.00		116	100		
11	79.46	78.46		10.71	10.77		9.82	10.77		112	65		
12	89.47	71.43		5.26	14.29		5.26	14.29		76	28		
All Grades	78.92	68.47		12.65	21.66		8.43	9.87		427	314		

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	8.94	15.83		64.23	37.50		26.83	46.67		123	120	
10	18.97	6.93		53.45	51.49		27.59	41.58		116	101	
11	8.93	2.99		58.93	58.21		32.14	38.81		112	67	
12	14.47	3.23		59.21	45.16		26.32	51.61		76	31	
All Grades	12.65	9.09		59.02	47.02		28.34	43.89		427	319	

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	7.32	2.48		87.80	81.82		4.88	15.70		123	121	
10	8.62	0.00		76.72	81.82		14.66	18.18		116	99	
11	8.04	20.90		83.04	64.18		8.93	14.93		112	67	
12	9.21	14.29		85.53	71.43		5.26	14.29		76	28	
All Grades	8.20	6.67		83.14	77.14		8.67	16.19		427	315	

2019-20 Data:

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

Conclusions based on this data:

1. EL students have made great improvement in the somewhat/moderately developed category in the writing domain from 17-18 to 18-19
2. The transition from CELDT to ELPAC poses some challenges in the number of students that required assessment. Testing fatigue and perseverance have been reported by proctors.
3. EL students are challenged by factors in virtual learning.

School and Student Performance Data

Student Population

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

Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1880	72.50%	22.82%	1.06%

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.

Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	429	22.82%
Foster Youth	20	1.06%
Homeless	20	1.06%
Socioeconomically Disadvantaged	1363	72.50%
Students with Disabilities	313	16.65%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	2.02
American Indian	5	.27
Asian	77	4.10
Filipino	21	1.12
Hispanic	1574	83.72
Two or More Races	15	.80
Pacific Islander	4	.21
White	129	6.86

Conclusions based on this data:

1. The majority of our students come from socioeconomically challenged households. We must provide supports to students to gain full access to the curriculum.
2. 2.12% of student population is in foster care or homeless.
3. Since just over one quarter of our students are English Language Learners, support for this population must remain a focus. The EL students will continue to be provided support in co-taught classes within the core curriculum. The EL program is being led by an administrator to assure proper supports are in place.

School and Student Performance Data

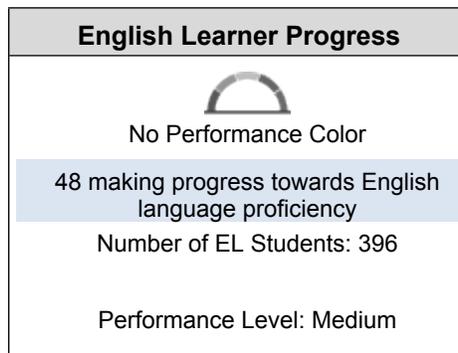
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.2	26.7	11.6	36.3

Conclusions based on this data:

1. Although a higher percentage of students progressed at least one ELPI level, we need to sharpen our focus on those that decreased one level.
2. Co-teaching teams to support EL students appear to be having a positive affect on EL student achievement.
3. We need to take a deeper dive into individual students in level 3 to make adjustments to their program as necessary.

School and Student Performance Data

Attendance, Chronic Absenteeism and Suspension Rates

Student Group	Attendance	Chronic Absenteeism	Suspension
All	89.53%	37.23%	50.05%
English Learners	88.20	39.15	8.96
Foster Youth	90.21	50.00	20.00
Homeless	83.64	53.33	11.11
Socioeconomically Disadvantaged	89.27	37.83	5.64
Students with Disabilities	87.43	42.44	8.68
African American	93.52	18.42	2.63
American Indian	85.71	80.00	60.00
Asian	97.45	3.90	0.00
Filipino	84.49	38.10	0.00
Hispanic	89.56	37.55	5.21
Two or More Races	83.93	53.33	6.67
Pacific Islander	83.10	25.00	0.00
White	85.27	55.04	5.43

Conclusions based on this data:

1. Attendance continues to be a problem not showing growth in overall attendance rate. This is especially a factor with our students that may need additional support.
2. With the return of students on campus in the 21-22 school year, suspension rates increased.
3. We need to look into more interventions for specific subgroups such as students with disabilities, and foster youth to improve chronic absenteeism and suspensions. We must continue to look at alternatives to suspension for all students.

