

ALL MEETINGS ARE RECORDED

**OROVILLE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES**

SPECIAL MEETING AGENDA

Thursday, June 8, 2023, 5:15 p.m. at the District Office, 2211 Washington Avenue, Oroville, CA 95966

CALL TO ORDER

ROLL CALL

Scott Damon, Amber Englund, Bonnie King, Ray Sehorn and Tyler Smith

PLEDGE OF ALLEGIANCE

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON AGENDA ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter listed on the agenda to step to the podium, state their name for the record and make their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON NON-AGENDA ITEMS

At this time, the President will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to step to the podium, state their name for the record and make their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

CONSENT CALENDAR

1. **Single Plans for Student Achievement – LPHS, OHS, PHS and CDS**
2. **Graduation Waiver Requests**

NEW BUSINESS

3. Purchase of Two Diesel Buses from AZ Bus Sales (Willenberg)

Mr. LaGrone is seeking approval to purchase two 81 passenger buses with air conditioning for a total of \$515,516.88. Due to the State plan to eliminate the purchase of diesel buses, the District needs to secure these buses for long trips that cannot be made by electric buses. The vendor has already purchased 100 buses and has sold 58% of them within California. This expense would be paid with one-time funds. **Recommend approval**

Enclosure

4. Five-Year Agreement with Finalsite to Convert to a New Website Template (Willenberg)

Due to Blackboard, Inc. being bought out by Finalsite, the District and school sites are being required to convert our existing website to a new template. The cost of the contract for 23/24 is \$4600 and increased by \$200 per year for the last four years. This agreement will be paid with LCFF Supplemental and Concentration funds. **Recommend approval**

Enclosure

REGULAR BOARD AGENDA FOR JUNE 8, 2023

5. Proposal from Leadership Associates to Provide Board Training (Brown)

The District is requesting approval of a proposal from Leadership Associates to provide training to the Board on a variety of topics, including Board-Superintendent relationships, role of the Board, and the Superintendent evaluation process. **Recommend approval**

Enclosure

6. Personnel Assignment Order

Approval is requested for the following Personnel Assignment Order:

Certificated

Teisha Hase
Teacher - CIS
Request cont'd RWP to 0.6FTE w/cont'd
District paid benefits per Article XX
Effective 8/14/2023

Matthew Kermen
Principal – PHS/CDS
Resignation
Effective 6/23/2023

Gem Henderson
Psychologist
Increase from 0.6FTE to 0.7FTE
Effective 2023/24 school year

Shaina Dickerson
Teacher - OHS
Resignation
Effective 6/2/2023

2022/23 Summer Session Substitutes

Amy Amos

Souk Chiang
Alt Ed Teacher on Internship – CDS
1.0 FTE, 184 days p/yr.
Step/Class 01/II \$57,957
Effective 8/14/2023

Luis Favela
Spanish Teacher (Provisional Internship) -
OHS
1.0 FTE; 184 days p/yr.
Step/Class 02/III \$62,095 p/yr.
Effective 8/14/2023

Jennifer Laviguer
Social Science Teacher - LPHS
1.0 FTE; 184 days p/yr.
Step/Class 01/IV \$62,095 p/yr.
Effective 8/14/2023

Danielle Lopes
Counselor - LPHS
1.0 FTE; 184 days
Step/Class 01/IV \$62,095
Effective 8/14/2023

Classified

Joua Thao
From Para-Educator II to
Library Technician–LPHS
7.0 hrs. p/day; SDO (195 days)
Step/Column 12/H14 \$23.68 p/hr.
Effective 7/1/2023

SPECIAL BOARD AGENDA FOR JUNE 8, 2023

Certificated (Cont.)

Vanessa Stewart
English Teacher – LPHS
1.0 FTE; 184 days p/yr.
Step/Class 05/IV \$70,368 p/yr.
Effective 8/14/2023

Classified (Cont.)

CLOSED SESSION

- **Personnel-Gov't. Code 54957** [Public employee employment/discipline/dismissal/release]

RESULTS OF CLOSED SESSION

ADJOURNMENT

The meeting will be adjourned to a regular board meeting scheduled for Wednesday, **June 21, 2023**, at 5:30 p.m. in the Transportation Conference Room and via YouTube.

School Year: 2023-24



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
Las Plumas High School	04 61515 0434803	6/8/2022	06/22/2022

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

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.

The school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan is to 1) Provide equitable educational opportunities to every student; 2) Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports (CR-PBIS) as a framework; and 3) Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities. We are using these goals to frame education for all students.

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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).

Our school (and district) partnered with the THRIVE organization to determine ways to improve services and academic achievement for students. Las Plumas High School collects a variety of stakeholder feedback throughout the year. Students, parent, staff, and community members have been provided the opportunity to provide feedback through various district and school surveys. Students provided feedback by completing the California Healthy Kids Survey (CHKS) and OUHSD LCAP survey. For 2020-2021, 60% of our 9th and 11th graders took the Healthy Kids survey. On the 20-21 survey, 57% of students reported school connectedness, 58% reported a caring adult relationship, 67% reported high expectations, 64% reported perceived school safety, 84% reported low violence victimization, 77% reported no harassment, 83% reported no mean rumors, and 90% reported no fear of getting beat up. Areas of growth identified were Academic Motivation (56%) and Meaningful Participation (24%). For 20-21 there were no parents or staff that completed the 20-21 Healthy Kids Survey. We also surveyed our certificated and classified staff on their understanding of the school Mission and Vision. 57 staff members responded to the survey and after analyzing the data, 87% reported that they can explain our school vision to statement, 91% reported that the school vision clearly articulates what we aspire to be as a school, and 95% reported that they support the continued use of our vision as a foundational component of the school's strategic direction in the future. Stakeholders on our site Culturally Responsive Positive Behavior Intervention and Support (CR-PBIS) team also completed the Tiered Fidelity Inventory survey. Our team composition included administration, special education teachers, counseling, social workers, school psychologist, students, and a parent. The survey was first completed to check on our initial PBIS efforts, creating Action Plans for improvement, and for implementing our progress over time. The scoring criteria desired for the survey to provide positive outcomes is 70% or higher. Our team scored ourselves at 57% with our initial implementation. Parents also completed the Oroville Union High School district LCAP survey. Teachers also completed a PLC reboot survey. The purpose of this survey was to identify where we as a staff (district) are as it related to aligning and assessing instruction. Based on the surveys, we determined to focus on PLC question #1 (what do we want students to know or be able to do). All content areas used PLC time to identify essential standards. A lot of this work was done in conjunction with OHS through zoom meetings. Several teams have already decided to meet this summer to develop pacing calendars and common assessments.

Classroom Observations

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

Administrators conduct weekly walkthroughs of various classrooms using approved Walkthrough form. Feedback was provided to teachers. Administrators perform informal and formal observations of staff throughout the year. On a weekly basis, LPHS admin picked a content area to walkthrough classrooms. We conducted walkthroughs to observe evidence of Rules and Expectations, Instruction, and Student Engagement. A CR-PBIS Google form was filled out by the administrator and emailed to the teacher, sharing the feedback and evidence of the observation. Additional information was also emailed separately to the teacher to add context to the CR-PBIS observation form and to invite further discussion and support to the teacher if desired. Informal observations were non-evaluative and used as artifacts submitted to the California department of

justice. Formal observations and evaluations occur once each semester for probationary teachers, and once a year for teachers reaching permanent status. Permanent teachers are formally evaluated once every two years, until they have taught more than ten years in the district. Teachers with more than ten years of experience are evaluated once every five years. During the formal evaluation process, teachers meet with an administrator who was assigned to them to review the contractual language and criteria needing to be met with the evaluation. At the pre conference meeting, goals and objectives are discussed as well a date set for the formal observation. Written feedback is provided to the teacher within ten school days and a post conference meeting is scheduled. Feedback from the evaluation process is requested from the teacher and professional development opportunities are discussed. From the formal and informal observation and working in collaboration with teachers, administrators highlight effective and engaging tier 1 teaching strategies observed in classrooms and teachers share effective instructional practices with their colleagues. Outside professional development is also offered in Culturally and Linguistic Teaching and Learning (CLRTL) and the PLC process.

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)

Assessments are discussed during PLC time. Best instructional practices are discussed during staff meetings. Core subject areas use benchmark assessments to check for student understanding. State and site assessments are used to modify instruction to improve student achievement at Las Plumas. State testing data (CAASPP)from the previous year is analyzed for areas of strength and areas of growth. Grade level teams and subject area teams have identified essential standards to be taught throughout the year, and the scope and sequence for teaching the essential standards are discussed in team-led PLC collaboration. Common and summative assessments are continually being updated and designed by teachers using established essential standards. Re-teaching of essential concepts is prioritized based on the collaborative data discussions held by the team. Co-teaching is a strength at Las Plumas within ELA, Math, and Science courses. Quality first instruction provided to students on IEPS has increased overall performance on standardized assessments. MAP testing is used the first 2 weeks of school to appropriately place students needing additional supports in English, Power Reading, and Math. PSATs are offered to 10th grade students in preparation of the SATs and AP tests are administered to students each May. ASVAB testing is also administered to students interested in a career in the armed services.

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

Teachers in collaborative grade level or department level teams have worked on creating common formative assessments to respond and intervene quickly to student learning. Collaborative team time is provided 2-3 times per month and teams document their progress in a shared PLC planner that is monitored by site administration. Student assessment data analysis is prioritized as teams look to improve quality first instruction and respond to students who didn't learn the essential skills and standards the first time. Beginning of the year staff-led training has focused on the importance of collecting and analyzing data. Illuminate training was offered 3 times this year for staff to get comfortable using the new data collecting assessment tool.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Las Plumas High School prides itself on providing highly qualified teachers in the classroom. Administrative support is provided to all teachers, especially new teachers to the district. New teachers are invited to attend an orientation to start the school year where administrators lead the orientation and provide information regarding Mission and Vision, Collective Commitments, District forms and information, PBIS overview, District safety plan, and other pertinent site information and products. New teachers are also part of the induction program through San Diego County office of education under the guidance of the OUHSD Director of Education. OUHSD also offers exceptional insurance coverage and a competitive pay scale comparative to schools in the surrounding areas.

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

Las Plumas teachers are properly credentialed and have access to sign up for professional development opportunities provided by our Director of Education. Teachers may also request professional development opportunities through the observation and evaluation process. When appropriate, training was provided by Las Plumas staff in the areas of the AERIES information system, CR-PBIS, and CLRTL.

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

District staff development has focused on Leading PLCs at work. District wide training was provided by Solution Tree author and PLC associate Janel Keating to all administrators and staff at an all district meeting at the beginning of the year. Focus was placed on determining essential standards, the power of collective efficacy, the PLC work layered around the four critical questions, essential elements for creating a system of interventions, team analysis of common assessment processes, and PLC structures for success. All departments, including singletons, are supported with time built in to the schedule to collaborate around PLC staff development. Additional release time is provided to teams to grade and review district benchmark data and provide analysis. Products that provide examples of quality first instruction and engaging lessons are emphasized as PLC collaborative teams work towards closing achievement gaps. The guiding coalition of PLC teachers leaders have begun to identify key areas where achievement gaps persist, and have begun to develop an actionable plan that included Culturally and Linguistically teaching as well as Culturally Responsive Positive Behavior Interventions and Supports to meet the needs of students.

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

Through informal observations and staff meetings, teachers at Las Plumas have the opportunities to share best practices to improve student learning. Instructional coaches are provided to Las Plumas staff who participate as cadre members with Culturally and Linguistically teaching and Learning. Additionally, when one cadre finishes the binder study and receive CLRTL instructional feedback, they provide coaching to the new cadre of teachers in the CLRTL program. On-going technology instruction is also provided to teachers with Illuminate assessment trainings as well as Teachers Training Teachers which was first utilized a few years ago at the beginning of COVID.

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

Teachers collaborate in PLCs on a basis

Teaching and Learning

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

Curriculum and instruction alignment begins in collaborative department and grade level teams. Essential standards are identified and broken down into student friendly learning targets. The scope and sequence of instruction is determined by the learning cycles and the time allotted to mastery and proficiency of essential standards. An emphasis is placed on all course material being California Standards based when available. National standards curriculum is used for courses that do not have available California standards. Development of common formative assessments is emphasized when developing grade level and department level assessments. Summative assessments should align to District Benchmarks developed by the ELA, Social Science, Math, and Science departments.

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

N/A

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

N/A

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

Standards-based instructional materials are available to all students at Las Plumas High School. Some courses utilize digital standards-based instructional materials, while others utilize print. When new curriculum is adopted (NGSS, Health, Common Core, etc.), the curriculum and supporting curriculum is adopted. All students have access to core subject curriculum as well as CTE and ELD board adopted curriculum. All students of IEPs and 504s have access to standards-based curriculum. Tutorial support classes also have additional standards-based materials to assist students with instruction and assessment. Textbooks are available as class sets and also available for students to check out from the student store. All students have access to board adopted standards-based digital curriculum provided via chromebooks.

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

State board of education material is provided to all students as well as standards-aligned instructional materials in all core courses to meet A-G requirements. Students have access to credit recovery opportunities through Oroville Adult Education and OUHSD Summer School.

Opportunity and Equal Educational Access

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

Las Plumas has 2 bilingual para educators to support students that have been classified or designated in Spanish and Hmong. Translation services are provided by the bilingual para educators when needed and appropriate. Our ELD teacher works with the district ELD coordinator and utilizes our testing coordinator with annual ELD assessments for redesignated and reclassification. Students on IEPs have access to tutorial support classes as well as co-taught classes. IEP teams and SST teams help determine any barriers for students and families, and develop research based alternatives to support students in need. All students have access to advanced level AP and honors courses, as well as after school tutoring opportunities. In addition to school day support, students have access to standards-based district online resources including: English 3D, Read 180, System 44, TCI-Social Science Curriculum, MY ELD Companion, MyPerspectives ELA curriculum, and Tutor.com. Students are provided the opportunity to learn in a Least Restrictive Environment and also provided the SDAIE scaffolds and supports as well as Universal Designed for Learning. Incoming freshmen are provided an orientation to connect with upperclassmen in our Link Crew program. The Link Crew program introduces incoming freshmen to the school and provides an opportunity to learn the culture of the school. School tours, class schedules, and sports and club teams are on site and available for students to sign up for during the orientation.

Evidence-based educational practices to raise student achievement

Evidence based practices are used to raise student achievement. Innovative practices are shared at every staff meeting. OUHSD partners with the California State University, Chico to place student teachers and co-teachers in selected English, math and science and SPED classrooms. The university participants and the district teachers receive support and professional development while participating in the program.

Parental Engagement

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

Quality first instruction is emphasized in staff and department level meetings. Training in CR-PBIS and CLRTL strategies help create a safe school climate. Standards-based instruction and common Core strategies help raise student achievement and close achievement gaps. PLC time emphasizes common formative assessment and team analysis of student assessment data around the four questions of PLC. Response to Intervention in PLC teams determine best practices to support students who didn't learn the essential standards the first time. Co-teachers have proven effective with student achievement and fewer disciplinary problems in class. We have also purchased software to support our Advanced Placements students in Government, Economics, and Calculus.

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)

Las Plumas High school provides many resources to support under-achieving students. Our Counseling team reviews academic transcripts and schedules SST meetings for students in need of academic and behavioral support. Two district social workers are available to meet with students on site each day. Working with the assistant principal and social workers, Las Plumas has 2 Targeted Case managers who are available to assist students in need of a reset and also to work with families and monitor student attendance, behavior, and credits. The targeted case managers provide classroom support, go on home visits with the assistant principal, and provide district and community resources to struggling students and families. Our school psychologist and special education department advocates for students with disabilities and ensures that all IEPs are appropriately followed. Our College and Career technician works with the counseling department to help create 4 year plans for all students, assist with AP workshops, assists students with mentor applications, adult course and career assessments. Assists students in developing resumes, completing college applications, and working with college and career exploration software and other work related documents. Teachers are available on Monday, Tuesday, Thursday, and Friday for before school consultation and to assist with any educational needs of the students. One Friday a month is set aside for SEL lessons to help students. Topics this year include; Anger management, mental health, and responsible decision making. SEL topics and slide presentations were posted on the district webpage for families to view beforehand. The assistant principal monitors student attendance and works with families to schedule site attendance meetings and also to recommend district attendance meetings where barriers to school attendance can be discussed. The OUHSD Supportive School Climate Committee meets 3 times per year to ensure equitable discipline policies are in place and shared with the community. The CR-PBIS coordinator leads the work with the site team on the implementation of CR-PBIS with fidelity.

Funding

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

Categorical funds are providing services that enable underperforming students to meet standards as outlined in ESEA.

Fiscal support (EPC)

OUHSD allocates funding to support all students in order to meet California School Dashboard Indicators. All goals and actions to improve education at Las Plumas High or increase services at Las Plumas High are outlined in the OUHSD Local Control Accountability Plan (LCAP).

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 Las Plumas School Site Council meets monthly and oversees the academic and cultural progress for our school. Data is reviewed and shared with staff monthly at the Collaboration time. School data is also shared with the community at Supportive School Climate Committee meetings, held three times a year. School and District data is shared with the community during monthly Board of Trustee meetings, as well as LCAP Educational Partner meetings.

Resource Inequities

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

Offering more dual enrollment classes that lead to college credit would benefit our high achieving students. LPHS currently has twelve classes that are eligible for dual enrollment for Butte College.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	377	365	335
Grade 10	332	379	339
Grade 11	282	329	333
Grade 12	254	277	280
Total Enrollment	1,245	1,350	1,287

Conclusions based on this data:

1. After a period of declining enrollment, the student population has stabilized. There has been a shift in students to the newly formed Distance Learning Independent Study program. Projections for the 22-23 school year see stable enrollment.
2. School-wide goals:
 1. Improve school culture
 2. College and Career Readiness
 3. Improve data collection and analysis.
 4. Increase parent engagement

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	43	51	52	3.50%	3.8%	4.0%
Fluent English Proficient (FEP)	200	194	187	16.10%	14.4%	14.5%
Reclassified Fluent English Proficient (RFEP)	2			4.7%		

Conclusions based on this data:

1. Since the 19-20 school year, our school district has seen an almost 65% increase in our EL population. The data also shows a stagnation in the number of EL students qualifying for reclassification causing a decrease in overall percentage reclassified. To address this, we are in the process of improving program evaluation and curriculum to increase the number of reclassifications. We are also looking to increase the professional development opportunities to improve our integrated English Learner approach and outcomes. We are currently analyzing scheduling practices to ensure EL students have equal opportunity and exposure to all curriculum choices.
2. Data and reclassification in the 19-20 school year was affected by COVID-19. We are seeing an increase of English Learners that are not showing English proficiency.
3. We are currently discussing EL curriculum with our ELAC committee

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	277	301		133	231		133	231		48.0	76.7	
All Grades	277	301		133	231		133	231		48.0	76.7	

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	2572.	2542.		21.05	12.55		29.32	25.11		27.07	27.71		22.56	34.63	
All Grades	N/A	N/A	N/A	21.05	12.55		29.32	25.11		27.07	27.71		22.56	34.63	

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	22.56	15.15		53.38	57.58		24.06	27.27	
All Grades	22.56	15.15		53.38	57.58		24.06	27.27	

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	21.80	17.90		52.63	49.34		25.56	32.75	
All Grades	21.80	17.90		52.63	49.34		25.56	32.75	

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	8.27	8.23		75.94	66.67		15.79	25.11	
All Grades	8.27	8.23		75.94	66.67		15.79	25.11	

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	22.56	11.26		62.41	64.07		15.04	24.68	
All Grades	22.56	11.26		62.41	64.07		15.04	24.68	

Conclusions based on this data:

1. ELA CAASPP results indicate that there is room for growth.
2. Overall, ELA has been an area that has improved over the past 3 years.
3. Data is not available after the 18-19 school year.

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	277	301		123	227		123	227		44.4	75.4	
All Grades	277	301		123	227		123	227		44.4	75.4	

* 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	2521.	2505.		2.44	3.96		16.26	12.33		26.02	19.82		55.28	63.88	
All Grades	N/A	N/A	N/A	2.44	3.96		16.26	12.33		26.02	19.82		55.28	63.88	

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	2.44	6.61		47.15	34.80		50.41	58.59	
All Grades	2.44	6.61		47.15	34.80		50.41	58.59	

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	5.69	6.61		71.54	59.47		22.76	33.92	
All Grades	5.69	6.61		71.54	59.47		22.76	33.92	

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	5.69	6.17		69.92	63.88		24.39	29.96	
All Grades	5.69	6.17		69.92	63.88		24.39	29.96	

Conclusions based on this data:

1. Math performance has lagged, compared to ELA.

2. Most students do not take advanced Math courses, beyond the graduation requirement and are not enrolled in a Math class during grade 11, the year that the CAASPP is administered.
3. Data has not changed since the 18-19 school year.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1534.5	1528.4		1511.5	1505.6		1556.9	1550.7		22	15	
10	*	1562.2		*	1546.5		*	1577.4		9	21	
11	*	*		*	*		*	*		10	8	
12	*	*		*	*		*	*		*	5	
All Grades										42	49	

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	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
9	4.55	0.00		40.91	46.67		40.91	40.00		13.64	13.33		22	15	
10	*	23.81		*	47.62		*	19.05		*	9.52		*	21	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	14.29	14.29		42.86	44.90		33.33	30.61		9.52	10.20		42	49	

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	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
9	13.64	0.00		45.45	60.00		27.27	26.67		13.64	13.33		22	15	
10	*	28.57		*	38.10		*	23.81		*	9.52		*	21	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	19.05	18.37		47.62	46.94		23.81	24.49		9.52	10.20		42	49	

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	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
9	9.09	13.33		27.27	13.33		40.91	46.67		22.73	26.67		22	15	
10	*	14.29		*	33.33		*	42.86		*	9.52		*	21	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	11.90	10.20		35.71	26.53		35.71	48.98		16.67	14.29		42	49	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	0.00		72.73	80.00		18.18	20.00		22	15	
10	*	9.52		*	76.19		*	14.29		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	9.52	4.08		73.81	77.55		16.67	18.37		42	49	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	45.45	40.00		36.36	46.67		18.18	13.33		22	15	
10	*	71.43		*	14.29		*	14.29		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	47.62	59.18		40.48	28.57		11.90	12.24		42	49	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.55	13.33		59.09	40.00		36.36	46.67		22	15	
10	*	14.29		*	66.67		*	19.05		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	11.90	12.24		57.14	55.10		30.95	32.65		42	49	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	22.73	6.67		59.09	73.33		18.18	20.00		22	15	
10	*	9.52		*	85.71		*	4.76		*	21	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	23.81	10.20		64.29	77.55		11.90	12.24		42	49	

Conclusions based on this data:

1. In all categories the percentage of students who achieved level 1 has increased. On a positive note, we did see an increase in our levels 4 achievement areas overall. We also have noted that the percentage of students who have achieved a level 2 or 3 has changed in a manner that would suggest that students are either moving up to a level 4 or moving down to a level 1. To better understand student achievement, we will analyze our longitudinal data to determine where the student gaps are over time. While we do understand that COVID and distance learning had an impact, we need to improve our practice of data analysis to identify student needs so that they can be addressed. By identifying achievement gaps in domain areas we can address those areas with targeted and individualized instructional strategies.
2. Our ELPAC coordinator is an assistant principal that was and EL teacher and will use his expertise to lead the school in increase student growth.
3. LPHS hired a testing coordinator to assist with administering assessments late in the 21-22 school year.

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
1,350	75.6	3.8	0.8
Total Number of Students enrolled in Las Plumas 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	51	3.8
Foster Youth	11	0.8
Homeless	19	1.4
Socioeconomically Disadvantaged	1,021	75.6
Students with Disabilities	183	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	35	2.6
American Indian	105	7.8
Asian	89	6.6
Filipino	10	0.7
Hispanic	308	22.8
Two or More Races	58	4.3
Pacific Islander	8	0.6
White	737	54.6

Conclusions based on this data:

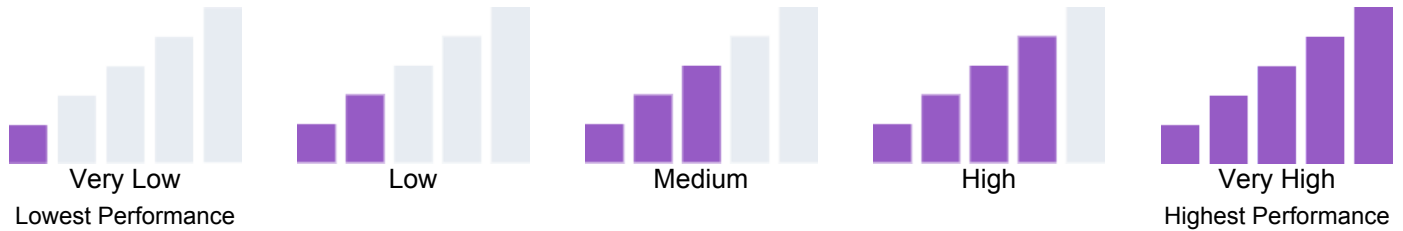
1. The student population is not significantly ethnically diverse.
2. The Socio-economically disadvantaged population is high and there are significant needs related to that population.
3. Resources that serve the socio-economically disadvantages population are limited and the need exceeds the ability to serve those students.

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
<p>English Language Arts</p> <p>Very Low</p>	<p>Graduation Rate</p> <p>High</p>	<p>Suspension Rate</p> <p>Medium</p>
<p>Mathematics</p> <p>Very Low</p>		
<p>English Learner Progress</p> <p>Medium</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

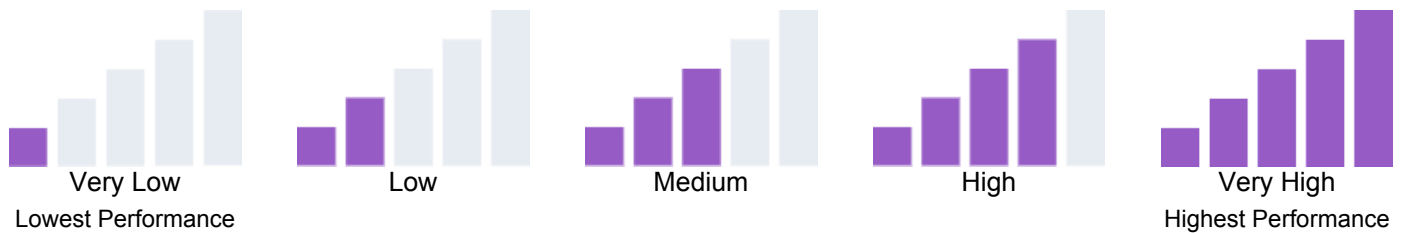
1. Suspension Rate has decreased. Dis-aggregation of this data is underway.
2. The OUHSD District Discipline Plan is being updated, with consideration to cultural, racial, behavioral and social-emotional supports, as well as fully implementing PBIS. We have moved to a tiered system of discipline interventions (1. teachers, 2. TCMs, counselors, and social workers, and 3.administration)
3. The District and school are implementing Culturally Responsive Teaching and Learning (CRTL), as well as Culturally Responsive Positive Behavioral Intervention Strategies (CR-PBIS).

School and Student Performance Data

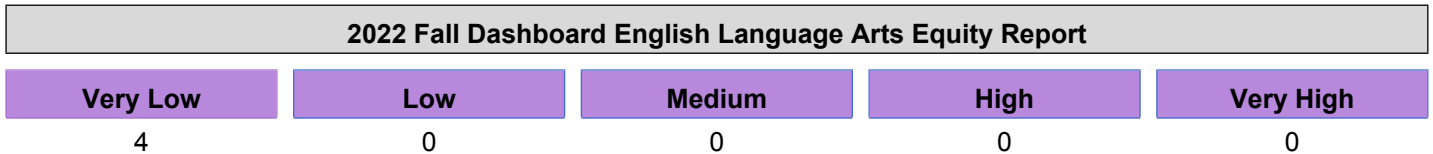
Academic Performance English Language Arts

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](#).

