



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
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Purpose and Description

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

Schoolwide Program
Comprehensive Support and Improvement

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

Olympic has developed a comprehensive school plan to effectively meet the ESSA requirements. This plan has been created organically by staff, students and community members and has also been refined and reviewed by collaborative partners including, but not limited to: 2022-2023 Site Leadership Team, 2022-2023 teaching and support staff, School Site Council, district leaders and other relevant stakeholders. The purpose of this plan is to provide guidance and accountability to all stakeholders and outline the strategies and goals of Olympic which are strongly embedded in trauma-informed practices and equitable instruction. The plan will reference research-based practices and identify new strategies that may not fall under the traditional model of education. Olympic is dedicated to not only improving traditionally recognized areas of achievement (CAASPP, grad rate, etc.) but is also committed to addressing and identifying other valued student skillsets and support services not always recognized by large metrics. Our focus is to meet students where they are, and provide high accountability with high support. Our school plan is directly aligned with district LCAP goals, WASC Action Plan, and Schoolwide Learning Outcomes.

SPSA Goal 1: Align instructional, behavioral and academic intervention systems in order to support increased student engagement and achievement.

Rationale: Olympic students perform far under the district average. Students identified as homeless, foster youth, English Learners and low-socioeconomic status often experience trauma at a much higher rate and therefore need additional counseling, college and career guidance, academic guidance, case management and therapy services. We need to increase our use of assessments for student placement, interventions and to guide instructional practices. Dashboard Alternative School Status (DASS) was first released in December 2018 and continues to need detailed analysis. The state continues to adjust measures being used to evaluate alternative sites.

WASC Alignment: Action Item 1

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

LCAP Alignment: Goal 1 & 2

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

Goal 2: High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

SPSA Goal 2: Olympic will use a trauma-informed approach in our classrooms and broader school community. We will analyze and create systems through the lens of trauma in order to meet the needs of our diverse student population and engage their parents/support networks. All students will have access to counseling and support services and will learn how to advocate and access services as they transition to life beyond high school. Alternative outreach and engagement strategies will be implemented and utilized to increase attendance and address the complex stressors felt by students.

Rationale: Olympic continues to serve the district's at-promise youth (previously referred to as "at-risk" youth - EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health diagnosis). Approximately 30% of the total student population have IEPs and 33% are English Learners. Housed at Olympic is a mental collaborative (Alliance) for students with Educationally Related Mental Health Services. Discipline concerns, specifically for the students served in the mental health collaborative, continue to be a challenge. Despite a decrease in suspension rate overall (9%), the discipline rate for students in the general continuation program was only 3% while a concerning 35% for students in the Alliance Program (data as of January, 2020). Parent involvement continues to be a challenge (especially for adult students who do not have positive relationships with their parents). We need to continue to strengthen our social emotional support services, and promotion of these services and access for all. Traumatic events have impacted our community as a whole and we are sensitive to the healing needs of our students, staff and community.

WASC Alignment: Action Item 2

SLOs Addressed:

Self-directed Learner

Health & Wellness, Global Citizen, Community Contributor

LCAP Alignment: Goal 2 & 3

Goal 2: High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

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

SPSA Goal 3: To create a positive and safe environment which is culturally inclusive and fosters relationships between all school staff and students. Olympic will create flexible and alternative scheduling and education opportunities for credit completion.

Rationale: Olympic continues to serve the district's "at-promise" youth, aka most "at-risk" youth (EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health diagnosis). Our overall Attendance Rate is 76.28%, evidence that chronic absenteeism remains an issue.

WASC Alignment: Action Item 3

SLOs Addressed:

Health & Wellness, Global Citizen, Community Contributor

LCAP Alignment: Goal 1 & 3

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

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

SPSA Goal 4: Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

WASC Alignment: Action Item 1

SLOs Addressed:

Self Directed Learner

LCAP Alignment: Goal 4

Goal 4: Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Each year teachers are surveyed on various issues and priorities in the areas of instruction, campus safety, professional development/collaboration, technology integration, etc. Annually, teachers have the ability to take the union developed climate survey. In addition, the new principal generated a survey for staff after the first quarter of the year to gauge the professional capacity of the new administration team and feedback regarding how to best support staff moving forward.

All students take a Counseling Needs Assessment survey in the Fall and complete an intake survey upon enrollment through the orientation process.

Students:

According to a recent Tech Survey, students do not need to nor want to check out a device and carry that device back and forth to school on a daily basis. Students voiced concerns of losing it, being fined, not having a safe place to store it, costing their family money and not remembering to bring it and therefore not having technology access while on campus. All students continue to have access to chromebooks in the classrooms. In addition, students can sign a technology use agreement at any time and check out a chromebook to take home and keep to access instruction.

Both students and staff took the California School Climate, Health and Learning Survey (CAL-SCHLS) during the 2021-2022 school year. The 2021-2022 report indicates that a total of 220 Olympic students completed the survey, a response rate of 74% of the target sample. 60% of the respondents were male, while 39% were female. Other demographic information worth noting was that 71% of respondents were Latino, 48% reported Spanish as the language spoken at home, 87% reported living with one or more parent/guardian, and a total of 35% reported that both parents did not finish high school (another 27% did not know). Some interesting student findings to point out:

- 38% self reported being absent 3 or more days in the past 30 days.
- 52% of respondents reported that a caring adult in school was "Pretty much true" or "Very much true"
- 64% of students agree or strongly agree that "The teachers at this school treat students fairly."
- 60% of students reported feeling safe or very safe at school, while 10% reported feeling unsafe or very unsafe (Female students feel far more safe than male students-72% vs. 48%)
- 90-97% of students reported having being harassed zero times on campus for their race, religion, gender, sexual orientation, physical or mental disability , immigrant status or any other reason.
- 96% reported never have carried a gun on campus, 1% reported having carried a gun on campus 4 or more times (4% reported having carried a knife or other weapon)
- 67 % of respondents reported having used alcohol or other drugs to get "high" (57% reported use of alcohol, 61% reported marijuana and 21% prescription pain medication (opioids)

- 45% of students reported never having used marijuana in any form (smoking, vaping or eating), while 48% reported using marijuana 4 or more times
- 40% of respondents reported being high from marijuana on campus "7 or more times"
- 90% of students have never smoked a whole cigarette while only 72% have never used a vape product
- 68% of respondents reported not having had breakfast the day of the survey
- 48% of students reported chronic feelings of sadness or hopelessness, with 15% seriously considering attempting suicide
- 3% reported being members of a gang
- 47% of white students reported vaping in the last 30 days, compared to 17% of Latino students.
- 67% all students are sleep deprived and this is consistent among all student race/ethnicity groups
- 52% of female students reported feeling connected to school compared to 47% of males

Overall the survey highlights the need for additional mental health services, substance abuse resources, including prevention and intervention at Olympic. It reveals that students at Olympic generally feel safe on campus, but that female students feel far more safe than their male counterparts. In addition male students report less school connectedness and support from staff. General self-care can be an area of need with findings that a majority of the students are sleep deprived, don't eat breakfast and have reported feeling chronic sadness or hopelessness. Causes of sleep deprivation were not determined but can be likely attributed to work demands and other family responsibilities. Access to mental health and trauma will need to be addressed as a barrier to academic achievement. Again, this indicates a need for additional resources regarding mental health, self care, harm reduction in AOD, conflict resolution, increased engagement and support, coping strategies and safety measures.

A total of 36 Olympic staff members took the CAL-SCHLS survey for staff. 56% of the staff have been in their position for 10 years or more and 64% are White. Important data obtained from the survey:

All staff agree that teachers "go out of their way to help students"

64% of staff believe the school is a supportive and inviting place for students to learn

43% report having a close professional relationship with one another

53% of staff feel the school is a safe place for staff correlating with 53% which feel it is a safe place for students

66% of staff believe that disruptive student behavior is a moderate or severe problem

94% of staff believe the school uses objective data in decision making

60% of staff report that lack of respect of staff by students is an insignificant or mild problem

86% of staff report that they agree or strongly agree that the facilities are clean and well maintained

63% of staff report that adults really care about every student

86% of staff strongly agree or agree that the school is welcoming and facilitates parental involvement

91% of staff strongly agree or agree that the school encourages students to feel responsible for how they act

78% of staff strongly agree or agree that the school handles discipline problems fairly

All Olympic students are also given a Counseling Needs Assessment survey developed by the Olympic Counseling Department. In the Fall of 2022, students also took the district's SEL (Social Emotional Learning) survey. Students will take the SEL survey in the Spring as well. The information pulled from this survey yearly is used to develop appropriate interventions, groups and counseling

services that will be beneficial to our students. In addition to surveying the students, teachers were surveyed this school year regarding the need for SEL resources. These resources will be used in the newly developed Advisory class (that all students are enrolled in as an intervention and support). The site counseling team has been compiling Social Emotional Learning curriculum and resources for our Olympic teachers to utilize with their Advisory classes. In addition, the district equity team also released an SEL handbook in the summer of 2022, which teachers utilize site-wide during advisory. The resources put together cover a wide range of topics and have been collected from a variety of sources.

Parents:

A small number of Olympic parents participated in a companion survey of the California School Climate, Health, and Learning Survey (CAL-SCHLS) during the 21-22 school year. 17 parents completed the survey.

33% of parents report feeling not at all concerned about their child's safety while at school while 22% feel extremely concerned

22% of parents report not feeling at all concerned about their child falling behind academically while 22% report feeling extremely concerned

33% of parents feel not at all concerned about providing financially for their child while 33% feel somewhat or quite concerned

11% of parents report not feel at all concerned about their child's mental well-being while 66% feel somewhat to quite concerned

92% of parents report that the school promptly responds to their phone calls, messages, or emails

79% of parents report feeling welcome to participate at this school

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

Classroom Observations

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

Classroom observations are conducted both formally, for teacher evaluation purposes, and informally, by the administration. Informal classroom walk-throughs happen every week, sometimes daily. The information from informal walk throughs is collected on a Google form and reviewed weekly by the administration team and used to guide professional development time. All four administrators visit at least 5 classrooms per week informally, however, administration is regularly in classrooms to support student learning. The support call system, utilized school wide allows for administrators to respond directly to the classroom for behavioral concerns, but remain in the classroom to support and observe classroom instruction. Staff are also completing instructional rounds during the 2022-2023 school year. The site's instructional leadership team engaged in the first set of rounds to reflect upon the process and solidify the system that will be used before all staff participate. Instructional rounds will happen once per term, and staff are provided substitutes for the day. At the end of rounds, staff go through a debrief process and develop a presentation to be shared at the next all staff meeting to highlight best practices that were observed as well as to highlight areas for further development.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

During the past four years, Olympic High School 11th grade students participated in the Smarter Balanced Summative Assessments (CAASPP/SBAC). Although results from the past four years have varied, overall participation rate has increased significantly from only 17% overall in 2014-2015 to nearly 70% in 2018-2019. Due to the COVID-19 school closures, CAASPP and ELPAC exams were not taken in 2020. In terms of exact numbers, only 22 students took both the ELA and Math assessments in 2014-2015 (17% of the 11th grade students), in contrast, 71 students took the 18-19 Math assessments (62% of the 11th grade students) and 80 took the 18-19 ELA assessments (69.5% of the 11th grade students). While this is a huge increase, we recognize that participation remains a challenge for our site. In terms of performance, below are the mean scale scores for Olympic students in ELA and Mathematics for the two years prior to the COVID shutdown:

2017-2018- 2439.8 (ELA)/ 2408.8 (Math)

2018-2019- 2440.0 (ELA)/ 2419.5 Math)

In 2021-2022:

10.71 % of students who took the CAASPP met or exceeded standard for ELA while 8.89% met or exceeded the standard for math.