School and Student Performance Data

Secondary Schools A-G rate, CTE Pathway

Student Group	A-G Rate	CTE Pathway Completers
All	32.54%	172
English Learners	2.36	32
Foster Youth	0.00	0
Homeless	14.29	2
Socioeconomically Disadvantaged	31.47	131
Students with Disabilities	5.17	26
African American	33.33	6
American Indian	0.00	0
Asian	75.00	6
Filipino	25.00	3
Hispanic	31.18	141
Two or More Races		1
Pacific Islander	66.67	1
White	32.43	12

Conclusions based on this data:

1. We must continue to focus efforts to improve A-G rate and Completers for specific subgroups.
2. CTE pathway completers is a good start. We need to continue to work with counselors to align academic programs to be more conducive to pathway completion. This work will be done through the Orenda collaboration.
3. The transiency of Foster Youth students makes it difficult for those students to complete pathways. Often, they are disenrolled before their final semester.

D and F Rate: Three Highest Courses

Course	End of Year: D and F Rate
Math 1	53.5%
Art 1	51.2%
Earth Science	49.5%

Conclusions based on this data:

1. Math 1 continues to be a concern. The hybrid/virtual teaching and learning environment created additional challenges for Math 1 teachers and students.
2. Before the pandemic, great strides were made. Nonetheless, we must continue to focus on D/F grades across all subject areas and heighten our focus on interventions for struggling students.
3. Teachers need to continue self evaluate their grades to be sure grades are assigned based on content knowledge that can be demonstrated in a multitude of ways versus compliance. Administration must continue to focus on EL and Special need students' grades and interventions for those particular students.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Excellence in Academics and Leadership: Cultivate a positive school culture and system of supports for student personal and academic growth to prepare them for opportunities for college, career and beyond.

Goal 1

English Language Arts Goal

40% of students will meet or exceed standards in ELA SBAC Summative

Math Goal

12% of students will meet or exceed standards in Math SBAC Summative

EL subgroup goal

55% of our English Learners will score a level 3 or level 4 on ELPAC.

SWD subgroup goal

All SWD will show growth in overall ELA and math as measured by the claim subgroup data on the SBAC.

Identified Need

In reflection of our standardized assessments, the need to improve in ELA and math with a specific emphasis on our EL subgroup was apparent. We need to increase our pass rate for English and math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Summative met or exceed standards	38% of students met or exceeded standards in ELA SBAC Summative for 2021-22	40% of students will meet or exceed standards in ELA SBAC Summative
Math Summative met or exceed standards	10% of students met or exceeded standards in Math SBAC Summative for 2021-22	12% of students will meet or exceed standards in Math SBAC Summative
A-G Completion rate	40% of students completed A-G requirements for class of 2022	60% of students will complete A-G requirements

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC: % of students in overall level 3 or 4	39% of students scored a level 3 on ELPAC in 2021-22 11% of students scored a level 4 on ELPAC in 2021-22	55% of our English Learners will score a level 3 or level 4 on ELPAC.
EL Formative: EL redesignation rate	(47/430) 10.9% of students were redesignated 2020-21 (27/406) 6.7% of students will be redesignated 2021-22	(30/392) 7.7% of students will be redesignated

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

1.1 Action

Students to be Served by this Action

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

All

Action

Per ATSI, Co-teach classes and support classes are provided for all learners including at-promise students and English Learners, which are also supported by supplemental materials such as software, and technology.