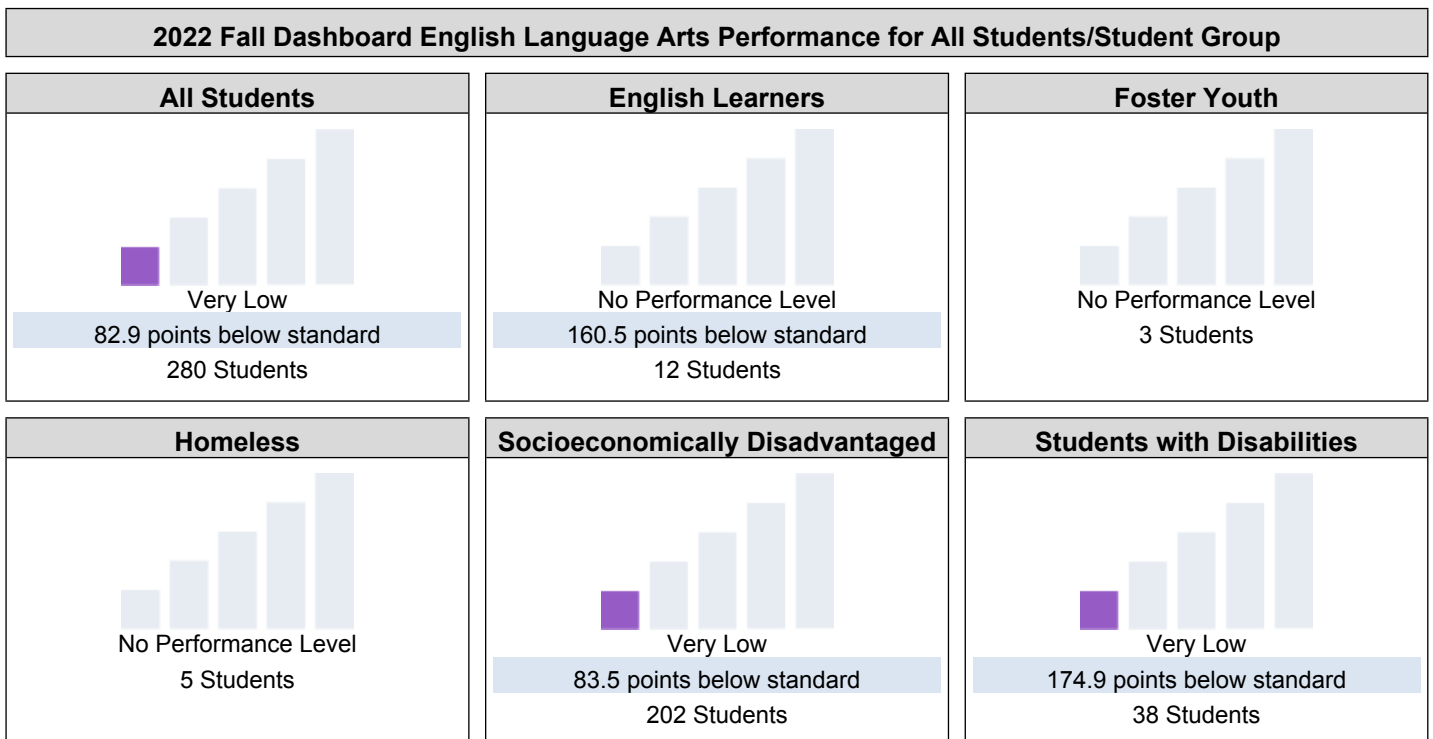
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



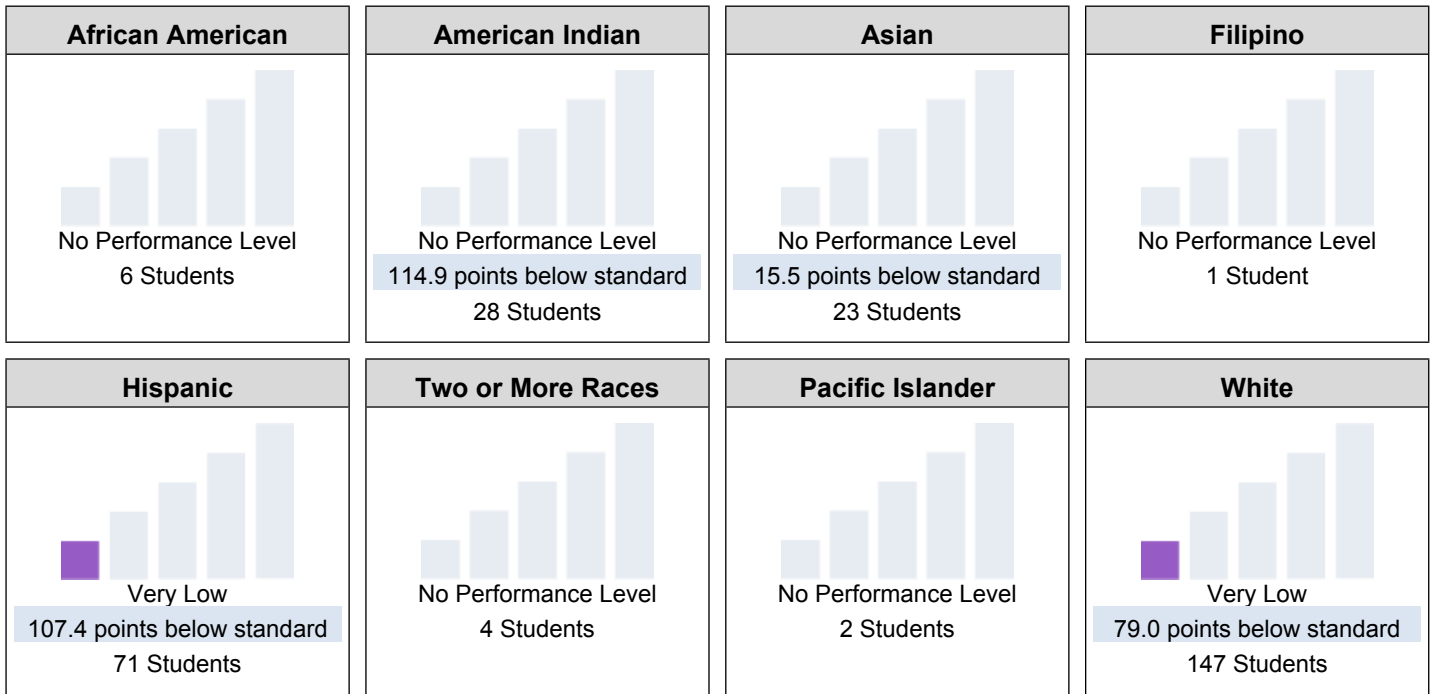
This section provides number of student groups in each level.



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
5 Students	7 Students	91.5 points below standard 220 Students

Conclusions based on this data:

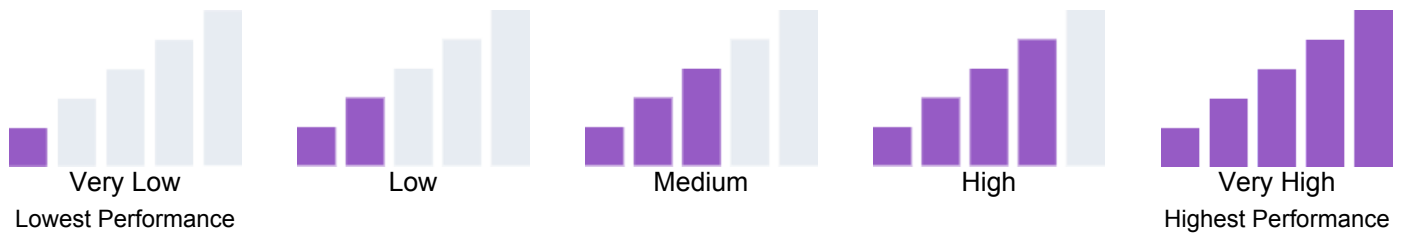
1. Significant resources have been allocated to improving instructional practices. These practices must be implemented with fidelity to a greater degree.
2. The Socio-economically disadvantaged population has been an area of concern, with regard to dashboard indicators.
3. We are using the coteach model to meet some of our more challenged learners.

School and Student Performance Data

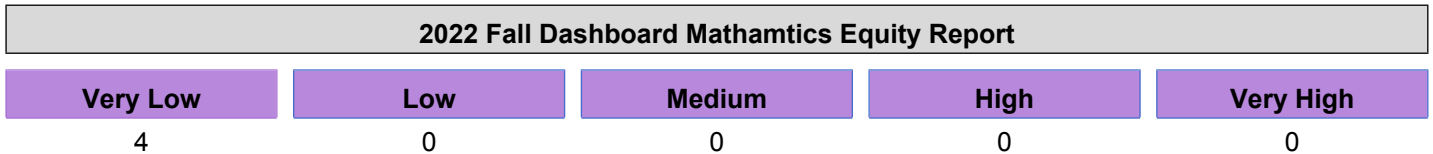
Academic Performance Mathematics

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](#).

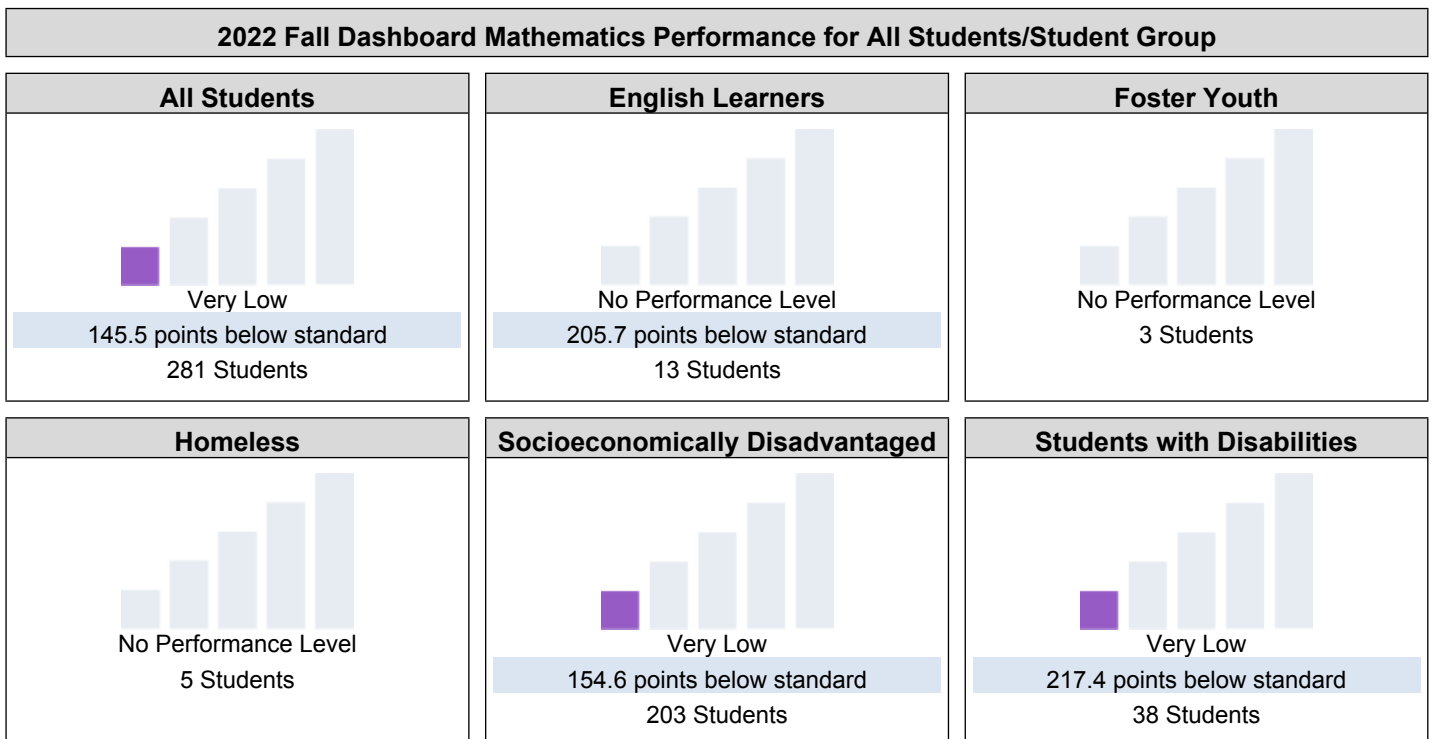
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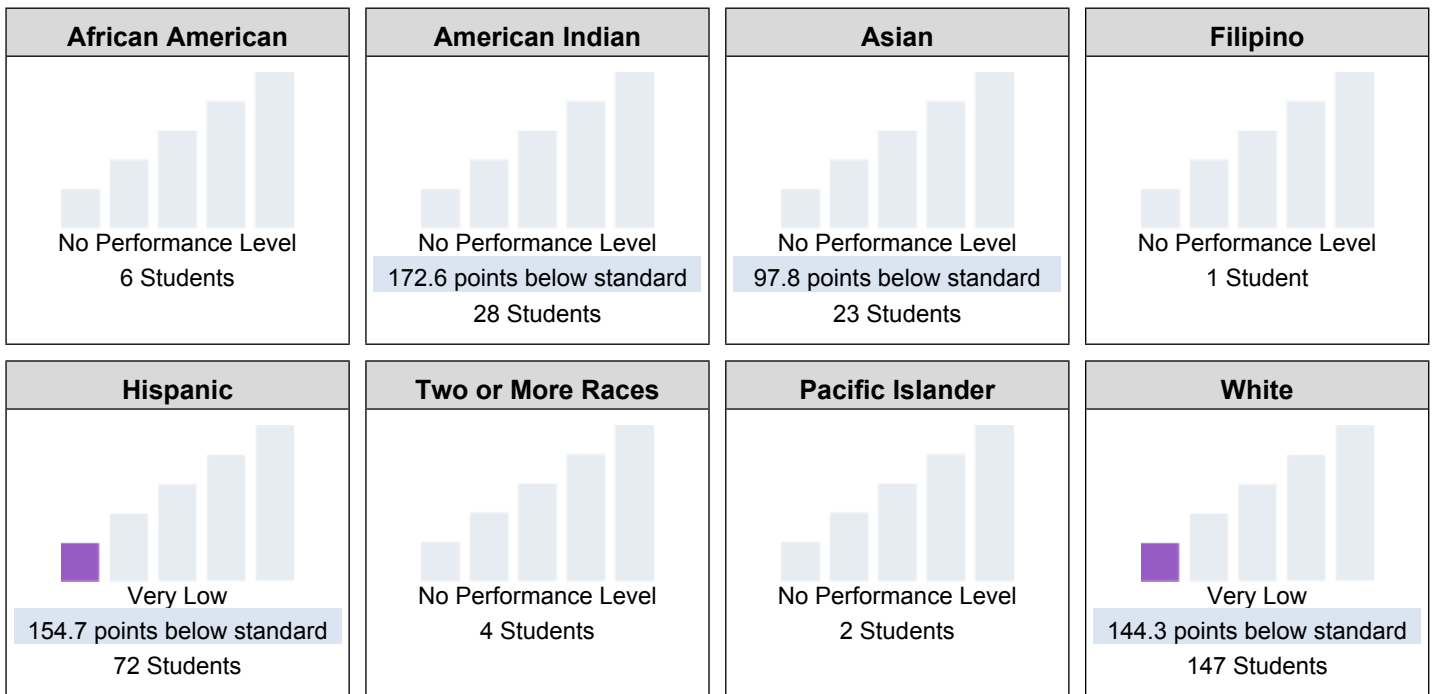
This section provides number of student groups in each level.



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
6 Students	7 Students	149.8 points below standard 220 Students

Conclusions based on this data:

1. Socio-Economically Disadvantaged student performance in Math is a major concern.
2. Overall, Math skills are low, when student enter 9th grade. We are using a coteach model to support some of our more.
3. A large number of students begin well below grade level and do not reach the proficiency required to perform well on the CAASPP.

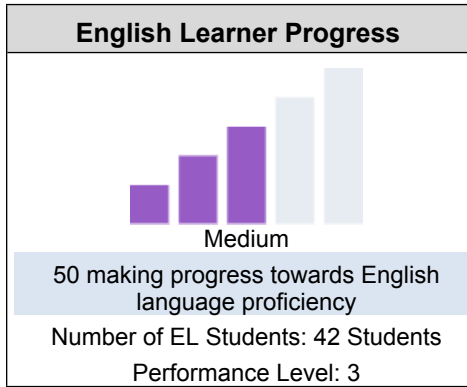
School and Student Performance Data

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
23.8%	26.2%	2.4%	47.6%

Conclusions based on this data:

1. The number of ELL students has decreased, over time. The proficiency levels have also risen. This is due to the fact that there are fewer newcomers moving to Oroville. Lower opportunities for employment are a likely factor.

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. After analysis of College and Career Preparedness data, it was discovered that students were enrolled in Concurrent Enrollment courses at Butte College; however, the coding in Aeries was incorrect, resulting in under reporting data.
2. This error has been corrected and future data should more accurately reflect College and Career performance.
3. LPHS has gone from 7 to 17 concurrent enrollment classes in the last 3 years

School and Student Performance Data

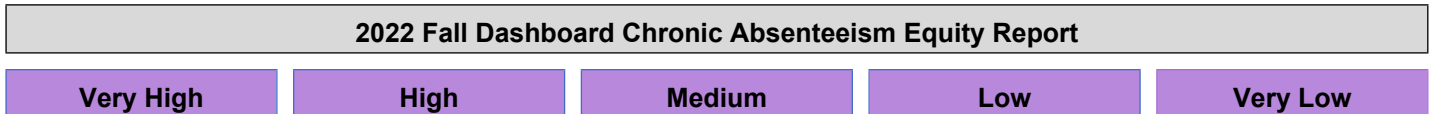
Academic Engagement Chronic Absenteeism

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](#).

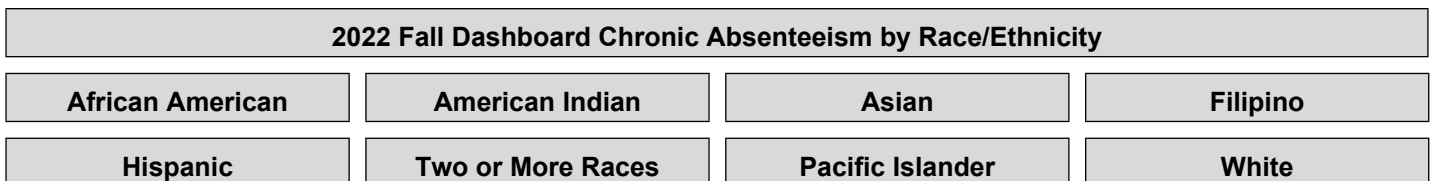
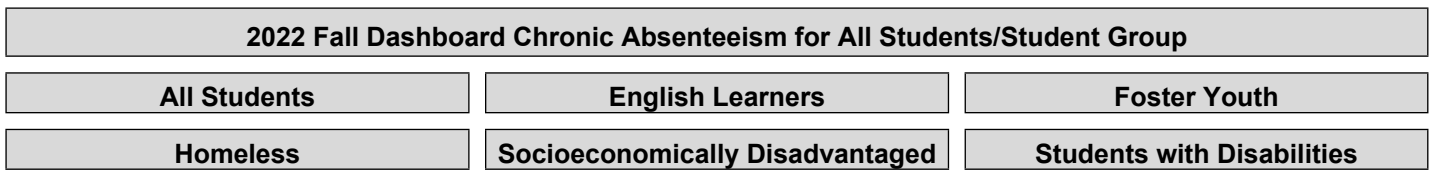
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High High Medium Low Very Low
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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.



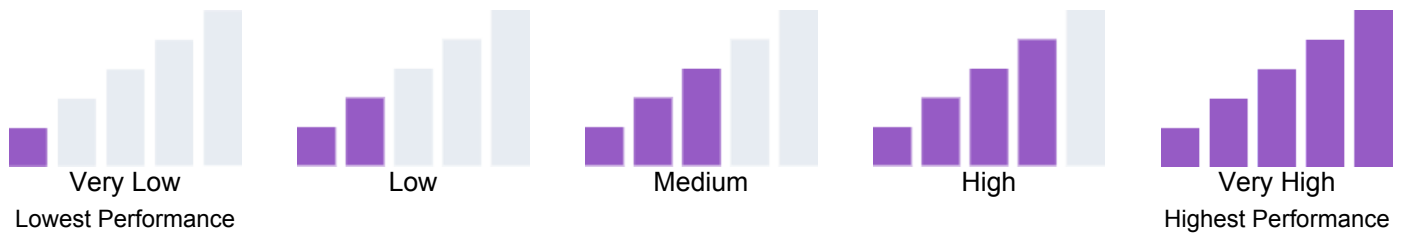
Conclusions based on this data:

1. Chronic absenteeism is a major concern. School staff conducts home visits to figure out reasons for students being absent.
2. The SAART process provides additional support for students with the most chronic absence rates. We are looking at hiring a TCM specifically for truancy for the 2022-2023 school year.
3. Dashboard data was not transferred to this template; however, rates for African American, native American, and Two or more races are an area of concern.

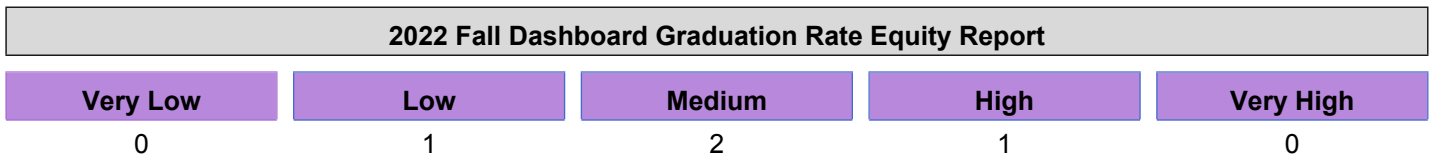
School and Student Performance Data

Academic Engagement Graduation Rate

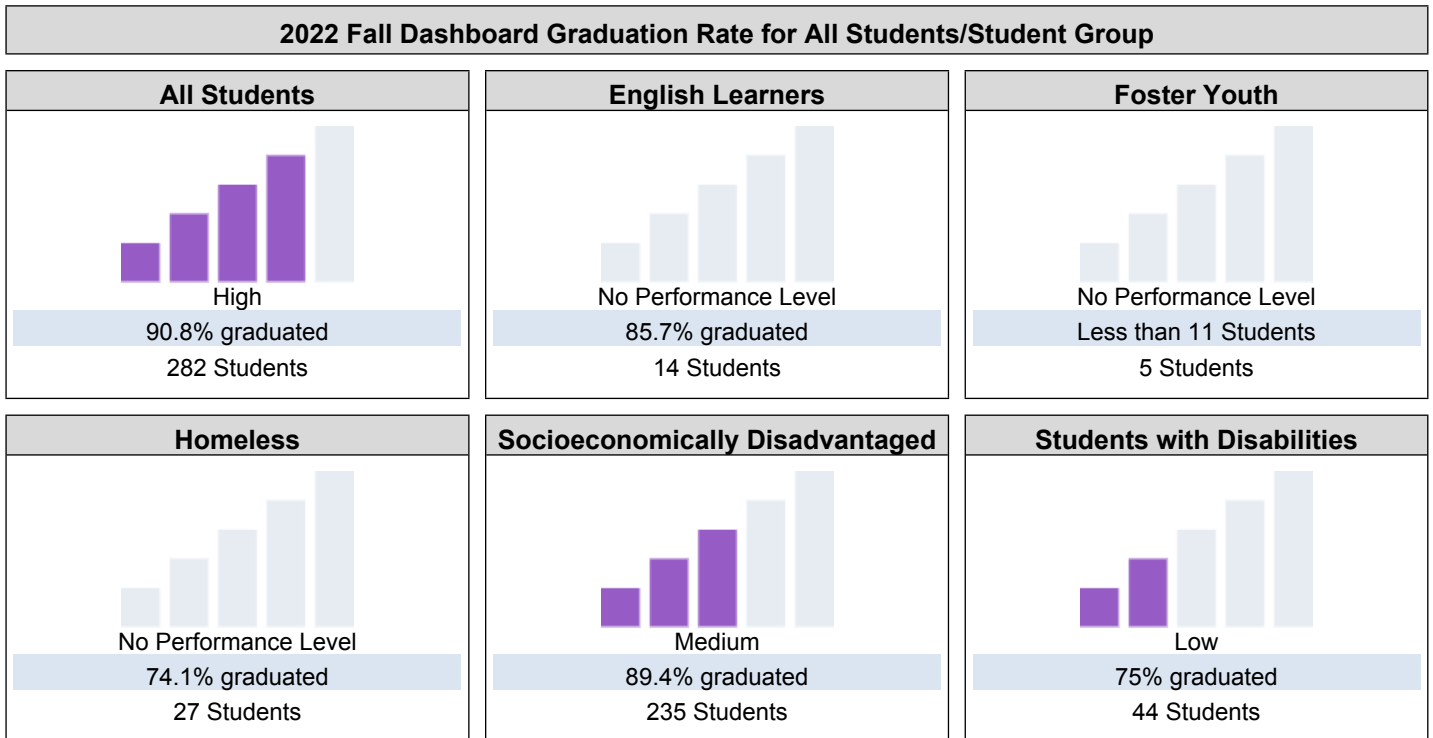
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).



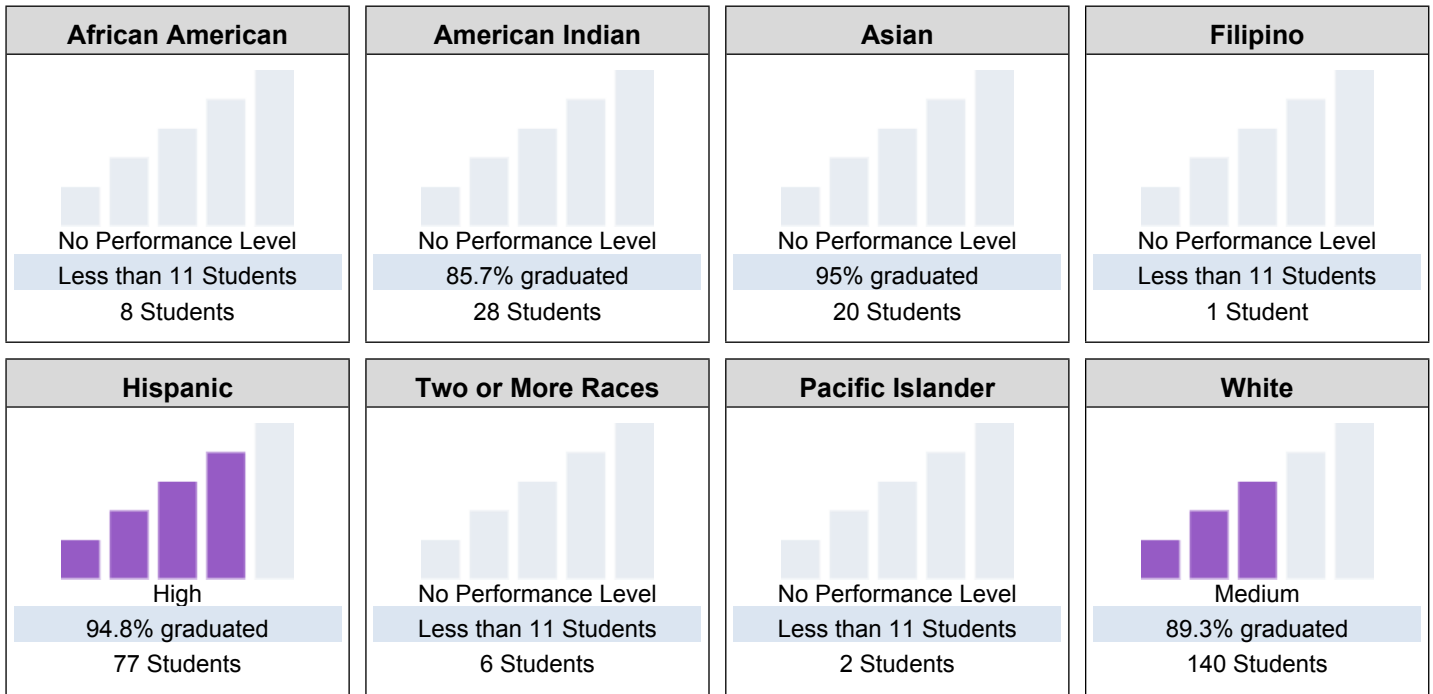
This section provides number of student groups in each level.



