

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olympic HS/OCLC/ISP	9-64980-1933373		

Purpose and Description

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

Comprehensive Support and Improvement

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

Goal 1 - All students ready for college and careers.

Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the Core content areas.

Goal 3: All students engage in schools that are safe, well maintained and family friendly.

In December of the 2019-2020 school year, Olympic was informed by the Superintendent that 50 % of its teaching staff would be reduced and the Counseling position would be moved to a different campus. This created an obvious challenge, since we had been a school where every teacher was teaching within the purview of their Single Subject Credential. The only way that we could maintain the academic standards that we had been delivering was to use an online learning platform. Our district already used the APEX system, but our experience with our student body (a student body overly represented by students in poverty, minorities, SPED students and English language learners), provided a wealth of evidence that APEX would not be an adequate tool for an at-risk, credit deficient, student.

We were exposed to a more engaging tool when our Principal served on a WASC visiting committee at another Continuation High school. The Edgenuity system had entire classrooms of similar students completely engaged from bell to bell. Furthermore, the classes were full, shoulder to shoulder way over the suggested 15 to 1 teacher student ratio recommended by the State. Every student was engaged. When I asked individual students why they liked the program (that is A through G approved and Common Core aligned) the answers were specific: "I like having a teacher talking to me (on screen)", "I can slow down or speed up lessons", "I can easily go back to what I

missed last week" , and simply "I don't know why, I just like it." More importantly, Edgenuity enables students to pass a semester class in approximately 10 weeks. For credit recovery students, this means they can earn up to 100 credits a year enabling them to return to their comprehensive High school. Edgenuity will also help the individual student through its' layout. Pre-tests given before each Unit enable a student to "test out" of that section if they have already achieved a degree of mastery, enabling them to move forward at a quicker pace. Post tests ensure that students have mastered content before they are allowed to move forward.

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).

Goal 1 - All students ready for college and careers.

Goal 3: All students engage in schools that are safe, well maintained and family friendly.

In an attempt to assess the needs and concerns of students and parents, the Olympic High School PLC (Professional Learning Community) had created both a student and parent survey in the Fall of 2019. The idea behind the survey arose from a desire to combine data from the SBAC along with student feedback in order to use our CSI funds to modify and improve instruction as well as to increase our graduation rate. Though the results of the surveys indicated a desire to use the CSI funds to bring back and expand our Music program, our school district decided to make changes that necessitated a complete change to the existing CSI plan. In December of 2019, the Superintendent of the Santa Monica Unified School District informed this Administrator that 50% of current teacher staff would be reduced, including the Counselor position. This left a school with no arts or sports and only 2 academic teachers to teach the entire curriculum of the comprehensive high school. This identified a need for an educational online learning platform that would bridge the gap.

The Olympic High School Community has adopted an online learning system called "Edgenuity" (paid for with CSI monies) specifically to enable credit recovery students to catch up to their peers, while also enjoying an academically rigorous, A through G approved curriculum. Students with good attendance can complete their class within the 10 weeks are provided 2 extra weeks with appropriate agreed upon intervention. Students with poor attendance who surpass the 10 week deadline must re-start the class from scratch. Electronic attendance is recorded through while students who are tardy have their time recorded. Students are provided the opportunity to make up the instructional minutes on Friday afternoons during staff development banked time.

Classroom Observations

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

Goal 1 - All students ready for college and careers.

Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the Core content areas.

Goal 3: All students engage in schools that are safe, well maintained and family friendly. The Standards Based Evaluation System for classroom observations occur once a semester and are performed on a schedule negotiated in the collective bargaining agreement.

Permanent and Non-Permanent teachers (Temporary, Probationary I and Probationary II unit members) meet with the Site Administrator for a training session in which they are provided with the observation and evaluation timeline and provided with an evaluation handbook.

Permanent and Non-Permanent teachers must complete a Teacher Annual Goals Plan and submit to Site Administrator by October 15th.

Permanent teachers must confer with the Site Administrator for a Selection of Standards Conference as to which 3 standards will be the focus of the evaluation. Permanent teacher will select one and the Site Administrator will select a second. All evaluations must include Standard 6- Developing as a Professional Educator.

The Site Administrator shall hold a pre-observation conference in person or via phone or email with the unit member prior to the Formal Observation.

The Site Administrator shall hold a post-evaluation conference within 5 school days of the formal evaluation. At least one day prior to the post evaluation conference the Site Administrator will provide the appropriately marked Descriptions of Practice form for the three agreed upon standards to the unit member.

Formal Observations for both Permanent and Non-Permanent Teachers shall be conducted thus; First Observation must occur between October 15th and December 10th, Second Observation must occur between December 10th and March 10th.