Proposed Expenditures for this Action

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.

128,179

LCFF Supplemental Funds
1000-1999: Certificated Personnel Salaries
Lake 1 section, Yit 2 sections, Chace 3 sections

175,034

Title I
1000-1999: Certificated Personnel Salaries
Gerbas 2 sections, Contreras 1 section, Callas 1 section, Visconti 2 sections, Vicario 1 section

1.2 Action

Students to be Served by this Action

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

All

Action

Teachers will collaborate through a Professional Learning Communities to plan and develop curriculum. Teachers will follow the Cycle of Effective Instructional model: analyze data, set goals, develop expertise, align curriculum, design instruction, implement and reflect in order to best deliver curriculum and address best practices to support the needs of ATSI.

Proposed Expenditures for this Action

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.

12,105	Title I 1000-1999: Certificated Personnel Salaries Substitutes for teachers for planning, SST, data analysis
2,492	LCFF Supplemental Funds 1000-1999: Certificated Personnel Salaries Substitutes for teachers who will be testing during ELPAC for ELs only.
36,315	Title I 1000-1999: Certificated Personnel Salaries Teacher extra earnings for curriculum planning/development (Co-teach PLC, AVID site team meetings, and SPED collaboration)

1.3 Action

Students to be Served by this Action

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

All

Action

To address the needs of ATSI, teachers will attend on-going professional development through the Cycle of Effective Instruction. Expertise will be developed in instructional practices that address the needs of all students and align with Common Core State Standards (CCSS). Teachers attend professional development for Pearson, Advanced Placement, AVID strategies, Thinking Maps, Co-teaching, data analysis, Professional Learning Communities, Response to Intervention and Instruction, Project Guided Language Acquisition Design (GLAD), and effective instructional strategies.

Proposed Expenditures for this Action

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.

3,389	Title I
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1000-1999: Certificated Personnel Salaries
Substitutes for teachers attending professional development such as conferences and workshops

1.4 Action

Students to be Served by this Action

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

All

Action

Tutoring will be provided during PRIDE time, and outside of instructional time to assist and support all students including EL students and per ATSI. Teachers will meet with students before and/or after school to assist all students focused on our at promise student population. Teachers in different subject areas will be available for tutoring if students need assistance on their homework. This support will help improve student academic performance in all academic courses and close the achievement gap for all students per ATSI.

Proposed Expenditures for this Action

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.

42,368

Title I
1000-1999: Certificated Personnel Salaries
Teacher Extra earnings for teachers (working with students) - tutoring & ECA support

1.5 Action

Students to be Served by this Action

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

All

Action

All teachers including CTE teachers will participate in professional development to address best practices to support the needs of ATSI and help close the achievement gap for all students.

Proposed Expenditures for this Action

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.

14,526

Title I
1000-1999: Certificated Personnel Salaries

Teacher extra earnings attending staff development and staff meetings for CTE teachers

1.6 Action

Students to be Served by this Action

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

All

Action

To help create a college going culture, students will be provided with incentives such as Accepted, Early College Academy, and AVID t-shirts

Proposed Expenditures for this Action

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.

8,700

Lottery
4000-4999: Books And Supplies
Incentives such as Accepted, Early College Academy, and AVID t-shirts

1.7 Action

Students to be Served by this Action

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

All

Action

OHS, an AVID National Demonstration school, is focusing on fostering school-wide Critical Reading Strategies and will use the annotation guide posters and WICOR posters to prominently display the work. In alignment with our belief that the walls of the classroom act as the “second teacher”. These visual aspects will reinforce the cross-curricular work of Critical Reading and further promote literacy across the disciplines.

Proposed Expenditures for this Action

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.

2,000

Title I
5700-5799: Transfers Of Direct Costs
Printing

1.8 Action

Students to be Served by this Action

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

All

Action

Transportation for field trips is in an effort to incentivize students. These opportunities will help increase the number of students that meet prepared status under the college and career indicator. Students will attend field trips that foster post-secondary goal setting.