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:

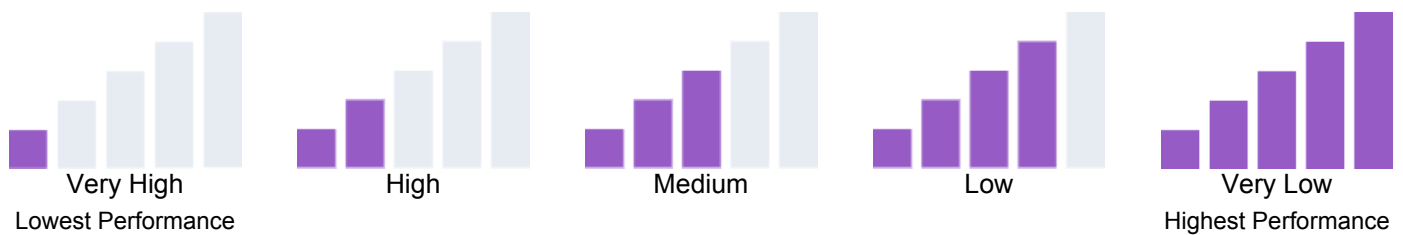
1. The graduation rate has risen slightly.
2. The transient nature of our student population results in students being included in the cohort that move out of the area and do not enroll in school when they leave.
3. Nearly all students who are continuously enrolled graduate from the school.

School and Student Performance Data

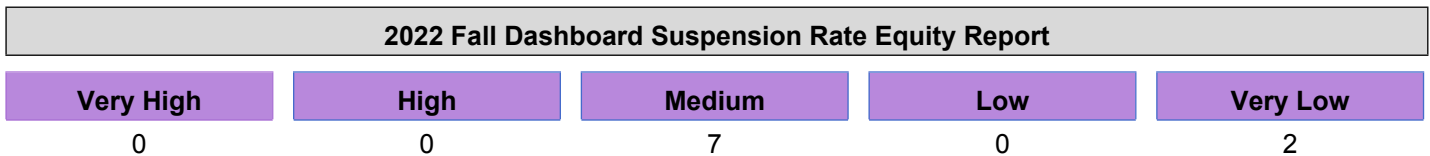
Conditions & Climate Suspension Rate

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](#).

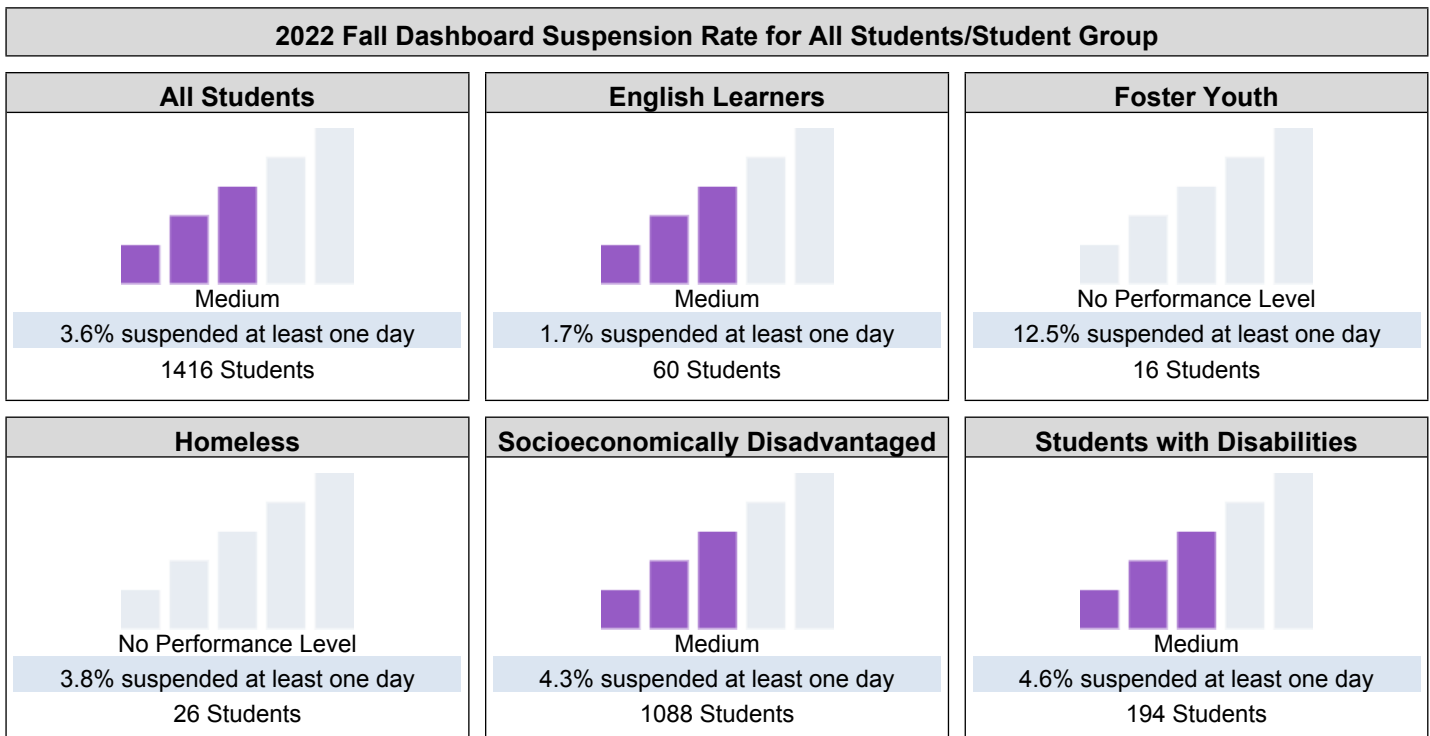
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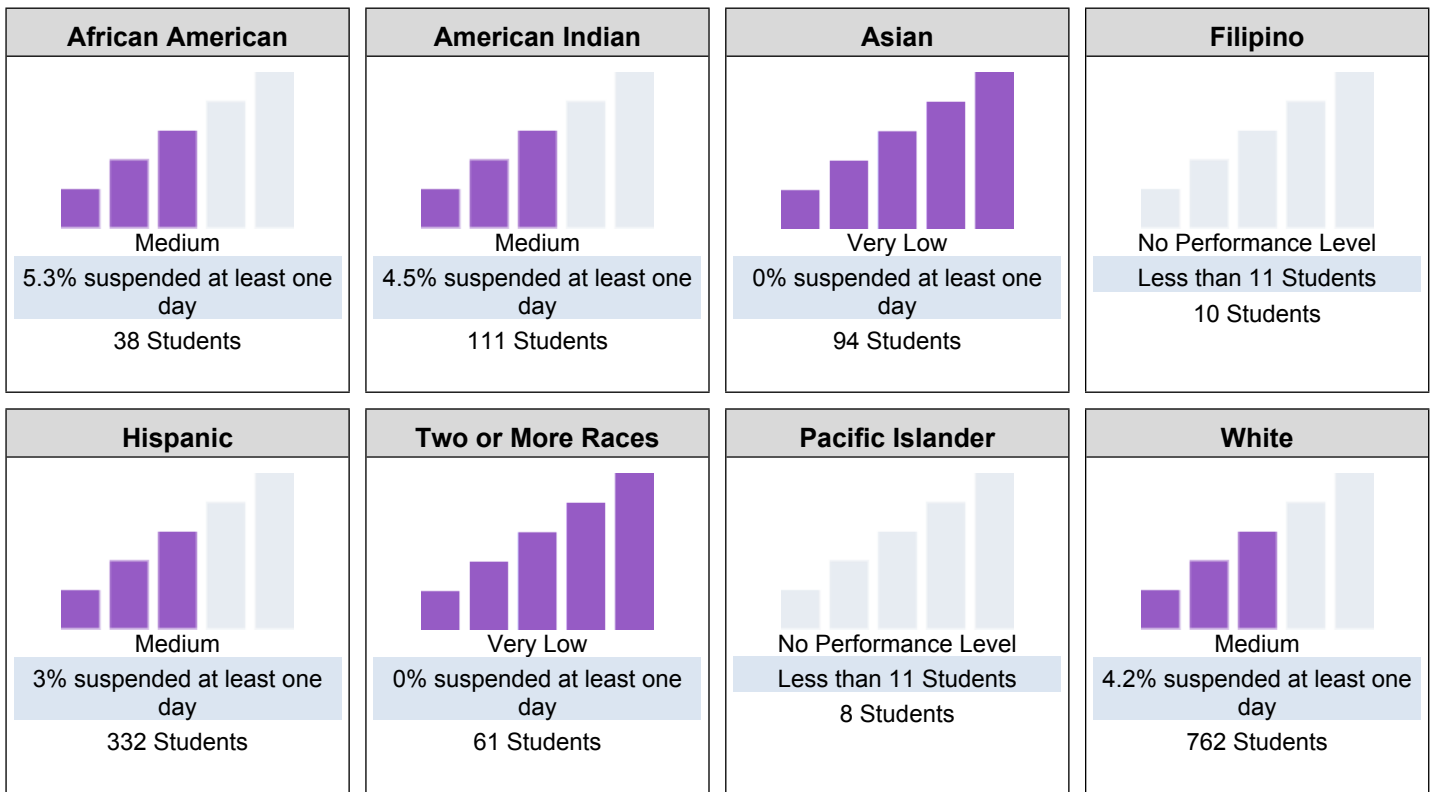
This section provides number of student groups in each level.



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. Student discipline data is a major area of concern. To better track student discipline data we are now using SWIS
2. A Restorative Justice program is being implemented to address suspension and expulsion concerns.
3. The District Discipline plan has been modified and programs are being put in place during the 21-22 school year to address school climate and discipline concerns, as well as racial equity.

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

Improve school culture

LEA/LCAP Goal

#2 Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention Supports as a framework.

Goal 1

Increase the percentage of students who engage with the school community and report that LPHS has a good, positive, and welcoming school culture.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Power of Being Seen Survey (staff)	approximately 50% of students are identifiable in at least 2 metrics (by staff)	85% of students are identifiable in at least 2 metrics (by staff)
Culture survey (students)	less than 50% students agree or strongly agree we have a good school culture	75% if students will agree or strongly agree on a positive school culture

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

Using CRTL and CRPBIS strategies to ensure identified areas affecting student learning are met
 Using SEL resources and strategies to build positive relationships with students and their families
 Games and activities provided during lunch by ASB
 Freshmen orientation
 Targeted Case Manager support for students in need. We are adding and additional TCM for 23-24
 Community Circles
 Social Work Support for students in need

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)

4,500

Source(s)

General Fund
4000-4999: Books And Supplies
Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In accordance with Principle 1.C of the EL Roadmap, in creating a school climate and campus that is affirming, inclusive, and safe, we will do the following:

Teachers will be able to identify their EL students and will pronounce their names correctly

Teachers will create a welcoming environment by greeting students by name as they enter the classroom

Staff will include cultural and geographical examples, content, and activities into their content areas to celebrate/appreciate cultural awareness and diversity.

The school will create a welcoming school campus by celebrating culturally appropriate artwork, flags, etc. that represent EL and other student populations.

To engage parents, students and staff, the school will host and participate in culturally important celebrations and events especially surrounding culturally significant holidays.

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)

500

Source(s)

General Fund

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 strategies proved very impactful for the students in attendance

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

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

We will increase the number of circles and will provide Restorative Training for Targeted Case Managers

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

College and Career Readiness

LEA/LCAP Goal

#3 Every student will have a goal for college and/or careers, and our district will prepare them for participation in those opportunities.

Goal 2

Increase College and Career Readiness

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CASPP/Dashboard Indicators	2019-20 Data	Eliminate Red and Orange indicators on Dashboard

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

Improve student achievement in math and science by:
 Reporting student progress toward graduation and dashboard indicators to the Site Council each quarter.
 Schedule tours for students at colleges in Northern California
 Develop a four-year plan for graduation for every student by:
 Meeting with all 9th grade students to develop a four-year plan toward graduation.
 Meeting annually with 10-12 grade students to update progress toward graduation.
 Coordinating strategies and activities with the College/Career Readiness Technician.
 Provide an opportunity for students to take advantage of the Reg2Go offering at Butte College

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)
50,000	LCFF 2000-2999: Classified Personnel Salaries College and Career Technician

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In alignment with Principle 4.A of the EL Roadmap, in building educational approaches and programs that are designed for continuity, alignment, and articulation across grade levels, we will do the following:
 Convene a committee that will analyze our current scheduling and course offerings to make suggestions for change that ensure that EL students are provided equitable opportunities for participation in college and career readiness courses.
 During the enrollment and scheduling process, we will target EL students who are new to LPHS and provide information on college and career opportunities available to them and encourage them to enroll in those courses.
 We will also seek to engage families and parents through our ELAC meetings and provide information and awareness of college and career offerings.

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)
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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.

4 year plans were developed for every student

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

We provided more college tours than were expected

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

We will provide tours specifically for foster/homeless 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

Improve data collection and analysis.

LEA/LCAP Goal

#1 Provide equitable educational opportunities for all students.

Goal 3

Improve data collection and analysis.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Pathway Completers	20-21 Dashboard Data	Increase the number of CTE pathway completers to 25% of our graduates in the next two (2) years.
CTE Industry Certifications	20-21 Dashboard data	Increase CTE industry certifications by 20% over the next two (2) years.

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

Each department reviews student achievement in aggregate and disaggregated form. The PLC reboot will address all 4 PLC questions and lead to better use of data. Staff use DataZone, DNA Assessment, and Aeries for schoolwide assessment of student attendance and discipline.

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)

4200

Source(s)

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

In accordance with principle 3A of the EL Roadmap, LPHS will maintain a systemic focus on continuous improvement towards English proficiency, academic engagement, and achievement by doing the following:

Creating a more robust evaluation model that will provide the information and data necessary to make institutional decision that support improvement and progress.

Align the school's evaluation model and accountability plan to the newly revised and updated district EL master plan.

The school ELAC will evaluate curriculum, progress, and program performance tri-annually, using ELPAC data, MAP assessment, content formative/summative assessment data, and other relative data.

Based on the evaluation model and data analysis, ELAC will make recommendations for further program growth and development.

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)

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.

We did not do a good job collecting or assessing data

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

IO/DNA was not implemented

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

We will implement a PLC reboot which will align both comprehensive campuses in the core subjects.

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

Increase parent participation

LEA/LCAP Goal

Goal 4

Identified Need

low participation in both SSC and ELAC

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.

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.

We will call all EL parents, inviting them to the ELAC meetings. We will also call parents if they do not respond to the email invitation to join Site Council

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

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

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

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	\$174,836.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$59,200.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$4,200.00

Subtotal of additional federal funds included for this school: \$4,200.00

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

State or Local Programs	Allocation (\$)
General Fund	\$5,000.00
LCFF	\$50,000.00

Subtotal of state or local funds included for this school: \$55,000.00

Total of federal, state, and/or local funds for this school: \$59,200.00

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
Title I	174,836	174,836.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	5,000.00
LCFF	50,000.00
Title I Part A: Allocation	4,200.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	50,000.00
4000-4999: Books And Supplies	4,500.00
5000-5999: Services And Other Operating Expenditures	4,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	500.00
4000-4999: Books And Supplies	General Fund	4,500.00
2000-2999: Classified Personnel Salaries	LCFF	50,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,200.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	5,000.00
Goal 2	50,000.00
Goal 3	4,200.00

School Site Council Membership

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

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

Name of Members	Role
Bill McCutchen	Other School Staff
David Loudermilk	Classroom Teacher
Miranda Johnson	Parent or Community Member
Bret Lawson	Classroom Teacher
Dave Croxell	Other School Staff
Sarah Fairbanks	Parent or Community Member
Lisa Torres	Parent or Community Member
Kalyn Peterson	Other School Staff Secondary Student
Lamar Collins	Principal
Bonnie Leih	Classroom Teacher Parent or Community Member
Jayden Rykola	Classroom Teacher Secondary Student
	Parent or Community Member
	Other School Staff
	Other School Staff
	Parent or Community Member
	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

Other: School Site Council

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 6/8/2022.

Attested:



Principal, Dr. Lamar Collins, Sr on 5/8/2023



SSC Chairperson, Bret Lawson on 5/8/2023

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

School Year: **2023-24**



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
Oroville Union High School District	04615150000000	05/20/2021	06/23/2021

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.

Every year, the Oroville Union High School District (OUHSD) gathers input at stakeholder meetings and through LCAP surveys that include district leadership, site administrators, teachers, classified staff, along with students and community members to create a strategic plan whose action items are aligned to the district's Local Control Accountability Plan (LCAP). In the LCAP, the district creates action items that support our four district-wide goals. Each action item is budgeted through the district's multiple funding categories (LCAP, Title 1, Title 3, etc.). The School Plan for Student

Achievement (SPSA) aligns with the district's LCAP. It outlines the goals and objectives based upon data analysis to ensure the success of each student at Oroville High School.

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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).

Oroville High School collects data from various stakeholders. Students, parents, and staff have the opportunity to provide feedback through the California Healthy Kids Survey (CHKS), our English Learner Advisory Committee (ELAC) Needs Assessment, as well as the OUHSD LCAP Surveys. In the 2022-23 school year, 66% of students took the California Health Kids Survey in grade 9 and grade 11. On the 2022-23 survey 67% of students surveyed felt the school had high expectations for students and over 55% felt there is a teacher or caring adult on campus who really cares about them. Almost 80% of students surveyed reported low violence victimization, no fear of getting beat up, and no mean rumors on campus. Almost 55% of students surveyed in 2022-23 had high academic motivation while 19% felt they engaged in meaningful participation in activities on campus. We also have a staff survey and a parent survey that we distribute each year. Data from the staff survey showed that 90% of staff feel the school is a supportive/inviting place for students to learn and a safe place for students. Close to 80% of staff surveyed indicated that students are motivated to learn. Results from the 2022-23 ELAC Needs Assessment parent survey were not included to due to the low number of respondents. On the 2020-21 ELAC Needs Assessment respondents requested the addition of a bilingual para educator to support students and parents of English Learners. As a result, this additional position was included and will continue to be funded in the 2022-23 Single Plan.

Classroom Observations

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

Administrators visit classrooms both formally and informally. Administrators utilize a PBIS walkthrough form when conducting informal observations. Formal observations are also divided among administrators. They work with Human Resources and conduct formal observations throughout the school year. Each formal observation is accompanied by a pre-conference and final evaluation conference between the teacher and evaluator. The first formal observation for probationary teachers is conducted in the fall, before winter break. The second formal observation occurs early in the second semester. Teachers participate in peer observations as a way to collaborate and share best practices. Approximately 6 teachers are participating in in Universal Design Learning (UDL) coaching where they participate in classroom coaching sessions. This will continue into the 23-24 school year. Teachers also take advantage of other professional development opportunities as they are offered. Findings show that teachers use common strategies such as Socratic Seminar, Think-Pair-Share, Gallery Walk, Merry-Go-Round, Marking the Text, and Four Corners in their instructional practice.

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)

Standardized assessment data is used to modify instruction and improve student achievement. Staff regularly gather, analyze, and synthesize assessment data in order to provide placement in appropriate level academic courses. Data from English Language Proficiency Assessments for California (ELPAC) and local formative and summative assessments are used to place students in appropriate level ELD English Courses. Oroville High School uses Illuminate as a tool for gathering assessment data in addition to developing and implementing standards-based local formative and summative assessments. The staff has identified Essential Standards for all Collaborative Teams. Staff is currently working through department meetings and collaborative team meetings to develop common summative assessments and formative assessments in all core subject areas designed to assist and identify strengths and areas of concern. Curriculum and instruction practices are modified and re-teaching is taking place when areas of concern are identified. Additionally, we provide co-teaching support in English and Math, along with para-educators in multiple core content classes to support student achievement.

CAASPP (California Assessment of Student Performance and Progress) includes the EAP: This data drives collaboration between teachers during regular subgroup and department meetings. California Alternate Assessments (CAA): The California Alternative Assessments (CAA) is the alternate assessment for the California Standards for children with severe cognitive disability which is specified on their Individual Education Program (IEP) in the areas of English Language Arts, mathematics, and science.

Advanced Placement Exams: Scores allow for program refinement, academic counseling, and post-graduate support.

MAP Math Test: This information is used to confirm 9th grade student placement in the appropriate Math course and move students to a higher level of Math if needed.

District Benchmark Assessments: Working with all content area departments, the district is developing a PLC reboot where all subjects are working to develop standards-aligned benchmark assessments intended as formative information about student learning that is used to make adjustments to on-going instruction on all secondary sites.

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

Departments and collaborative teams (course-alike groups) develop and administer common summative assessments. Teams are transitioning to use common formative assessments, as well. Course-alike teams meet two to three times per month to discuss strategies, assessments and modifications to instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Oroville High School students are instructed by highly qualified teachers. All teachers are highly qualified or in training to become highly qualified as specified by the State of California under the federal Every Student Succeeds Act or ESSA. The Oroville Union High School District continues to provide a competitive salary schedule and benefits package to attract the highest quality teachers. Additionally, new teachers are provided a strong beginning teacher support program with professional development that meets the needs of each individual through the Butte County Teacher Induction Program and administered in the Oroville Union High School District.

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

All of our teachers are credentialed and have access to professional development on a regular basis, both voluntary and mandatory professional development.

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

The focus of staff/professional development activities is centered on Professional Learning Communities and the expansion of Common Core Standards instruction and assessment in every core academic course. Departments work collaboratively in all areas; special education staff and core academic staff collaborate to identify and ensure all Individual Educational Program (IEP) goals and objectives are met. There is district support, materials and training for instructors using Illuminate as a tool for gathering assessment data and developing standards-based local formative and summative assessments. In-service days, Subject Area Coordinator meetings, collaborative team meetings and department meetings are planned to allow teachers the opportunity to identify the most effective methods for improving student achievement. Administrators and teachers analyze the results of standardized tests and identify areas needing improvement. The results are considered when determining professional development necessary to meet the needs of students. Core departments are participating in the district wide PLC reboot process in order to develop common assessments to determine student progress. The results of common assessments drive instruction by identifying areas for student improvement. Professional development training is designed to meet student needs based upon current data. Release time and/or extra duty rate is provided for teachers to gather information from classroom observations, workshop and training.

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

At Oroville High School, teachers work with administration to create professional development. While transitioning to Distance Learning, teachers attended district technology meetings and then brought material to share with the rest of the staff in the format of the Teachers Training Teachers PD Series. Site teachers, administrators and other leaders collaborate to plan and implement our PD Series.

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

Teachers have collaboration time embedded into the bell schedule every Wednesday. Departmental and course-alike collaborative teams meet two to three times a month during this time. Extra duty rate is also provided for teachers to collaborate outside of the school day. Additionally, in the 23-24 school year, Freshmen Core teachers (English, Math, Social Studies & Science) will meet weekly to provide additional support & interventions for freshmen students.

Teaching and Learning

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

Curriculum alignment is an ongoing process and is being supported through department meetings and subgroup meetings in each academic discipline. Staff is mapping curriculum vertically and horizontally and implementing standard-based instruction and assessment practices. Additionally, staff is utilizing both common assessment data from their subject area to identify academic areas of strength and concerns on standardized assessments and implementing a series of standards-based benchmark assessments in core academic subjects.

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

N/A

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

N/A

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

Standard-based text and ancillary materials are available to all students in all academic disciplines. State adoptions in core academic subjects are ongoing and materials are purchased accordingly. Materials, accommodations, and modification to curriculum for specialized areas of instruction in Special Education, English Language Learners (ELL) and students with 504 plans are available and applicable as necessary. All students have equal access to standards-based curriculum, instruction, and assessments in English, Math, Social Science, and Science. English Language Development courses are aligned with the ELA and ELD standards. Standards-based instructional materials are purchased for all students through the district textbook fund. Textbooks are checked out to students as needed. In addition, classes have a class set of textbooks in the classroom.

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 instructional materials provide students with access to SBE adopted and standards-aligned materials in core courses.

Opportunity and Equal Educational Access

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

English Language Development classes provide primary language support through the assistance of bilingual para educators. Students identified as English Learners (EL), Language English Proficient (LEP) and Redesignated/Reclassified Fluent English Proficient (RFEP) are able to access Advance Placement courses and students are assessed annually for reclassification. English Language Development (ELD) instructors meet regularly to discuss curriculum, assessment, instructional strategies and practices. Students identified as under-performers are eligible for additional services including; after school tutoring; use of technology, Corrective Reading, Rosetta Stone, Student Study teams (SST's), Special Education services; counseling for college and career information and discussion; honors, AP programs; and a host of elective courses and options including career/vocational education pathways.

Instructional Practices: Oroville High School teachers meet once a week. During this time, teachers collaborate, work on implementing Common Core Standards, analyze assessment data, share best practices, and share student work to ensure consistent and common grading practices.

English Language Development (ELD): Course outlines and benchmark assessments are updated every year to be aligned with the California ELD Standards. The curriculum adopted by the ELD Department is standards based and utilizes: myPerspectives, Scholastic News, System 44, and English 3D. These materials provide students with access to a standards based curriculum. ELD students have a minimum of one period of support in English Language Development. Teachers use Specially Designed Academic Instruction in English (SDAIE) techniques that teach students who are in mainstream English classes. English Learners receive support in the acquisition of the core curriculum at all grade levels.

Link Crew: As students move into a high school setting, the freshman orientation and year-long transition program supports and mentors students at all academic levels.

Evidence-based educational practices to raise student achievement

Teachers implement instructional strategies that are research-based, including schoolwide implementation of PBIS strategies. Students in core areas receive instruction that is aligned to the Common Core State Standards and planned in common during assigned collaboration time with teachers in course-alike groups. Essential standards by content are used to determine areas of periodic common assessment.

Parental Engagement

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

Oroville High School makes available to all students a variety of resources including before school consultation that is available Monday, Tuesday, Wednesday, and Friday. All teachers are available in their classroom during this time to support students through a host of programs including academics, English Language Development (ELD), AP, and Special Education. Additional resources include: District English Learner Advisory Committee (DELAC), site English Learner Advisory Committee (ELAC), CR-PBIS committee, OUHSD Supportive School Climate and Culture Committee and School Site Council (SSC). Students receive services from Student Study Team (SST) meetings, an Individual Educational Program (IEP), college and career field trips, college and career technician, school social workers, school psychologists, speech therapists, occupational therapists, physical therapists, targeted case managers and Cal Works-free and reduced lunch. Student services are available from an instructional and counseling staff that are highly qualified. They are supported by an excellent classified clerical and maintenance staff and a wonderful tradition that promotes support among peers. All staff engage in professional development activities with student interests at the focal point; Associated Student Body (ASB), consultation, and after school tutoring. Community support is available through the Oroville High School Website, ParentSquare, and School Newsletters.

School Site Council (SSC): The School Site Council is a group of stake holders that meet monthly to analyze school data and categorical budgets as they relate to student achievement. The SSC also develops and revises the School Plan for Student Achievement annually.

English Learner Advisory Council (ELAC): ELAC is a group of parents of English Learners and other stakeholders that meet monthly to analyze school data and programs as they relate to student achievement. ELAC also provides input for the School Plan for Student Achievement annually.

District English Learner Advisory Council (DELAC): The chairperson of the English Language Advisory Council represents Oroville High School on the District Advisory Council.

College and Career Center (CCC): The CCC includes one full time college and career technician.

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)

Students, parents, teachers and other stakeholders are part of School Site Council. The SSC is an important group at OHS; it provides input in a variety of areas. Many stakeholders also had input in the creation of the OUHSD LCAP. The school will provide written notice in English, Spanish, and Hmong about the school's program improvement status, as well as supplementary education services.

Funding

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

Assessment data through standardized testing illustrates a growth in the achievement gap creating a greater disparity between students performing well and students considered under-performing. Closing the achievement gap is a priority at Oroville High School and services for students representing the latter category are available. The use of Title 1 categorical funds has served to reduce the gap over the last few years. Title I funding will provide additional staff support in classrooms, instructional materials, and human and instructional resources and services to enhance student achievement. The ELD department has one para educator that assists with ELAC meetings, translations, and parent communication. Para Educators are employed to assist in ELD, Math, classes with a high number of English Learners and assist students during consultation. Tutoring is available in English, Math, and Science after school. Teachers and parents are encouraged to send their students to tutoring to get additional help.

Fiscal support (EPC)

Fiscal support is provided through the Title I Budget and LCFF Base Budget.

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 SPSA was reviewed and adjusted during the 2022-23 school year by the School Site Council and . Various stakeholder groups such as the Staff Advisory Council (SAC) and English Learner Advisory Committee (ELAC) were also consulted on this plan.