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)

Olympic High School's Goals:

Goal 1 - All students ready for college and careers.

Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the Core content areas.

Goal 3: All students engage in schools that are safe, well maintained and family friendly.

Meeting performance Goals

Students will use the Edgenuity online learning platform to access an A through G approved, Common Core curriculum. Edgenuity provides the ability of "credit recovery" students to "test out" of previously failed classes if the student can score a 70% or better on a the provided "pre-test." Edgenuity enables students to progress more quickly through their course of study while maintaining academic rigor. The system also allows students to pass individual classes in 10 weeks and immediately enroll in their next required class.

Students will all be assessed by the SBAC and data will be used to inform and modify the Edgenuity platform, as well as identify necessary improvements. Olympic students will also be assessed using Santa Monica Malibu Unified School District Interim assessments to measure student progress throughout the semester.

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Goal 1 - All students ready for college and careers.

Exceeding performance Goals

Currently, all staff members of Olympic High School are "highly qualified" and teaching within their subject area of expertise.

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

Goal 1 - All students ready for college and careers.

Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the Core content areas.

Goal 3: All students engage in schools that are safe, well maintained and family friendly.

Meeting performance goals

School has a designated Professional Development teacher-leader. Professional Learning Community meets weekly to study and analyze relevant data and focus on both system improvement as well as practice improvement. Professional Development opportunities are provided twice monthly on contracted "banked time" Fridays. Opportunities for further Professional Development are offered regularly through Santa Monica-Malibu Unified's Educational Services department and there is available funding for PD opportunities that may be more specifically related to the needs of our specific students.

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

Goal 1 - All students ready for college and careers.

Goal 2: English Learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum in the Core content areas.

Meeting performance goals

All staff development thus far has been in support of teachers mastering the Edgenuity system. Continued Professional development will support the professional needs of staff to use the Edgenuity system with fidelity. Before the reduction of staff at site, all teachers had completed the laborious process of making all classes taught at Olympic A through G compliant.

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

Meeting performance goals

Professional development and PLC are focus points for identifying student instructional outcomes. Teachers are informally observed on an ongoing, daily basis and provided with necessary feedback (due to the small nature of the school, professional intimacy is unavoidable), formal Observations/Evaluations occur on a cycle determined by the Collective Bargaining Agreement (CBA). Newer teachers are provided with veteran teachers in the districts' BTSA program.

Santa Monica Malibu Unified School District provides direct support through ongoing PLC training as well as introduction and regular training in Thinking Maps, Crisis Prevention Intervention and a variety of options to appeal to teachers professional needs and growth.

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

Meeting performance goals

Olympic High School only has two grade levels (11 and 12) and collaboration is inter-disciplinary. Again, due to the intimacy of the school this model is productive. Teachers collaborate in both the Professional Learning Community and in Professional development opportunities and less formally on a day-to-day basis through team teaching and informal student study teams. Much of the collaboration this year has focused on the roll-out of the Edgenuity system

Teaching and Learning

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

Meeting performance goals

The Edgenuity online learning platform provides curriculum of all subjects that both aligned to Common Core standards and A through G approved. District pacing plan is used as a guide for District interim Assessments and the CAASSP.

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

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

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

Meeting performance goals

Standards-based instructional content is available to all student groups; Olympic is Williams compliant and building instructional capacity through increased technology acquisition. Chromebooks have been provided to all students, all students requiring additional WiFi signal to complete their course of studies can receive a WiFi hotspot. All students have daily access to a "live" tech support person at the school site and remotely.

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

Not meeting performance goals

Olympic has an obligation to provide standards aligned instructional materials to students for the courses taught. In the past, Olympic has benefited from a hand-me-down philosophy within the district leading to inequitable results (i.e. students with greatest need received less than their counterparts at the comprehensive high schools), and indeed, this is reflected in the sorry state of our facility. With the outbreak of the Covid 19 Pandemic, Olympic High School moved quickly to ensure that all students were able to participate in Distance Learning.

Opportunity and Equal Educational Access

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

Meeting performance goals

Olympic provides a small school environment and a 20:1 student/teacher ratio. Each teacher serves as Advisor to, on average, 23 students. Advisor and advisee work together to plan long term and short term educational learning goals, review academic successes and challenges, conference with parents/guardians and discuss personal growth and attendance. Weekly Advisor meetings are held to discuss student class completion rates and Student Learning Outcomes. SLO's are mini lessons designed by staff members, student council and our School Site Council to facilitate discussion of what it takes to develop employable skills, find careers in prosperous fields and be successful, engaged citizens. The acronym created, C.A.R.E.S., stands for; Communicators, Analytical Thinkers, Responsible Individuals, Ethical Citizens, Scholars.