59 out of 139 students completed the test

64.29% received Standard Not Met: Level 1 on both ELA and math

All of these scores indicate that students at Olympic continue to perform far under the district average. However, when comparing 2017-2018 data with 2018-2019 data, the number of students performing below standard (Levels 1 & 2) in ELA has decreased from 97.4 % of students in 2017-2018 to 89.88% of students in 2018-2019. In other words, the percentage of students showing "standard met" in ELA rose from 2.6% to 10.1% from one year to the next. That percentage remained consistent in the 2021-2022 school year with 89.29% of students performing below standard. Although this is still far below the performance percentage district wide (44.88% of 11th graders meeting or exceeding ELA standard) it is still a significant improvement for Olympic. Although this data is concerning, Olympic specifically serves students who lack credit and have fallen behind at their comprehensive site. It is predictable that students meeting this criteria would struggle on standardized testing. In addition, a majority of students transfer to Olympic during their Junior year, leaving little time for test preparation on site.

At Olympic, approximately 33% of students are identified as English Learners (EL) and are required by law to take the English Language Proficiency Assessments for California (ELPAC, previously CELDT). A growth area is to increase student buy-in to testing results, and to better utilize newly received IXL interventions in math, English, EL Support and Academic Success classes. Reclassification rates at Olympic have varied greatly over the past four years, due in part to changes in reclassification criteria. However, a total of 26 students reclassified English proficient during the 2021-2022 school year.

Several times a year students take the iReady assessment in ELA and Math. Scores from the assessment are discussed with students and discussed at the Departmental level. Staff review this data and monitor student placement and curriculum. Students are scheduled into EL support classes based on their ELPAC scores. Although assessment data is a valuable data point, Olympic relies more heavily on informal assessments and student progress towards graduation to drive professional development and school wide initiatives and practices. This school year Olympic will develop utilize the district's assessment calendar aligned with site pacing guides and administer the FIABs once a quarter.

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

Some of our students exhibit poor attendance and will not be able to complete the test within the time period set by the district.

Some of our students are unable to finish the test since they're involved with the Service Learning Program and are on campus only on Fridays (the i-Ready requires multiple days for full completion). Some of our students do not commit to taking the test seriously due to its length and their perceived relevance.

Some of our students completely refuse to take the test.

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

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

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

Teachers review credit completion, CAASPP results, ELPAC results, and graduation status with their Advisory classes at every term using a site developed and student friendly monitoring tool (online tools have been created so that this analysis can be done digitally) . Teachers meet by Department, Committees, Staff Leadership Team and English Learner review team to monitor progress and suggest academic interventions.

Olympic's academic year is divided into 8 terms (approximately 4-5 weeks long each), unlike the two semesters (approximately 18 weeks long each) at the comprehensive schools. At each term, students can take 5-7 classes and earn 2-2.5 credits for in class assignments and mastery. Students can earn given both grades and credits at each term. Audits are conducted by the administrative team and data chats are held with teachers regarding student progress. Graduation Status Reviews are conducted with students in the students' homeroom class at the culmination of each term.

During school closures, an alternative schedule was developed so that students take less classes at a time (2 classes + Advisory during odd terms and 3 classes + Advisory during even terms). Due to this shift, students could earn up to 5 credits per class per term (10 in odds and 15 in evens). Students still have the opportunity to earn extra credits for additional work. Students continue to have Advisory now that classes are held in-person. Students retained the same Advisory teacher that they had during distance learning in an attempt to further build connections, consistency and community as we transitioned back to in-person instruction. Graduation Status reviews are conducted school wide once per term in Advisory. Student credit progress is monitored and growth is celebrated via Advisory.

Individual grading and credit data is ran school wide and by teacher. Teachers have been asked to analyze and reflect on the grading practices. Additional resources and interventions need to be implemented in order to address the lack of progress during distance learning.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

Teachers participated in monthly all staff meetings, department meetings and Advisory meetings. Olympic staff participated in a training on the implementation of High-Leverage Standards in Alternative Education settings. Teachers will continue to benefit from additional training in Instructional Rounds, English Learner strategies, Art & Science of Teaching, Constructing Meaning, Restorative Justice and Positive Behavior Intervention System training. A recent focus of staff PD is how to include trauma informed teaching strategies and overall systems on campus. Teachers have received additional training on the DASS and have been involved on a transcript audit in order to inform practices. All Olympic teachers have reviewed content standards and developed pacing guides and assessment calendars aligned to the essential standards.

In addition, MDUSD has a Peer Coaching Program that new teachers can participate in, in addition to TISP (Teacher Induction and Support Program).

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

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

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

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

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

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

Professional development and collaboration time for staff is embedded into site time. Every Wednesday is a minimum day. These allow for scheduled meeting times including a rotation of staff meetings, Department Meetings and Leadership Team meetings. Administrators, teachers, and counselors attend and participate in these opportunities. In addition to weekly time set aside for professional development and collaboration, 3 full day professional development trainings are provided to teachers annually.

Teaching and Learning

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

Teachers utilize district adopted and grade level curriculum and materials. School wide learning outcomes and pacing guides are aligned to identified essential common core standards. All materials are aligned with CCSS or NGSS.

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

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

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

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

Alternative/flexible scheduling has been a priority. The site is currently reviewing attendance data and developing a clear MTSS structure that will better target the needs of students who are struggling to attend regularly.

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

All students have access to the standards-based materials that have been adopted by the district. We are fully compliant with the Williams textbook sufficiency. All students have access to technology in the classroom and the ability to check out technology as needed.

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

Olympic utilizes numerous research based strategies referenced in the What Works Clearing House including the Check & Connect Program (components of). For example, In order to increase our ability to implement these interventions and strategies with more fidelity, Olympic created a space in our MU which will allow for groups of students to be served by mentors along with their families. Having access to internet, presentation set up and sound provided an opportunity to further engage students and their families around graduation opportunities, credit recovery, CHSPE study groups and test prep, guest speakers, progress monitoring, community building- similar to Check & Connect program. Drop-Out prevention workshops and Graduation Status review for students and parents are utilized. In addition, intensive case management for non productive Seniors is modeled off of this research. School wide initiatives are based on research-based, nationally recognized programs including- Positive Behavior Intervention Systems, Instructional Rounds, Marzano's learning scales, Restorative Justice and Dialectical Behavior Therapy Skills for the Classroom. All of the mentioned strategies are research based. It is important to note that there is very little research specific to continuation schools and what assists in increasing graduation.

Parental Engagement

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

We have a small and limited degree of parent involvement at Olympic High School! The goal is to continue building capacity for parent involvement. However, several community partnerships are underway with organizations such as Bike Concord, Diablo Valley College, Mt. Diablo Alternative Education Foundation, Ambrose Recreation Department, Rainbow Community Center, Contra Costa County Probation, Contra Costa County Mental Health and Concord Police Department. Our Counseling Department and Mental Health Team engage and offer families support through therapy and also connect families to outside agency resources. Olympic ASB Leadership has created a School Food Pantry in partnership with Contra Costa County Food Bank. During school closures food distribution continues weekly to students and their families. In addition, Olympic High School has been awarded the California Community Schools Partnership Program (CCSPP) planning grant for the 2022-2023 school year in an effort to better serve the needs of our at-risk youth and their families.

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

Parents, students, community members, teachers, support staff and administration are all involved in the implementation and evaluation of Title I and EL services. Parents are invited to meet with the Principal at school wide informational meetings to discuss current programs and initiatives. Bi-monthly School Site Council meetings are held and include all stakeholders to evaluate the programs and allocation of fiscal resources.

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

Funding

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

All categorical funding allocations are included in the SPSA. Categorical funds are used to support our English Learners, specialized populations, student at risk of not graduating and socioeconomically disadvantaged students. This includes students who are identified as Foster Youth, Special Education and Homeless.

- Funding for technology upgrades aligned with our Trauma-informed Tech policy (purchase of additional Chromebooks, additional chargers, laptops, projectors, printers) allowing students to access web-based instructional resources, increased engagement in learning, increase technology skills to better prepare for career and college, 21st century skills, ability to take electronic assessments.
- Funding for professional development that align with school wide learning goals, focusing on curriculum, instruction, EL and special populations.
- Funding for increased sections in the master schedule to provide additional language development support/interventions for Long Term English Learners, support classes for Special Education students, etc. This supplemental section is needed to ensure that students have the supports necessary to access the core curriculum and increase reclassification for English Learners.
- Funding for a School Psychologists intern and or MSW intern
- Funding for increased communication to parents including more frequent mailings, website upgrades, translation, educational nights, etc.
- District funds utilized to support an Administrative position specifically for Alliance, utilizing district CSI and medi-cal funding

Fiscal support (EPC)

Mt. Diablo Unified School District distributes targeted supplemental funds to support site initiatives in the Local Control Accountability Plan (LCAP) and in each school's Single Plan for Student Achievement (SPSA). Olympic receives base funding, LCFF and Title I Funding. In addition, beginning in 2019 Olympic began receiving money (CSI funding) to address and improve the graduation rate (Olympic identified as a CSI school). Additional funding is provided by the MDUSD CSI funds and Special Education Department funds utilizing mental health collaborative medical funding to support operating costs and embedded mental health supports and services (Alliance Program). These funds will be used to support the goals of the Single Plan addressing instruction, parent involvement and school climate and safety.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The process for developing Olympic's 22-23 SPSA began in the Fall of 2022. As part of the development process, the new LCAP was reviewed at length and discussed at staff meetings, Site Leadership team meetings, Advisory committee meetings, student Leadership meetings, Certificated Leadership team meetings, and with the staff as a whole. The staff looked at current practices and activities and evaluated effectiveness as they align to our site LCAP At A Glance. This allowed us to recognize our areas of strengths and areas where growth was needed. Increased clarity surrounding the LCAP provided a solid foundation for the writing of our Model Continuation Application in 2020 and then revising our WASC Action plan in preparation for our WASC mid-cycle visit in 2022 (visit scheduled for March 2022). We reviewed all of these documents and took a deep dive into resource inequities. The staff also had to evaluate lessons learned from the COVID-19 school closures and what refinements should continue despite schools reopening. The Leadership Team (comprised of teachers, administrators, counselors, special education case managers and behavioral health specialists) provided feedback and edits. Some information for the Title I Needs Assessment was pulled from the Model Continuation Application, our WASC mid-cycle and additional data pertinent to the 2020-2021 school year. Staff continued to meet as a whole and in smaller learning communities to analyze data, reflect and contribute to school planning around instruction, grading, health, safety and social and emotional supports. All of this ongoing work eventually made its way into this year's Single Plan. Some data was provided by the district level Research and Evaluation team; however it is important to note that additional data points were pulled at the site level and analyzed due to the uniqueness of site and to guarantee its accuracy.

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

In summary, the 2022-2023 SPSA goals and actions were discussed and reviewed by the Olympic staff, site council (including parent stakeholders), district administrative team, Department/Leadership Team and Student Leadership group.