Proposed Expenditures for this Action

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.

10,000

Title I
5000-5999: Services And Other Operating Expenditures
Transportation for field trips

1.9 Action

Students to be Served by this Action

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

All

Action

Professional development facilitated by OHS staff encourages support and growth campus wide. Teachers will be provided with effective tools and strategies to improve their online teaching practices to enhance and support online student learning. Professional development allows for teachers to prepare lesson plans with effective proven strategies for the implementation of virtual classrooms targeting our at-risk youth population, thus, helping to narrow and close the achievement gap. Having on-site staff support allows for teachers to attend professional development, making their connections more meaningful and ultimately developing and strengthening their confidence in their abilities to teach online in areas of strategies for instruction, management, and more.

Proposed Expenditures for this Action

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.

2,421

Title I
1000-1999: Certificated Personnel Salaries
Teacher extra earnings for planning and presenting to staff

1.10 Action

Students to be Served by this Action

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

All

Action

Provide supplemental instructional supplies to address EL students needs and to address the needs of ATSI. Such supplemental supplies will provide students with hands-on experiential learning opportunities designed to support the implementation of state standards through lessons designed to scaffold learning. In addition, instructional supplies will enhance and stretch students' learning in preparation for their post-secondary plans in preparation of 21st century learning. Home/school communication notebooks addresses the needs of ATSI. Students targeting our at-promise student population are provided with materials that include AVID strategies, educational and instructional learning tools for success in effort to close the achievement gap.

Proposed Expenditures for this Action

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.

92,949

LCFF Supplemental Funds
4000-4999: Books And Supplies
Supplemental Instructional Supplies under \$500 such as flexible student chairs and desks, science supplies, class sets of reading novels, two-way communication devices

1,190

LCFF Carryover
4000-4999: Books And Supplies
Carryover for Instructional Supplies under \$500 for parent engagement

31,374

Title I
4000-4999: Books And Supplies
Supplemental Instructional Supplies under \$500 including home/school communication notebooks, whiteboards, Scholastic magazines, headphones, iPad covers, class sets of reading novels

1.11 Action

Students to be Served by this Action

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

All

Action

Software/support licenses will be purchased in order to support technology that is integrated into lessons for 21st-century skills, increased engagement that allows for access for scaffolding student learning to meet the needs of all students in all academic content areas for the purpose of student performance in closing the achievement gap and address the need of ASTI in all academic courses.

Proposed Expenditures for this Action

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.

7,000	Title I 4000-4999: Books And Supplies instructional Software support/licenses
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1.12 Action

Students to be Served by this Action

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

All

Action

Technology and instructional equipment will be purchased to increase engagement and provide academic scaffolds for at-promise students including EL to address the needs of ATSI.

Proposed Expenditures for this Action

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.

20,000	Title I 4000-4999: Books And Supplies Inventoriable equipment \$500 and over such as gaming PCs, and cameras
0	LCFF Supplemental Funds 4000-4999: Books And Supplies Inventoriable equipment \$500 and over
4,174	Title I Carryover 4000-4999: Books And Supplies inventoriable equipment for parent engagement

1.13 Action

Students to be Served by this Action

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

All

Action

Teachers and counselors will attend on-going trainings, conferences, and professional development to build expertise in their area. Teachers will gain expertise in instructional practices that address the needs of all learners and in alignment to Common Core State Standards. Counselors gain expertise to support students with academic, social, personal development, or career skills to help them achieve their potential.

Proposed Expenditures for this Action

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.

