

# 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)

Schoolwide Program  
Comprehensive Support and Improvement  
Targeted Support and Improvement

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

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.

Olympic school wide focus areas are Evidence Based Writing and Communicating using Precise Academic Language(developed within the Olympic PLC in tandem with our School Leadership Team). Staff conducts school wide literacy assessments (based on Common Core writing standards) twice a year that are graded according to a common rubric by the entire staff. Results are studied and evaluated for relevant data, staff then uses data to inform instructional modification. Creating school-wide common assessments in each specific content area was the focus in the Spring 2018 semester, and in fall of 2019 Teachers created and implemented school wide common assessments predicated on agreed upon Common Core Reading Standards using prompts from CC standards based Social Studies, NGSS Science and Math. During the 2018 - 2019 school year Olympic High School also used the results of the previous Fair and Balanced or CAASPP

assessment to inform instructional practices. While Olympic students posted significant gains in both the Math and Language Arts portions of the assessment, our PLC recognizes those results as a baseline for future student achievement. Roll out of the new state assessment led to numerous technical difficulties, which has, in turn, created a necessary focus on the lack of functioning technology on our campus. Since the results are now being accepted for placement at Community Colleges, CSU and UC, the Olympic PLC is has focused it's efforts on increasing student outcomes through identifying specific widespread academic challenges and modifying existing curriculum to meet those challenges.

# 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) has been working towards creating a student survey. The idea behind the survey arose from a desire to combine data from the SBAC along with student feedback in order to modify and improve instruction.

The results of Teachers surveyed during the 2018-2019 school year led to a consensus that student behavior needed to be addressed in order to advance our data driven curriculum. The Olympic High School Community has adopted a 12 week class completion system. Students with good attendance who cannot 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 monitored through the A2A system 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.

Not Meeting performance Goals

Olympic school wide focus areas are Evidence Based Writing and communicating using precise Academic Language(developed within the Olympic PLC in tandem with our School Leadership Team). Staff conducts school wide literacy assessments (based on Common Core writing standards) twice a year that are graded according to a common rubric by the entire staff. Results are studied and evaluated for relevant data, staff then uses data to inform instructional modification. Creating school-wide common assessments in each specific content area was the focus in the Spring 2018 semester, and in fall of 2019 Teachers created and implemented school wide common assessments predicated on agreed upon Common Core Reading Standards using prompts from CC standards based Social Studies, NGSS Science and Math.

During the 2018 - 2019 school year Olympic High School also used the results of the previous Fair and Balanced or CAASPP assessment to inform instructional practices. While Olympic students posted significant gains in both the Math and Language Arts portions of the assessment, our PLC recognizes those results as a baseline for future student achievement. Roll out of the new state assessment led to numerous technical difficulties, which has, in turn, created a necessary focus on the lack of functioning technology on our campus. Since the results are now being accepted for placement at Community Colleges, CSU and UC, the Olympic PLC is has focused it's efforts on increasing student outcomes through identifying specific widespread academic challenges and modifying existing curriculum to meet those challenges.

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

Content standards are being examined, evaluated and implemented. The Fall of 2016 heralded the hiring of a second full time English/Language Arts teacher to the staff in order to focus on Literacy. The Olympic PD Team and PLC used data to inform the direction of instruction and model of the school based upon failure of many students from the Santa Monica community to place into College Level English/ELA classes at our local Community College (SMC) and state universities as a whole. Due to the small nature of the staff (and the wholly different pacing/semester model of our feeder High Schools), content standards in each subject area are examined and evaluated by entire teaching staff. 2016-2017 is first year we have given the school wide common writing assessment during both semesters and across content areas. Although the transitory nature of our student population creates some difficulty when comparing growth (i.e. some students arrive part way through a semester, then return to the comprehensive high school second semester), our Professional Learning Community (PLC) is using data to further inform and improve school wide common assessments in each subject area.

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, which, in turn, provide guidance of what support and assistance individual teachers require. Three years ago we began a deeper collaboration with the Districts Literacy Coaches to both improve our School wide Writing Prompt and help us past roadblocks we experiencing in pursuing our other school focus/goal, Communicating using precise academic language.