Resource Inequities

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

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

- Access to an alternative technology policy, devices and Wifi
- kitchen services
- reading programs
- driver training
- effective sex education resources
- community outreach connections
- full time Restorative Justice coordinator
- Adult Education on site
- Facilities for Physical Education
- CTE Pathways
- Facilities to house effective CTE programs
- Nurses
- Increased mental health services for general education students
- Alcohol and Drug Education and Counseling
- Access to performing arts
- After school programs/activities
- Access to Leadership opportunities
- Additional elective classes, including world languages
- Ability to purchase items aligned to trauma-informed practices and mental health support
- Funding based on October enrollment
- Special Education case managers serve far more students than their comprehensive colleagues throughout the year

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	%	0%	2	0	0
African American	6.1%	5.82%	7.48%	17	17	19
Asian	1.8%	2.05%	2.36%	5	6	6
Filipino	1.1%	1.71%	1.57%	3	5	4
Hispanic/Latino	64.9%	68.84%	73.23%	181	201	186
Pacific Islander	1.4%	1.03%	1.18%	4	3	3
White	18.3%	14.04%	9.06%	51	41	23
Multiple/No Response	5.0%	4.79%	3.15%	14	14	8
Total Enrollment				279	292	254

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	8	9	
Grade 10	4	5	14
Grade 11	58	62	47
Grade 12	209	216	193
Total Enrollment	279	292	254

Conclusions based on this data:

1. Data shows low numbers that total enrollment continues to increase. In addition, enrollment numbers do not reflect the number of students Olympic serves throughout the year as new students enroll throughout 8 terms. In 21-22 Olympic served a total of 468 students throughout the year; however the enrollment numbers are pulled from CBEDS in October.
2. Average enrollment is on the rise. Enrollment has increased due to the need of credit recovery related to school closures and the restructuring or closure of other continuation schools and opportunities for students within the district.
3. Continuation schools need a different formula to determine enrollment and resources.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	90	102	82	32.3%	34.9%	32.3%
Fluent English Proficient (FEP)	79	89	75	28.3%	30.5%	29.5%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The number of English Learners continues to increase significantly.
2. ELPAC participation rate rebounded as school returned to in person learning.
3. We are in need of more interventions and academic supports for our English Learners in order to promote greater reclassification rates.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	139	150		59	81		56	79		42.4	54.0	
All Grades	139	150		59	81		56	79		42.4	54.0	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2454.	2421.		3.57	2.53		7.14	1.27		25.00	17.72		64.29	78.48	
All Grades	N/A	N/A	N/A	3.57	2.53		7.14	1.27		25.00	17.72		64.29	78.48	

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

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

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

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

Conclusions based on this data:

1. Higher participation rate in the 21-22 school year (a growth of 11.6%). Participation rate has not quite recovered to pre-pandemic percentages.
2. Around 82% of students are performing below standard in writing.
3. Student performance declined (percentage at or near standard) in all test categories with the exception of listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	139	154		50	88		45	88		36.0	57.1	
All Grades	139	154		50	88		45	88		36.0	57.1	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2457.	2399.		0.00	0.00		8.89	0.00		11.11	4.55		80.00	95.45	
All Grades	N/A	N/A	N/A	0.00	0.00		8.89	0.00		11.11	4.55		80.00	95.45	

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

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	0.00	1.14		42.22	40.91		57.78	57.95	
All Grades	0.00	1.14		42.22	40.91		57.78	57.95	

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

Conclusions based on this data:

1. Participation rate has rebounded due to a return to in school learning and has surpassed pre-pandemic participation rates.

2. 100% of Olympic students did not and have not met Standard in Mathematics, however 8.89% met standard in 2020-2021
3. Additional interventions and supports need to be implemented specifically in Math in order to address student need and reteach basic math facts and foundational skills.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K								
Grade 1								
Grade 2								
Grade 3								
Grade 4								
Grade 5								
Grade 6								
Grade 7								
Grade 8								
Grade 9	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	4	4
Grade 11	1567.3	1555.5	1580.5	1573.8	1553.5	1536.6	36	40
Grade 12	1585.5	1562.2	1609.9	1587.1	1560.5	1536.7	37	53
All Grades							79	100

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	16.67	7.89	26.67	34.21	43.33	47.37	13.33	10.53	30	38
12	30.30	12.00	39.39	32.00	24.24	48.00	6.06	8.00	33	50
All Grades	22.39	9.57	31.34	30.85	32.84	46.81	13.43	12.77	67	94

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	40.00	34.21	43.33	44.74	10.00	15.79	6.67	5.26	30	38
12	57.58	44.00	36.36	40.00	3.03	12.00	3.03	4.00	33	50
All Grades	46.27	37.23	38.81	40.43	7.46	15.96	7.46	6.38	67	94

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	3.33	2.63	20.00	7.89	33.33	44.74	43.33	44.74	30	38
12	0.00	0.00	24.24	16.00	48.48	36.00	27.27	48.00	33	50
All Grades	1.49	1.06	20.90	11.70	41.79	37.23	35.82	50.00	67	94

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
9	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	
11	3.33	2.70	73.33	56.76	23.33	40.54	30	37	
12	9.68	6.25	77.42	64.58	12.90	29.17	31	48	
All Grades	6.15	4.40	70.77	59.34	23.08	36.26	65	91	

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

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

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

Conclusions based on this data:

1. A majority of our students scored at Level 2 (48%) for the 2021-2022 school year with an additional 32% scoring at Level 3.
2. We don't yet have long lasting comparable data as the ELPAC is a new measure, replacing the CELDT.
3. A third of Olympic's students are EL and yet the general program does not have enough specific EL resources to serve the needs of this population who need language support and credit recovery options. A specialized program for newcomers/EL in need of credit recovery should be explored.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
292	78.1	34.9	5.1
Total Number of Students enrolled in Olympic Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	34.9
Foster Youth	15	5.1
Homeless	6	2.1
Socioeconomically Disadvantaged	228	78.1
Students with Disabilities	96	32.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	5.8
American Indian		
Asian	6	2.1
Filipino	5	1.7
Hispanic	201	68.8
Two or More Races	14	4.8
Pacific Islander	3	1.0
White	41	14.0

Conclusions based on this data:

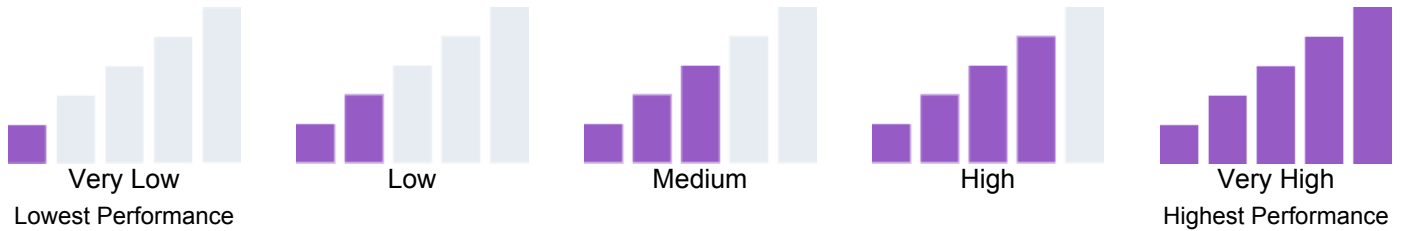
1. Student total enrollment does not reflect the number of students served at Olympic. SPED continues to be well over the district average per site.
2. In the 2020-2021 school year, Olympic served a total of 501 students (according to the aeries gain/loss report, and 11.83% increase from the previous year).
3. Funding decisions continue to be based up CALPADS and snapshot dates of enrollment, rather than cumulative or an average. Alternative formulas should be utilized.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Low	Suspension Rate High
Mathematics Very Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

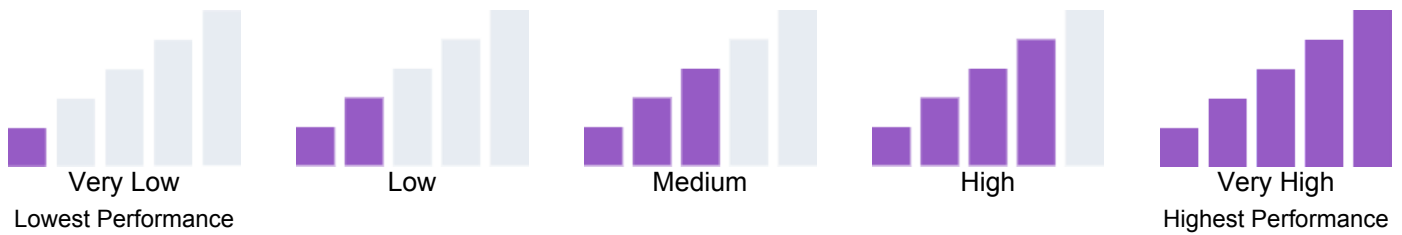
1. Prior to 2020, site and district practices of placement, enrollment and graduation do not currently take into account DASS criteria for graduation rate.
2. Over 30% students with IEPs, which allows for extended graduation dates, is working against the DASS graduation criteria.
3. Current students are focused on recovering credits and graduation, rather than A-G requirements. Majority, if not all, already do not meet the UC A-G requirements prior to enrollment at Olympic. Alternative CTE programs should be created and expanded.

School and Student Performance Data

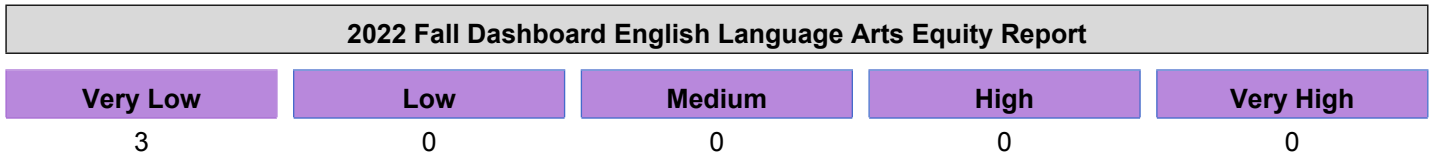
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

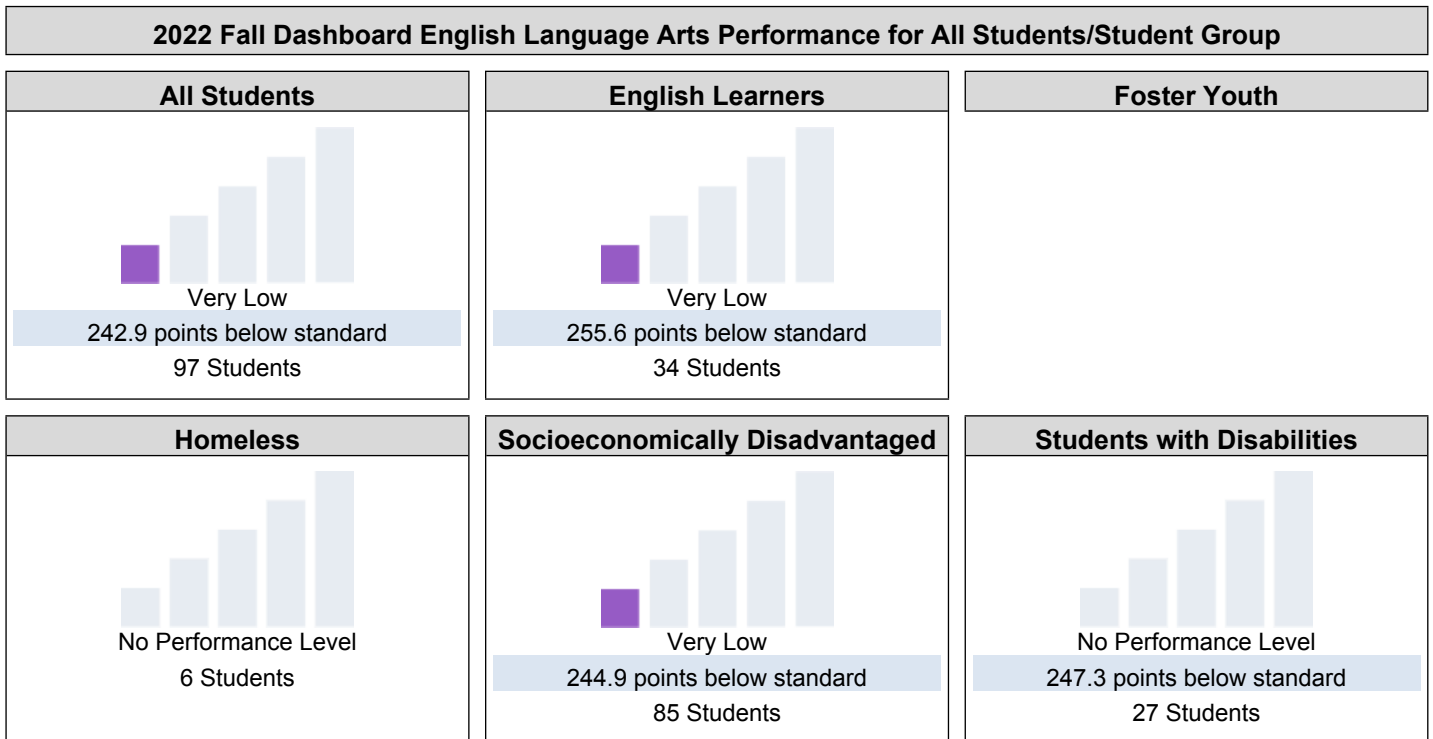
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