10,000	Title I 5000-5999: Services And Other Operating Expenditures Teachers - conference related fees and expenses
10,000	Title I 5000-5999: Services And Other Operating Expenditures Counselors - conference related fees and expenses

1.14 Action

Students to be Served by this Action

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

All

Action

Administrators will attend on-going trainings, conferences, and professional development to better support staff and faculty members by staying informed regarding latest developments in specific areas of curriculum and instruction, special education, AVID, and discipline. Expertise will be developed in the realm of administration that address the needs of at-promise learners.

Proposed Expenditures for this Action

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.

2,000	Title I 5000-5999: Services And Other Operating Expenditures Administrators conference related fees and expenses
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1.15 Action

Students to be Served by this Action

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

All

Action

Providing field trips and opportunities to attend leadership conferences will enable students to experience the real (i.e. physical) world and positively affects achievement. Educational trips including leadership camp and student conferences will have a positive, lasting impact on student's education and career because the opportunities made them more engaged, intellectually curious, and interested in and out of the school.

Proposed Expenditures for this Action

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.

30,000

Title I
5000-5999: Services And Other Operating Expenditures
Field trips including leadership camp and conferences

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Instructional supplies, technology, and equipment were utilized to increase student achievement. Some teachers and staff attended professional development to improved student achievement and the overall effectiveness of the instructional and academic programs. With the school closure in the spring due to COVID-19, the data sources are limited. We did maintain a high graduation rate at over 90% and increase our A-G rate by over 10 percentage points. Another source of data is our Pathways completed. In 20-21 OHS had 162 pathways completed.

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

In past years, tutoring has been a major budgeted expenditure and program to improve student achievement. Targeted tutoring was a program to help virtual/hybrid At- promise students bridge the learning gap. Although we did have students in the program, the number of students served was far less than expected. We found that student engagement in anything other than their academic classes was not well attended therefore Targeted tutoring did not reach our intended goal. The leftover funds were reallocated through School Site Counsel collaboration to support other goals. Lastly, due to the COVID guidelines, we were not able to provide study trips for students for which budgeted.

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.

Now that every student is given a laptop and advancing with technology, we will no longer support our binder project. We will plan to move to virtual notebooks to support our school-wide AVID WICOR focus.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Dedicated and Engaged Communication: Communicate effectively and form strategic alliances to secure the support and resources necessary to deliver the district's vision

Goal 2

Parent Engagement

We will engage our community via weekly and monthly systems of communications as well as provide opportunities for parents to be engaged in and support our programs on an ongoing basis and we will be able to increase participation rates throughout the year.

Identified Need

We need to increase parent participation on schoolwide events and committees as well as support for the daily programs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey completion rate	2021-22 Data: 33 parents, 64 students, 29 staff 2020-21 Data: 135 parents, 282 students, 82 staff 2019-20 Data: 92 parents, 282 students, 45 staff	135 parents, 280 students, 80 staff
ELAC attendance rates	2021-22: Average of 7 members at each meeting 2020-21: Average of 6 members at each meeting 2019-20: Average of 10 members at each meeting	Average of 8 members at each meeting

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

2.1 Action

Students to be Served by this Action

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

All

Action

To address the needs of ATSI, bilingual community aides will provide support for parents of English learners, low income, and foster youth students while aiding communication between all stakeholders, providing interpretation, and assisting with parent involvement.

Proposed Expenditures for this Action

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.

64,206

LCFF Supplemental Funds
2000-2999: Classified Personnel Salaries
Juana Alvarez' salary and one 3.5 hours/day
community aide salary

43,718

Title I
2000-2999: Classified Personnel Salaries
Ramiro Roman's salary

2.2 Action

Students to be Served by this Action

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

All

Action

Bilingual classified staff will provide interpretation and support for parent involvement activities in order to increase participation and student achievement for English Learners per ATSI, and for low income, and foster youth students.

Proposed Expenditures for this Action

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.

4,785

LCFF Supplemental Funds
2000-2999: Classified Personnel Salaries
Classified staff bilingual stipend

1,733

Title I
2000-2999: Classified Personnel Salaries
Classified staff extra earnings for interpretations

2.3 Action

Students to be Served by this Action

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

All

Action

Certificated staff will provide support for parent involvement activities such as parent information meetings and cash for college workshops in order to increase participation and student achievement for all students.