Students are provided individualized, standards-based educational programs through Edgenuity. Our emphasis on curriculum, intensive guidance and counseling creates relationships that change that enable student to change their trajectory, ultimately learning how to take responsibility for themselves. Student Study Teams meet once a month to identify, discuss and plan interventions to increase academic success.

Evidence-based educational practices to raise student achievement

Not meeting performance goals

After researching different areas of focus, Olympic decided, in view of the Pandemics' uncertain schedule, that we needed to focus on "Collective teacher efficacy" (John Hattie's Meta Analysis; Webb's Depth of Knowledge is the taxonomy we adopted) would be the most appropriate strategy to address our agreed upon common goal of supporting student achievement. Since we couldn't necessarily control what students were doing at home, what we could control is what we were doing as professionals. Since Distance Learning was new to all, it seemed especially prescient. The need to structure academic requirements for student attainment and mastery is predicated upon structuring the classroom environment to influence critical thinking skills and student metacognitive analysis.

Parental Engagement

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

Meeting Performance goals

Members of our community work regularly with a variety of outside agencies to provide resources to assist under-achieving students. Youth Resource Team (YRT) of the City Santa Monica, Severe Habitual Offenders Program (SHO) both serve to redirect and provide services for at-risk youth. St John's provides individual and group counseling as well as Mindfulness classes. CLARE foundation provides drug counseling for students with substance abuse issues. St. Josephs provides outside support for families of students in crisis. Virginia Avenue Park also serves after school programs and job training opportunities. The Boys and Girls Club of Santa Monica has a satellite room at Olympic High School to provide homework support and a safe after school environment.

Back to School Night revealed a larger parent After many years of not being able to form a Parent-Teacher Association at Olympic High School, the larger district wide Santa Monica-Malibu PTA has volunteered to act as our schools' PTA.

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)

Members of the SSC participate in the decision making process for the use of the CSI funding for professional development as part of the SPSA process.

Funding

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

Funds provide the Edgenuity online learning platform to enable

Fiscal support (EPC)

School Leadership Team Funds \$20,000. - \$18,925 for Substitute teachers, -\$700 for ISP compliance training, - \$372 for three teachers to attend "Defiant Students Seminar"

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

School Site Council members elected during the 2019-2020 school year serve 2 year terms.

Parents, staff and classified staff are represented on the School Site Council and were consulted and approved of this SPSA and annual review

Re-introduction and explanation of CSI designation(presentation by outgoing SMMUSD Director Assessment, Research & Evaluation, Sam Koshy)

LACOE provided CDCB (Center for District Capacity Building) Collaborative Inquiry/School Self-Assessment to determine needs.

Olympic/ISP/OCLC Site Council met on October 12, 2020 to be a part of the planning process for this review and update. Due to Covid restrictions, SSC was held virtually.

Resource Inequities

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

When we consider students referred to a Continuation High School, how do we view that student? Did the student fail the school or the school district? Or, is it possible that school district failed the student?

Olympic/ISP /OCLC have historically been unable to create and maintain a school PTA due to the transitory nature of the student body. Given that the demographic of the school does not match the surrounding community this leads to inequity. The District tried to remedy this some years ago by asking all parents to contribute to an independent Education Foundation that would, in turn, allocate funds based on enrollment. At Olympic, those funds paid for, in part, our electives.

Historically, the Santa Monica Ed. Foundation monies funded 2 teachers that offered multiple electives in music and art.

In 2018-2019 I was asked to 'reduce' (or end) my Music program, In 2019-2020, I was forced to "reduce" my Art program because I did not have enough students to justify the expenditure.

Currently, every student in every school in the Santa Monica Malibu School District (except Olympic Continuation High school) has access to Music, the Arts and Sports.

Why?

Over the last 10 years or so, as our school has become more academically rigorous, the amount of referrals from our feeder schools, Santa Monica High and Malibu High, has consistently dropped. Interestingly, the drop out rate at Santa Monica High school was at 5% and remains at 5% even as referrals to Olympic have declined. This lack of referrals have led the School board and Superintendent to conclude that Olympic is a neighborhood "school-of-choice," and thus, based on its enrollment, "unpopular."

The definition of a continuation school is specifically different from a traditional neighborhood school: the CDE defines a continuation school as:

"Continuation education is an alternative high school diploma program. It is for students who are sixteen years of age or older, have not graduated from high school, are still required to attend school, and who are at risk of not graduating. Many students in continuation education are behind in high school credits."