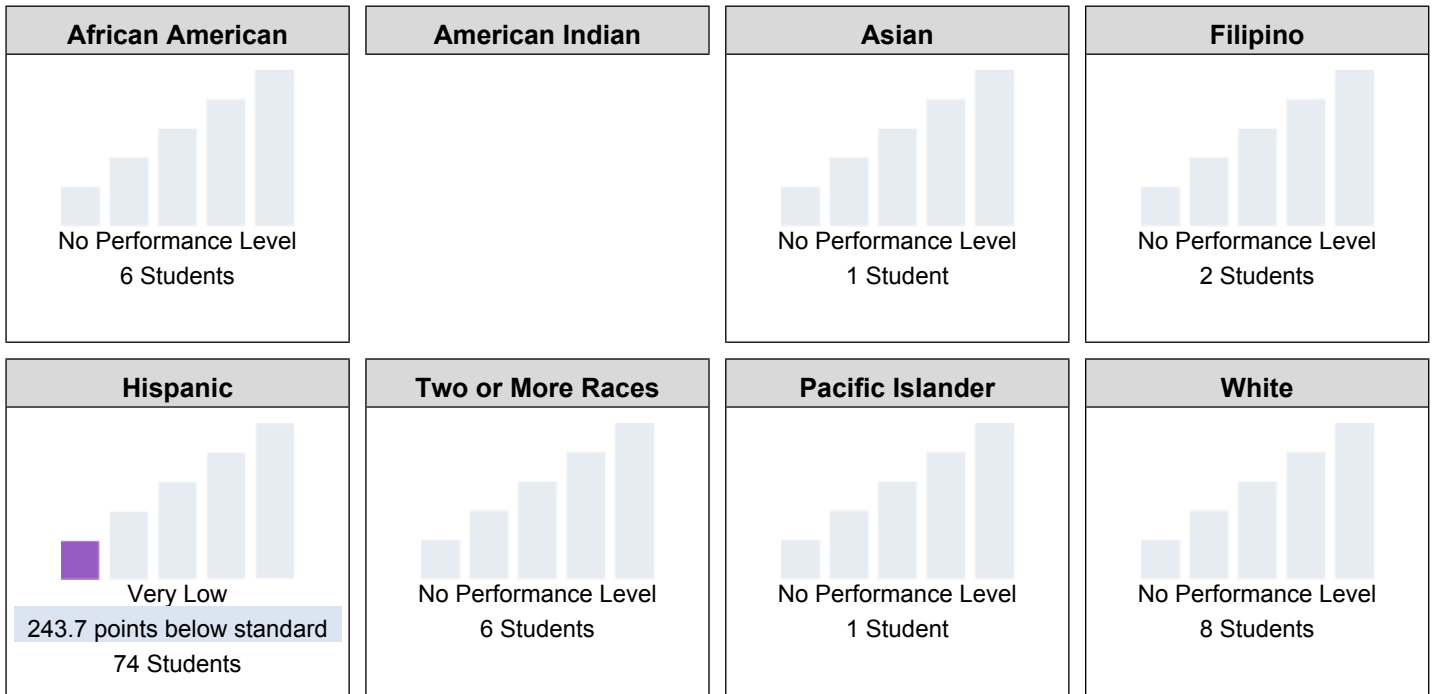
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>260.0 points below standard</p> <p>31 Students</p>	<p>3 Students</p>	<p>238.6 points below standard</p> <p>35 Students</p>

Conclusions based on this data:

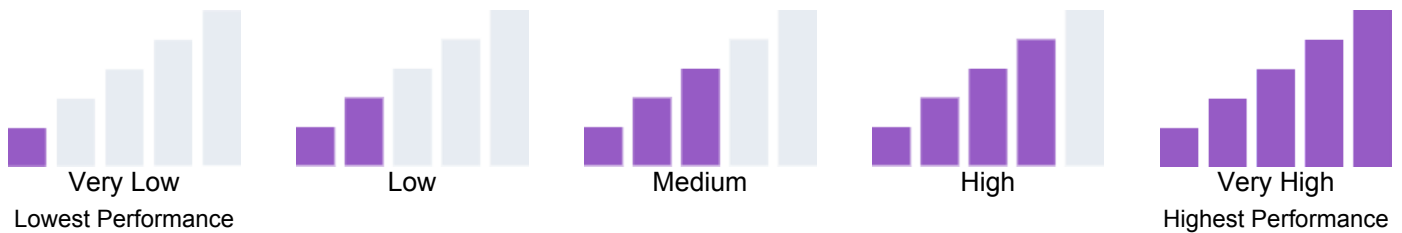
- Students meeting or exceeding the standard in ELA grew from 2% to 10% from the 17-18 to 18-19 school year. (no data for 2019-2020, 2020-2021 due to COVID-19 school closures)
- Olympic students continue to perform far below the district average on ELA in CASSPP.
- Many areas had less than 11 students and therefore the data is not statistically significant.

School and Student Performance Data

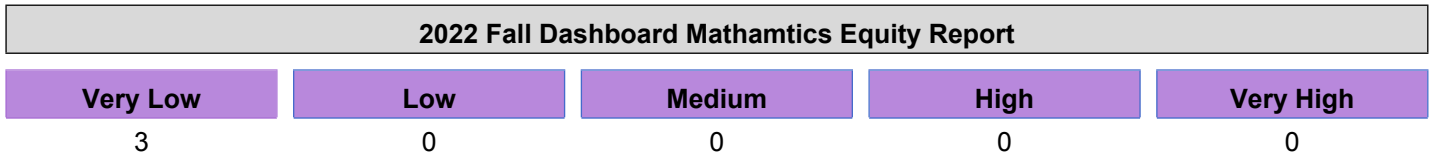
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

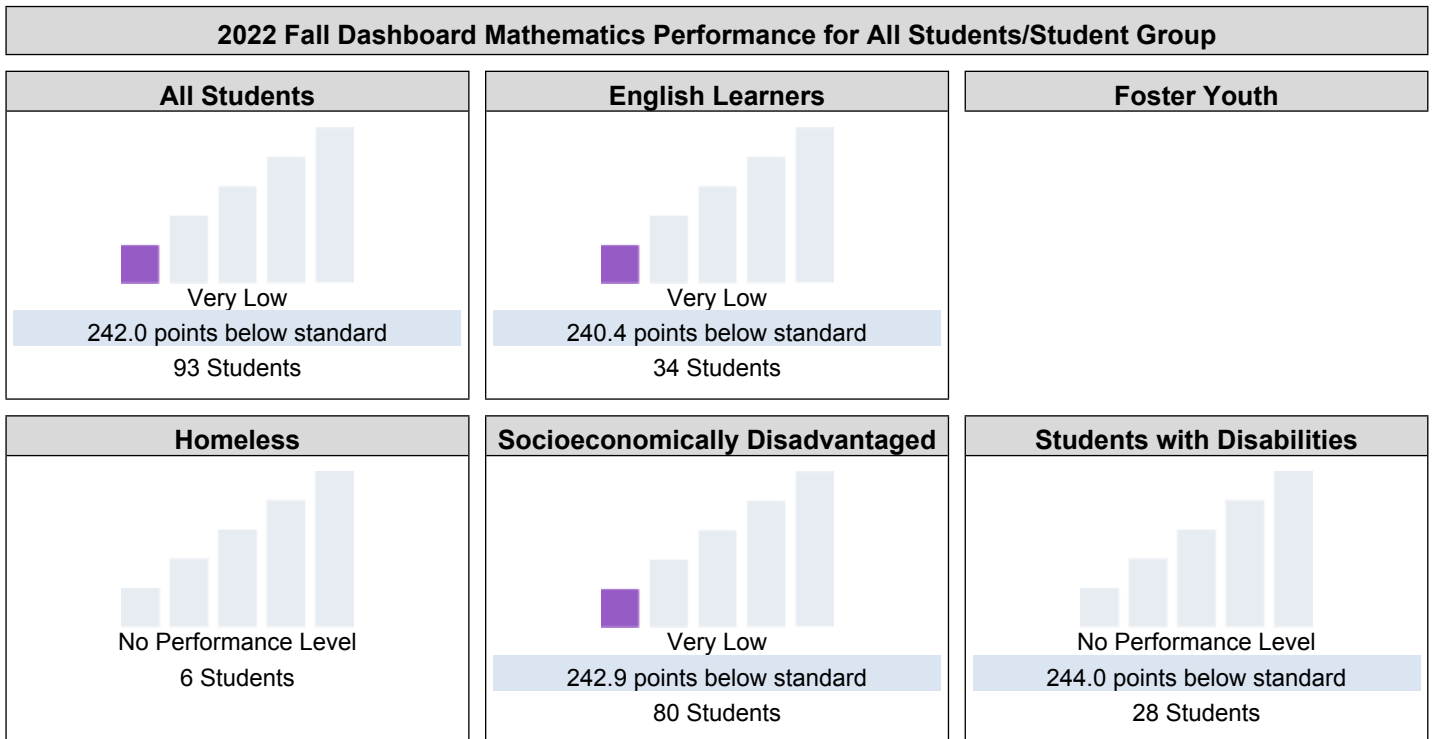
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



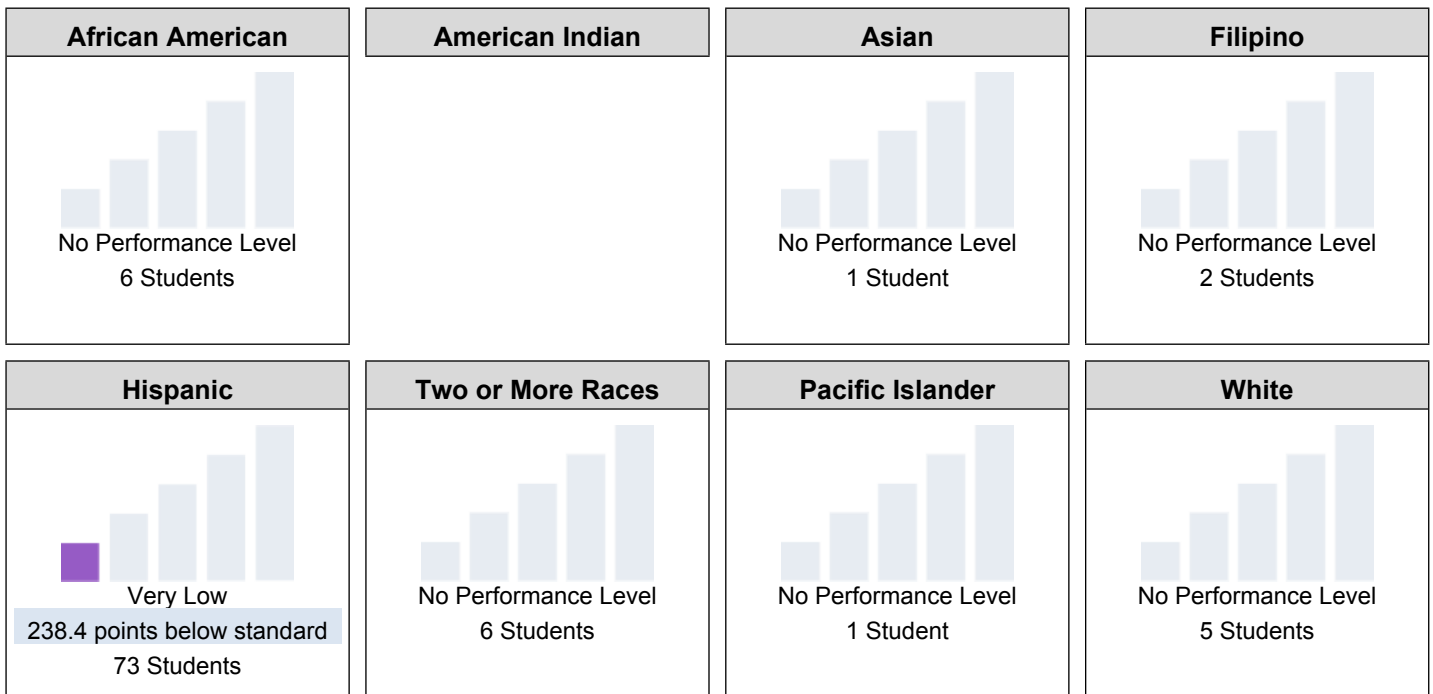
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
241.4 points below standard 30 Students	4 Students	248.3 points below standard 31 Students

Conclusions based on this data:

1. 100% of students fall below standard. (data from 2019), 2020 & 2021 data not available due to COVID-19 school closures.
2. Not enough students tested to show performance levels.
3. The majority of students tested have not yet passed the high school Algebra requirement and have not had exposure to higher level Math before taking the test.