Proposed Expenditures for this Action

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.

3156

Title I

1000-1999: Certificated Personnel Salaries Counselors & media library specialist - extra earnings for parent engagement (Cash for College)

574

Title I

1000-1999: Certificated Personnel Salaries Teacher - extra earnings for parent engagement (Cash for College)

2.4 Action

Students to be Served by this Action

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

Action

OHS' library is one of the primary locations for parent/family engagement activities such as meetings and workshops. The technology in the library is outdated making it challenging to conduct meetings and workshops. In order to facilitate meetings and workshops more efficiently, newer technology needs to be installed.

Proposed Expenditures for this Action

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.

5,880

Title I Carryover

5800: Professional/Consulting Services And Operating Expenditures Installation for Parent Engagement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

For LCAP results, parent participation decreased by two, student participation increased by 112, and staff participation increased by 14. OHS exceeded the expected outcome of 179 for students, and 33 for staff.

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

Some items and services were rescheduled for 22-23 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.

Parent engagement is back in person. In person parent education classes will take place this year.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Genuine Wellness and Safety: Continue to support high levels of student engagement and wellness by emphasizing strong student social emotional support and safety protocols

Goal 3

Wellness

Maintain a culture and climate that is welcoming and supportive.

Safety

Maintain a culture and climate that is safe.

Identified Need

We recognize that our climate needs support for improvement and raise our attendance rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	5.46% suspension rate for 2021-22	5% suspension rate
Attendance rates	91.21% rate of attendance for 2021-22	93% rate of attendance
Facilities (FIT) report	Review FIT report with plant manager annually.	Review FIT report with plant manager twice a year.

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

3.1 Action

Students to be Served by this Action

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

All

Action

The two-way communication devices will help staff members be in constant communication in order to maintain a culture and climate that is safe.

Proposed Expenditures for this Action

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.

8,700

Lottery
4000-4999: Books And Supplies
two-way communication devices for school-wide use

3.2 Action

Students to be Served by this Action

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

All

Action

Provide professional development for staff and faculty on threat assessment and Fostering Culturally Relevant Classrooms.

Proposed Expenditures for this Action

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.

3.3 Action

Students to be Served by this Action

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

All

Action

OHS works alongside Phoenix House to help students, and families by providing lessons for social emotional learning. Phoenix House offers student-based intervention facilitated in person or on Zoom. Students who are referred receive help with the following topics: coping with change, healthy relationships, risky behaviors, managing feelings, and managing stress/anxiety.

Proposed Expenditures for this Action

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

OHS has made continued effort in creating a positive school culture and climate. There is a concentrated focus on alternatives to suspension and interventions such as Phoenix house counseling services.

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

From March to the end of the 2020 school year, all services and programs transitioned to remote or virtual due to school closures. Services and programs have been increased with the return to in-person instruction.

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.

OHS is prepared to continue social emotional and counseling services in person with additional support.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Efficient Utilization of Fiscal Capital: Maintain high quality basic services, including qualified and appropriately assigned teachers, access to standards-aligned instructional materials, and school facilities that are maintained in good repair.

Goal 4

Fiscal Management

Our site will ensure to spend each budget down to at least 90% of the total original allocation to ensure that this year's funds are spent on this year's students.

Marketing of School/Increase Revenue

We will explore community partnerships to maintain our signature programs as well as support our plans for campus beautification. We will also use Saturday School to increase our attendance and enhance our revenues for our site.

Identified Need

This past year we spent 83.1% of our Title 1 budget. We will continue to spend each budget down to at least 90% of the total allocation.

There are many needs on our campus that through strategic business partnerships we will be able to support those needs.