Resource Inequities

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

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	248	250	236
Grade 10	249	245	245
Grade 11	237	236	223
Grade 12	229	252	232
Total Enrollment	963	983	936

Conclusions based on this data:

1. There was a slight decrease in enrollment at OHS between the 19-20 and 20-21 school years.
2. There was a slight increase at OHS between the 20-21 and the 21-22 school years.

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	44	54	59	4.60%	5.5%	6.3%
Fluent English Proficient (FEP)	198	199	176	20.60%	20.2%	18.8%
Reclassified Fluent English Proficient (RFEP)	6			13.6%		

Conclusions based on this data:

1. Oroville High School saw an increase in English Learner enrollment in the 20-21 school year.
2. Reclassification rates increased between the 2019-20 and 2020-21 school years.

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	232	221		111	184		110	183		47.8	83.3	
All Grades	232	221		111	184		110	183		47.8	83.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2574.	2556.		17.27	13.11		34.55	30.60		27.27	30.05		20.91	26.23	
All Grades	N/A	N/A	N/A	17.27	13.11		34.55	30.60		27.27	30.05		20.91	26.23	

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	19.09	15.30		61.82	59.02		19.09	25.68	
All Grades	19.09	15.30		61.82	59.02		19.09	25.68	

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	21.82	13.74		50.00	52.20		28.18	34.07	
All Grades	21.82	13.74		50.00	52.20		28.18	34.07	

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	8.18	14.21		77.27	70.49		14.55	15.30	
All Grades	8.18	14.21		77.27	70.49		14.55	15.30	

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	27.27	19.13		56.36	66.67		16.36	14.21	
All Grades	27.27	19.13		56.36	66.67		16.36	14.21	

Conclusions based on this data:

1. Just over 43% of 11th grade students met or exceeded standards overall on the ELA CAASPP. This is a decrease of 8% as compared to the 2020-21 school year.
2. Overall, the data shows that there is learning loss due to the COVID pandemic. In the 20-21 school year, there were just over 100 students tested which is 50% less than the 18-19 school year.
3. Reading continues to be an area of concern with a 5% increase of 11th grade students below standard. Additionally, there was an almost 6% increase of 11th grade students below standard in Writing.

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	232	221		109	184		109	184		47.0	83.3	
All Grades	232	221		109	184		109	184		47.0	83.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2525.	2499.		6.42	3.26		14.68	10.33		22.02	21.74		56.88	64.67	
All Grades	N/A	N/A	N/A	6.42	3.26		14.68	10.33		22.02	21.74		56.88	64.67	

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	8.26	8.15		39.45	28.26		52.29	63.59	
All Grades	8.26	8.15		39.45	28.26		52.29	63.59	

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	5.50	4.35		62.39	65.22		32.11	30.43	
All Grades	5.50	4.35		62.39	65.22		32.11	30.43	

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	10.09	3.26		62.39	61.96		27.52	34.78	
All Grades	10.09	3.26		62.39	61.96		27.52	34.78	

Conclusions based on this data:

1. In the 21-22 school year, only 13.5% of OHS 11th grade students are scoring at or above standard overall on the CAASPP Mathematics test which is a 7% drop from the previous school year.

2. Approximately 65% of our students are scoring at below standard overall on the CAASPP Mathematics test with the Concepts and Procedures strand still showing the greatest challenge for our students with over 60% of students scoring below standard.
3. Over 65% of students are "at/near standard" or "above standard" on the Communicating Reasoning strand of the test. This still appears to be the area of strength for OHS students, even with only a 5% decrease from the 20-21 school year.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1554.9	1539.1		1542.1	1521.5		1567.3	1556.0		18	26	
10	1586.1	1569.0		1592.1	1560.7		1579.7	1576.7		14	14	
11	*	*		*	*		*	*		4	10	
12	*	*		*	*		*	*		5	7	
All Grades										41	57	

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	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
9	11.11	0.00		50.00	46.15		27.78	42.31		11.11	11.54		18	26	
10	28.57	14.29		50.00	57.14		14.29	28.57		7.14	0.00		14	14	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	14.63	12.50		48.78	48.21		29.27	26.79		7.32	12.50		41	56	

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	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
9	27.78	7.69		44.44	46.15		22.22	34.62		5.56	11.54		18	26	
10	57.14	28.57		21.43	50.00		14.29	21.43		7.14	0.00		14	14	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	36.59	23.21		41.46	39.29		17.07	25.00		4.88	12.50		41	56	

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	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
9	5.56	3.85		38.89	23.08		33.33	50.00		22.22	23.08		18	26	
10	7.14	0.00		57.14	42.86		14.29	50.00		21.43	7.14		14	14	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	4.88	8.93		36.59	28.57		31.71	42.86		26.83	19.64		41	56	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	7.69		88.89	80.77		11.11	11.54		18	26	
10	21.43	21.43		57.14	78.57		21.43	0.00		14	14	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	7.32	14.29		70.73	73.21		21.95	12.50		41	56	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	61.11	34.62		27.78	57.69		11.11	7.69		18	26	
10	85.71	64.29		7.14	28.57		7.14	7.14		14	14	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	75.61	49.09		17.07	40.00		7.32	10.91		41	55	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.11	3.85		66.67	61.54		22.22	34.62		18	26	
10	35.71	14.29		42.86	64.29		21.43	21.43		14	14	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	17.07	12.50		51.22	57.14		31.71	30.36		41	56	

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		94.44	88.46		5.56	11.54		18	26	
10	14.29	0.00		78.57	100.00		7.14	0.00		14	14	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	9.76	10.91		82.93	78.18		7.32	10.91		41	55	

Conclusions based on this data:

1. Over 70% of English Learners scored at a Level 3 or 4 in overall language proficiency in the 2021-22 school year and the overall number of students tested grew by 16.
2. The majority (almost 60%) of EL students at OHS are in the somewhat/moderately developed range in Reading, Writing, and Listening.
3. Only 50% of students scored Well developed in the speaking domain which is a significant drop of approximately 25%.

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
983	84.8	5.5	1.5
Total Number of Students enrolled in Oroville Union High School District.	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	54	5.5
Foster Youth	15	1.5
Homeless	36	3.7
Socioeconomically Disadvantaged	834	84.8
Students with Disabilities	173	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	4.6
American Indian	64	6.5
Asian	208	21.2
Filipino	7	0.7
Hispanic	186	18.9
Two or More Races	61	6.2
Pacific Islander	3	0.3
White	407	41.4

Conclusions based on this data:

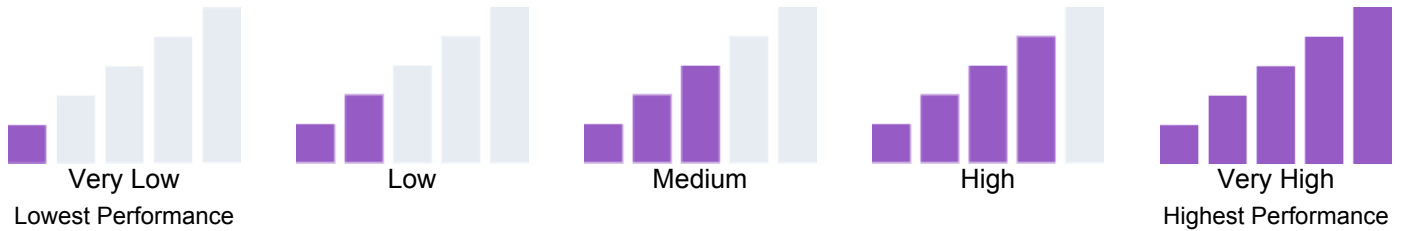
1. The percentage of Socioeconomically disadvantaged students has continued to increase over the last few years, with the current percentage at almost 85%.
2. The largest ethnic group at OHS is White at 41.4% which is a slight decrease compared to the previous year, with Asian second at 21.2%, and Hispanic third at 18.9%.

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
<p>English Language Arts</p> <p>Very Low</p>	<p>Graduation Rate</p> <p>High</p>	<p>Suspension Rate</p> <p>Low</p>
<p>Mathematics</p> <p>Very Low</p>		
<p>English Learner Progress</p> <p>Very Low</p>		
<p>College/Career Not Reported in 2022</p>		

Conclusions based on this data:

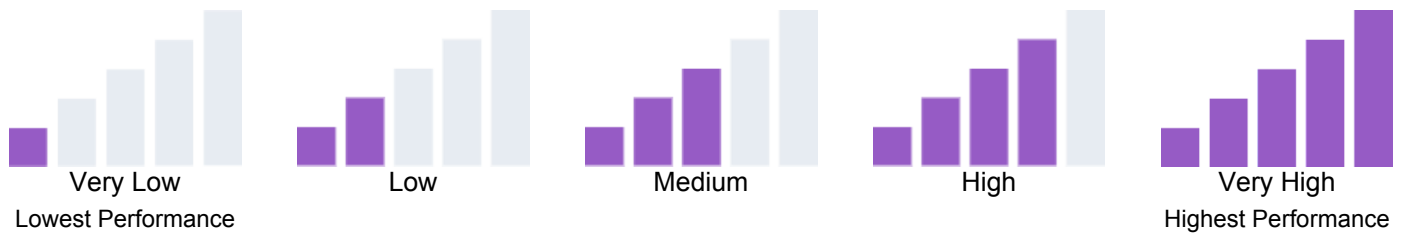
1. While OHS has been in the orange range for the last two years, there has been a decrease in the number of suspensions over the last three years.
2. OHS continues to maintain a high graduation rate.

School and Student Performance Data

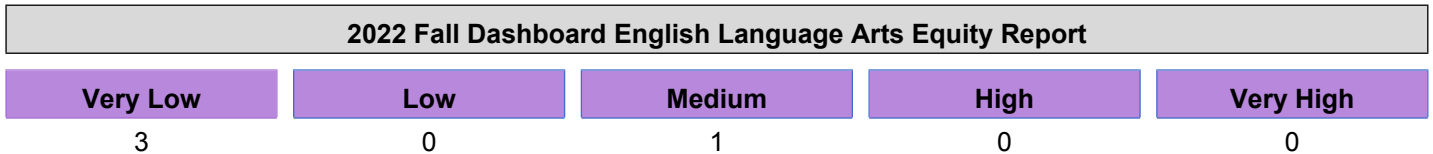
Academic Performance English Language Arts

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](#).

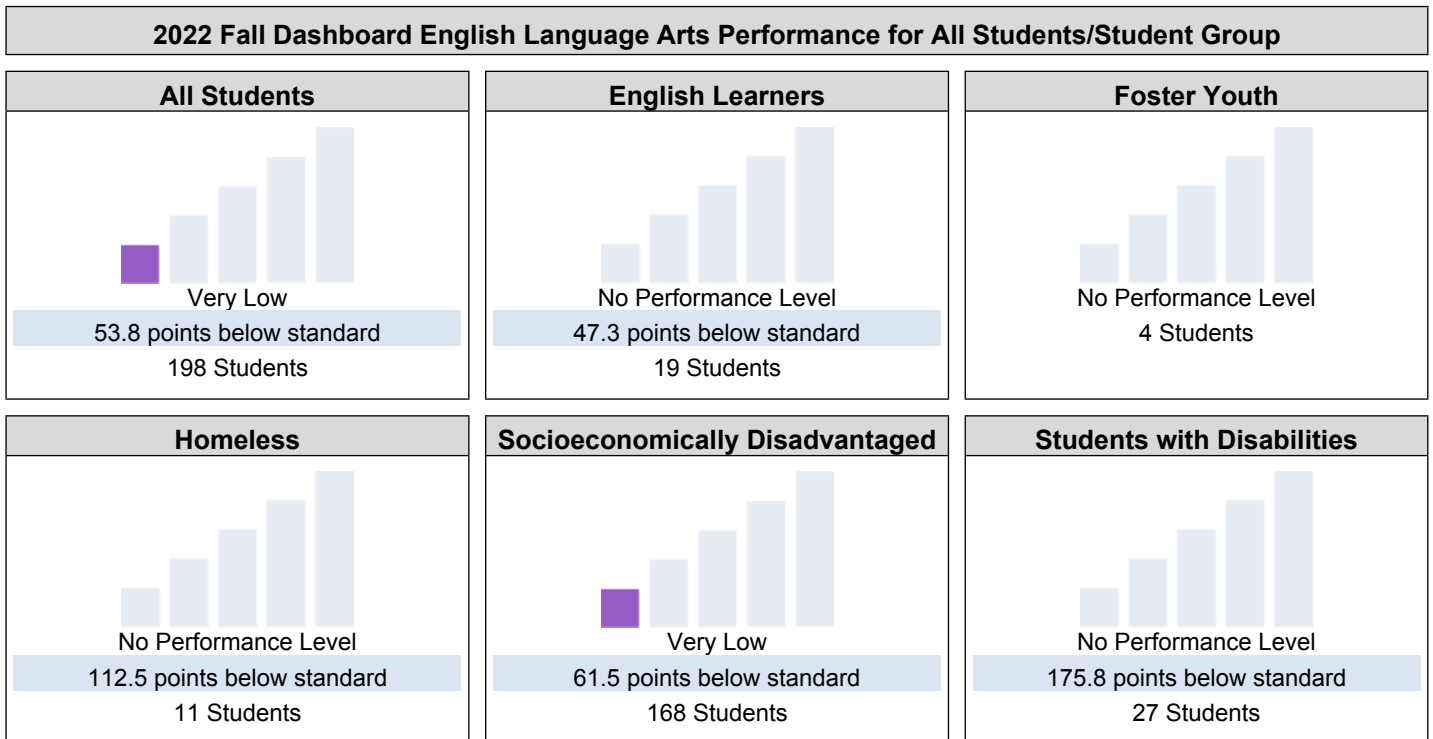
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



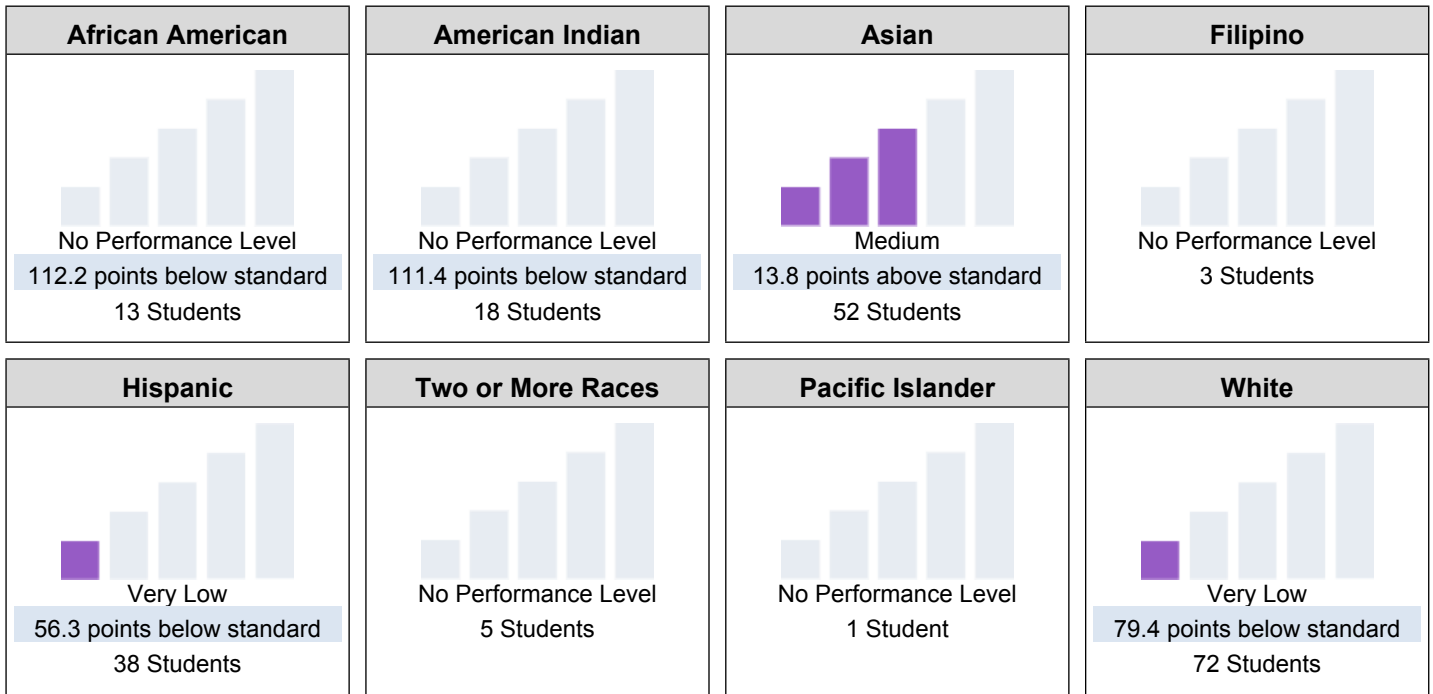
This section provides number of student groups in each level.



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
4 Students	34.3 points below standard 16 Students	74.0 points below standard 141 Students

Conclusions based on this data:

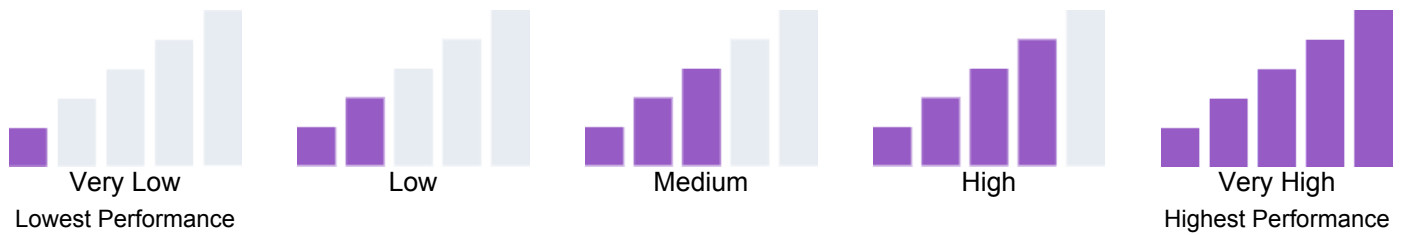
- Overall, all 11th grade students at OHS declined by 12.1 points in English Language Arts (ELA).
- The Asian subgroup increased performance levels in ELA by 5.7 points and was the only subgroup to reach the highest performance level.
- Students with Disabilities performed the lowest at 96.7 points below standard.

School and Student Performance Data

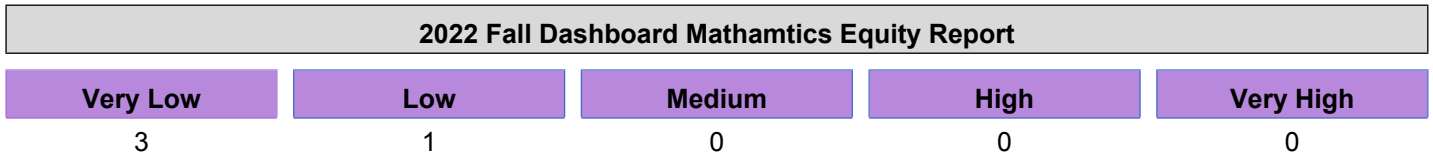
Academic Performance Mathematics

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](#).

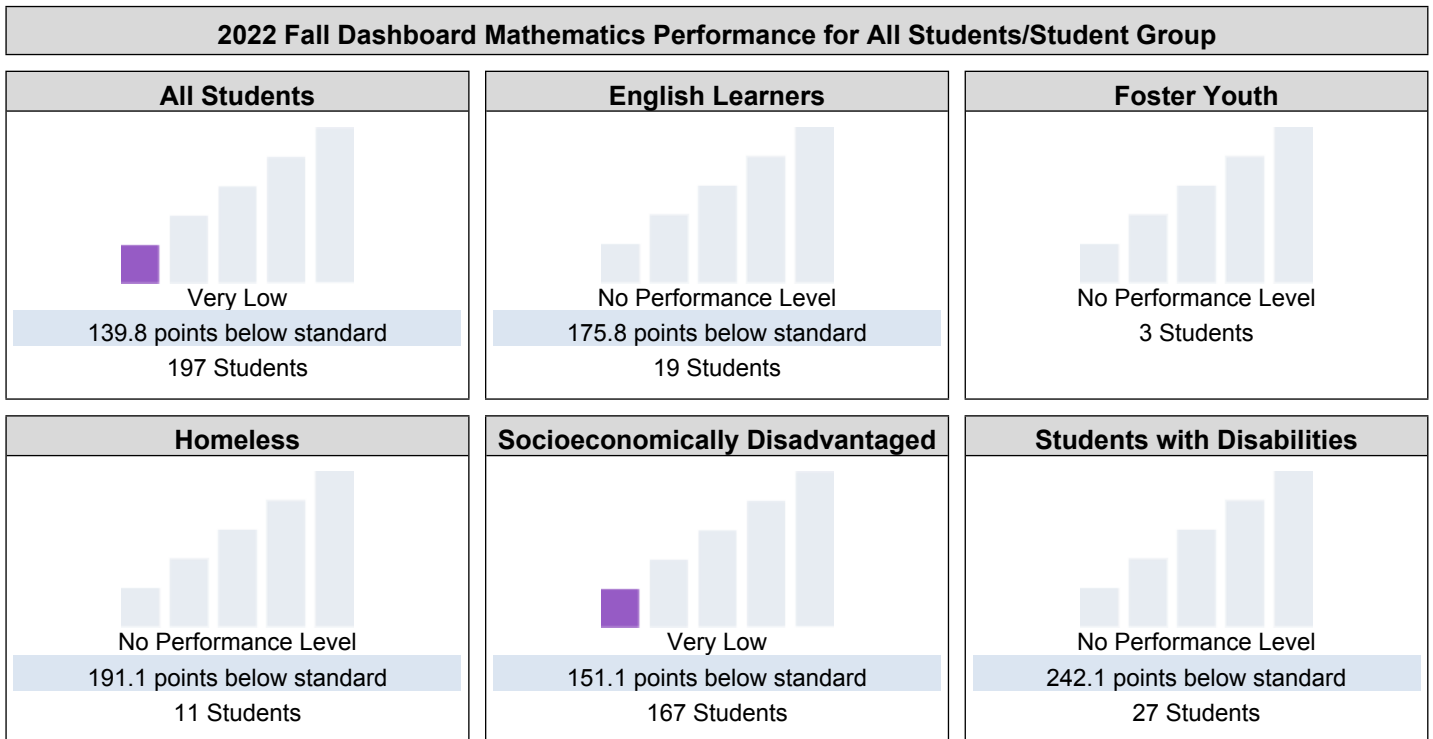
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



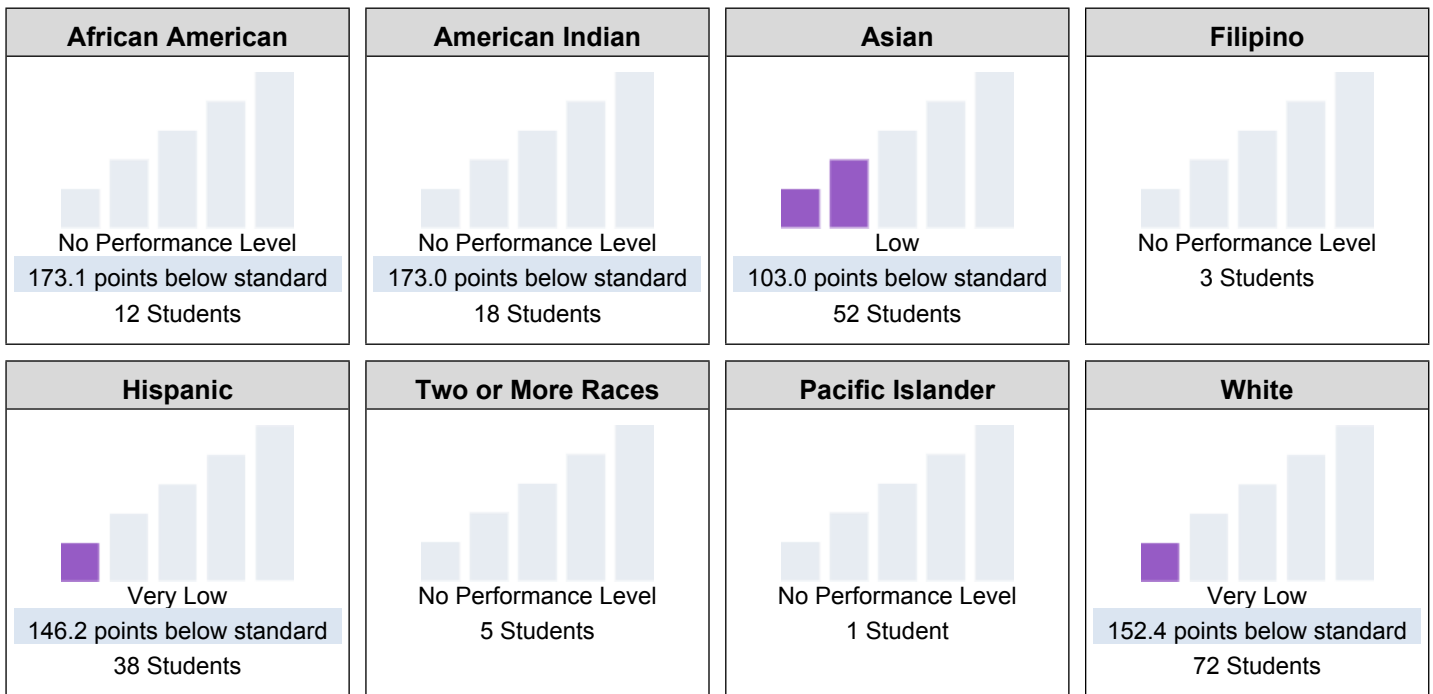
This section provides number of student groups in each level.



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
4 Students	173.6 points below standard 16 Students	150.3 points below standard 140 Students

Conclusions based on this data:

1. Overall there was a 3.2 point increase for 11th grade students' performance in Math, but students are still 76.4 points below standard.
2. The Asian subgroup had the highest performance, while the White subgroup and English Only students increased in performance. The White subgroup had the highest increase in performance at 21.2%.
3. All of the other subgroups declined in performance from the 2017-18 school year.

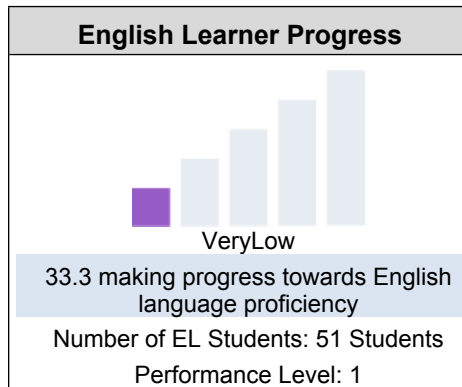
School and Student Performance Data

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
25.5%	41.2%	0.0%	33.3%

Conclusions based on this data:

1. Out of the 23 EL students 17 (74%) maintained or progressed at least one level on ELPAC.
2. Out of the 23 EL students 6 (26%) decreased at least one level on ELPAC.

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.

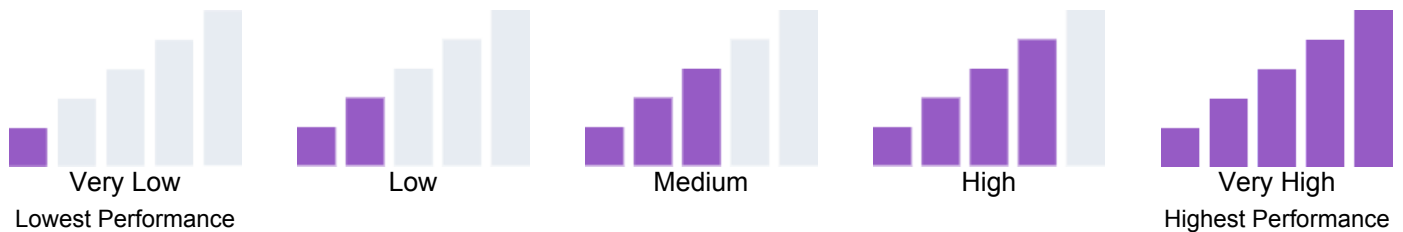
Conclusions based on this data:

1. Overall, 18.6% of students in the class of 2021 completed A-G requirements
2. At OHS, 6.5% of students in the class of 2021 earned a seal of biliteracy, with the Hispanic student group having the highest rate of completion.
3. Only 7% of students in the class of 2021 completed at least one Career Technical Education (CTE) Pathway and 5% of students in the class of 2021 completed Advanced Placement Exams.