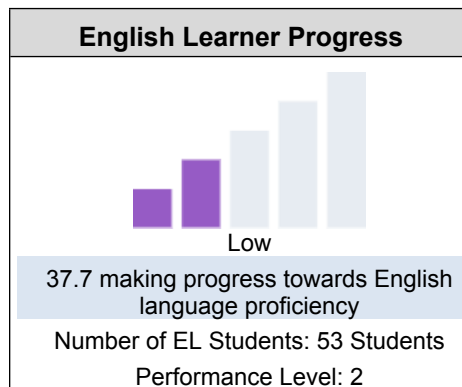
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
30.2%	32.1%	5.7%	32.1%

Conclusions based on this data:

- 70% of our English Learner students are level 3 or level 4. (2019 data)
- Our current program does not include services for EL level 1 or 2 and yet there continues to be a significant number of newcomers and level 1/2 students in need of language support AND credit recovery.
- Unclear if students taking the assessments are taking them seriously or consider them worthwhile.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance
High
Medium
Low
Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

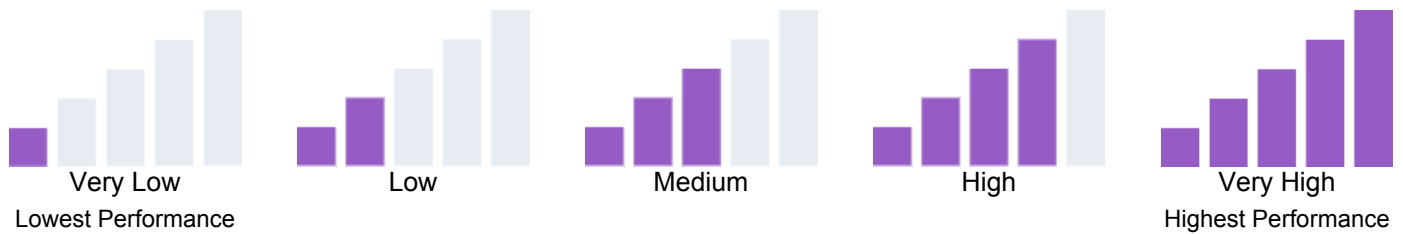
Conclusions based on this data:

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

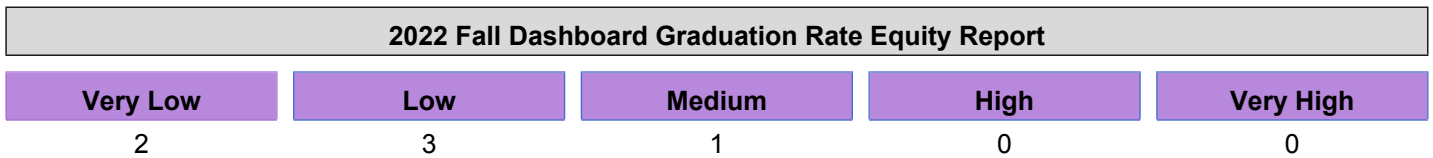
School and Student Performance Data

Academic Engagement Graduation Rate

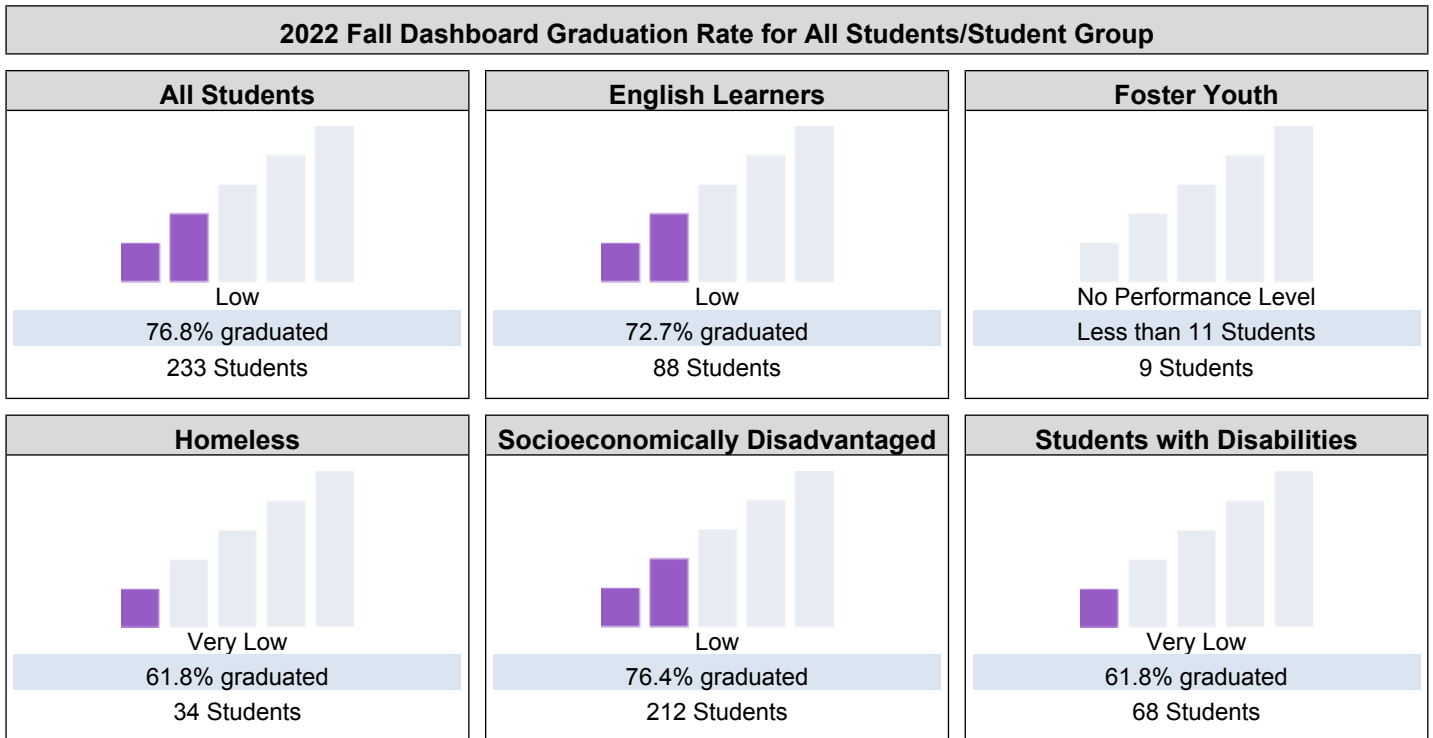
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



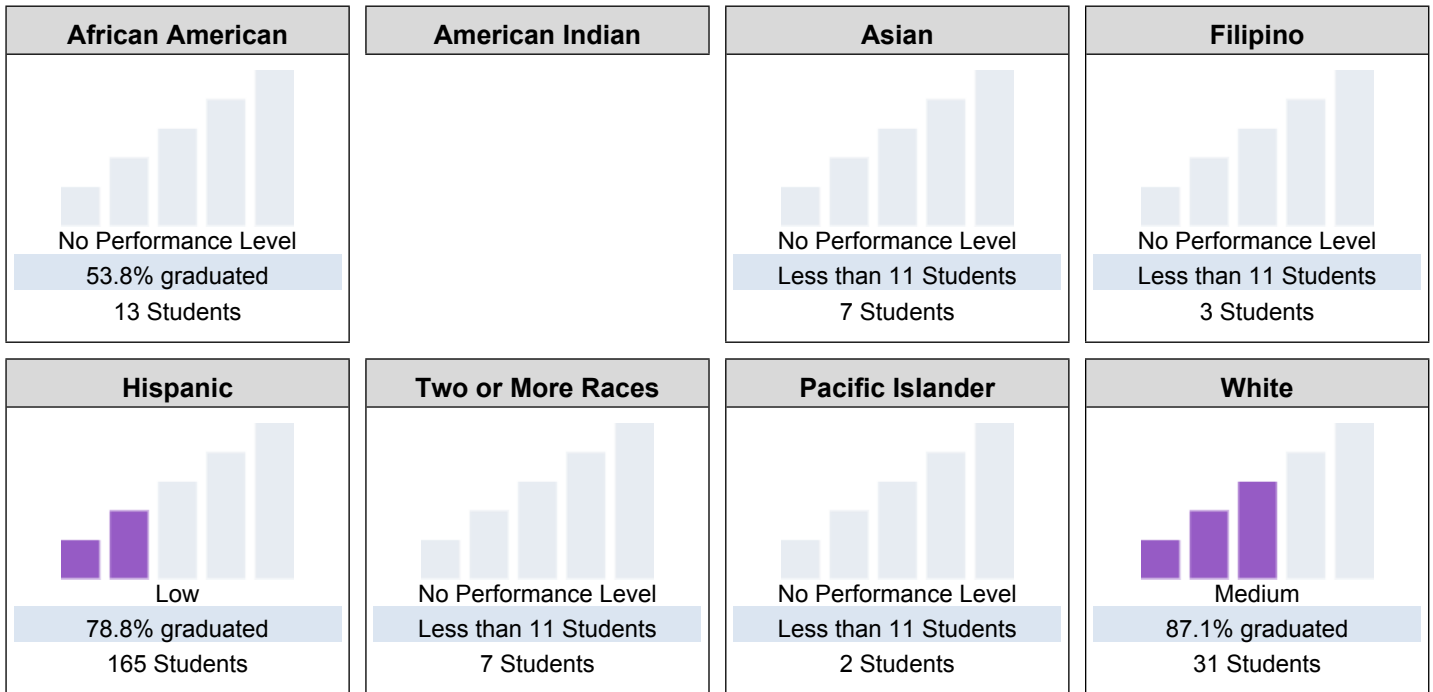
This section provides number of student groups in each level.



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



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

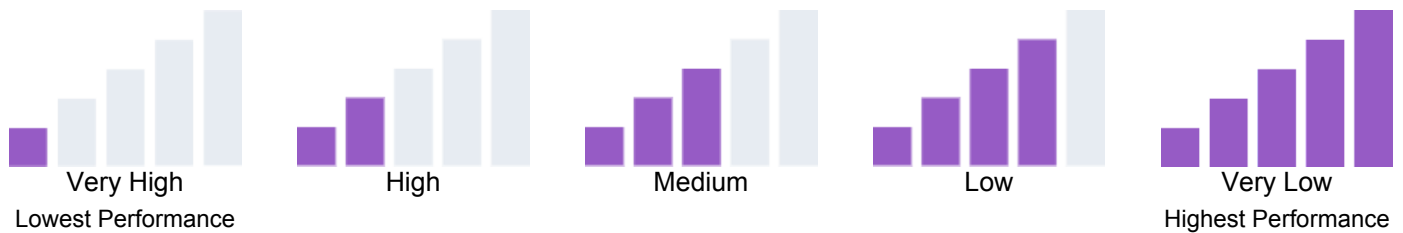
1. Students may require increased targeted interventions early in their Senior year for those not on track to graduate and access to alternatives to the traditional high school diploma (i.e CHSPE).
2. Increase in targeted interventions for subgroups will likely increase graduation rate for select subgroups.
3. There is a need for further understanding of the DASS Alternative Dashboard and the graduation rate criteria specific to alternative sites so that appropriate interventions and systems can be implemented. Understanding this will allow for practices that can support student success and accurately portray the number of graduates that Olympic produces. Official 2020 and 2021 graduation rate data is not available. Also the impact of AB 104 and graduation rate is yet to be determined.