Saturday School will help to increase our attendance rates thus increasing site revenue.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment numbers	1740 students for 2021-22	1800 students
expenditure balance % for Title 1	97% for Title I 2019-20 89.6% for Title I 2020-21 83.1% for Title I 2021-22	90% for Title I
Saturday School attendance - days recovered	1431 days recovered for 2018-19 1103 days recovered for 2021-22	1150 days recovered

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

4.1 Action

Students to be Served by this Action

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

All

Action

OHS will continue to do outreach to our feeder schools by offering 8th Grade visit, as well as send faculty members to the feeder schools during their school fairs to promote existing programs and pathways.

Proposed Expenditures for this Action

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.

4.2 Action

Students to be Served by this Action

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

All

Action

Expenditures will be reviewed quarterly. Committees such as Parent Faculty Student Organization (PFSO), English Learner Advisory Committee (ELAC), and School Site Council (SSC) will engage in how to spend down.

Proposed Expenditures for this Action

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.

4.3 Action

Students to be Served by this Action

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

All

Action

OHS will provide tours of campus to prospective parents and families.

Proposed Expenditures for this Action

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.

4.4 Action

Students to be Served by this Action

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

All

Action

OHS will continue to grow our partnership with Chapman University and Santiago Canyon College to explore possible new opportunities for our students.

Proposed Expenditures for this Action

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Title I coordinator keeps track of spending and works closely with office manager to ensure unencumbered amount is spent during spend down.

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

OHS expenditure balance % decreased from 97% because some items and services were rescheduled and/or delayed for 20-21 due to the COVID-19 pandemic.

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.

Currently, due to COVID-19, OUSD does not offer Saturday school. Therefore, we cannot use Saturday School attendance - days recovered as one of the metrics to achieve this goal.

Goals, Actions, & Proposed Expenditures

Information Technology Verification

Educational Technology Verification

Director Technology Services Verification

Executive Director of Elementary, Middle or High School Verification

Administrator of Accountability (if needed)

Other

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

5.1 Action

Students to be Served by this Action

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

Action

Proposed Expenditures for this Action

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.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$778,968.00

Total Allocations by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I	457,713	0.00
Title I Carryover	10,054	0.00
LCFF Supplemental Funds	292,611	0.00
LCFF Carryover	1,190	0.00
Lottery	17,400	0.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$457,713.00
Title I Carryover	\$10,054.00

Subtotal of additional federal funds included for this school: \$467,767.00

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

State or Local Programs	Allocation (\$)
LCFF Carryover	\$1,190.00
LCFF Supplemental Funds	\$292,611.00
Lottery	\$17,400.00

Subtotal of state or local funds included for this school: \$311,201.00

Total of federal, state, and/or local funds for this school: \$778,968.00

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
- 5 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Sheryl Anderson Glass	Principal
Glenna Buttrey	Classroom Teacher
Robert Drake	Classroom Teacher
Ryan Say	Classroom Teacher
Jennifer Visconti	Classroom Teacher
Danny Yit	Classroom Teacher
Maria Guerrero	Other School Staff
Juana Alvarez	Other School Staff
John Ortega	Parent or Community Member
Wayne Chapin	Parent or Community Member
Giselle Bustrum	Parent or Community Member
Elizabeth Wright Nunez	Parent or Community Member
Theresa Perez	Secondary Student
Emelynh Tran	Secondary Student
Samuel Mendoza Rodriguez	Secondary Student
Wesley Lundell	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: Parent Faculty Staff Organization

State Compensatory Education Advisory Committee	English Learner Advisory Committee
Special Education Advisory Committee	Gifted and Talented Education Program Advisory Committee
District/School Liaison Team for schools in Program Improvement	Compensatory Education Advisory Committee
Departmental Advisory Committee	Other:

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 October 24, 2022.

Attested:

Principal, Sheryl Anderson Glass on 10/24/22
SSC Chairperson, Wayne Chapin on 10/24/22

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.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>

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