Nevertheless, given other mounting financial challenges facing our District, our Superintendent ordered me to additionally reduce my teaching staff to 2 teachers and moved our Counselor to another Site.

This created the need for a comprehensive online student learning system that was Common Core and A through G as well as interesting and engaging,

Lack of referrals makes collaborative learning and communicating using precise academic language more challenging. It also creates wasted instructional time: student arriving are often hesitant to "buy in" to the program because of the negative stories and innuendo received at their referring schools. Continuation schools traditionally attract students 'at risk' and as such often wind up with students who are not so much credit deficient as they are behavior issues for the comprehensive high school. Olympic is no exception. Our students report learning that Olympic is "for the bad kids," that our diploma is meaningless and that staff are not credentialed. This negative messaging has been reported by our students to be ubiquitous. So while Art and Music helped bridge that gap, we do not have enough students to justify the cost to the District.

The Districts' vision is to transition all schools into a Project Based Learning/ Content Creation sites in the spirit of the C.A.R.T school, Big Picture and the Buck institute. Part of the Districts vision is that Olympic will use 2 Independent Contractors (paid for out of CSI funds) to help my 2 teachers co-create rich, engaging individual projects with all of our students based on their interest. The Districts' intention is that my 2 teachers will then incorporate music, art and sports and provide students with the rich elective offerings the other schools offer. It should be noted that our staff had to learn a

brand new curriculum entirely online then turn around and teach it to students remotely all in the month of August.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	2.27%	2.13%		1	1
African American	14.00%	25%	14.89%	7	11	7
Asian	%	%	0%			0
Filipino	%	%	0%			0
Hispanic/Latino	60.00%	31.82%	48.94%	30	14	23
Pacific Islander	%	%	0%			0
White	20.00%	34.09%	29.79%	10	15	14
Multiple/No Response	%	%	4.26%			0
Total Enrollment				50	44	47

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9		1	
Grade 10	1	3	6
Grade 11	14	17	13
Grade 12	35	23	28
Total Enrollment	50	44	47

Conclusions based on this data:

1. Our school has a greater percentage of students of color than any other campus in Santa Monica
2. Our school serves majority 11th and 12th grades
3. Our school has higher levels of homeless youth, and low SES

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	6	2	2	12.0%	4.5%	4.3%
Fluent English Proficient (FEP)	4	5	7	8.0%	11.4%	14.9%
Reclassified Fluent English Proficient (RFEP)		0	0	0	0.0%	0.0%

Conclusions based on this data:

1. We have less identified EL students referred to our school
2. Low numbers of EL's create challenges in creating strategies for programatic improvement

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	29	*	29	21	*	8	21	*	7	72.4		27.6
All Grades	29	*	29	21	*	8	21	*	7	72.4		27.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2460.	*	*	4.76	*	*	0.00	*	*	28.57	*	*	66.67	*	*
All Grades	N/A	N/A	N/A	4.76	*	*	0.00	*	*	28.57	*	*	66.67	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.00	*	*	40.00	*	*	50.00	*	*
All Grades	10.00	*	*	40.00	*	*	50.00	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	*	*	20.00	*	*	80.00	*	*
All Grades	0.00	*	*	20.00	*	*	80.00	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.52	*	*	33.33	*	*	57.14	*	*
All Grades	9.52	*	*	33.33	*	*	57.14	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	5.00	*	*	25.00	*	*	70.00	*	*
All Grades	5.00	*	*	25.00	*	*	70.00	*	*

Conclusions based on this data:

- 1. Not enough students are taking and completing the test.
- 2. Students have not been informed as to the value of CAASP results as it relates to their educational and or professional goals.
- 3. At-risk and reluctant learners are skeptical of the value of statewide assessments

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	30	*	*	19	*	*	19	*	*	63.3		
All Grades	30	*	*	19	*	*	19	*	*	63.3		

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2404.	*	*	0.00	*	*	0.00	*	*	5.26	*	*	94.74	*	*
All Grades	N/A	N/A	N/A	0.00	*	*	0.00	*	*	5.26	*	*	94.74	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	*	*	0.00	*	*	100.0	*	*
All Grades	0.00	*	*	0.00	*	*	100.0	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	*	*	10.53	*	*	89.47	*	*
All Grades	0.00	*	*	10.53	*	*	89.47	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	0.00	*	*	36.84	*	*	63.16	*	*
All Grades	0.00	*	*	36.84	*	*	63.16	*	*

Conclusions based on this data:

1. Not enough students are taking and completing the test.
2. Students have not been informed as to the value of CAASP results as it relates to their educational and or professional goals.
3. Because of the low referrals, it is difficult to reach meaningful conclusions about the data