School and Student Performance Data

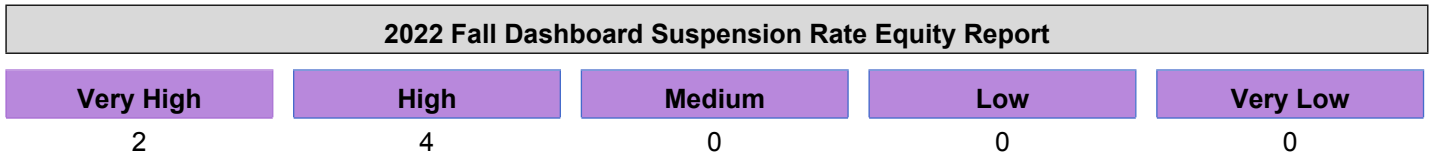
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

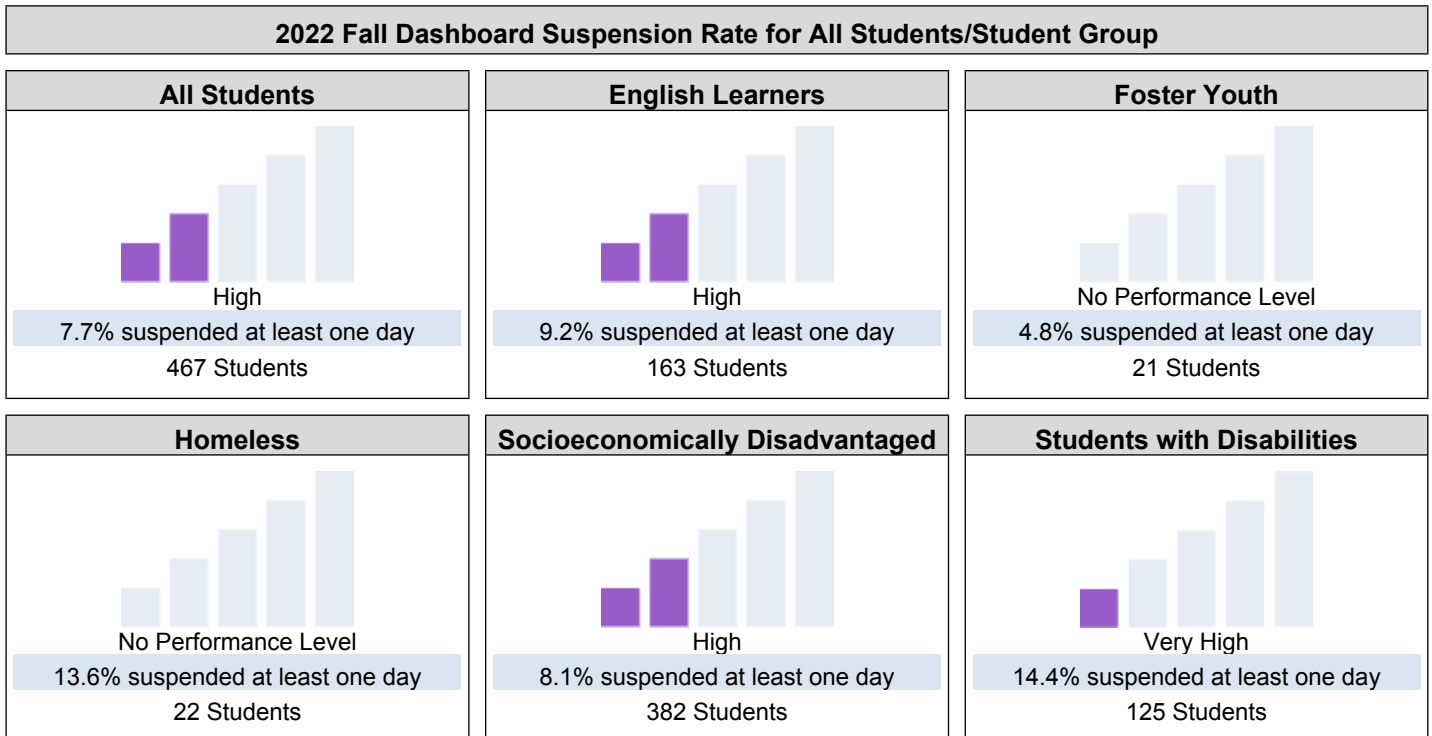
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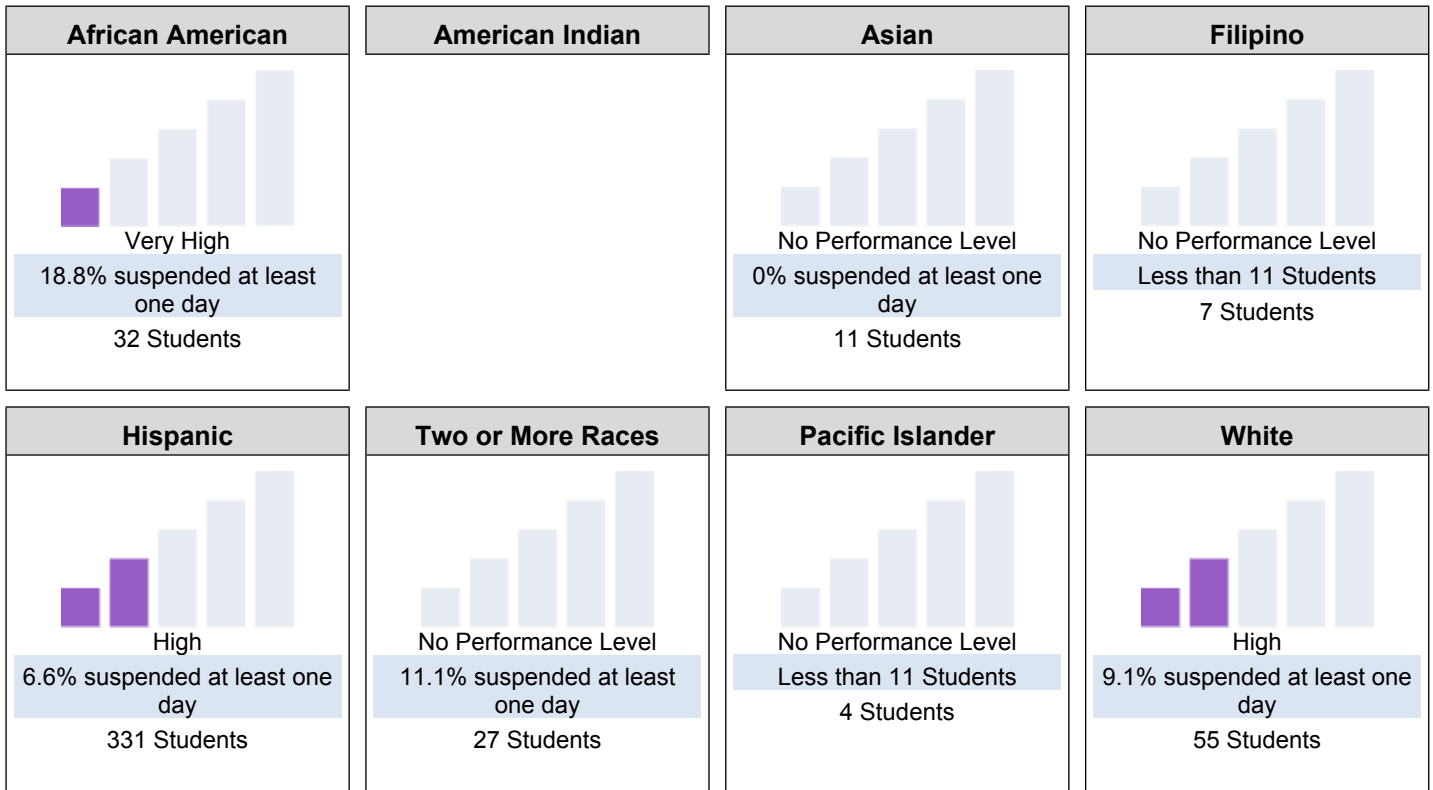
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Data does not account for multiple suspensions of single student. Data includes the Alliance Program, intensive day treatment for students with significant mental health concerns. 19-20 data from Fall semester showed Olympic as having a 3% suspension rate but Alliance at a 35% suspension rate. Therefore, when including the students in this mental health/behavioral program, the rate significantly increases but may not be reflective of the general Olympic continuation program.
2. Specific and intensive protocols for responding to student behavior concerns are necessary for students in the Alliance program. A focus on Tier I interventions is key in addressing the concerns immediately and implementing other supports and means of correction will be crucial in lowering the suspension rate.
3. Our most vulnerable subgroups (foster youth and homeless) are suspended the most. Targeted supports are necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

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

Goal 1

All students at Olympic will receive rigorous standards-based instruction in a supportive and trauma-informed environment. Students will have access to technology, alternative learning pathways and resources that will support academic growth and transition to college/career.

Identified Need

Olympic students perform far under the district average.
 Students identified as homeless, foster youth, English Learners and low-socioeconomic status often experience trauma at a much higher rate and therefore need additional counseling, college and career guidance, academic guidance, case management and therapy services.
 We need to increase our use of assessments for student placement, interventions and to guide instructional practices.
 DASS Dashboard just released in December 2020 needs detailed analysis.
 Alternative metrics need to be analyzed and used to determine student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASSPP - 11th grade	4% at Standard - ELA, Participation rate near 70%	10% at Standard, ELA Participation rate at 75%
ELPAC	14.3% scoring at level 4	20% scoring at level 4
DASS Dashboard	Graduation rate - 60.1%	Graduation rate- 65%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funding for teachers, administrators and other support staff to attend educational conferences or trainings (in-person or online), take relevant courses and participate in professional

development opportunities that support instruction, curriculum, assessment, trauma, mental health, engagement and issues specific to English Learners (EL), Special Education and at-risk youth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4805.27	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Cover All Costs related to staff attending appropriate professional development trainings/conferences in Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED (in-person or virtually)
28261.58	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Cover All Costs related to staff attending appropriate professional development trainings/conferences in Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED (in-person or virtually)
3000	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Cover All Costs related to sending staff to appropriate professional development trainings/conferences in Common Core, NGSS, at-risk students, mental health, restorative justice, EL and SPED
8000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute daily pay rate for staff to attend trainings
2100	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute daily pay rate
1000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitute daily pay rate

2862.18	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Educational consultants/Trainers to plan and provide professional development to all teaching staff, various instructional and mental health topics and provide/develop necessary materials.
13500	Title I (3070) 4000 - 4999 Books and Supplies Materials regarding instruction and assessment purchased for staff. Purchase of culturally responsive curriculum units to provide students with engaging and affirming lessons.
1500	Title I (3070) 4000 - 4999 Books and Supplies Student incentives to be sent home for credits earned, attendance or improvements.
3000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra Pay for Certificated Staff members to cover Leadership Team collaboration meetings, professional development planning time and data analysis by Leadership Team members in lieu of certificated stipend

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Add additional courses to the master schedule to address the diverse needs of our student population. This may include sections of Independent Study, APEX, APEX Coordination, Work Experience, ELD/ALD, Physical Education, Service Learning, Academic Success, CHSPE prep, etc. Additional sections for intensive case management of the 5th year Seniors, in order to support increased graduation rate. English Learner placement criteria, IEP needs, credit recovery needs and grade level will all be considered. Additional courses/after school workshops (electives, VAPA, CTE, athletics, tutoring) will address student need and promote increased engagement. All of these classes will support student achievement and progress towards graduation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000	CSI (3282) 4000 - 4999 Books and Supplies Purchase additional textbooks and materials (online) to support the curriculum
1499.63	Title I (3070) 4000 - 4999 Books and Supplies Purchase indoor and outdoor gardening supplies and equipment to support sustainable living curriculum and hands on learning opportunities.
4200	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Independent Service Contracts to offer music studio time/production to students and bicycle mechanics for increase CTE opportunities for students outside of the regular school day.
2000	CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Pay CHSPE test registration fees for students enrolled in our CHSPE prep program, Pay CTE fees for student certifications.
40000	CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) 2 sections added to the master schedule to allow for case management/targeted intervention of 5th year Seniors or Seniors not on track to graduate or additional course offerings needed to meet the grad requirements.
10000	CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional intervention pay for teachers to provide intensive short term independent study for non productive Seniors as a way to reengage them in school and support their goal to graduate.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a welcoming, engaging, and safe school climate, including fun activities that promote school spirit and community-building.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5000