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 each teacher represents their own Department, so collaboration is inter-disciplinary. Again, due to the intimacy of the school this model is productive. For example, at our first Science Technology Art Engineering and Math Fair (STEAM) all departments (save History/Social Studies) collaborated to bring the project to fruition. 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.

## Teaching and Learning

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

Meeting performance goals

Curriculum of Math and English departments is aligned to Common Core standards and use the district pacing plan as a guide. Common Core Reading Standards are used to create school wide Formative assessments across content areas. Next generation, Common Core standards for Science, Social Studies and Art are used in respective department. Standards are posted in each classroom as well as examples and rubrics. obligation to provide standards aligned instructional materials to students for the courses taught are the responsibility of the Administrator and the District.

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 materials are available to all student groups; Olympic is Williams compliant and building instructional capacity through increased technology acquisition. Classroom sets of Chrome books are available to all students as are traditional, district approved-standards based textbooks and related materials. Variety of materials is available to appeal to all students.

All classrooms now have functioning interactive Whiteboards for instruction and staff training in the use of the technology is ongoing.

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. While a voter passed Bond measure (2007) has created a hopeful future, facility improvement has not yet started at Olympic, and we have yet to enjoy a Science "wet" laboratory. While computer-based curriculum is available (APEX), and while said curriculum is standards aligned to core courses, our school strives to create lifelong learners. On-line courses are not a substitute for in-class, hands-on project based 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, 18 students. Advisor and advisee work together to form 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. 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 with a focus on project-based learning. There is a strong emphasis on curriculum, intensive guidance and counseling. Student Study Teams meet once a month to identify, discuss and plan interventions to increase academic success. Elective course offerings are designed to engage students in programs of interest while simultaneously facilitating academic success. PLC meets once a week to study and analyze relevant data and to evaluate practice and outcomes.

Evidence-based educational practices to raise student achievement

**Not meeting performance goals**

After researching different areas of focus, Olympic's PLC decided that "Student self-reported grading" (John Hattie's Meta Analysis; Webs 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. 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 the 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 Title II funding for professional development as part of the SPSA process.

## Funding

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

Substitute teachers to release staff for learning walks, Sending Independent Study Teacher to California Consortium for Independent Study to receive compliance documents, Teacher team attending "Defiant Students Seminar."

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

Identification of potentially interested School Site Council members at the close of the 2018-2019 school year. May 2019  
Introduction of CSI designation at last SSC meeting of 2019 ( presentation by SMMUSD Director Assessment, Research & Evaluation). June 2019  
Meeting with representatives from LACOE to plan Needs Assessment visit to Olympic HS  
LACOE provided CDCB (Center for District Capacity Building) Collaborative Inquiry/School Self-Assessment completed by staff 10/18/19, submitted to LACOE 10/28/19  
LACOE Needs Assessment team visit in December 2019  
Olympic/ISP/OCLC Site Council has met 10/10/19 and 10/28/19

## Resource Inequities

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

Olympic/ISP /OCLC have historically been unable to create and maintain a school PTA due to the transitory nature of the student body. Most students attend our programs for a year or less, making community building difficult.

OF NOTE: the Chairperson of our Mid-Cycle WASC visit (January 2019) specifically pointed out the need for the SMMUSD District and School Board to do a better job of promoting our program and addressing our inaccurate reputation that prevents students and families from accessing our programs

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 winds 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.

As of 2019 -2020 school year, due to reductions in staff, Olympic was unable to maintain it's music program. The Principal is now also the Science teacher, but because of Principal duties, the classes often have Substitutes.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	%	%	2.27%			1
African American	12.8%	14.00%	25%	10	7	11
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	60.3%	60.00%	31.82%	47	30	14
Pacific Islander	%	%	%			
White	20.5%	20.00%	34.09%	16	10	15
Multiple/No Response	%	%	%			
Total Enrollment				78	50	44

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	1		1
Grade 10		1	3
Grade 11	22	14	17
Grade 12	55	35	23
Total Enrollment	78	50	44