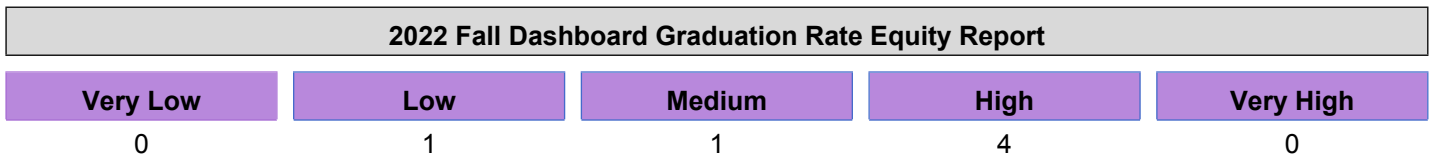
School and Student Performance Data

Academic Engagement Graduation Rate

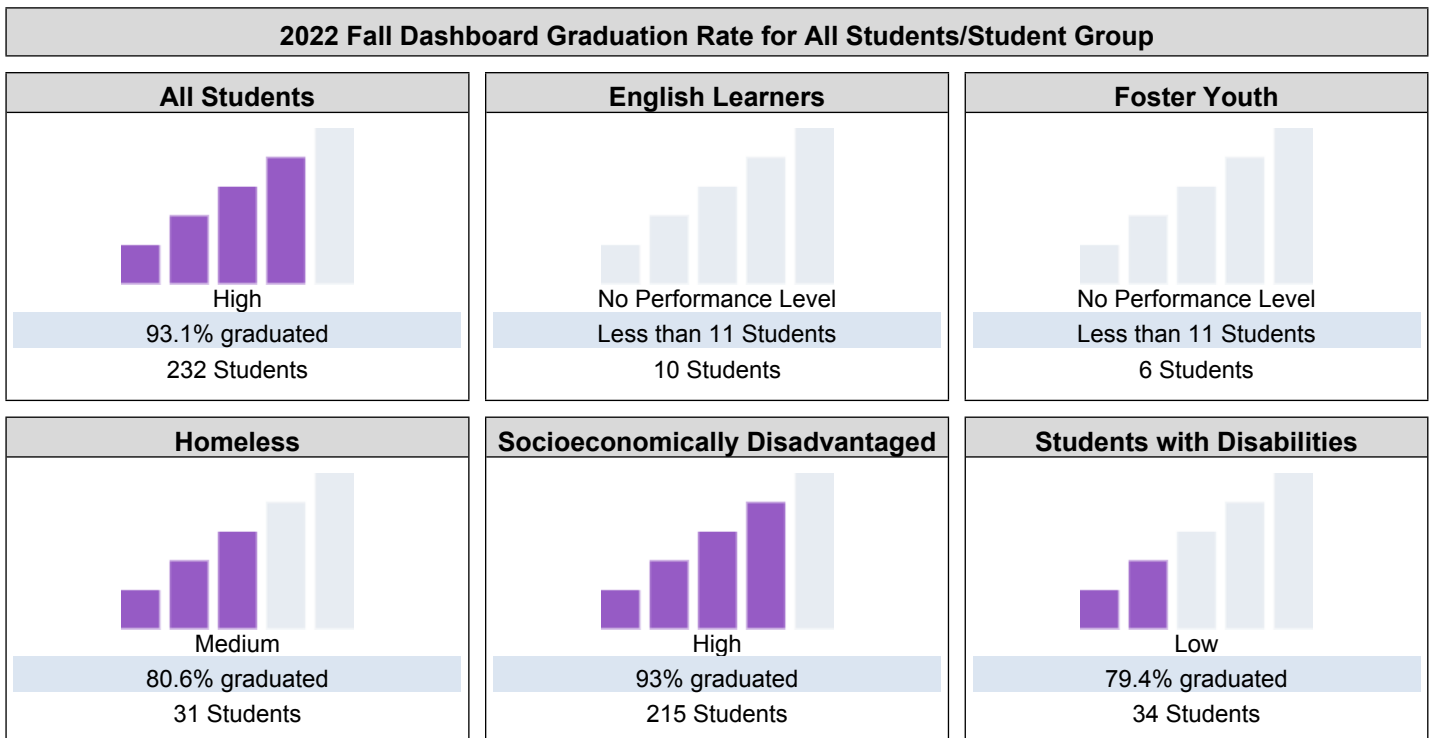
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).



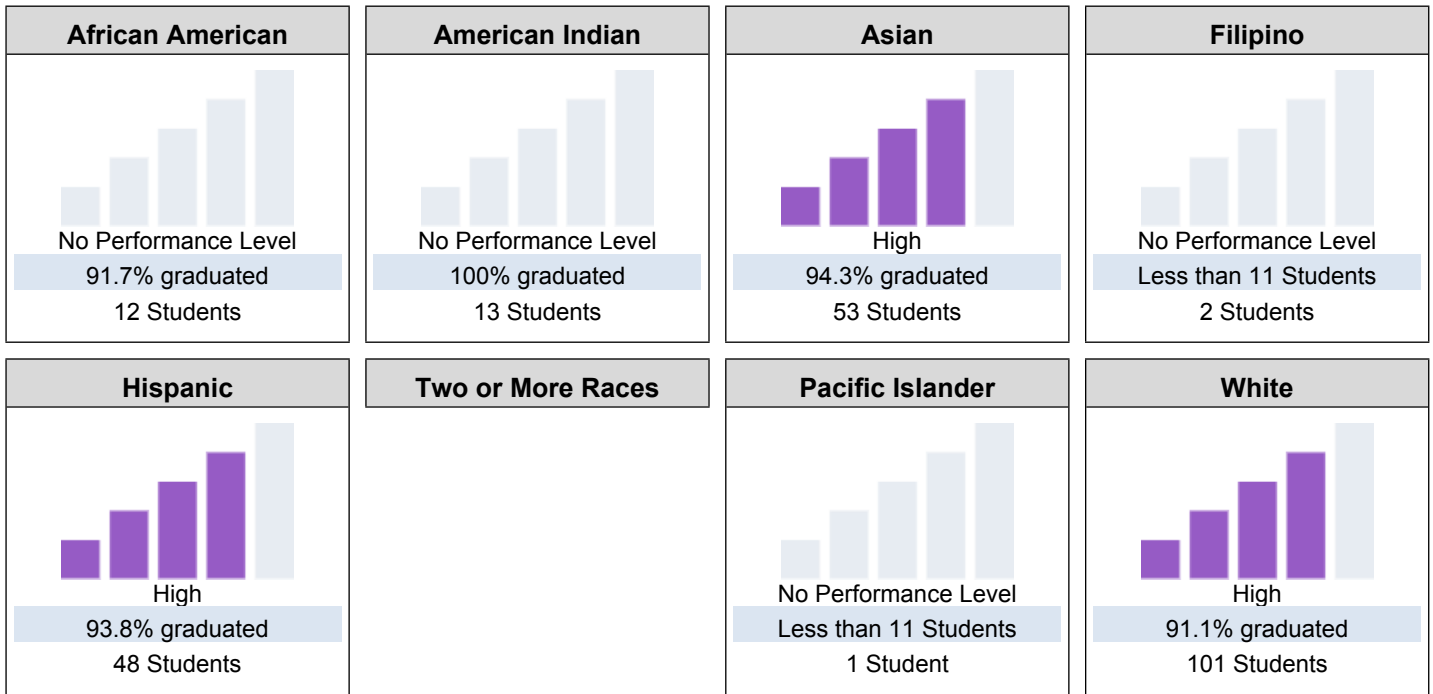
This section provides number of student groups in each level.



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:

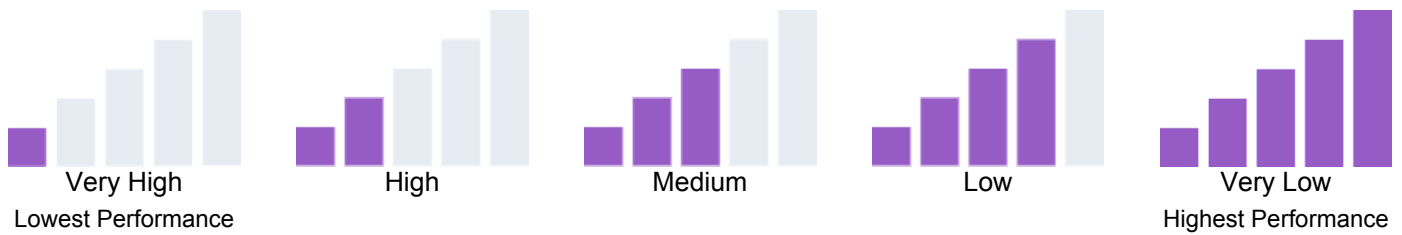
1. Overall, the graduation rate for OHS in the 2020-2021 school year was 94%.
2. Most all student groups had a graduation rate over 90% in the 2020-21 school year.
3. The only student group that did not meet or exceed a graduation rate of 90%, was the homeless student group at 84.6%.

School and Student Performance Data

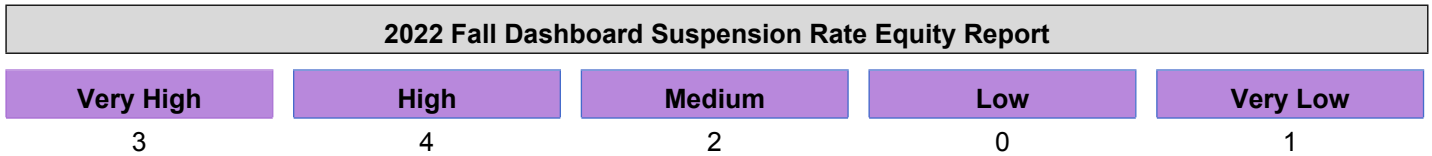
Conditions & Climate Suspension Rate

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](#).

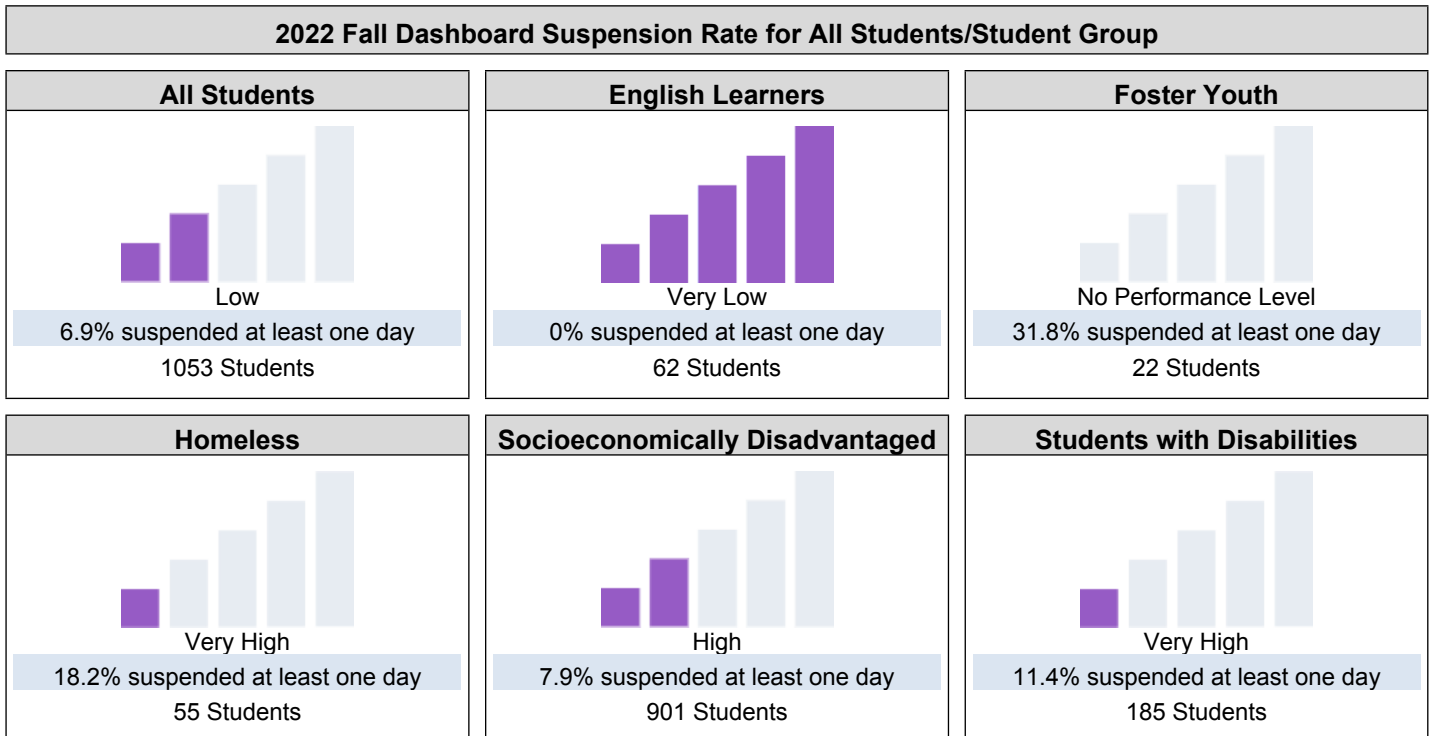
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



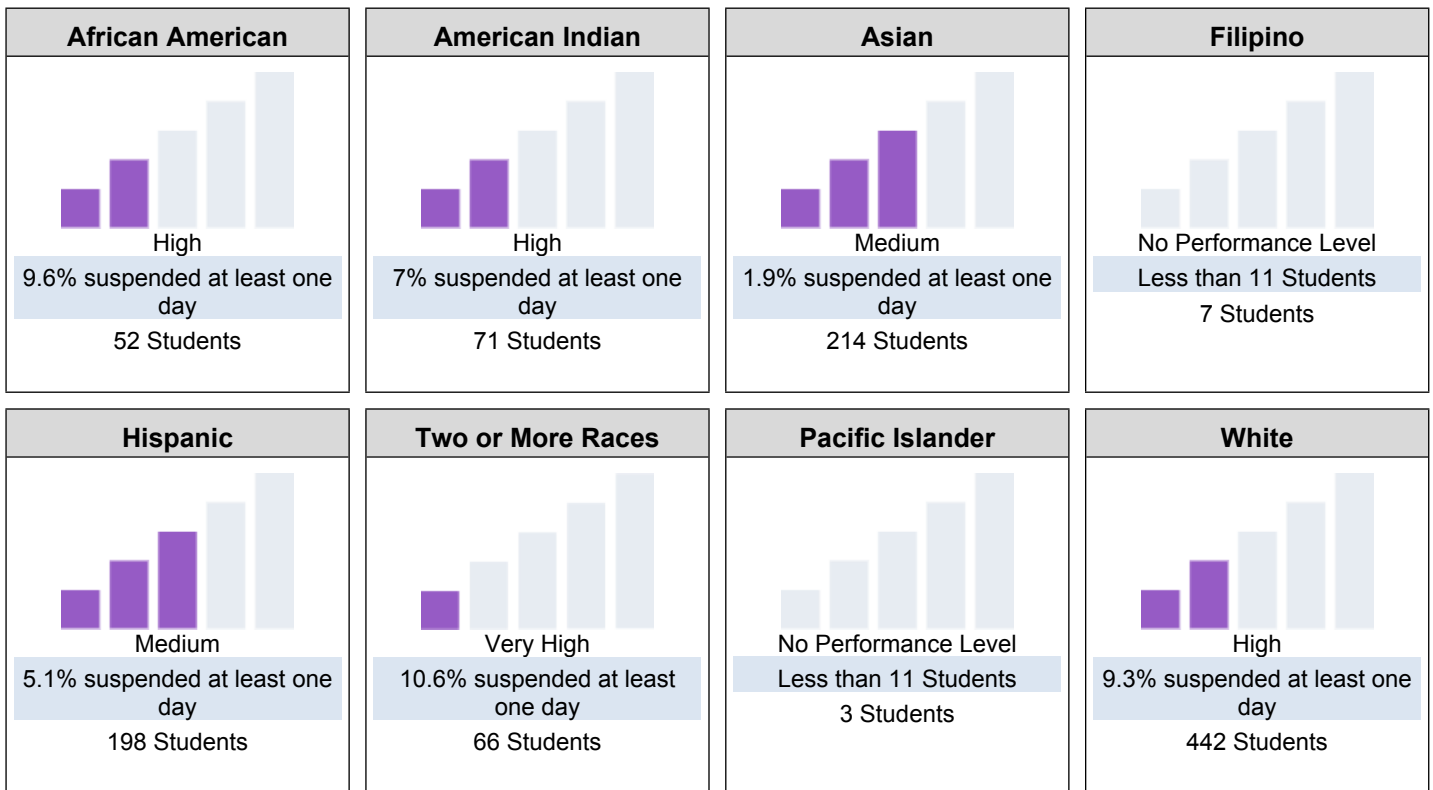
This section provides number of student groups in each level.



This section provides 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. There has been a steady decline of suspension rates over the last three years.
2. Most subgroups show a decline in suspension rates.
3. Subgroups who showed a slight increase in suspension rates in 2019 were Homeless (+2.1%), American Indian (+1.3%), Asian (+1.3%), and Hispanic (+2.9%) 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

To utilize data to drive PLC practices to support best instructional strategies to improve student performance levels in all subjects.

LEA/LCAP Goal

Provide equitable educational opportunities to all students.

Goal 1

Oroville High School is committed to utilizing data to drive consistent and effective instructional practices across all content areas and offer quality, targeted systems of interventions to meet the needs of students who are not achieving performance standards, and who may be in danger of failing individual courses, and/or not graduating, as determined by CAASPP testing, Dashboard indicators, and Local indicators.

Identified Need

State and local data demonstrate that our students are struggling to achieve proficiency in grade level standards. Our school dashboard indicator for all students in ELA is very low and 43% of students met or exceeded standards. Although our Asian subgroup is medium at 13.8 points above standard, overall our students are very low at 53.8 points below standard. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 175.8 points below standard.

Our school dashboard indicator for all students in Math is very low at 139.8 points below standard and only 13% of students met or exceeded standards which is a decrease of 8%. The Asian subgroup had the highest performance, while the Socioeconomically Disadvantaged subgroup, Hispanic students, and Students with Disabilities had declines in performance. Our Students with Disabilities are performing the lowest of all subgroups in Math at 241.2 points below standard.

While 74.5% of our English Learner (EL) students maintained or progressed at least one level on ELPAC, 25% decreased one level. Overall, 33.3% are making progress which is well below the state average of 50.3%.

For the 2022-23 school year, local data on Grade Point Averages (GPA) shows that 66% of students earned a 2.0 or higher at the end of 1st semester, with 34% of students earning below a 2.0. A closer look shows that our freshmen and sophomore students' had the largest percentage of students whose GPA was below a 2.0 at 48% (Frosh) and 52% (Soph) respectively. Beginning in the 2021-22 school year a co-teaching approach has been adopted for freshman and sophomore grade level courses, with special education teachers and para-educators working in core content classes to provide additional support.

Only 43% of all students are meeting standards in ELA, it is important that we continue this trend. If our Students with Disabilities (SWD) group does not continue to increase in ELA and Math, then they will most likely be in the Red performance level next year. Additionally, our EL students had a slight decline in progress this year and typically outperform students in the state. It is important that we continue to find ways to support them in their classes. Student achievement in all subject areas

especially at the freshmen and sophomore level can impact their ability to complete the necessary coursework required to graduate from high school.

This goal meets the following WASC Critical Areas for Follow-Up:

Critical Learning Need 1: Utilize collaboration and PLC practices to improve overall performance levels of all students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement ELA CAASPP	2021-22 Data: 43% met or exceeded standards, 56% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 4% All students: 48%
State Priority 4: Pupil Achievement Math CAASPP	2021-22 Data: 13.5% met or exceeded standards, 86% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 5% All students: 18%
State Priority 4: Pupil Achievement English Learner Progress	2022 Data: 48% of English Learners are making progress	Increase the percentage of English Learners making progress by 2%
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2022-23 Data: 66% of students' 1st Semester GPA at a 2.0 or above 9th grade: 48%	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.
State Priority 5: Student Engagement High School Graduation Rate	2021-22 Data: 93.1% graduation rate	Maintain or increase graduation rate by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 9th grade students

Strategy/Activity

The Freshmen Success Teams will develop and utilize common classroom procedures, common academic vocabulary and writing strategies to promote student use of language in meaningful & relevant ways across content areas and apply their knowledge to academic tasks.

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)

1,000

Source(s)

Title I
4000-4999: Books And Supplies
Funds will be used to purchase supplemental materials as needed to support best practices in teaching and increase student engagement and achievement in all content areas.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

To provide support for EL students in both designated and integrated classrooms

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)

55,921

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Provide a full-time para educator to support English Language Learners in English Language Development (ELD) classes (Tier III) and mainstream classes.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Math 1 students

Strategy/Activity

To provide additional support in Math 1 in the non Co-Taught Classes

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)

30,788

Source(s)

Title I

2000-2999: Classified Personnel Salaries

Provide a para educator for 3 periods to assist students in Math 1 classes that are not Co-Taught

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.

Over 25% of teachers participated in various professional development opportunities to improve their instructional practices.

At least 50% of the teachers met outside of school

Over 50% of the certificated staff (22 teachers) received the extra duty rate for participating in collaboration outside of the school day to extend their PLC practice and improve student performance levels. Departments whose members participated included English, ELD, Social Science, Science, and Math. The majority of participants responded that time was spent identifying learning targets (82%), developing class activities (80%) and fine tuning pacing (77.8%).

The para educators were integral to the support of students in the classroom. The bilingual para educator helped translate in ELAC meetings, assisted with phone calls home to parents, and provided 1:1 tutoring support for newcomer students. The Title I aide provided support in Math 1 classes with freshman level courses as the focus of support.

The Targeted Case Manager (TCM) has been a key resources with providing SEL supported, structured days as well as family outreach and support.

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

Not all funds were spent in these areas, primarily due to staffing shortages and the ability to secure subs.

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.

No changes were made to this goal is aligned with the school's WASC goals and the OUHSD LCAP but minor changes were made to the supporting strategies. Funding will continue to be allocated for the materials to support student engagement and achievement. Funding will be ongoing for the classified positions: para educators as long as the budget will support them.

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

Reduce Chronic Absenteeism

LEA/LCAP Goal

Provide equitable educational opportunities to all students;
Provide a safe, nurturing and supportive environment for all students using Culturally Responsive Positive Behavior Intervention Supports as a framework

Goal 2

Oroville High School is committed to increasing student attendance and engagement in school as determined by Dashboard indicators and Local indicators.

Identified Need

State and local data demonstrate that our students are struggling to attend school regularly and be academically successful in their first year of high school. School-wide GPA data shows a decrease in GPA for freshmen students. Overall 20.6% of our students are considered chronic absentees. This was a slight decrease (.9%) from the 2019-2020 school year, but still well above the state average of 10.1%. Overall, there was a slight decline (.6%) in graduation rates from the 2018-19 school year, but OHS is still above the state average of 85.9%

Although OHS saw a slight decrease in chronic absenteeism over the last two years, it is important that we continue this trend. Chronic absenteeism has been an ongoing focus for the staff at OHS. Increasing student engagement and relationships with staff will be a key for success, along with continuing to refine attendance intervention practices and increasing outreach with students and families.

This goal meets the following WASC Critical Areas for Follow-Up:
Critical Learning Need 2: Reduce Chronic Absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 5: Student Engagement Chronic Absenteeism rates	2022-23 Data: 24.41% chronic absenteeism rate for all students	Maintain or decrease chronic absenteeism by 1%
State Priority 5: Student Engagement High School Graduation Rate	2022-23 Data: 93.1% graduation rate	Maintain or increase graduation rate by 1%
State Priority 4: Student Achievement	2022-23 Data: 66% of students' 1st Semester GPA at a 2.0 or above	Increase percentage of students earning a 2.0 or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Benchmarks (GPA Distributions)		above for all grade levels by 1% or more.

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 a Targeted Case Manager to target truancy & chronic absenteeism

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)

86,000

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Provide a 195 day Targeted Case Manager to support chronically absent students and the truancy workflow process.

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 provide cultural engagement & enrichment opportunities for students and families on campus to improve involvement & connectivity to OHS

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)

2,000

Source(s)

Title I
0001-0999: Unrestricted: Locally Defined
OHS will continue to provide information to students and families by providing cultural

engagement opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps.

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

Provide certificated and classified staff professional development opportunities and collaboration time that focus on best practices to support student attendance and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000

Title I
1000-1999: Certificated Personnel Salaries
Certificated staff will be paid the extra-duty rate to attend professional development and collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best practices to support student attendance and engagement.

1,300

Title I
2000-2999: Classified Personnel Salaries
Classified staff will be paid the extra-duty rate to attend professional development and collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best practices to support student attendance and engagement.

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.

Funding supported the purchase of Canva and Hootsuite to create and post visually appealing announcements on the school website and social media posts to keep students and staff informed of school events. In 2021, we utilized Hootsuite to create 154 posts that resulted in 496 reactions, 117 shares, 116 comments, and 250 post link clicks, with 199 likes. Over 50% took part in seeking out professional development opportunities to increase their efficacy as an educator as well as student engagement strategies.

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

Not many classified staff took part in professional development opportunities.

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.

No changes were made to this goal as it is aligned with the school's WASC goals and the OUHSD LCAP. Some funding will continue to be allocated for the PD and extra duty rate for attendance at PD outside of the school day. A new strategy was added to provide more targeted intervention for chronically absent student by hiring an additional Targeted Case Manager to focus on early intervention in the truancy process.

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

Increase College and Career Readiness

LEA/LCAP Goal

Every student will have a goal for college and/or careers, and our district will prepare them for participation in those opportunities.

Goal 3

Oroville High School will continue to provide information to students and families about college & career options, expand the use of the four-year planning tools in Aeries, and provide experiences for students to provoke interest in college and career options after high school including technical and vocational programs.

Identified Need

State and local data demonstrate that our students are struggling to attend school regularly and be academically successful in their first year of high school. School-wide GPA data shows a decrease in GPA for freshmen students. Overall, there was a slight increase (3.4%) in graduation rates from the 2019-20 school year and OHS is still above the state average of 85.9%. State and local data demonstrate that 18.6% of our students are completing A-G requirements and 7% of graduating seniors completed at least one Career Technical Education (CTE) Pathway.

Although our graduation rate at 93.9% is above the state average, it is important that we continue to find ways to increase our students' college/career readiness. We must continue to provide information to students and families about college and career options, expand the use of the four-year planning tools in AERIES, and provide experiences- such as field trips with local colleges, technical, and vocational programs to provoke interest in college and career opportunities after high school.

This goal meets the following WASC Critical Areas for Follow-Up:
Critical Learning Need 3: Increase College and Career Readiness

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2021 Data: 67% of students' 1st Semester GPA at a 2.0 or above	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.
State Priority 4: Student Achievement College and Career Readiness	18% of students in the class of 2022 completed A-G requirements	Maintain or increase completion of A-G requirements by 2%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 5: Student Engagement Local Indicator: (College and Career Tech sign-in sheets)	As of February 2021, 50 students had signed up and met with C&C Teacher. 2021-22 school year: Over 80 sign ups or students seen by the C&C Tech. This data does not include students whom she met with more than once.	Increase the number of students who sign up to see the College and Career staff by 10%.
State Priority 5: Student Engagement High School Graduation Rate	2022-23 Data: 93.1% graduation rate	Maintain or increase graduation rate by 1%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 9th grade students

Strategy/Activity

Freshmen Success teams will work with students to ensure that each student completes a four year plan in Aeries by the end of their freshmen year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 10th & 11th grade students

Strategy/Activity

Through the Advisory Period, Teachers will work with students to ensure that each student completes their 4 year plan using the Aeries planning tool.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will promote the district adopted Portrait of a Graduate by identifying ways that they can incorporate the characteristics into their classroom and school wide culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

ELD team will partner with core content teachers to support instructional strategies that address learning gaps that are barriers to reclassification

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1500

Title I

2000-2999: Classified Personnel Salaries
Classified staff will be paid the extra duty rate to collaborate with the core content teachers to support instructional strategies that address learning gaps that are barriers to reclassification

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

Maintain relationships with local colleges & university programs to provide early outreach for students on campus

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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.