Site Discretionary
4000 - 4999 Books and Supplies
Materials and supplies to support schoolwide activities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Other Subgroups
Special Education

Strategy/Activity

Revamp the Alliance program, including the master schedule, to include daily Academic Success classes, caseload specific in which additional academic, behavioral and therapeutic supports can be embedded into the daily schedule. This will embed time for trauma informed school practices including: restorative justice circles, restorative conferencing, skills training, academic intervention, transition activities, health and wellness, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

District SPED and Mental Health Medi-cal funding to cover costs of restorative justice training, Dialectical behavior therapy skills training and other special education or mental health related training for all Alliance staff including administration, teachers, BHS and SEA

Title I (3070)
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
Cover costs of restorative justice training, Dialectical behavior therapy skills training and other special education or mental health related

	trainings for all Alliance staff including administration, teachers, BHS and SEA
1500	Title I (3070) 4000 - 4999 Books and Supplies Purchase support materials including textbooks and other program materials
1000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Substitutes for Training
1000	Title I (3070) 4000 - 4999 Books and Supplies Additional materials for student projects in Academic Success
1000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Live School or other online behavioral tracking system
3000	Title I (3070) 4000 - 4999 Books and Supplies Additional therapeutic materials needed for mental health/trauma informed supports across campus

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide greater student access to technology in the classroom and at home utilizing a trauma-informed approach. After surveying students, develop a trauma informed tech policy that allows for every student to have access to technology on site and the option to check out and take home as needed. This will align with our no homework policy and ensure that when kids arrive to school they have the materials they need to be successful. Increase technology integration in lessons to increase student engagement. Increase access to check out technology to students who do not have access at home or are apart of our Independent Study program or utilize APEX. Purchase supplemental technology programs or devices to support teachers in executing distance learning and student access (ipads, ElMo's, digital cameras, hotspots, etc) and support the trauma-informed tech policy (additional chargers, additional Chromebooks, cart upgrades, protective cases, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I (3070) 4000 - 4999 Books and Supplies Purchase Chromebooks, additional chargers, Wireless Access Points, Chromebook carts, screens, ELMos, hotspots, LCD projectors other applicable technology related materials and devices
1800	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase online licensing for student learning programs
7993.04	CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase Yondr program and bags for student cell phones. Includes physical pouches, onboarding training and implementation planning, and magnetic unlocking bases.
7006.96	CSI (3282) 4000 - 4999 Books and Supplies Purchase Chromebooks and online programs in order to support credit recovery options on site and specifically for students accessing Independent Study and APEX online course options

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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)
6509.59	Site Discretionary

	4000 - 4999 Books and Supplies Materials and Supplies- All necessary instructional materials (in-person or online) needed to present curriculum and provide students with access to supplies, including but not limited to paper, toner, writing supplies, supplementary materials, DVD's, lab materials, etc.
1088	Site Discretionary 4000 - 4999 Books and Supplies Materials and supplies for administrative tasks to support office and school management
1000	Title I (3070) Supplementary Materials and Supplies - All supplemental instructional materials needed to present curriculum and provide students with access to supplies, including but not limited to paper, toner, writing supplies, supplementary materials, organizational materials, lab materials, etc.

Annual Review

SPSA Year Reviewed: 2022-23

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.

A brief analysis of each activity listed and its effectiveness during the 21-22 school year:

Act 1- All teaching staff had the opportunity to attend professional development throughout the year and were provided weekly PD during staff meetings, program meetings and other workshops.

Act 2- All students on campus participate in a graduation status review each term to monitor credit progress. Transcript reviews are conducted with the assistance of the Advisory teachers, counselors and then Administration. Transfer back plans are developed and students have the opportunity to transfer back at the semester and graduate from their comprehensive site to graduate with the full 220 credits. Schedule changes are made upon completion of the credits in a particular subject area.

Act 3- Olympic revamped our credit policy to support the flexible scheduling model and adding an Advisory course once a week to act as a lifeline to students while at home. All students with an IEP have an Academic Success class with their case manager to work on goals, support content area classes, conduct needed assessments, engage in transitional activities, etc. In addition, Academic Success classes housed at Alliance also have embedded mental health support, restorative justice circles, etc. 3 sections of ELD were maintained in the master schedule, an increase number of

Cyber High sections to support the increase need for online learning options. Olympic continued its Independent Study Program serving a total of 15 students as an option for students who apply or are referred.

Act 4- Staff attended weekly staff, department or advisory PD. All Alliance staff members met weekly to review our procedures as they align to the Tiered systems of support. Olympic participated in the model school review and visit which was a great learning opportunity for all.

Act 5- Olympic was 1:1 device in the classroom. This allowed for Olympic to have enough devices to check out one per student. Students are given access to various online programs as well as academic supports via Google classroom and explore those resources through weekly advisory periods.

Act 7- Alliance Program to include embedded behavioral and therapeutic supports . This schedule will embed time for trauma informed school practices including: restorative justice circles, restorative conferencing, skills training, academic intervention, transition activities, health and wellness, etc. Movement of systems to online was done during distance learning. Incentive systems were also refined to include items sent home to the student. Continued use of Live School to recognize positive behavior.

Act 8- Online learning tools including Learning Ally, IXL, Live School, Ed Puzzle, etc were purchased to support distance learning.

Act 9- The School Leadership team met regularly and were key in the alternative schedule redesign, model continuation application and visit and planning virtual and in-person events that support student learning or develop a positive school culture (Senior picnic, Senior pictures, graduation, etc).

These strategies/activities were designed to support the academic achievement of all Olympic students by identifying their unique needs and implementing alternative measures to address credit deficiency and failure of previous school systems. All graduating Seniors, a total of 143 students, met the VAPA/CTE/EL requirement. Numerous students were allowed to re-enroll for a 5th year in order to have extended time to complete their diploma.

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

Staff responded to the needs of students returning to the site after the Covid 19 pandemic, which brought numerous new challenges for staff and students alike. Staff reflected upon the needs of students and the reality of the school year and are actively working to identify a tiered system to re-engage students.

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.

A trauma informed tech policy will be added to this goal in order to recognize and address the unique needs of our student population and the alternative school design that has been developed to address these needs. Additional strategies surrounding pacing guides and assessment calendars will be added to address instructional practices and the frequent enrollment of students throughout the year. A variety of non traditional metrics will need to be considered in order to truly evaluate our school's effectiveness and success of its students. Lastly, attendance data will need to be analyzed to address a decline in student daily attendance and interventions to support students in reengagement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Olympic continues to serve the district's most "at-risk" youth (EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health concerns)
 Over 30% of the student population have IEPs
 Suspension rate was at 11.04% in the 18-19 school year and at 8.7% when we began distance learning in March 2020,
 Parent involvement continues to be a challenge, especially for adult students who do not have positive relationships with their parents.
 We need to continue to strengthen our social emotional support services, promotion of these services and access for all.
 Traumatic events have impacted our community as a whole and we are sensitive to the healing needs of our students, staff and community.
 Engaging diverse communities who have had historically negative experiences with school systems is a challenge.
 Increased recognition of student growth and progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	21-22 dashboard rates are not released to date. However, 39.1% of students were suspended between 1-5 days. 22 students were suspended in the 21-22 school year, and 19 of the 22 had 1-5 days total of suspension. This included the Alliance program.	15% Suspension Rate
Special Education Population	28.9% Total SPED students	25-30% Total SPED Students

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Orientation Participation	90% of students attended orientation	100% of students attend orientation
Students accessing mental health services- Olympic Program	103 students received mental health services/support	Increase support by 5%
Chronic Absenteeism Rate	68.4% during 2021-2022 school year	decrease to 55% during 2022-2023 school year

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

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

Schedule graduation status nights and other parent workshops to increase parent involvement and engagement (provide in-person and online options as needed).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Site Discretionary 4000 - 4999 Books and Supplies Materials and equipment needed to hold meetings and conferences
334	Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Provide light refreshments at parent meetings/events
700	Title I Parent Engagement (3068) 4000 - 4999 Books and Supplies Purchase necessary supplies to hold parent events, i.e. tables, chairs, etc.
123	Title I Parent Engagement (3068) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Postage for mailings

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Redesignate a classroom to create an Alliance Program Community Room to hold professional development workshops, hold program wide meetings, provide an alternative space for students to refocus during the school day, collaborate cross curricular classroom projects, host guest speakers, hold mindfulness activities, house therapy groups; student and parent activities; after school tutoring; community resource events, and develop a safe and welcoming place for students and staff to meet the mental health needs of Alliance students. The space should include a washer and dryer and other resources to decrease the barriers for students to attend school

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000.00

LCFF Supplemental
4000 - 4999 Books and Supplies
Furniture purchased for the space, including flexible seating, and dividers designed to meet student's therapeutic needs or their disability

Title I Carryover
4000 - 4999 Books and Supplies
Therapeutic materials for student use (funds allocated in Goal 1.4)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with individual and group counseling services as needed to address mental health issues that can impede success in school and in the community. Provide school wide social emotional education and development. Greater access to harm reduction education and supports are also needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies for counseling services/harm reduction and activities, including materials needed in the Counseling, College and Career Center
	1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Fund School Psychologist/ MSW Intern-Olympic (grant funded)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fund special events, activities, and/or field trips that students may be eligible to attend. Provide incentives and recognition for positive behavior, academic growth and positive attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Fund all costs related to curriculum related field trips, field trips that support college and career readiness
1000	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Facility Rental , rental for graduation
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Incentive activities for positive behavior, attendance and academic improvement. Tables and chairs for student activities that promote community and collaboration.
1132.41	Site Discretionary 4000 - 4999 Books and Supplies

Fund incentive activities/food for student attendance, academic performance and positive behavior.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

Other Subgroups
Special Education

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF Supplemental

Materials purchased for the space, including flexible seating, and dividers designed to meet student's therapeutic needs or their disability

13608.76

Title I (3070)

Furniture and materials purchased for the space, including flexible seating, and dividers designed to meet student's therapeutic needs or their disability

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

LCFF Supplemental

	5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation, BART and bus passes for students to travel to and from school during school hours or to school events.
1500	Title I Carryover 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Transportation, BART and/or bus passes provided to students who are at risk of not graduating.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increased opportunities for students to participate in an Independent Study Program, CHSPE Prep Program, AB 104 and various alternative pathway programs to support graduation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I Carryover 4000 - 4999 Books and Supplies Additional supplies and materials for students to check out in order to have access (including chromebooks)
2,000	CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Licensing for Online CHSPE Preparatory Program
2,000	CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional tutoring and support offered to at-risk students for test prep
4,000	CSI (3282) 4000 - 4999 Books and Supplies

	Test Prep books and materials provided to students
2,000	CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) CHSPE Test Registration Cost for Students
500	LCFF Supplemental 5900 Communications Additional communication to students at risk of not graduating
7000	CSI (3282) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Conference attendance for staff to attend Alternative Accountability Forums and other relevant training to increase knowledge of Dashboard, ESSA and CSI requirements.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2318.16	Title I Carryover 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher prep coverage to monitor students taking online assessments (i.e. APEX)
1000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher prep coverage to monitor students taking online assessments (i.e. APEX)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Olympic High School was recognized as a Model Continuation School during the 2020-2021 school year due to its creative systems, academic and emotional support and innovative ways to maintain community and connection with students during the global COVID-19 pandemic. Prior to this Olympic achieved the status for having a Silver level PBIS program in California.

In addition to a school wide focus on Tier I interventions and incentives, the school PBIS team has refined Tier II systems to address targeted mental health, behavior, and attendance issues.

As a continuation school that serves at-risk students, a huge area of focus for Olympic continues to be student behavior and discipline. Refining our practices to include alternatives to suspension and a differential response to behavior that historically would result in suspension. Suspension rates reported to the state combine both the continuation education program at Olympic and the discipline data for the Alliance Program (a Mental Health collaborative Special Day Class program for students with a combination of academic, behavior, and social-emotional needs).