### 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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	10	6	2	12.8%	12.0%	4.5%
Fluent English Proficient (FEP)	15	4	5	19.2%	8.0%	11.4%
Reclassified Fluent English Proficient (RFEP)			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	*	7	21	*	8	72.4		24.1
All Grades	29	*	29	21	*	7	21	*	8	72.4		24.1

\* 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
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
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
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
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.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
50	42.0%	12.0%	2.0%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	12.0%
Foster Youth	1	2.0%
Homeless	2	4.0%
Socioeconomically Disadvantaged	21	42.0%
Students with Disabilities	6	12.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	14.0%
Hispanic	30	60.0%
Two or More Races	3	6.0%
White	10	20.0%







### 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

### 2018 Fall Dashboard Overall Performance for All Students

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

#### 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

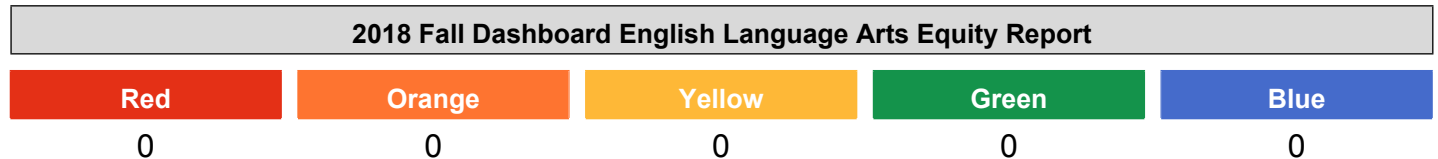
# School and Student Performance Data

## 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>English Learners</b>  No Performance Color 0 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Students with Disabilities</b>  No Performance Color 0 Students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 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 Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 4 students

#### 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



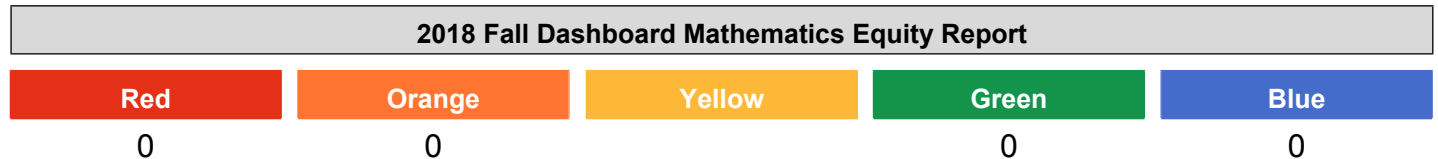
# School and Student Performance Data

## Academic Performance Mathematics







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











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 Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>0 Students</p>	<b>Foster Youth</b>  <p>No Performance Color</p> <p>0 Students</p>
<b>Homeless</b>  <p>No Performance Color</p> <p>0 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>0 Students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 0 Students	<b>Reclassified English Learners</b> 0 Students	<b>English Only</b> Less than 11 Students - Data Not Displayed for Privacy 3 students
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#### 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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

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

Conclusions based on this data:

1.

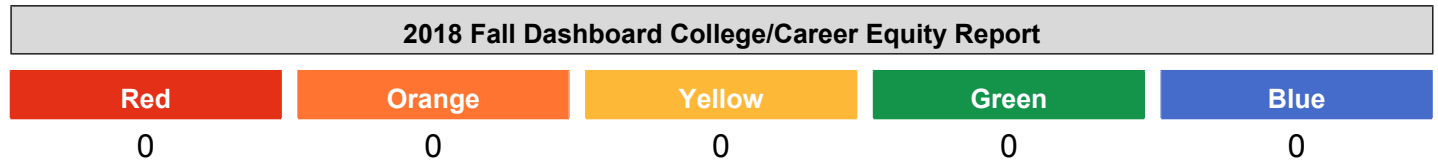
# School and Student Performance Data

## 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.

2018 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Orange <div style="background-color: #e6f2ff; padding: 2px;">2.9% prepared</div> Increased 2.9%  34 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  5 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  1 students	<b>Socioeconomically Disadvantaged</b>  No Performance Color <div style="background-color: #e6f2ff; padding: 2px;">0% prepared</div> Maintained 0%  15 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy  7 students

### 2018 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 4 students	 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 0% prepared Maintained 0% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

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

### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	0 Prepared	2.9 Prepared
Approaching Prepared	6.8 Approaching Prepared	2.9 Approaching Prepared
Not Prepared	93.2 Not Prepared	94.1 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
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This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.