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							*	*

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*		*		*	*	*	*	*
All Grades	*	*		*		*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*		*		*	*	*	*	*
All Grades	*	*		*		*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12		*		*	*	*	*	*	*	*
All Grades		*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades		*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
12	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
44	56.8	4.5	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>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.</p> <p>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.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	4.5
Homeless	4	9.1
Socioeconomically Disadvantaged	25	56.8
Students with Disabilities	7	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	25.0
American Indian	1	2.3
Hispanic	14	31.8
Two or More Races	3	6.8
White	15	34.1

Conclusions based on this data:

1. Our programs have a greater percentage of students that are socio-economically disadvantaged than other schools in our district, reflecting the unique composition of our student body
2. Our programs have higher amounts of African American and Hispanic/Latino students than other schools in the District

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Yellow

College/Career



Red

Conclusions based on this data:

1. When no performance color is indicated, data is not displayed as there are less than 11 students
2. Graduation rates have increased while suspensions have dropped slightly
3. Level of students College and Career ready has increased slightly

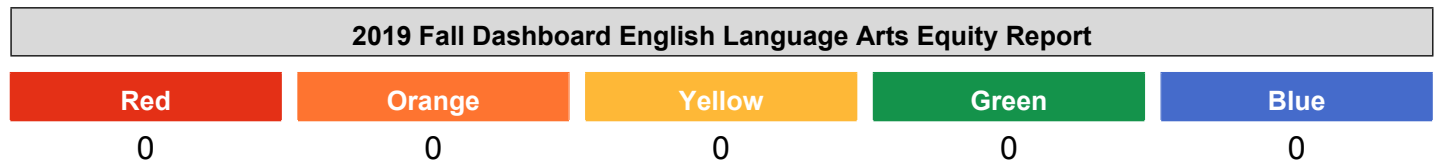
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	English Learners  <p>No Performance Color</p> <p>0 Students</p>	Foster Youth  <p>No Performance Color</p> <p>0 Students</p>
Homeless  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	Socioeconomically Disadvantaged  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	Students with Disabilities  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 0 Students	Reclassified English Learners 0 Students	English Only Less than 11 Students - Data Not Displayed for Privacy 3
--	--	--

Conclusions based on this data:

1. When no performance color is indicated, data is not displayed as there are less than 11 students
2. Low referral rates and enrollment hinder our ability to develop meaningful, actionable data

School and Student Performance Data

Academic Performance Mathematics

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

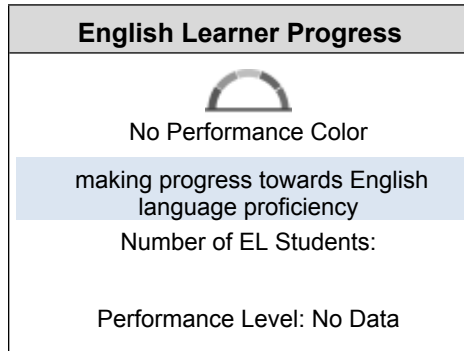
1. When no performance color is indicated, data is not displayed as there are less than 11 students
2. Low referral rates and enrollment hinder our ability to develop meaningful, actionable data

School and Student Performance Data

Academic Performance English Learner Progress

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

Conclusions based on this data:

1.

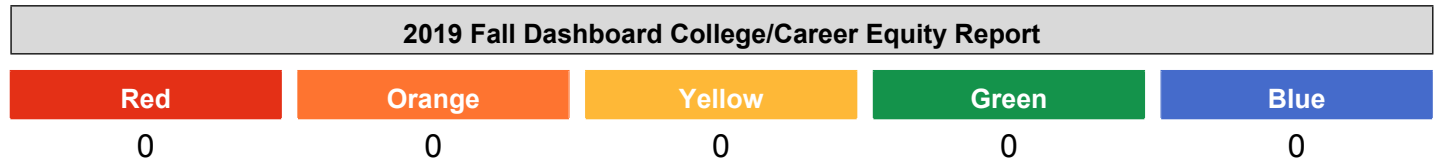
School and Student Performance Data

Academic Performance College/Career







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students  Red <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Declined -2.9 33	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
2.9 Prepared	2.9 Prepared	0 Prepared
2.9 Approaching Prepared	8.8 Approaching Prepared	0 Approaching Prepared
94.1 Not Prepared	88.2 Not Prepared	100 Not Prepared

Conclusions based on this data:

1. When no performance color is indicated, data is not displayed as there are less than 11 students
2. Almost 3% of our students are College and Career Ready
3. 93% are not College and Career Ready