Disaggregating the data is important to understand the differences between the behaviors and frequency of those behaviors. It also allows us to analyze where we should focus our efforts and interventions and refine practices. Lastly, it should be used to advocate for more resources in order to support the behavioral interventions needed in an intensive program like Alliance. The data indicates a higher need of support for this program specifically to provide other means of correction or alternatives to suspension.

Advisory was implemented for the first time during the 20-21 school year as a way to connect students to a consistent staff member and focus on community building. Credit earning/recovery is the prime precursor of "on time" graduation results. All students at Olympic, including Alliance students, can access opportunities for credit recovery, including Cyber High, Service Learning (Creative SL during Distance Learning), Independent Study, Independent Learning Contracts, Fast Track, Work Experience, Athletic teams, and extra curricular activities that are work-hour based. At Olympic, Advisory teachers worked with individual students to complete a first level (Tier I- school wide) joint staff/student review of each student's graduation status. For students with IEPs at Alliance or Olympic, this review is conducted by case managers during Advisory class in which only students from that case manager's caseload are enrolled. In this process students review their personal Aeries generated grad status report and recent grades and then complete a standardized form in google sheets (or paper copies are made available).

The Registrar runs a report each term to clearly identify students who are "on track" and "not on track" for on time graduation based on total credits earned to date. Teachers refer "on track" students who are interested in returning to comprehensive schools to school counselors for a detailed transfer plan, or refer students that need more credit recovery intervention to counseling staff for schedule changes, class additions, or referral to concurrent enrollment in other programs. Referrals to counseling staff are documented in Aeries.

Alternative discipline such as referrals to school counselors, utilization of mental health team prior to Administrative response (Tier II), restorative conferencing, behavioral agreements, referrals to our Care Team (Tier II), phone calls/meetings with parents in lieu of suspensions and creative

alternatives to suspension have helped to decrease the suspension rate school wide. Our CARE team consists of school counselors, Olympic Behavioral Health Specialist, School Psychologist, Foster Youth and HOPE School Social Work Specialist, MSW Intern and Olympic Administration. CARE Team meets weekly to review tracking sheets for each student. Some students are placed in the CARE team on transfer to Olympic based on transfer application and cumulative file reviews. Others students are referred by teachers and/or school staff using a site standard referral form. The district's focus shift from PBIS to MTSS is allowing opportunity for the site to reflect further on tiered interventions and supports to meet the need of current Olympic students.

Strategies focusing on promoting mental health and transition to adulthood are directly related to creating a positive instructional environment where students are able to learn and excel. Olympic staff strive to understand and practices equity; we are cognizant of the needs of our students of color, and use our data and resources to keep them engaged in the classroom in an effort to continue to close the Achievement Gap.

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

Continued efforts regarding developing spaces for students to access counseling supports or embed mental health supports into the classroom continued as much as possible. After students returned to school in person, it became clear that there would need to be additional resources and systems dedicated to support the social- emotional needs of students. A focus group of staff have initiated the process for tiered systems of supports to identify the needs of non-attenders and students not earning credits to identify where additional resources should be allocated.

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.

A focus on activities and purpose of the Advisory will continue. Increased monitoring of systems which track support services will also be implemented. Additional and creative methods of engaging students and recognizing students for progress will be enhanced. We continue to devote a lot of resources to mental health services, trauma informed practices, mindfulness activities and positive behavior incentives as it relates to supporting students in attending school and increasing their academic achievement. Changes can be found in additional opportunities for alternative education environments in order to increase the graduation rate and ultimately best meet the needs of our students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

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

Goal 3

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

Identified Need

- Olympic continues to serve the district's most "at-risk" youth (EL, Foster Youth, Homeless, credit deficient, Special Education and students diagnosed with mental health concerns.
- Overall Attendance Rate is 72.04%, chronic absenteeism remains an issue.
- Community violence remains an issue.
- Safety concerns continue to be raised by staff, students and community
- MDUSD Student Services did not engage site leaders in placement suggestions until the 2019-2020 school year. This process will continue in the 22-23 school year
- Olympic lacks adequate Physical Education facilities.
- Olympic lacks facilities for CTE opportunities and extra curricular activities to engage students.
- Increased need for credit recovery opportunities district wide.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate	68.4% of students were chronically absent in the 21-22 school year	55% or less of students chronically absent
Physical Education Classes	4-5 sections in the 2021-2022 Master Schedule	4-5 sections in the 2022-2023 Master Schedule
Physical Education credits obtained upon graduation	Unknown	10-20 per student
Suspension Rate	21-22 dashboard rates are not released to date. However, 39.1% of students were	15% Suspension Rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	suspended between 1-5 days. 22 students were suspended in the 21-22 school year, and 19 of the 22 had 1-5 days total of suspension. This included the Alliance program.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Offer opportunities for physical education and wellness during school while developing a comprehensive after-school program as well. Provide funding for after school athletics health and wellness academic tutoring, cultural arts, music and enrichment programs. Continue to increase after school opportunities for student involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Stipends for coaching staff- Athletic fund
1100	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Independent contract for a digital music artist/trainer to provide workshops and supervision of students to utilize the on campus music studio, one time per week entire school year
4000	LCFF Supplemental 4000 - 4999 Books and Supplies Physical education equipment and curriculum, upgrading spaces to develop a workout room, cardio equipment and fit bits in order to track student activity, heart rate, etc.

3304	LCFF Supplemental 4000 - 4999 Books and Supplies Materials and Equipment for Physical Education including electronic devices and materials to support documentation of physical activity outside of the school day to earn credits.
1000	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Independent contract for a digital music artist/trainer to provide workshops and supervision of students to utilize the on campus music studio, one time per week entire school year

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Site Discretionary 4000 - 4999 Books and Supplies Update classroom facilities (capital outlay)
3500	LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Purchase ID supplies - machine, cards, etc.
4260.73	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Partially Fund Alliance Administrative/Program Specialist position

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funding to support the Olympic Service Learning program and Work Experience so that CTE graduation requirement can continue to be met.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Increased sections in the master schedule for Service Learning and Work Experience
1000	LCFF Supplemental

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Campus safety supplies will be upgraded to support the school safety plan that include updated emergency relief supplies and equipment. Appropriate supervision of school campus, including effective ways to communicate safety concerns, additional support as needed, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Site Discretionary
4000 - 4999 Books and Supplies
Safety materials and supplies including walkie talkies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Other Subgroups
Students in Alliance (SEEC Program)

Strategy/Activity

Staff working directly with Alliance students will be trained by the Crisis Prevention Institute on deescalation, crisis response, etc. Additional training in DBT and Restorative Justice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF Supplemental
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
Staff (teaching, Admin, BHS, clerical and campus supervisors) will be trained in CPI-SPED funding. Provide additional pay if the training is held outside of school hours/work week

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will have access to a variety of learning environments, including the school garden, community bike shop, certification programs, and indoor/outdoor garden towers. Using the gardens and community bike shops as a learning environment will reconnect students with the natural world and the true source of their food, and teach them valuable gardening and agriculture concepts and skills that integrate with several subjects, such as math, science, art, health and physical education, and social studies, as well as several educational goals, including personal and social responsibility.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2500

LCFF Supplemental
4000 - 4999 Books and Supplies
Materials and Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Outreach to families and frequent communication regarding attendance, academic progress, and school engagement (partially district and grant funded)

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)
30,000	CSI (3282) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Services Assistant salary and benefits

Annual Review

SPSA Year Reviewed: 2022-23

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 addition of physical education classes into the Master Schedule has created a lot of student excitement with the courses being highly requested. The physical education courses focus not only on the physical well-being of the student, but the overall health of the whole student as well as ways activity can alleviate stress.

There continues to be a concerted effort around ways to engage parents and the community at large. This year, the third meeting of the month has been dedicated to focus groups with one of those focus groups developing and discussing specific strategies and ways to engage families and the Olympic community at large.

An important point to note is that a change in administration has resulted in needing additional time to evaluate the effectiveness of the previous goals and accompanying actions.

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

The district is shifting focus from PBIS interventions to MTSS systems, so the site will have to reflect upon the implementation of PBIS systems and ensure their continuity with the site's developing MTSS framework.

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.

A focus on SEL, community building, College and Career and credit monitoring will be possible at the Tier I level by the addition of an Advisory course being added to the schedule (first introduced during distance learning) .

School staff identified the need to allocate resources targeted to hiring a Spanish speaking community liaison/cultural broker. This role will be critical in creating an open door policy to our parents and families and will be key in connecting students and families to basic need resources and service providers in the greater community. Staff believe that it is necessary for us to develop a system which can provide more support to our newcomer ELs who can feel isolated and lost in the educational system (perhaps a Spanish speaking Advisory, selected point person, etc. Additional community partnerships will be prioritized so students and families have access to key resources while in school and as they transition into adulthood.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4: Focus Scholars

LEA/LCAP Goal

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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)

Other Subgroups
Black/ African American/ Students experiencing homelessness

Strategy/Activity

Identify teaching staff who African American students are willing to work with to receive extra academic support or case management in regards to credit acquisition.

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)
1468.06	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay or timesheet pay for certificated staff
	CSI (3282) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay or timesheet pay for certificated staff
3500	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Additional pay or timesheet pay for certificated staff

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 5 N/A

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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.

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	\$100,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$312,295.37

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Carryover	\$7,318.16

Subtotal of additional federal funds included for this school: \$7,318.16

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

State or Local Programs	Allocation (\$)
CSI (3282)	\$125,000.00
LCFF Supplemental	\$55,890.00
Site Discretionary	\$22,730.00
Title I (3070)	\$100,200.21
Title I Parent Engagement (3068)	\$1,157.00

Subtotal of state or local funds included for this school: \$304,977.21

Total of federal, state, and/or local funds for this school: \$312,295.37

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	22,730	0.00
LCFF Supplemental	55,890	0.00
Title I Parent Engagement (3068)	1,157	0.00
Title I (3070)	58,644	-41,556.21
Title I Carryover	11,458.47	4,140.31
CSI (3282)	125,000	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI (3282)	125,000.00
LCFF Supplemental	55,890.00
Site Discretionary	22,730.00
Title I (3070)	100,200.21
Title I Carryover	7,318.16
Title I Parent Engagement (3068)	1,157.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	87,886.22
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	34,260.73
4000 - 4999 Books and Supplies	88,894.59
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	68,482.89
5800 Professional/Consulting Services and Operating Expenditures	12,162.18

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	62,000.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	CSI (3282)	30,000.00
4000 - 4999 Books and Supplies	CSI (3282)	12,006.96
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	CSI (3282)	20,993.04
	LCFF Supplemental	5,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	9,600.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	4,260.73
4000 - 4999 Books and Supplies	LCFF Supplemental	22,124.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	13,305.27
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	1,100.00
5900 Communications	LCFF Supplemental	500.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Site Discretionary	2,500.00
4000 - 4999 Books and Supplies	Site Discretionary	19,730.00
5900 Communications	Site Discretionary	500.00
	Title I (3070)	13,608.76
	Title I (3070)	1,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	11,468.06
4000 - 4999 Books and Supplies	Title I (3070)	31,999.63

5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	31,061.58
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	11,062.18
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I Carryover	2,318.16
4000 - 4999 Books and Supplies	Title I Carryover	2,000.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Carryover	3,000.00
4000 - 4999 Books and Supplies	Title I Parent Engagement (3068)	1,034.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Parent Engagement (3068)	123.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	175,626.25
Goal 2	58,216.33
Goal 3	73,484.73
Goal 4	4,968.06

School Site Council Membership

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

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

Name of Members	Role
Courtney Lyon	Principal
Holly Pitts	Classroom Teacher
Unjoo Chang	Classroom Teacher
Jennifer DeLaura	Other School Staff
Aaliyah Harris	Secondary Student
Tylinn Fortson	Secondary Student
Cindy Gershen	Parent or Community Member
Lori Ellyson	Other School Staff
Renee Reese	Parent or Community Member
Jennifer Berri	Parent or Community Member
	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
	English Learner Advisory Committee
	Special Education Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/2023.

Attested:



Principal, Courtney Lyon on 5/11

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.

[Educational Partner 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.

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

Authority Cited: 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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019