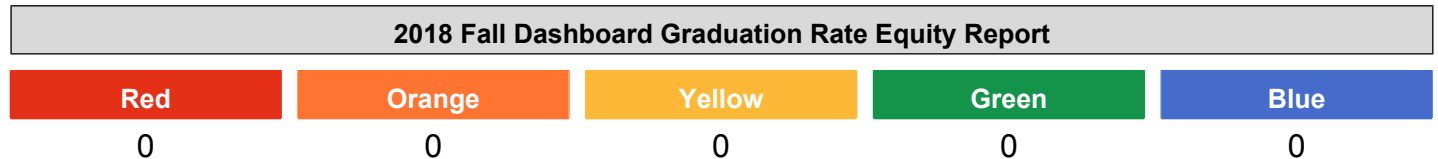
# School and Student Performance Data

## 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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Green 76.5% graduated Increased +21.9% 34 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 80% graduated Increased +35.6% 15 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students

### 2018 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 4 students	 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 81.8% graduated Increased +37.4% 22 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

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

### 2018 Fall Dashboard Graduation Rate by Year

2017	2018
54.5% graduated	76.5% graduated

#### 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%

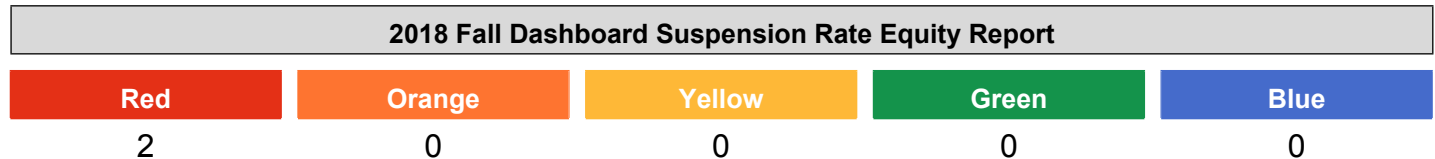
# School and Student Performance Data

## 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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 14% suspended at least once Increased 4.9% 86 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not 7 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 3 students	<b>Socioeconomically Disadvantaged</b>  Red 11.1% suspended at least once Increased 4% 45 students	<b>Students with Disabilities</b>  No Performance Color 27.3% suspended at least once Increased 27.3% 11 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 20% suspended at least once Increased 14.4% 15 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 12.8% suspended at least once Increased 5.3% 47 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color 0 Students	 No Performance Color 11.1% suspended at least once Declined -3.2% 18 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	9.1% suspended at least once	14% suspended at least once

#### 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. Develop and expand school wide prompt across subject areas and develop and expand Communicating using precise academic language across subject areas evaluate student mastery of essential content learning standards
- 1b. Develop a system of clear Teacher expectations of student learning based on College and Career Readiness Standards across content area. Use to inform ongoing instruction.
- 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

Olympic PLC works in conjunction with the School Leadership Team, the Off Campus Learning Center, Independent study program and District Literacy coaches to develop areas of school focus and develop common formative assessments for each subject: ELA, math, science. School-wide Assessments (Writing Prompt based on ERWC, District Interim Math Assessments) are created and data uploaded. 2 teachers over 3 Trimesters.

**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)

662

Source(s)

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

Plan, execute and apply for A through G approval of all Olympic classes. Teachers and SLT team paid (hourly). 6 teachers, 10 hours each

**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)

3312

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 adoption and training in PBIS

##### **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)**

3,900

##### **Source(s)**

CSI Funds  
None Specified

#### **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)**

0

##### **Source(s)**

District Funded  
2000-2999: Classified Personnel Salaries

#### **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**

1c. Provide information to students and parents regarding the date and reasons for the common assessments.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

#### **Strategy/Activity 7**

##### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Inform and disseminate information regarding test dates. Inform and advocate for stakeholder groups as to the changes to California state standardized testing using Bilingual Community Liason. Hourly, once a month