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

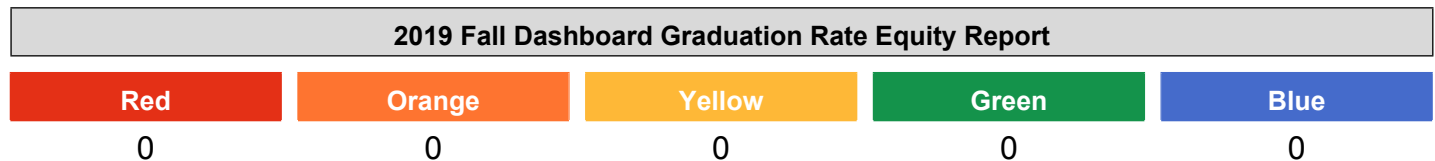
School and Student Performance Data

Academic Engagement Graduation Rate







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











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Red 63.6 Declined -12.8 33	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Socioeconomically Disadvantaged  No Performance Color 50 Declined -30 20	Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 69.2 Declined -12.6 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 No Performance Color 63.6 11

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019
76.5	63.6

Conclusions based on this data:

1. When no performance color is indicated, data is not displayed as there are less than 11 students
2. Our graduation rate increased by 22% from 2017 to 2018
3. Socioeconomically Disadvantaged students increased their graduation rate by 35.6% while Hispanic/Latino students increased their grad rates by 37.4%

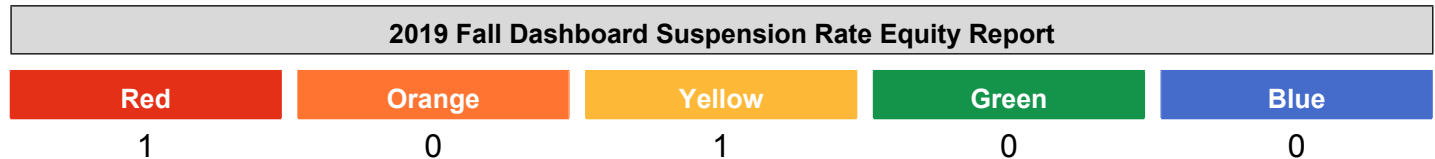
School and Student Performance Data

Conditions & Climate Suspension Rate

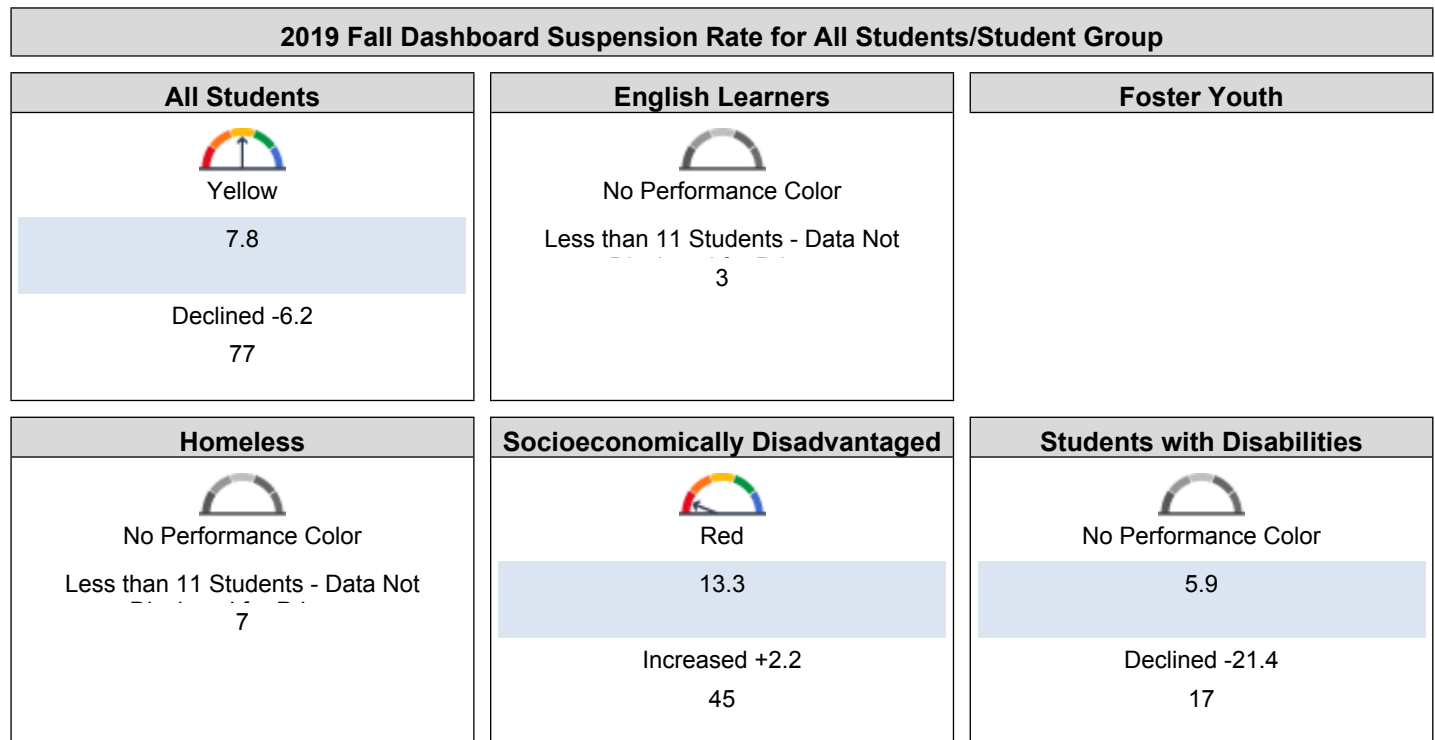
The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 17.6 Declined -2.4 17	 No Performance Color Less than 11 Students - Data 1		
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.3 Declined -6.5 32	 No Performance Color Less than 11 Students - Data 4		 No Performance Color 4.3 Declined -6.8 23