Funding supported the purchase of Canva and Hootsuite to create and post visually appealing announcements on the school website and social media posts to keep students and staff informed of school events. In the 2022-23 school year, we utilized Hootsuite to create 332 posts that resulted in 76,000 impressions across networks which is up from 41,000 impressions. Data shows that posts reached 63,000 users (up from 33,000) which resulted in our engagement percentage quadrupling.

The College and Career Tech did not take part in any professional development.

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

Not all funds were spent in these areas, primarily due to the pandemic and the difficulties with attending professional development and securing subs.

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

Minor changes were made in order to support student achievement and the district's Portrait of a Graduate initiative which is aligned with the school's WASC goals and the OUHSD LCAP. Funding will continue to be allocated for the Canva and Hootsuite accounts, Professional Development (PD), and extra duty rate for attendance at PD outside of the school day.

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	\$188,599
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$183,509.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$183,509.00

Subtotal of additional federal funds included for this school: \$183,509.00

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

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$183,509.00

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
Title I	188,599	5,090.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	183,509.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	5,000.00
2000-2999: Classified Personnel Salaries	175,509.00
4000-4999: Books And Supplies	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0001-0999: Unrestricted: Locally Defined	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title I	175,509.00
4000-4999: Books And Supplies	Title I	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,709.00
Goal 2	94,300.00
Goal 3	1,500.00

School Site Council Membership

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

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

Name of Members	Role
Kristen Wiedenman	Principal
Stephanie Adams	Classroom Teacher
Diana Castillo	Classroom Teacher
Jeff Reid	Classroom Teacher
Sandy Smith	Classroom Teacher
Jim Marsh	Parent or Community Member
Amanda De La Torre	Parent or Community Member
Jennifer Willin	Parent or Community Member
Matthew Thomas	Secondary Student
Isaac Mejia	Secondary Student
Shannon Thao	Secondary Student
Christina Olson	Other School Staff
Wynona Parry	Other School Staff

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


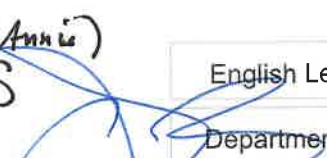
Recommendations and Assurances

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

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

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

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

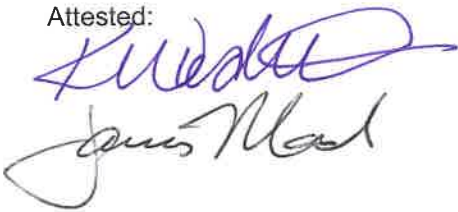
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/10/2023.

Attested:



Principal, Kristen Wiedenman on	5/11/23
SSC Chairperson, Jim Marsh on	5/12/23

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

School Year: **2023-24**

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
Prospect High School	046151504437566	June 1, 2023	

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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

Prospect High School and the Oroville Union High School District is in the process of revamping policies and procedures to implement Culturally Responsive Positive Behavior Interventions and Supports, improve attendance through positive relationship building utilizing Community Circles and Restorative Practices, Culturally Responsive Teaching and Learning, improve academic achievement, decreases suspensions and expulsions, increase Graduation rate, and see State and local test scores rise.

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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).

Multiple Surveys were conducted at the District and school level to support the development of the LCAP, Student Interests, parent desires, and school improvement. The CA Healthy Kids Survey was given to all students at the school site and in the District.

Classroom Observations

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

In alignment with the DOJ Stipulated Agreement, frequent classroom walk throughs occur and are documented. See a copy of the PHS Core CR-PBIS Walkthrough Form.

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)

The use of state assessments does not accurately reflect the school's identity. ALL of our students come to us credit and skill deficient based on years of poor performance, school attendance, and overall school success. Many arrive in their 11th or 12th grade year and our staff does a great job teaching skills and modifying curriculum for students to get a basic understanding of materials needed to show semi-mastery of Standards needed to earn credits needed toward a diploma. Local assessments based on our student population have been, and continue to be, developed and used.

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

Curriculum-embedded assessments and modifications are regularly used and staff uses these assessments to determine credits earned in every course.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers except one are highly qualified certificated teachers. One teacher is in the process of getting a CTE Construction credential and in a State/District approved program.

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

The District offers curriculum training in all subjects areas when and where possible. All core subjects at Prospect use the SBE-adopted instructional materials adopted in the past adoption cycles.

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

Staff development has mostly centered around Culturally Responsive Positive Behavior Supports and Interventions, Restorative Practices, and all technology needs based on a response to Covid-19. Curriculum based trainings and content standards have been addresses, but were not the main focus of Professional Development. Additional trainings to support staff and student needs include: Crisis Response Trainings, Foster and homeless youth, THRIVE reimagining schools, and Breaking Down the Walls culture building.

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

Trainings for new teachers via their Induction Programs are provided by the District. More, a teacher is paired with all new teachers as a mentor. Teachers are trained to be coaches in being Culturally Responsive and through CR-PBIS.

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

Collaboration occurs weekly at Prospect and discussions by grade level - and subject matter.

Teaching and Learning

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

Alignment of curriculum at both the District and site level in exploring the essential standards to be taught and focused on. Instruction and instructional techniques are discussed and observed through walkthroughs. All curriculum, instruction, and materials are aligned to content and performance standards and credits are earned based on meeting these standards to some degree.

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

N/A

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

N/A

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

All courses are aligned to standards-based instructional materials and each and every teacher uses these materials. The curriculum is appropriate to all student groups and EL, SPED, and every other group necessary has accommodations made to allow for student success.

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 and courses use SBE-adopted and standards-aligned instructional materials, including intervention materials which provide access to standards-aligned core courses. Intervention materials and SEL lessons are taught more in depth in a stand alone model via Advisory course.

Opportunity and Equal Educational Access

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

All teachers and courses use SBE-adopted and standards-aligned instructional materials, including intervention materials which provide access to standards-aligned core courses. Intervention materials and SEL lessons are taught more in depth in a stand alone model via Advisory course.

Evidence-based educational practices to raise student achievement

Targeted school attendance practices/SARB, scaffolding of curriculum, Intervention classes, direct instruction, classroom walk throughs, regular and continual Professional Development opportunities, and frequent minute by minute Checks for Understanding name just a few of the many practices that staff, administration, and the District uses to raise student achievement.

Parental Engagement

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

Prospect by definition is a place for families and the Comprehensive schools to refer under-achieving students that need extra support to be successful.

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, community representatives, classroom teachers, other school personnel, and students are involved with, or invited to be involved with the planning, implementation, and evaluation of programs. LCAP, Site Council, School Climate Committee, as well as a few other school and District groups allow for and invite input from all stakeholders regularly.

Funding

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

Underperforming students are identified by staff and the District and prided the support they need in many ways. Some are referred to Prospect where funds are specifically allocated for students to get support in a small group setting.

Fiscal support (EPC)

The budget allocates funds for Prospect at a higher rate than the Comprehensive schools. The budget resources are targeted to be spent on this year's students - and in some areas - funds are carried over to meet long term budgeted goals.

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

CDS/Prospect High School has engaged in discussions via several forums: Site Council, Student Leadership/Advisory, faculty meetings, weekly staff meetings, and weekly collaboration meetings. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college/career. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by assisting all students in reaching graduation through a variety of programs and support services. With data collected from MAP testing information when possible, students will be scheduled into remediation classes to work on skills to bring them up to grade level standards. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation. Once we receive the updated testing data from the recent CASSPP testing, we will combine that with the MAP data to get a clear picture of how and where to assist students in reaching their full potential. Grade level and subject level Common Assessments have been created and are also being revised and developed and baseline data at the beginning of every year will help with driving how to best serve our students.

Resource Inequities

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

No areas of resource inequity have been identified by the school or District at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10	2		1
Grade 11	40	36	41
Grade 12	75	58	68
Total Enrollment	117	94	110

Conclusions based on this data:

1. PHS has an average enrollment over 100 students during the year. PHS had 205 total fluid students over 2022-2023 school year, and have graduated 59 this year.
2. PHS's student population is comprised of 10th, but mostly 11th and 12th grade students. A few 10th graders voluntarily transferred over from District's Community Day School because they caught up with their credits towards graduation and needed core course offerings that were not available at their current school. Students are typically not referred to Prospect until they become credit deficient, which explains why the majority of students are Juniors and Seniors.
3. Covid still has had an effect on student achievement, but Prospect still graduates on average between 35-45 students annually.

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	3	4	5	2.60%	4.3%	4.5%
Fluent English Proficient (FEP)	11	6	10	9.40%	6.4%	9.1%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. With the effort put forth by our English department, Prospect has been able to accept more English learners into our program and provide needed accommodations for student success..
2. Very few EL students are enrolled. We had 5 EL students throughout the year.
3. ELD coursework materials has been created to offer to EL students needing ELD 1: Beginning Reading.

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	52	56		16	35		16	34		30.8	62.5	
All Grades	52	56		16	35		16	34		30.8	62.5	

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	2447.	2468.		0.00	5.88		12.50	11.76		25.00	26.47		62.50	55.88	
All Grades	N/A	N/A	N/A	0.00	5.88		12.50	11.76		25.00	26.47		62.50	55.88	

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	*	11.76		*	50.00		*	38.24	
All Grades	*	11.76		*	50.00		*	38.24	

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	*	8.82		*	14.71		*	76.47	
All Grades	*	8.82		*	14.71		*	76.47	

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	*	5.88		*	58.82		*	35.29	
All Grades	*	5.88		*	58.82		*	35.29	

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	*	2.94		*	67.65		*	29.41	
All Grades	*	2.94		*	67.65		*	29.41	

Conclusions based on this data:

1. CAASPP scores in both ELA and Math. A portion of these results can be attributed to low student buy-in regarding standardized testing. Prospect staff continues to brainstorm on ways to reinforce the full testing effort. Low scores may also be attributable to serving a large population of students with a history of truancy that typically creates large gaps in learning. Prospect offers Title I English intervention and a remedial math class to help students increase academics skills and standardized test scores. A baseline of student writing and analyzing student work as a staff to calibrate around high-quality writing has been instituted. Teachers have collaborated on reading and writing strategies, data analysis and how to apply it to improve instruction. The overall number of students participating in testing has increased over the past three year, but improvement overall is stagnant due to the enrolling truants from the two feeder comprehensive schools at or near the time the CAASPP each May.
2. Prospect’s annual average attendance over the last three years consistently ranges from 82-83%. New goals shoot for 85% attendance. Month 11 attendance ranges from 10-15% lower than the previous 10 months. This is likely due to the large number of seniors who graduate early or attend half day schedules during the last 6 week block. This has a definite effect on the overall participation rate during April and May when the CAASPP is scheduled.
3. Teachers are integrating writing into their instruction and students are in fact writing more as well, we want to continue to improve quality of writing and continued collaboration between teachers on what high quality writing looks like. We need to improve how students research and inquirer skills by encouraging and improving writing across the curriculum.

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	52	56		14	36		14	36		26.9	64.3	
All Grades	52	56		14	36		14	36		26.9	64.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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	2423.	2415.		0.00	0.00		0.00	0.00		14.29	8.33		85.71	91.67	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		14.29	8.33		85.71	91.67	

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	*	0.00		*	13.89		*	86.11	
All Grades	*	0.00		*	13.89		*	86.11	

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		*	47.22		*	52.78	
All Grades	*	0.00		*	47.22		*	52.78	

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	*	0.00		*	44.44		*	55.56	
All Grades	*	0.00		*	44.44		*	55.56	

Conclusions based on this data:

1. There has been a steady increase in the number of students being tested over the past three years. This is due to less dropouts and more truants engaging in school. Also, because of Covid. Graduates leave school when credits are earned - and do not return to test.

2. The one teacher Math department has collaborated on numerous occasions district-wide with Oroville High School, Las Plumas High School, Butte College, as well as district liaison Nanette Johnson to more closely align with common core standards and student ability levels. Math department has also collaborated with Butte College to increase student assessment scores. Even with the early intervention in math with our students, we are seeing an overall decrease in test scores. Increasing the percentage of students passing math with a C or better has increased by 5% for the 9th and 10th-grade years but has decreased by 6% for the 11th and 12th graders. We believe the increase in truants during their 11th-grade year prior to testing has a direct effect on these scores.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	*	*		*	*		*	*		4	*	
All Grades										4	*	

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	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
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*		*	*	

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

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
12	*	*		*	*		*	*		*	*		
All Grades	*	*		*	*		*	*		*	*		

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
12	*	*		*	*		*	*		*	*	
All Grades	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. N/A - No data for use.
2. Numbers are so small at the school - data is unavailable. Typically, Prospect has less than 5 students per year.

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
94	78.7	4.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Prospect 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	4.3
Foster Youth		
Homeless	2	2.1
Socioeconomically Disadvantaged	74	78.7
Students with Disabilities	16	17.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	4.3
American Indian	14	14.9
Asian	1	1.1
Filipino		
Hispanic	23	24.5
Two or More Races	2	2.1
Pacific Islander		
White	50	53.2

Conclusions based on this data:

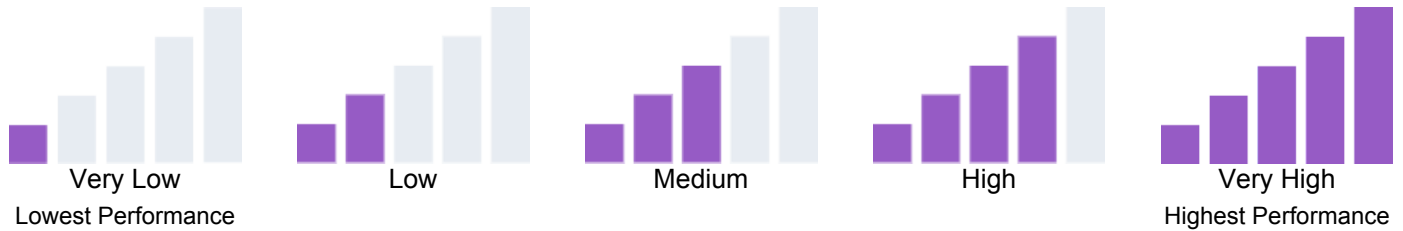
1. The data indicates Prospects High Schools population is 93.2% Socioeconomically disadvantaged. We provide professional development focused on supporting teachers in designing and implementing instruction that is common core aligned, and supports students in reaching academic proficiency in the core content areas regardless of ethnicity. African-American students, Hispanic-American, and White students meet this definition of socioeconomically disadvantaged students. Cultural Responsive Professional Development has been provided for all District employees, and smaller cadres of teachers have become trainers. Culturally Responsive Positive Behavior Interventions and Supports have been put in place, and are being developed District, School, and District wide.
2. Prospect provides lots of wraparound supports for students including, mental health counseling, social worker, advisory and daily check-ins and check outs (CICO), and 100% free meals for all students.
3. Prospect is a very homogenous population of students, even with our diverse population of students we feel the balance of income and ethnicity amongst our students creating a safe and welcoming environment for learning.

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 No Performance Level	Graduation Rate Very Low	Suspension Rate Very High
Mathematics No Performance Level		
English Learner Progress No Performance Level		
College/Career Not Reported in 2022		

Conclusions based on this data:

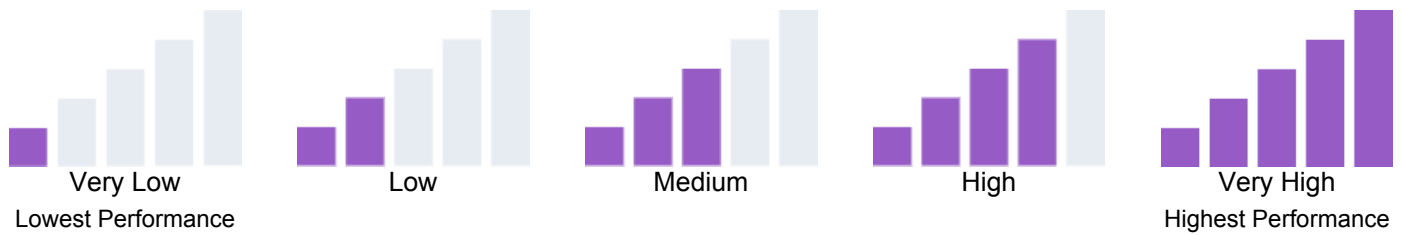
1. The Graduation Rate has grown over the last three years due to the entire teaching staff focusing on student academic engagement.
2. Principal and Staff follow our progressive discipline plan with the first step being parent contact from the staff member or teacher describing the incident and intervention. If our tier 1 interventions does not bring about desired change in student behavior, student will meet with our School Social Worker, Counselor, or Targeted Case Manager for tier 2 intervention. If our tier 2 intervention does not bring about desired change in student behavior, student then meets with the school principal for a tier 3 alternative to suspension. Alternatives to suspension include Structured Day, Lunch Intervention, Community Service, and Restorative Practice agreements. Dangerous events that threaten student and staff safety may lead to a suspension without first trying alternatives to suspension. Reducing Exclusionary discipline practices are our focus along with strengthening Restorative Practices, Conflict Resolutions, Community Circles, and Trauma Informed Practices.
3. Prospect has done a fine job preparing students for college. We believe the socioeconomic situation puts an increased burden on students. More Prospect graduates with low- and middle-incomes can now attend California's public colleges and universities each year without having to pay tuition, thanks to financial aid programs in each of the state's higher education systems that cover those bills. Our counselor has spent numerous hours preparing FAFSA's this past spring, encouraging our graduates to take advantage of their first year of college being free.

School and Student Performance Data

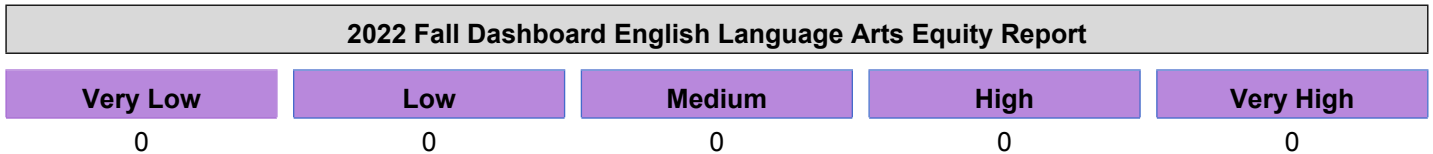
Academic Performance English Language Arts

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](#).

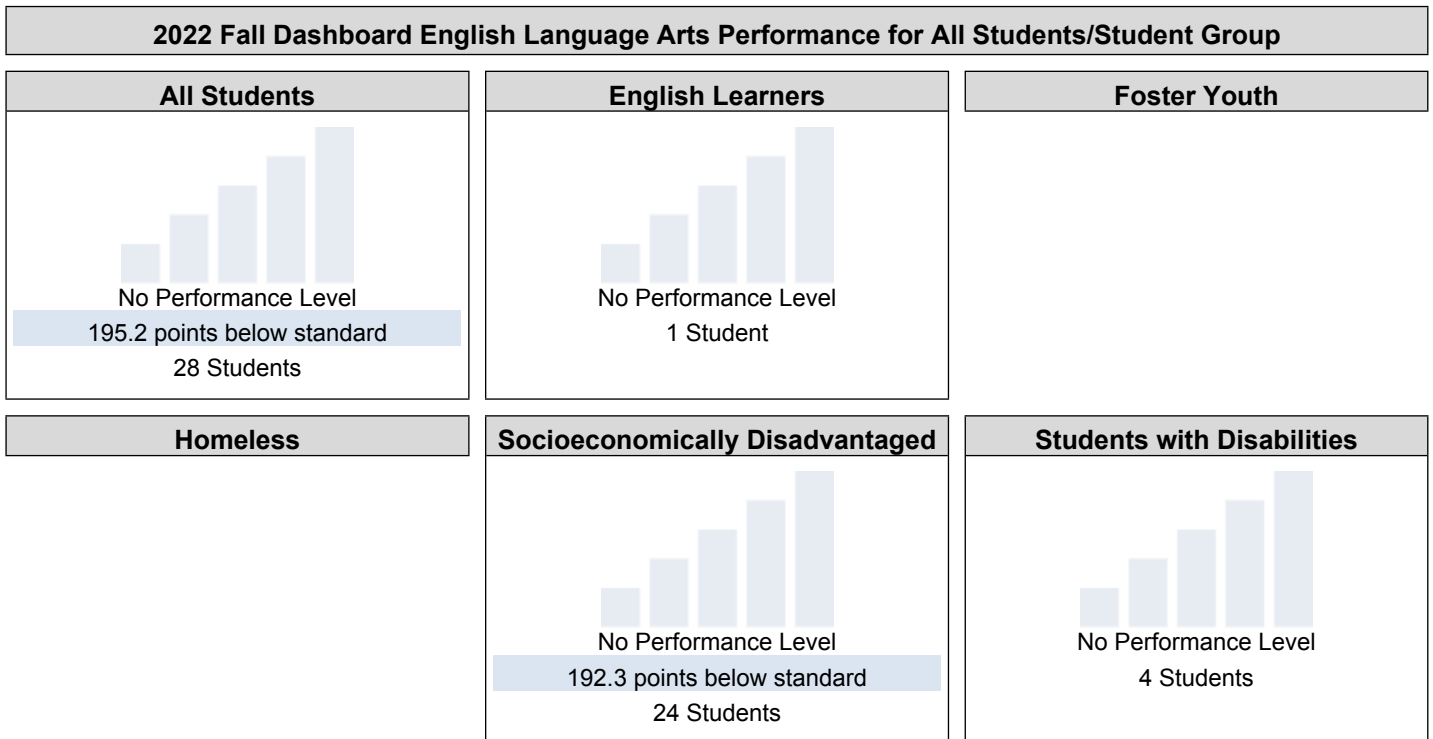
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



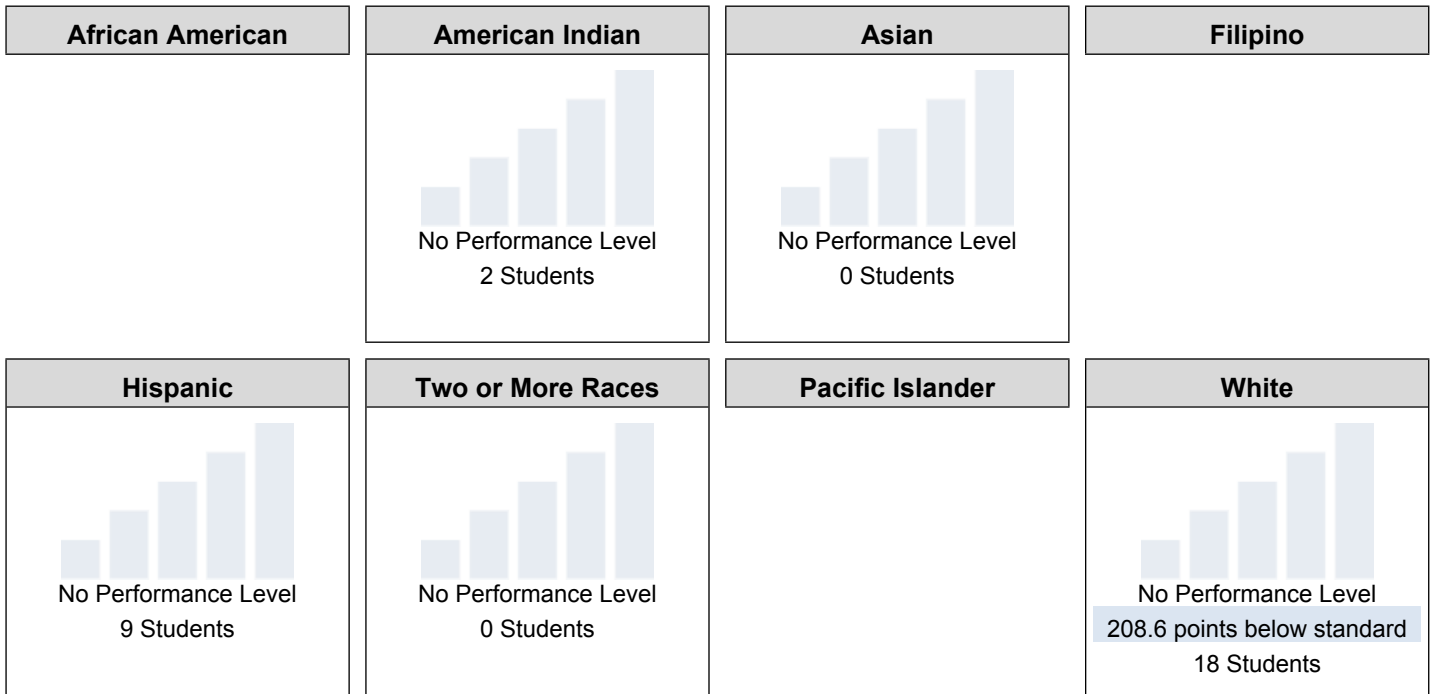
This section provides number of student groups in each level.



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
1 Student	0 Students	195.1 points below standard 24 Students

Conclusions based on this data:

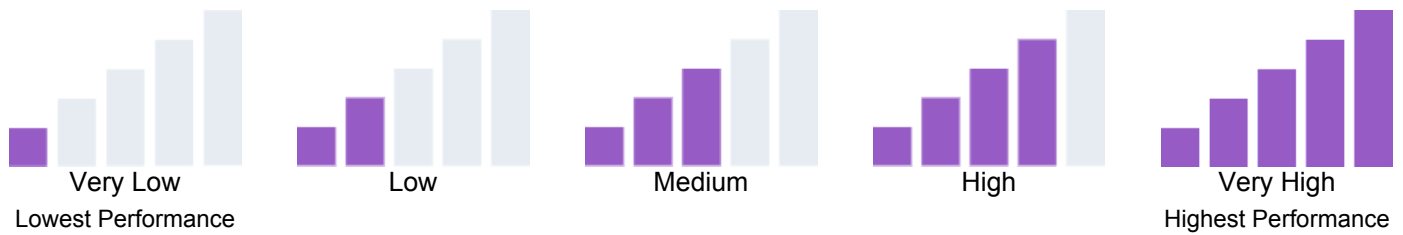
1. This indicates that our school, like all continuation schools, continue to struggle with state standardized tests. Alternative means of evaluation are a must for our population.
2. Prospect High School students are sent to us sometimes two or three years credit deficient. Prospect is a welcoming campus making an effort daily to engage students in learning. Testing is difficult for some of these students who exhibit high levels of anxiety.
3. We have increased engagement through schoolwide reading and writing across the curriculum. We are improving in these areas and have created Common Assessments Department wide to address student need.

School and Student Performance Data

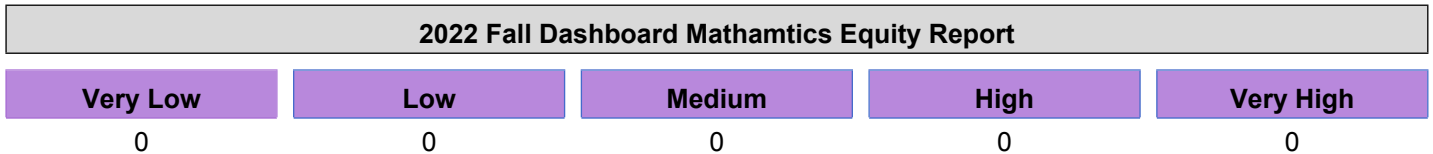
Academic Performance Mathematics

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](#).