#### **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)

177

Source(s)

CSI Funds

#### **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)

General Fund

1000-1999: Certificated Personnel Salaries

### 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)

General Fund  
1000-1999: Certificated Personnel Salaries

### 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)

3000

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

### 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)

District Funded

Roshni Mejia, tech support

### **Strategy/Activity 12**

#### **Students to be Served by this Strategy/Activity**

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

All

Strategy/Activity

Implementation and maintenance of California State University designed ERWC ELA 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)

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries

## **Annual Review**

### **SPSA Year Reviewed: 2018-19**

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

## **ANALYSIS**

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

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  
1000-1999: Certificated Personnel Salaries

## 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  
2000-2999: Classified Personnel Salaries

## 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

Direct instruction of metacognitive skills through adoption and training in PBIS

### 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)

3312

Source(s)

CSI Funds

## 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

Communicate to stakeholders the relationship between daily attendance and completion of classes as well as graduation.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

#### **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

Student course completion, academic goal progress is tracked via Excel spreadsheet in front office. Create a monthly chart showing the totals for each student and classes passed. This information will be analyzed during PLC time to identify efficacy of strategies used for EL 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  
1000-1999: Certificated Personnel Salaries

#### **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

Improve communication between Olympic High School and referring high schools. Create systematic referral process including: enrollment procedures, parental involvement, placement guidelines, intervention strategies upon enrollment, parent orientation and designated "gatekeepers" that act as funnels between programs so as to ensure correct placement.

#### **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

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Needs evaluation for students and teachers to evaluate resources, materials, texts, and technology to better drive an engaging and vibrant learning environment.

### 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

## 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

Create and establish numerous and various parent communication strategies: parent orientation, BTSN, open house, school calendar and news letter, bilingual liaison, parent needs survey. Provide information to students and parents regarding the reasons and purpose for adequate performance on SBAC tests.

### 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  
2000-2999: Classified Personnel Salaries

## 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

Recruit and generate student, parent, teacher involvement in community programs: School Site Council, Student Council, PTA, Boys and Girls Club. Also provide an opportunity for parents and students to offer input on curricular materials, student motivation, school events, and parent sessions.

### 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

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

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

To make our Theatre a professional space where students can create original Project based content and perform said content: Lighting Controller \$239, 36 channel Digital Mixer \$4750, Lighting Controller with USB interface \$749, Dante I/o Expander. \$3484,

### 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)
9403	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**

Installation of 2 Water Bottle filling stations

**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)

2058

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**

Open communication between Olympic High School and referring high schools. Create systematic referral process including: enrollment procedures, parental involvement, placement guidelines, intervention strategies upon enrollment, restorative practices upon enrollment, parent orientation. Teachers Hourly 2 meetings year.

**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)

1346

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

**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**

Well maintained schools have Performance Arts to be both culturally responsive and conducive to 21st century learning. Hiring Song Synergy to re-introduce music and expand our elective offerings. Song Synergy creates safe places for students to access their creativity who might not otherwise be able to express themselves. 1 instrument class (Guitar, bass, drums, piano/keyboard), 1 DJ "Beats" class (MiDi's, online tools, sampling, creating original songs, music theory)

**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)

42,000

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

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)

1104

Source(s)

CSI Funds  
None Specified**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

Creation of unofficial "Admin Team," consisting of School Psychologist, Counselor, OCLC lead and ISP teacher and Principal to evaluate overall structural efficacy; parent communication, referral system from comprehensive high schools, and most importantly, correct program placement for the arriving student. Monthly meeting, hourly

**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)

2208

Source(s)

CSI Funds  
None Specified

# Annual Review

## SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

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.

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	\$72,482.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
CSI Funds	\$68,136.00
District Funded	\$4,346.00
General Fund	\$0.00

Subtotal of state or local funds included for this school: \$72,482.00

Total of federal, state, and/or local funds for this school: \$72,482.00

# School Site Council Membership

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

School Principal

Classroom Teachers

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
Dylan Nugent	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
	State Compensatory Education Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Anthony Fuller, Principal on
SSC Chairperson, Shannon Brinkworth on