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	14	7.8

Conclusions based on this data:

1. Suspension rates for all students increased 5%
2. Suspension rates for Hispanic and Latino students increased by 5%
3. Suspensions for all students increased 5%

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

All graduates are socially just and ready for college and careers.

Identified Need

- 1a. Adopt and implement an engaging online curriculum to facilitate credit recovery and completion.
- 1c. Increase the participation and performance of students taking the SBAC: ELA and Math session and District Interim Assessments
- 1d. Continue integrated technology based instruction and activities

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP data	All student groups scored "below standard" on both Math and ELA	50% of all student groups will score at "standard nearly met" or "standard met"

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

We will purchase and implement the Edgenuity online curriculum to facilitate credit recovery. For the 2020 -2021 school year Olympic will have 2 general education teachers and 1 SPED teacher. In order to be able to offer and facilitate credit recovery in all academic and elective classes at SAMOHI, Olympic must use a comprehensive online credit recovery system.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

32,045.00

CSI Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Create and implement a PBL (Project based Learning) block into schedule to increase attendance and in turn, increases participation on SBAC and District interim assessments by hiring 2 district recommended Consultants to help facilitate the process. PBL block will improve attendance by creating interest and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20,000

Source(s)

CSI Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Maintain the structure of the school so Standards based direct instruction classes can be taught to the same group of students as they progress through the specific curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Visits to other Continuation schools suggested that moving from open classes (where students were all working separately at their own speed) to pure classes (students stay with the same group of classmates throughout the semester) would increase instructional time by increasing attendance.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Direct instruction of metacognitive skills through creation of a "maker space" so as to provide students an area to create projects based on our Districts "Project Based learning" philosophy. Our consultants, mentioned in strategy #2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9945.92

Source(s)

CSI Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Instruction and coaching in self-assessment and monitoring strategies. Direct instruction of the self-reporting mindset.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1338.00

Source(s)

Stretch Grant (Ed Foundation)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Ink cartridges to support Olympic Continuation High school, Independent Study program and Off campus Learning Center

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

258

Source(s)

Lottery: Instructional Materials

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1c. Incorporate CAASP interim testing into ELA and math curriculum. Generate an interim calendar for these subjects establishing an ongoing assessment of ELA and math learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Create stakeholder education plan to inform and motivate students to use state assessment results for college/career placement while supporting a "graduation culture."

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Release time for PD team to work with PD leader and Principal in developing and delivering professional development, including PLC training and Instructional shifts to impact student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Technology Support staff (Tech Jedi) to survey staff needs, address issues to be solved or developed throughout the year. This will insure equitable use of technology both during instruction and student work product

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

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

Strategy/Activity

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

Amount(s)	Source(s)
	District Funded None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The overall strategies are still being implemented. We have been successful in incorporating the ERWC curriculum into our ELA Dept., and, while the English placement test was still being used by Community Colleges, our students consistently placed into College level classes. Since the test has been discarded by the Community College system it has become more difficult to assess the success of our students at college. We still struggle with changing the growth mindset of our students regarding district and state assessments. Many know when the Assessments will be given and choose to be truant.