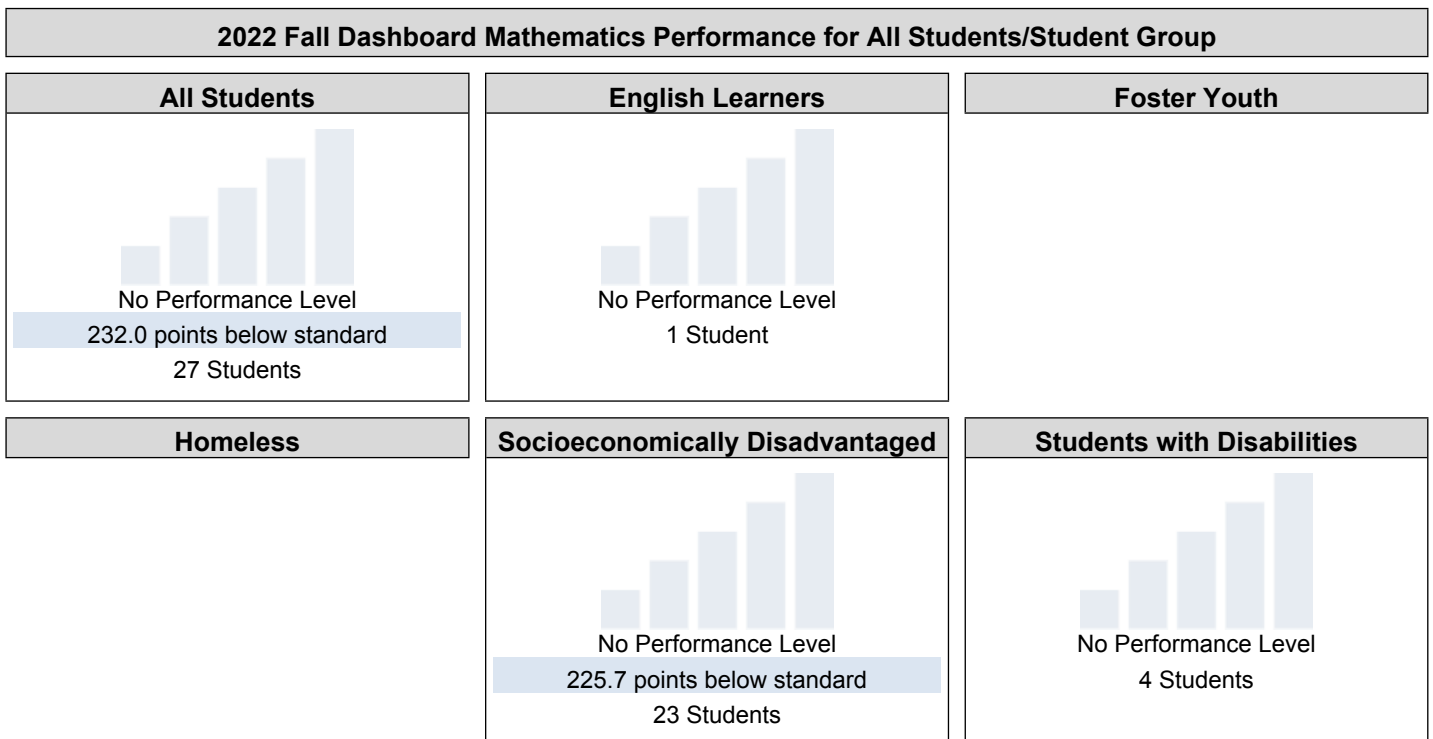
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



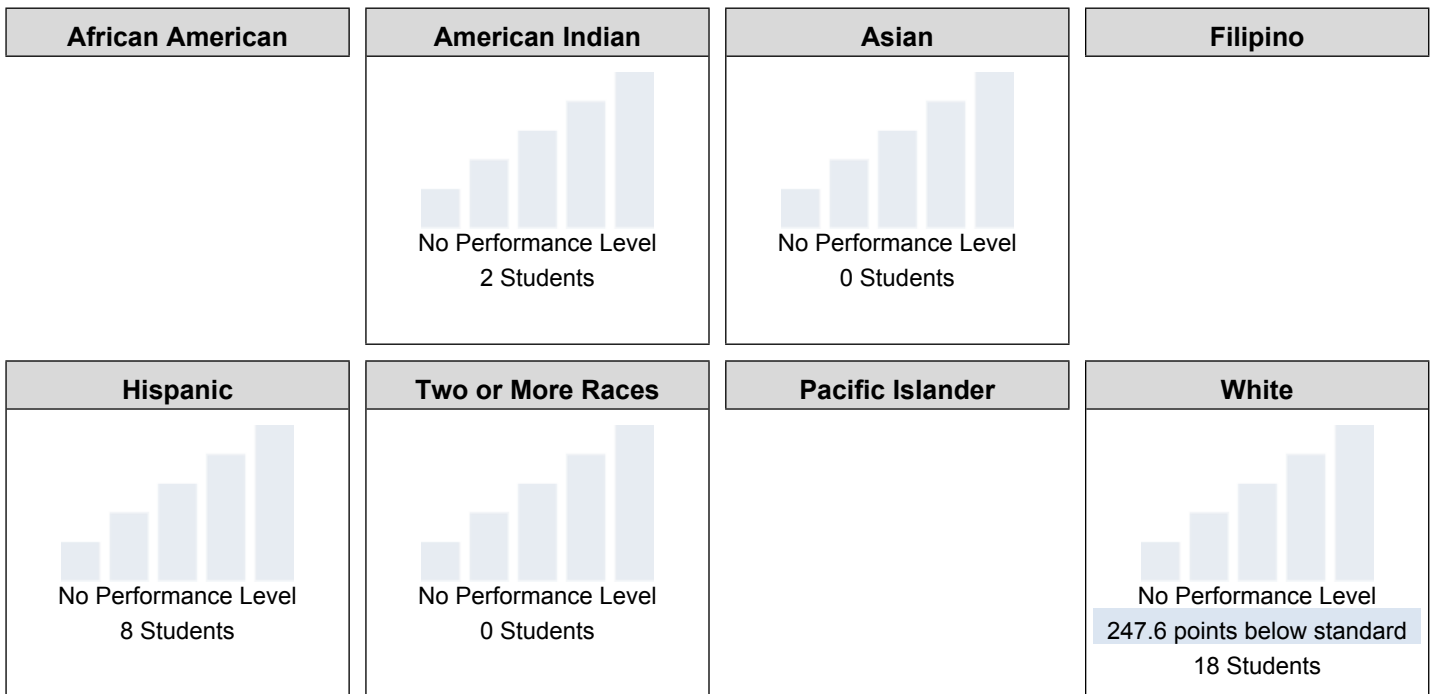
This section provides number of student groups in each level.



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
1 Student	0 Students	<div style="background-color: #e0e0e0; padding: 2px;">236.6 points below standard</div> 23 Students

Conclusions based on this data:

1. In the area of math, our students perform very low. Across all categories and subgroups, students performed below standard (92.8% overall scored "standard not met"). The Socioeconomic disadvantaged scored the lowest. Rigor must increase. Alternative means of assessment for Alternative Education students are a must.
2. Due to the size of our school, we are only able to offer Math Intervention and Math I. The students are generally two years credit deficient in Math upon arriving at Prospect and most of the time students are coming to us needing to retake Math I.

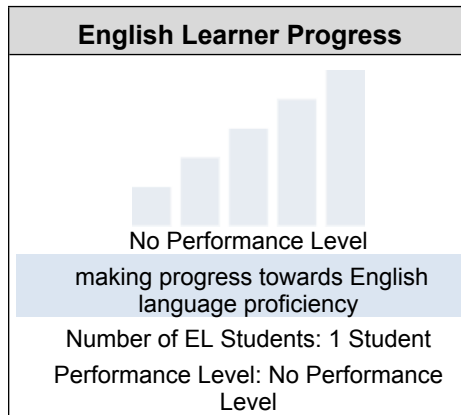
School and Student Performance Data

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
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Conclusions based on this data:

1. N/A - Not enough data to report - too few students
2. Typically less than 5 EL students annually attend Prospect
3. ELD Reading, ELD Advanced Grammar, and ELD Accelerated will be offered at CDS next year.

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.

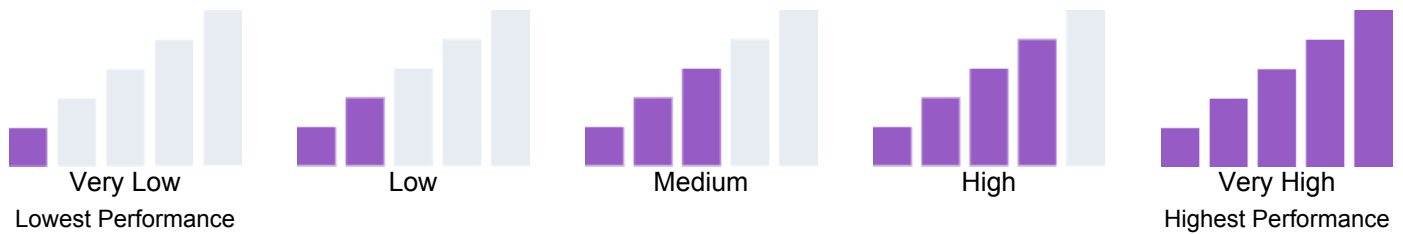
Conclusions based on this data:

1. Due to the nature of being an Alternative Education school in the District, the school does not offer programs to meet the College and Career criteria as needed to improve these tests scores or meet the needs of the State. Alternative means of measuring success for Alternative Schools is a must.
2. In 21/22, we hired a full time CTE Construction teacher - PROGRESS!
3. College/Career/Workforce Readiness will be a focus as we move forward and field trips / guest speakers will allow better experiences for students. Increased opportunities are evident. Prospect was awarded a \$10,000 Career readiness grant from the North Valley Community Foundation to assist us in getting our students placed with jobs in the community.

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](#).



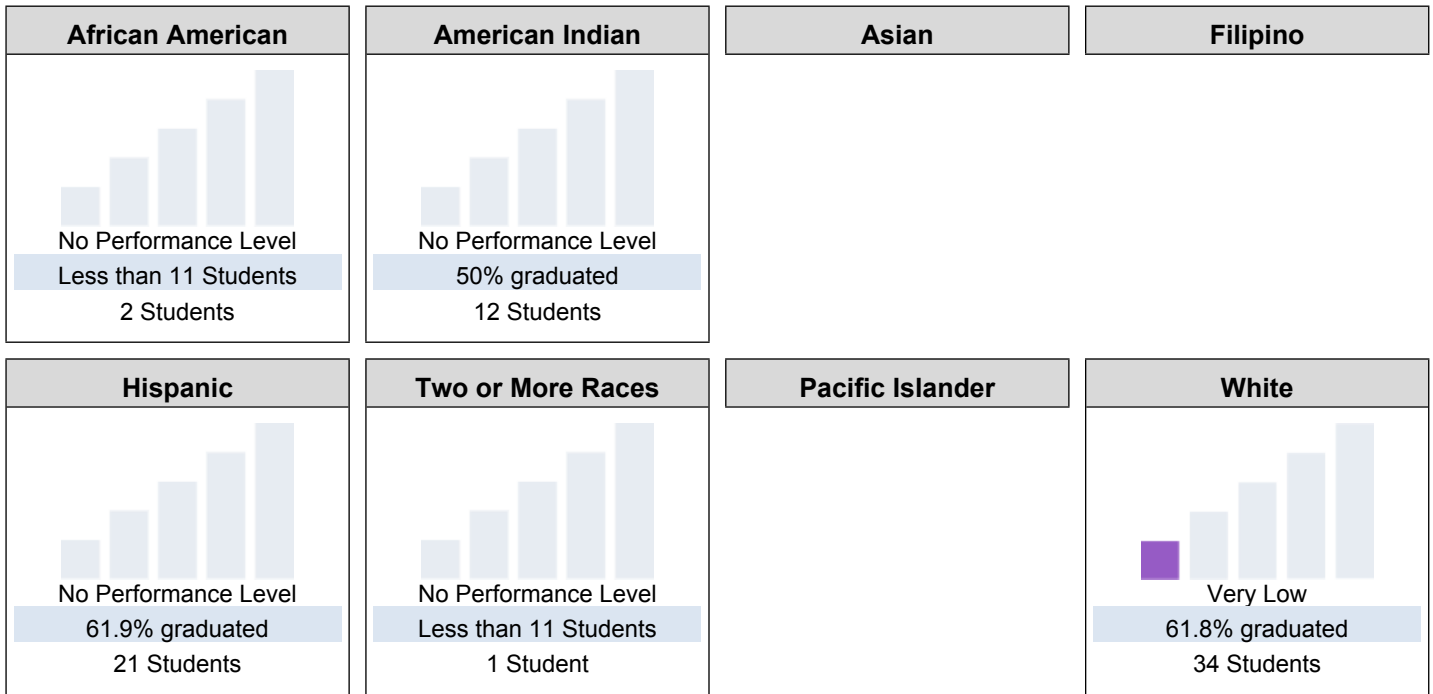
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	0	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Very Low 60.6% graduated 71 Students</p>	<p>English Learners</p> <p>No Performance Level Less than 11 Students 4 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>No Performance Level 25% graduated 16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Very Low 60.6% graduated 71 Students</p>	<p>Students with Disabilities</p> <p>No Performance Level 82.4% graduated 17 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

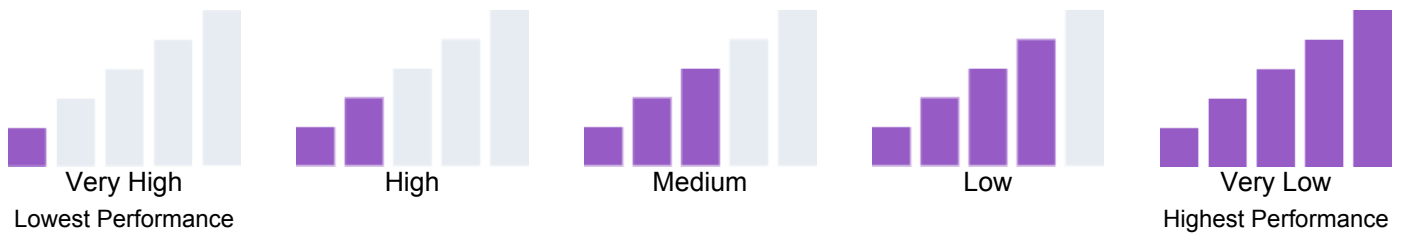
1. Prospect's graduation rate has increased over the years, with some sub groups moving in different directions. Fluid populations dictate numbers and sometimes works against our school. The Comprehensive sites often send seniors with the possibility of earning a diploma mathematically impossible - and this affect our numbers.
2. We offer credit recovery options for students beyond the regular school day. During the day and after school online classes are taught by a credentialed teacher.
3. Prospect High School is holding Summer School on campus again to increase graduation rates and allow for even more opportunities to earn credits.

School and Student Performance Data

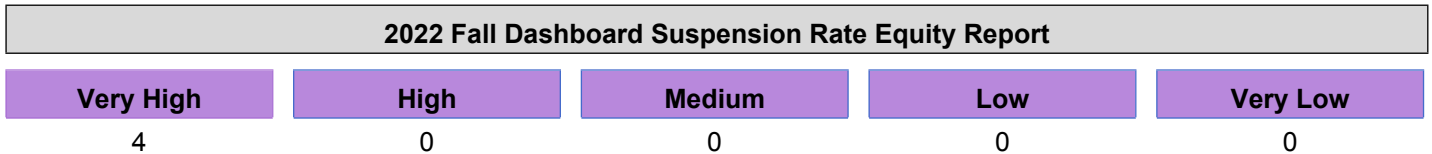
Conditions & Climate Suspension Rate

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](#).

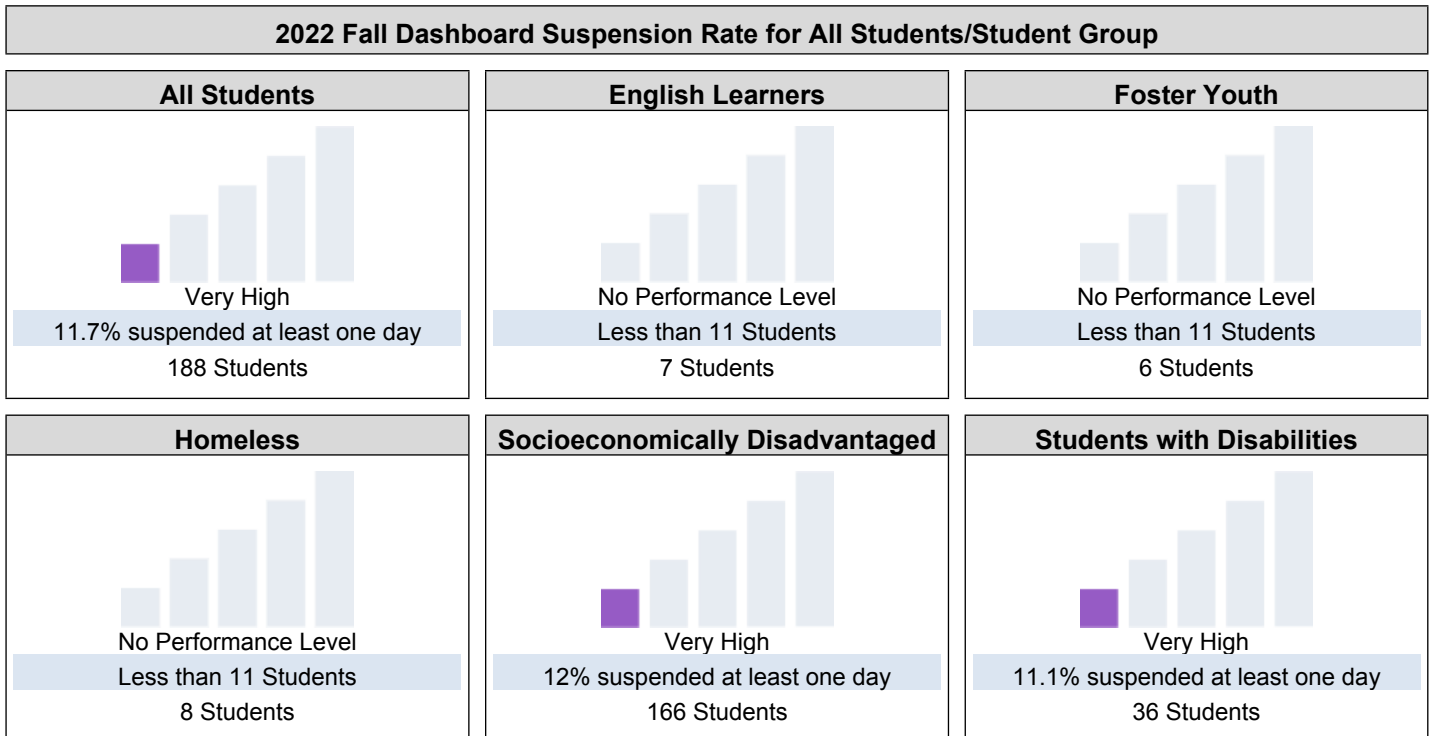
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



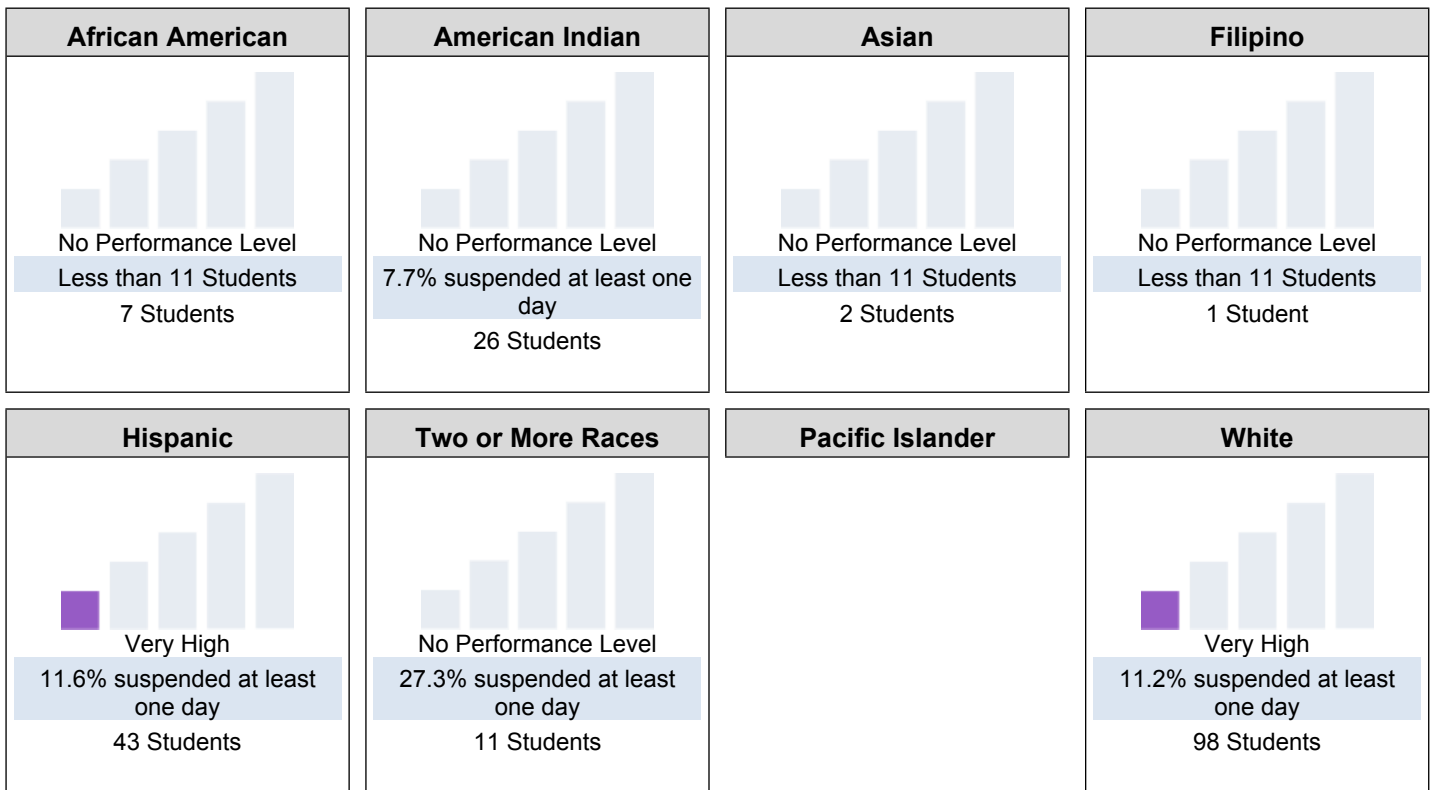
This section provides number of student groups in each level.



This section provides 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:

- Overall suspension rates have declined. We are definitely trending in the right direction.
- African American, Hispanic, and Students with Disabilities suspensions have declined.
- There were ZERO Suspensions for the 20/21 school year. Alternatives to Suspension were put in place. Suspensions were up in 21/22 with student behavior across the District elevated. Teaching School-Wide PBIS behavior expectations has started this year with Office Discipline referrals being tracked using SWIS.

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

Improve student performance levels in all subjects.

LEA/LCAP Goal

Provide equitable educational opportunities for all students

Goal 1

Develop skill leveled curriculum and courses to address student's academic needs.

Identified Need

Our California School Dashboard Indicators show that we are not serving students equitably. We will use California School Dashboard metrics to monitor progress on graduation rate, chronic absenteeism, college and career readiness, and suspensions/expulsions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement - ELA CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%
State Priority 4: Pupil Achievement - Math CAASPP	2018 data: 0% of students met or exceeded the standard	Increase, through credit incentives by 2+%
State Priority 5: Student Engagement High School Graduation Rate	2018 data: 82.3% graduated	Increase graduation rate by 1+%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will utilize material and technology to increase student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30000	General Fund 4000-4999: Books And Supplies Items needed for student success. Classroom materials, Chromebooks, and teaching materials to support credit recovery and achievement. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.
2500	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Provide funds for Teachers and staff to seek out professional development that focuses on improving engagement and instruction. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

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.

OUHSD looked for options for students to reach their educational goals entering the 22-23 school year. We expanded the independent study program, we provided additional staff to provide direct services to students. We also looked for ways to assist students with alleviating barriers to school attendance and graduating. All of the proposed actions assisted OUHSD in providing equitable educational opportunities for all students. Attendance was down during the 21-22 school year due to a return to in person instruction. OUHSD hired Targeted Case managers and additional assistant principals at the comprehensive high schools to address attendance. The Chronic Absenteeism rate went down from 26.4% in 18-19, to 21% in 19-20.

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

Action 1.2 - A substitute teacher shortage, combined with the necessity of having teachers in the classrooms, reduced the number of professional development opportunities that could be offered. Action 1.14 - One time funding was allocated for additional facility repairs and improvements (fencing, automatic door openers for the bus barn, kilns, alarm upgrades, HVAC). Action 1.16 - additional expenditures were made to update the Science Curriculum and purchase Edgenuity to

enhance credit recovery and the independent study program curriculum. Action 1.19 - Summer school was expanded with Expanded Learning Opportunity grant funding to include transportation, campus supervision, and inviting meals. Action 1.22 - Fewer teachers were needed in the independent study program as students returned to the campuses for in-person learning.

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.

OUHSD added curriculum adoption and additional staff to provide direct support to students after reflecting on prior practice. OUHSD has updated curriculum in English, and Science over the past three years. OUHSD is also finding ways to support classroom instruction with coteachers in Math, English and Science. OUHSD is also looking for ways to have more students deemed "Prepared" on the College and Career Readiness Dashboard Indicator. With the additional Assistant Principals at LPHS and OHS, OUHSD has decided to discontinue the TOSA positions that focus on Chronic Absenteeism beginning with the 22-23 school year.

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

Safe Environment for Learning

LEA/LCAP Goal

Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework

Goal 2

Create a safe campus and a welcoming environment for learning

Identified Need

OUHSD believes every student deserves a high school education in a safe, nurturing and culturally responsive environment. Students will likely attend school regularly and graduate on time in a safe, positive and nurturing learning environment. Reducing suspensions and expulsions will reduce the number of days students are excluded from school due to disciplinary issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3 Parent Involvement: Culture and Climate	Increase weekly communication through mail, phone calls, and on-campus presentations	Utilize SAP and teacher collaboration to increase parent involvement weekly
Priority 5: Pupil Engagement: Culture and Climate	Increase time associated with transcript review from every six weeks, to weekly in SAP	During any six-week block, staff will increase the transcript review process and communicate this with students and parent/guardians
Priority 6: Pupil Engagement: School Climate -increase outreach services	Utilize Social Worker, Counselor, and TOSA (two sections) to improve attendance	Principal will provide weekly attendance incentives, and share the results with staff during collaboration time as appropriate.

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

Professional development dedicated to Pupil Engagement/CR-PBIS. Utilize weekly collaboration time to prioritize ways to transition from the comprehensive site to the continuation high school site. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

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)

Unrestricted

0000: Unrestricted

It is our desire to enhance the enrollment process from a negative perception to a welcoming safe school. Students generally have a negative attitude upon arriving at Prospect High. But with staff support, we set a positive tone beginning with our intake meetings, and continuing into the school day with high expectations and high support. We have created incentive programs and activities to re-identify as a school of choice. Emphasis will be placed on school climate, pupil engagement, and parent involvement. Students want a positive school climate, but the task for us will involve more student-directed ideas generated through our in class Advisory surveys. When you walk onto a school campus, we want students and parents to feel safe and a valued member of our school community. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources.

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.

OUHSD overhauled our discipline system at the beginning of the 20-21 school year. We have made tremendous growth in fully implementing CR-PBIS throughout the district. OUHSD has had difficulty in recruiting bus drivers and has had to adjust routes with vans instead of buses. BCSO was able to provide a School Resource Deputy to PHS, and although the deputy is not on campus daily, when she is here, she makes positive meaningful relationships with students and staff during break and lunch time.

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

Action 2.2 -a additional social worker was hired with ESSER III funds. Action 2.4 - Two additional targeted case managers were hired with Title I funds.

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.

OUHSD adopted Parent Square to use as a notification system for parents. BCSO was able to provide a School Resource Deputy. LPHS, OHS, and CDS added an additional Targeted Case Manager with categorical funding to support 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

College and Career Achievement

LEA/LCAP Goal

Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

Goal 3

Promote changes in attendance that will help encourage a culture of attendance to get students back on track with their education

Identified Need

OUHSD believes that every student should graduate from high school with skills and knowledge to be college ready and/or career ready. This goal was developed after reviewing the College and Career Readiness Dashboard indicator where 26.4% of OUHSD students were deemed "Prepared."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4 Rate of students meeting UC/CSU requirements (A-G)	20-21 Data All 58.8% American Indian 42.9% Asian 78.8% African American 0% Hispanic 45.5% White 54% SED 60% ELs 75% Homeless 44.4%	All Students >30% Asian >50% African American >30% Hispanic >30% White >30% SED >30% ELs >30% Homeless >30%
Priority 4 Rate of students completing a CTE pathway	20-21 Data All 14.5% American Indian 28.6% African American 0% Asian 3% Hispanic 18.2% White 19% ELs 0% SED 14.7% SWD 0%	All Students >25% American Indian >25% African American >25% Asian >25% Hispanic >25% White >25% ELs >25% SED >25% SWD >25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 4 % of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher)	20-21 Data 49.01%	% of pupils prepared for college by the EAP - ELA (11th grade CAASPP 3 or higher) will be >65%
Priority 4 % of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher)	20-21 Data 33.76%	% of pupils prepared for college by the EAP - Math (11th grade CAASPP 3 or higher) will be >40%.
Priority 7 Course Access Number of CTE pathways Number of AP classes	20-21 Data 8 AP Courses OHS 9 AP Courses LPHS 4 CTE Pathways OHS 9 CTE Pathways LPHS	9 AP Courses OHS 10 AP Courses LPHS or more 5 CTE Pathways OHS 10 CTE Pathways LPHS
Priority 4 Students completing a CTE pathway and met CSU/UC requirements.	20-21 Data 28.72%	% of pupils prepared for college on Science (11th grade CAASPP 3 or higher) will be >40%.