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

Almost all of our strategies require no additional funding

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

We hope to use CSI funds to address some of our challenges as we work with LACOE to bring pBIS to our school. Our SPED team has already been using PBIS strategies to support the students assigned to those classes, in staff meetings they have shared their strategies with general education teachers, and the staff is interested in adopting said strategies as a whole.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Identified Need

2a. By the end of the 2019-2020 school year, average daily attendance of Olympic High School students will improve by 10%.

2b. Establish a baseline to evaluate program completion: graduate from Olympic High School, earn an Adult Education Center high school diploma, complete requirements for GED or GED+10, passing the California High School Proficiency Examination

2c. Motivate students by increasing student input and mastery of course materials, CCSS standards, and student self reported grading.

2d. Create an EL Program lead position to monitor performance of EL students in the Olympic/ISP/OCLC programs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Identify and support EL students and track achievement data	EL Program lead position now vacant	Staff elects a new EL Program lead position

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

With historically low numbers of EL and RFEP students, Olympic has begun working with the districts' Literacy Coaches to provide better identification of EL and RFEP students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Regular phone and email communication to parents and caregivers to discuss attendance trends in relation to student outcomes and student achievement. Link course deadlines, attendance, and student achievement,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

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

Strategy/Activity

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

Amount(s)	Source(s)
0	

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

Strategy/Activity

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

Amount(s)	Source(s)
0	

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

Strategy/Activity

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

Amount(s)

0

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2019-20

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.

Our implementation was only possible because of our first Parent Liason! As such, for the first time, we have had the assistance of someone whose sole task is to reach out to families both those with EL studentrs and those without.

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

Olympic did not have effective parent outreach and communication for years, as such, we are creating a system that has not existed before!

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.

Once our entire staff receives training in PBIS, all staff members will be familiar with the responsibilities of the EL Program lead, enabling any of the staff to take over at any time.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Identified Need

Our declining enrollment and reduced staffing and program offerings limit our ability to realize our goal

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Declining enrollment	50 + students enrolled at Olympic, 20 in ISP and 19 in OCLC	100 + students enrolled at Olympic

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Applying for A through G approval of APEX classes, application for remaining classes not yet A through G approved. 20 hrs , lead teacher

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1104	CSI Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	CSI Funds

Annual Review

SPSA Year Reviewed: 2019-20

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.

Strategies and activities planned and implemented have been challenged and hindered by declining referrals and lack of warm bodies in the classroom. Chronic truancy, substance abuse and mental health challenges combine to create many different challenges that inhibit our strategies

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

Major difference have arisen due to budget shortfalls within the Santa Monica School District. Intended implementation in 2018-2019 was based upon a school that had 5 teachers and an Arts class. reductions dictated by the Superintendent necessitated an overall change to how actual expenditures will be utilized.

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

As our staff is able to utilize CSI funds to be trained in the PBIS model, we believe we will build the resiliency in our students to improve attendance and engage in safe, productive behaviors.

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	\$72,231.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$64,690.92

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
CSI Funds	\$63,094.92
District Funded	\$0.00
Lottery: Instructional Materials	\$258.00
Stretch Grant (Ed Foundation)	\$1,338.00

Subtotal of state or local funds included for this school: \$64,690.92

Total of federal, state, and/or local funds for this school: \$64,690.92

School Site Council Membership

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

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

Name of Members	Role
Anthony Fuller	Principal
Marlene Ramos	Other School Staff
Ashlyn Armstrong	Secondary Student
Deborah Siemer	Classroom Teacher
Andrea Armstrong	Parent or Community Member
Diane Palkovic	Other School Staff
Katherine Kirkpatrick	Parent or Community Member
Joann Bonham	Parent or Community Member

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
------------------	---

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

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

This SPSA was adopted by the SSC at a public meeting on 10/20/2020.

Attested:



Principal, Anthony Fuller, Principal on 12/4/2020

SSC Chairperson, Katherine Kirkpatrick on 12/4/2020

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:

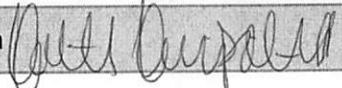
Signature	Committee or Advisory Group Name
• <u>Clear</u>	State Compensatory Education Advisory Committee
• <u>Clear</u>	English Learner Advisory Committee
• <u>Clear</u>	Special Education Advisory Committee
• <u>Clear</u>	Gifted and Talented Education Program Advisory Committee
• <u>Clear</u>	District/School Liaison Team for schools in Program Improvement
• <u>Clear</u>	Compensatory Education Advisory Committee
• <u>Clear</u>	Departmental Advisory Committee
• <u>Clear</u>	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 .

Attested:

• <u>Clear</u>	Principal, on
• <u>Clear</u>	SSC Chairperson, on  12/4/2020

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/guidanceusesinvestment.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/guidanceusesinvestment.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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