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

Every student will have a goal for college and/or careers, and our district will prepare each for participation in those opportunities.

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)

45073

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Prospect and Community Day Schools will offer two additional staff positions to assist with chronic absenteeism. A school Social Worker position, Academic Counselor, Principal, and a Teacher on Special Assignment (TOSA will monitor attendance and provide staff with the

necessary information to reduce truancy, and increase attendance. Covid-19 Pandemic and DOJ Initiatives may mandate minor changes in funding and allocation of resources. Numbers may change based on employee benefits/salaries allocated.

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.

All 12th grade students are required to meet with our counselor to fill out a FAFSA if student is interested in attending college. An opt out form is provided for students who do not wish to fill out the FAFSA. Graduating seniors respond to a survey identifying their college or career path after high school. Prospect was awarded a \$10,000 career grant from the North Valley Community Foundation to assist in activities to prepare more students for careers.

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 time required for students to meet with our school counselor is immense. The sheer number of hours each FAFSA requires is a lot. Hiring a career tech to assist our counselor would be an effective use of district funds.

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.

Prospect would like to focus on preparing 100% of our students for a career related field. Wellness Expos, field trips and job placements with local businesses is a priority.

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

LEA/LCAP Goal

Goal 4

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.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

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	\$88,397.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$82,573.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$45,073.00
Title I Part A: Allocation	\$2,500.00

Subtotal of additional federal funds included for this school: \$47,573.00

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

State or Local Programs	Allocation (\$)
General Fund	\$30,000.00
Unrestricted	\$5,000.00

Subtotal of state or local funds included for this school: \$35,000.00

Total of federal, state, and/or local funds for this school: \$82,573.00

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
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Expenditures by Funding Source

Funding Source	Amount
General Fund	30,000.00
Title I	45,073.00
Title I Part A: Allocation	2,500.00
Unrestricted	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	45,073.00
4000-4999: Books And Supplies	30,000.00
5000-5999: Services And Other Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	30,000.00
1000-1999: Certificated Personnel Salaries	Title I	45,073.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	2,500.00
0000: Unrestricted	Unrestricted	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,500.00
Goal 2	5,000.00
Goal 3	45,073.00

School Site Council Membership

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

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

Name of Members	Role
Matt Kermen	Principal
Brad Lund	Classroom Teacher
Nevaeh Adams	Secondary Student
Michael Commander	Other School Staff
Lacy Gaston	Parent or Community Member
Autumn McIntosh	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 May 31, 2023.

Attested:



Principal, Matt Kermen on June 1, 2023



SSC Chairperson, Matt Kermen on June 1, 2023

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**asurable, **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

School Year: **2023-24**

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
Oroville Community Day School	046151500430140	June 1, 2023	

Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

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

Community Day School and the Oroville Union High School District have modified existing policies and procedures to align with Culturally Responsive Positive Behavior and Supports, improving attendance through positive relationship building utilizing Community Circles and Restorative Practices, Culturally Responsive Teaching and Learning, Improving academic achievement, decreasing exclusionary discipline practices which include suspension and expulsions, increasing graduation rates, and improving state and local test scores.

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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).

Multiple Surveys were conducted at the District and school level to support the development of the LCAP, Student Interests, parent desires, and school improvement. The CA Healthy Kids Survey was given to all students at the school site and in the District.

Classroom Observations

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

In alignment with the DOJ Stipulated Agreement, frequent classroom walk throughs occur and are documented. See a copy of the PHS Core CR-PBIS Walkthrough Form.

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)

The use of state assessments does not accurately reflect the school's identity. ALL of our students come to us credit and skill deficient based on years of poor performance, school attendance, and overall school success. Many arrive in their 11th or 12th grade year and our staff does a great job teaching skills and modifying curriculum for students to get a basic understanding of materials needed to show semi-mastery of Standards needed to earn credits needed toward a diploma. Local assessments based on our student population have been, and continue to be, developed and used.

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

Curriculum-embedded assessments and modifications are regularly used and staff uses these assessments to determine credits earned in every course.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are highly qualified certificated teachers.

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

The District offers curriculum training in all subjects areas when and where possible. All core subjects at CDS use the SBE-adopted instructional materials adopted in the past adoption cycles.

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

Staff development has mostly centered around Culturally Responsive Positive Behavior Supports and Interventions, Restorative Practices, and all technology needs based on a response to Covid-19. Curriculum based trainings and content standards have been addresses, but were not the main focus of Professional Development. Additional trainings to support staff and student needs include: Crisis Response Trainings, Foster and homeless youth, THRIVE reimagining schools, and Breaking Down the Walls culture building.

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

Trainings for new teachers via their Induction Programs are provided by the District. More, a teacher is paired with all new teachers as a mentor. Teachers are trained to be coaches in being Culturally Responsive and through CR-PBIS.

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

Collaboration occurs daily as a team.

Teaching and Learning

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

Alignment of curriculum at both the District and site level in exploring the essential standards to be taught and focused on. Instruction and instructional techniques are discussed and observed through walkthroughs. All curriculum, instruction, and materials are aligned to content and performance standards and credits are earned based on meeting these standards.

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

N/A

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

N/A

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

All courses are aligned to standards-based instructional materials and each and every teacher uses these materials. The curriculum is appropriate to all student groups and EL, SPED, and every other group necessary has accommodations made to allow for student success.

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 and courses use SBE-adopted and standards-aligned instructional materials, including intervention materials which provide access to standards-aligned core courses. Intervention materials and SEL lessons are taught more in depth.

Opportunity and Equal Educational Access

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

All teachers and courses use SBE-adopted and standards-aligned instructional materials, including intervention materials which provide access to standards-aligned core courses. Intervention materials and SEL lessons are taught more in depth in a stand alone model via Advisory course.

Evidence-based educational practices to raise student achievement

Targeted school attendance practices/SARB, scaffolding of curriculum, Intervention classes, direct instruction, classroom walk throughs, regular and continual Professional Development opportunities, and frequent minute by minute Checks for Understanding name just a few of the many practices that staff, administration, and the District uses to raise student achievement.

Parental Engagement

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

We frequently meet with parents and guardians regarding student behavior, attendance, and credits.

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, community representatives, classroom teachers, other school personnel, and students are involved with, or invited to be involved with the planning, implementation, and evaluation of Core programs. LCAP, Site Council, School Climate Committee, as well as a few other school and District groups allow for and invite input from all stakeholders regularly.

Funding

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

Underperforming students are identified by staff and the District and prided the support they need in many ways. Some are referred to CDS where funds are specifically allocated for students to get support in a small group setting.

Fiscal support (EPC)

The budget allocates funds for CDS at a higher rate than the Comprehensive schools. The budget resources are targeted to be spent on this year's students - and in some areas - funds are carried over to meet long term budgeted goals.

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

CDS Staff and the Oroville community hold discussions in several forums: Site Council, weekly faculty meetings, and one-on-one discussions with Administration and staff. The conclusion from all of these meetings is that our school needs to focus on the learning outcomes from our teaching that will help students to grow academically, increase rigor, and prepare students for college/career. Teaching behavior expectations through Culturally Responsive Positive Behavior Interventions and Supports should help student success. Our school has taken steps to unify our efforts under the Single School Plan for Student Achievement by assisting all students in reaching graduation through a variety of programs and support services. All categorical funding is dedicated to the classroom to assist students to reach reading at grade level and earning credits to stay on track for graduation whether it be in a return one of our comprehensive high schools or at Prospect High School. Grade level and subject level Common Assessments have been created and baseline data at the beginning of every year will occur. Because our population is fluid, testing will need to occur often and as part of the intake process

Resource Inequities

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

No areas of resource inequity have been identified by the school or District at this time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9			2
Grade 10	9		9
Grade 11			1
Grade 12			1
Total Enrollment	9		13

Conclusions based on this data:

1. Oroville Community Day School was opened for this year for the first time in 2 years because of COVID. Most of our students voluntarily transferred to CDS, with a few involuntarily transferred to CDS due to expulsion.
2. 4 students voluntarily transferred over to Prospect High School and the end of the first semester for more course offerings.

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	0			0.00%		0.0%
Fluent English Proficient (FEP)	1		0	11.10%		0.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. EL Students are supported by teacher support, varied teaching strategies, and curriculum adjustments as necessary.
2. 1 EL student was involuntarily transferred to CDS by expulsion.
3. ELD Reading, ELD Advanced Grammar, and ELD Accelerated will be offered at CDS next year.

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

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
All Grades	N/A	N/A	N/A												

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	

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	

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	

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	

Conclusions based on this data:

- No Testing occurred for CDS students this year.

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

* 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
All Grades	N/A	N/A	N/A												

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

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

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

Conclusions based on this data:

1. NO Testing occurred for CDS students this year.

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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	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

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	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

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	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

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1. Only 1 student tested at CDS this year.
2. Numbers too small that data is unavailable.

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
Total Number of Students enrolled in Oroville Community Day 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		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1. There is a high percentage of Socioeconomically disadvantaged students enrolled at CDS - the need for services and support is high.

2. Cultural Responsive and Trauma Informed training has been provided to all school and district employees. CR-PBIS was implemented with fidelity at CDS this school year.
3. Many wraparound supports and services are provided to students including mental health counseling, harm reduction, check in check out, 100% no cost meals to students, social worker, small group counseling sessions, and community meals prepared and served to students, families, and staff.

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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
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Conclusions based on this data:

1. No new data available - N/A
2. ELD reading and advanced grammar will be offered to CDS students next year.

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. Students work on College/Career/Workforce Readiness principles/skills in classes.
2. College/Career/Workforce Readiness will be a focus as we move forward. Increased opportunities are evident and CDS shares a \$10,000 Career readiness grant with Prospect High School from the North Valley Community Foundation to assist with job placement for students into the community.

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

Pupil Engagement: Chronic Absenteesim

LEA/LCAP Goal

Pupil Engagement: (Engagement)

Goal 1

Promote the importance to come to school.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 5: Pupil Engagement - Attendance rates	Attendance for CDS 2022-23 school year is below 50%	Students need to have 70% attendance to promote to Prospect and or return their comprehensive high school and be on track to graduate.

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

We will be emphasizing the importance of attending school. Culturally Responsive Positive Interventions and Supports will be implemented to improve attendance. Continuation of community meals and hands on learning will continue to be the focus.

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)

21885

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries Funding/Time allocated/Subs Hired to allow for staff to make phone calls, conduct home visits, mail letters home, and hold conferences with parents on the importance of attendance will occur. More, implementation of Culturally Responsive Positive Behavior Interventions and Supports will also improve attendance.

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.

Additional staff were hired as CDS was reopened during the 2022-23 school year. We hired a new lead teacher, para educator, Targeted Case Manager, and sub campus security. All connect well with students and meaningful positive relationships were formed.

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 addition of a full time targeted case manager at CDS has made a huge cultural impact. More home visits were conducted. A full time campus security staff member has been requested.

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.

Carryover Title I funding will be spent on curriculum that continues to teach resiliency and career skills to our CDS 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

Safe environment for learning.

LEA/LCAP Goal

Provide a safe, nurturing and supportive environment to every student using Culturally Responsive Positive Behavior Intervention Supports as a framework.

Goal 2

Create a safe campus and a welcoming environment for learning.

Identified Need

OUHSD believes every student deserves a high school education in a safe, nurturing, and culturally responsive environment. Reducing suspensions and expulsions will reduce the number of days students are excluded from school due to disciplinary issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3 Parent Involvement: Culture and Climate	Increase weekly communication through mail, phone calls, and on-campus presentations.	bi-weekly updates to families using Parent Square and phone calls.
Priority 5: Pupil Engagement	Increase time associated with transcript review from every six weeks, to weekly.	During any six-week block, staff will increase the transcript review process and communicate this with students and parents/guardians.
Priority 6: Pupil Engagement: School Climate - increase outreach services.	Utilize Social Worker, counselor, Targeted Case manager, and PBIS coordinator to improve attendance and safety.	Principal, lead teacher, and PBIS coordinator will provide daily/weekly CR-PBIS incentives aligned to our school-wide expectations of being safe, responsible, and respectful.

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

Professional development dedicated to Pupil engagement/CR-PBIS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

Title I
0000: Unrestricted
Some students voluntarily chose to enroll at CDS this school year due to lack of credits earned during Covid. Emphasis has been placed on a positive, culturally responsive school climate.

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.

OUHSD revised our school discipline polices and tiered interventions system starting in the 20-21 school year. We have made tremendous growth in fully implementing CR-PBIS throughout CDS, Prospect, and the District. Our school resource officer is shared with Las Plumas High School and when she is on our campus, she makes positive meaningful relationships with students, staff, and families.

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

An emphasis has been placed on hiring Targeted Case Managers. Last year, additional TCMs were hired for both LPHS and OHS. This year, CDS hired a TCM for the second semester. (Action 2)

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.

OUHSD adopted Parent Square to uses as a notification system for parents. BCSO provided a school resource deputy. LPHS, OHS, and CDS added an additional Targeted Case Manager with categorical funding to support students and families.

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

LEA/LCAP Goal

Goal 3

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.

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

LEA/LCAP Goal

Goal 4

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.

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

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	\$27,828.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$26,885.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$5,000.00

Subtotal of additional federal funds included for this school: \$5,000.00

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

State or Local Programs	Allocation (\$)
General Fund	\$21,885.00

Subtotal of state or local funds included for this school: \$21,885.00

Total of federal, state, and/or local funds for this school: \$26,885.00

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
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Expenditures by Funding Source

Funding Source	Amount
General Fund	21,885.00
Title I	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,000.00
1000-1999: Certificated Personnel Salaries	21,885.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	21,885.00
0000: Unrestricted	Title I	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,885.00
Goal 2	5,000.00

School Site Council Membership

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

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

Name of Members	Role
Matt Kermen	Principal
Michael Commander	Other School Staff
Brad Lund	Classroom Teacher
Nevaeh Adams	Secondary Student
Lacey Gaston	Parent or Community Member
Autumn McIntosh	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 May 31, 2023.

Attested:



Principal, Matt Kermen on June 1, 2023



SSC Chairperson, Matt Kermen on June 1, 2023

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

Oroville Union High School District
Memorandum

TO: Board of Trustees

From: Jim LaGrone, Transportation Director

Date: May 18, 2023

Subject: Approval of Vehicle Purchase

I am requesting that the Oroville Union High School District approve the purchase of two (2) T3RE3904S 81 passenger school buses with air conditioning from AZ Bus Sales for the purchase price of \$238,114.03 each plus taxes and fees. The total purchase price for two (2) buses is \$515,516.88. Due to the State Of California eliminating the purchase of diesel buses, the district will need these for extended trips where electric buses do not have the range to complete these trips. The vendor has purchased the last diesel buses available to California and have already sold over 58% of them within California.

Thank you,

Jim LaGrone



3418 52nd Ave
 Sacramento, CA, 95823
 (800) 458-6363
<https://a-zbus.com>

Larry Lozano
 (916) 709-2297
 LLozano@A-ZBus.com

Quote #SAC2656
 May 9, 2023

2023 (or) Newer Blue Bird T3RE 3904

Customer:	Oroville Union High District	Attn:	Jim LaGrone
Mailing Address:	2139 Washington Ave. Oroville, CA, 95966	Phone:	(530) 538-2300 ext. 1108
		Email:	jlagrone@ouhsd.net

Quantity:	2	Wheelbase:	259"
GVWR:	37,600#	Transmission:	3000 PTS SEM
Engine:	CUMMINS L9 300HP	Suspension:	Spring / Air
Fuel Type:	Diesel	Brakes:	Air Disc
Fuel Port:	Standard	Upholstery:	Blue
Capacity:	81 AMB	WC Lift:	N/A
AC:	MCC AC-12iw1iw1cr430 Inwall Freeblow Roof QP55		

Body Content

- 'STOP WHEN RED LIGHTS FLASH'
- 3" REFLECT,FRONT,INT & REAR,3M DIA GRADE
- ACCESSORY POWER SOCKET W/CAP,BATTERY
- AIR HORN,MOUNTED UNDER FLOOR
- BARRIER, 39 INCH HIGH BACK
- BODY CONSTRUCTION FM/CMVSS 221
- BUZZER,MID SEC,P/O WINDOW
- CAMERA,SYSTEM,BACK UP VIEW
- CIRCUITS,SPARE,BODY HARN,TWO,14 GA
- CONSOLE MOUNT,ARM REST
- 2 PC CURVED TINTED W/S
- 77IN HEADROOM REAR ENGINE
- ACOUSTIC HEADLINING FULL LENGTH
- ARMREST,RH,DRIVER,SEAT,NATIONAL
- BATTERY COMPARTMENT,ROLLER TRAY,CHAS MTD
- BUZZER,L/H SIDE EMERG DOOR
- BUZZER,REAR EMERG WINDOW
- CIRCUIT PROTECTION,BREAKERS,MANUAL RESET
- COMPARTMENT,STORAGE,OVERHEAD,LOCKNG
- CONTROL,STROBE,S/CONT,W/PILOT

- CONTROLS,CONFIG,W/L,OPT #4,8-LGT,RH
- CUSHION,SEAT,STANDARD,REBOND FOAM
- DAYTIME RUN LGTS,W/ P/BRAKE DEACTIVATE
- DOME,2 ROW/2 SWITCHES,F & R,CONFIG
- DOOR SWITCH,STEPWELL LIGHT
- DOOR,ENT,OUTWARD OPENING W/AIR ACTUATOR
- EMERGENCY DOOR LS 28IN
- EXTERIOR SOLID NSBY
- FAN,AUXILIARY,UPPER CENTER,6"
- FE 5 LB DRY W/HOSE (DRIVERS CPT)
- FENDERS REAR RUBBER
- FLAPS REAR WITH BB LOGO
- FORWARD GRABRAIL
- GLASS,ENT DR,LOWER,TINT,LAM
- GLASS,SIDE EMER DR,DK TINT,TEMP
- HEATED MIRROR,EXT,15 MIN TIMER
- HEATER,50K,LH,REAR,F/M
- HOLDER,CUP
- HORN,BACKING SAFETY,112 DB
- INDICATOR,W/L SYSTEM,AMBER/RED
- INSULATION,BODY,FIBERGLASS,ADDITIONAL
- INSULATION,BOW CAVITY,FIBERGLASS
- LAMPS,HAZARD,2-AMBER,4IN,ENG CMPT
- LATCHES,LOCKABLE,ACCESS DOORS
- LETTERING,EMERGENCY EXIT,ABOVE EXIT
- LETTERING,EMERGENCY,INTERIOR,VINYL,BLACK
- LIGHT,4" BACKUP,LED,VANDAL RESIST
- COVERING,FLOOR,RUBBER,BLACK
- D/SEAT,NATIONAL,PREM,AIR,MORD,CHAR
- DELETE,ROOF HATCH BUZZER
- DOOR CONTROL,AIR PWR,MOM SW,2-POS
- DOOR,ENGINE CMPT,PERFORATED
- EMERGENCY DOOR ARROWS
- END CAP,RUB RAIL,STAMPED STEEL
- FAK,CALIFORNIA,METAL CASE
- FAN,AUXILIARY,UPPER LEFT,6"
- FENDERS FRONT RUBBER
- FLAPS FRONT, FULL LENGTH
- FLAPS,FRONT OF REAR WHEELS
- GALVALUME I/S PNL,FULL HEM, TEXTURIZED
- GLASS,ENT DR,UPPER,TINT,LAM
- HANDRAIL,ENT DR,BARRIER 3.25 - 5.25
- HEATER,12K,DRIVERS
- HOLDER,CERTIFICATE,7-5/8 X 9-1/4
- HOODS,WARNING LIGHTS,INDIVIDUAL
- HOSE,HTR,EPDM,W/CT CLAMPS
- INSULATED DRIVERS AREA
- INSULATION,BODY,POLYESTER/FIBERGLASS
- INSULATION,ENTRANCE DOOR HEADER
- LATCH,LOCKING,DOOR BATTERY CMPT
- LETTERING,"SCHOOL BUS"8",1-1/4 STRK
- LETTERING,EMERGENCY,EXTERIOR,VINYL,BLACK
- LIGHT,2 DOME,DRIVERS,LED,SEPARATE SW
- LIGHT,4" LED,STOP/TAIL,VANDAL RESIST

- LIGHT,7" STOP/TAIL,LED
- LIGHT,STEPWELL,LED,ADA
- LIGHTS,CL/MK,LED,2 AMBER,2 RED
- LIGHTS,DIR/MKR,SIDE,LED,FRT,BELT
- LIGHTS,DIRECTIONALS,RR,AMBER LED
- LIGHTS,ID,GROMMET MOUNT,LED
- LIGHTS,PILOT,W/L SYSTEM,LOC,RH
- LOCATION,STOP ARM,REAR
- LOCK,SECURITY,ENT DOOR
- LUGGAGE CMPT LIGHT-PASS THRU CMPT
- MIRROR,CROSSVIEW,EYE-MAX LP
- MIRROR,REARVIEW,INT,6 X 30,NONGLARE
- MODULE,CUSHION,ASSY,TILT W/FLEX MAT,SEAT
- PACKAGE,STATE,CALIFORNIA
- PAINT, INTERIOR, ASTRO WHITE
- PAINT,RUBRAILS ONLY,FULL WIDTH BLACK
- PANEL,MODESTY,BARRIER,ENT DOOR
- PASS THRU LUGGAGE COMPT 94 CU FT
- PLYWOOD FLOOR 1/2IN THICK
- POWER,BAT CONTROL,CLER/CSTR/ID LGTS
- POWER,BAT CONTROL,ENTRANCE DOOR
- RADIO,AM,FM,MP3,USB,SD,MMC,BT WITH PA
- SEAT BELT,DRV,3 PT,SINGLE RETRACT,BLACK
- SEAT,39,CONVERT, 3-PT BELT
- SEAT,39,CONVERT,FLIP,3-PT BELT
- SLIDING BOLT VANDAL LOCK - SED
- SPEAKER,O/S,UND FLR,W/WIRING
- LIGHT,PILOT,EXIT
- LIGHT,STROBE,SELF-CONT,LED,CLEAR
- LIGHTS,DIR,FRONT AMBER LED
- LIGHTS,DIR/MKR,SIDE,LED,REAR,BELT
- LIGHTS,DOME,120 LUMENS,LED
- LIGHTS,MKR,LED,INTERMEDIATE
- LIGHTS,WARN,LED,8-LGT,AMB/RED
- LOCATION,STROBE,4 FEET FROM REAR OF ROOF
- LOGO,BIRD ONLY,VINYL,BLACK
- MARKER LGT CONTROL,STEPWELL LGT
- MIRROR,EXT,OPEN VIEW,ES SPLIT SYSTEM
- MIRROR,REARVIEW,REMOTE CONTROL
- MODULE,SEAT,COLOR,BLUE
- PAINT DESIGN,BRIGHT WHITE ROOF,12.5 IN
- PAINT,HEADLIGHT BEZELS,NSBY
- PANEL,MODESTY,BARRIER,DRIVER,LH
- PANEL,SIDE,16 GA,25 3/4 SKIRT
- PILOT,STROBE LIGHT,ADDITIONAL INDICATION
- PLYWOOD FLOOR SCREWED DOWN
- POWER,BAT CONTROL,DOME LIGHTS
- POWER,BAT CONTROL,WARNING LIGHTS
- RETAINER SIDE EMERG DOOR LH
- SEAT,39, 3-PT BELT, DAVENPORT
- SEAT,39,CONVERT,3-PT BELT, FULLY FM
- SEQUENCE,W/L SYSTEM,NON-SEQUENTIAL
- SPEAKER,DLX,8 SPKR SYS W/WIRING
- SPRING,GAS,NON-LOCKING

- SPRING,GAS,PASS-THRU LUGG CMPT DOOR
- STEPTREAD,VINYL,BLACK
- STEPWELL PROTECTION
- STOP ARM,ELEC,LED,HI-IN,CLUSTER
- SWITCH,EMERGENCY OVERRIDE
- SWITCH,W/L MASTER,LOC,RH
- SWITCH,W/L START,MANUAL
- SWITCH,W/L,MASTER,GREEN PILOT
- TRIANGULAR WARNING DEVICE FLOOR
- UPH,FIRE BLOCK,BLUE,BARRIER
- VENT,ADVANTAGE,STANDARD
- VINYL,REFL,ROOF HATCH,WHITE,3M
- VINYL,REFL,SD EMER DR YELLOW,3M
- WARRANTY, BRONZE 2/10
- WHEELS,ALUM,8.25/22.5 DSC HUB-PLTD
- WINDOW,REAR EMERGENCY
- WINDOW,S/S,P/O,12",TEMP,TINT,BLK
- WIRING,DIR,SIDE,REAR,BELTLINE
- WIRING,S/ARM,ELECT W/INDEP FL SHR
- WIRING,W/L SYSTEM,14 GA
- YELLOW ENTRANCE DOOR
- STEEL FLOOR TRIM
- STEPTREAD,VINYL,RIBBED
- STEPWELL, GALVANIZED
- SWITCH,DOOR CONTROL,LOC,RH
- SWITCH,NOISE SUPPRESSION,LATCHING
- SWITCH,W/L START,LOC,RH
- SWITCH,W/L,EM OVERRIDE,LOC,RH
- SYSTEM,WARN,8-LGT,N/SEQ
- TRIM,AISLE,ALUMINUM
- VANDAL LOCK - REAR EMERGENCY WINDOW
- VINYL,REFL,P/O WINDOW YELLOW,3M
- VINYL,REFL,RR EMER WDW YELLOW,3M
- VISOR,ACRYLIC,LEFT SIDE,ADJUST,OPAQUE
- WDO ASSY,DRVR,GREEN TINT,LAM,BLK
- WINDOW,REAR EMERG,DK TINT,TEMP
- WINDOW,S/S,12",TEMP,TINT,BLK
- WIRING,DIR,SIDE,FRONT,BELTLINE
- WIRING,P/O WINDOW,DRS BUZ ONLY
- WIRING,VIDEO MONITORING SYSTEM
- WRG,2-WAY RADIO,CTR DASH MNT(07829)

Chassis Content

- AIR CLEANER,MULTI STAGE
- ANTIFREEZE,ES COMPLEAT,CUMMINS (BLUE)
- AXLE,STEER,HENDRICKSON NXT,14600 LBS
- BRAKE,EXHAUST,VGT
- BRAKES,ANTI-LOCK(ABS),AIR
- BUMPER,REAR,STEEL
- CRUISE CONTROL
- ELECTRONIC STABILITY CONTROL
- ENGINE EMISSION CONTROL,EPA /CARB 2022
- FILTER,COOLANT WATER
- FLUID,TRANSMISSION,SYNTHETIC
- FUEL TANK DOOR,SPRING-LOADED,LOCKING
- GAUGE,MULTIFUNCTION,REAR ENG CMPNT
- GOVERNOR,ROAD SPEED,65 MPH
- HOSE,COOLING,SILICONE,W/CONST TRQU CLAMP
- PEDALS,ADJUSTABLE
- PUMP,HEATER WATER
- RESERVOIR,ADDITIONAL WET TANK
- SUSPENSION,AIR,REAR,HENDRICKSON,23.5K
- SWITCH,BATTERY DISCONNECT
- TIRE,KUMHO,12R22.5,LRH,KRS02
- TRANS,ALLISON,3000PTS,6 SPD,
- VALVE,DRAIN,MANUAL,AIR TANK
- ALTERNATOR,LEECE-NEV,BRUSHLESS,350 AMP
- AXLE,REAR,23K LBS,5.29
- BATTERIES,GROUP 31,THREE
- BRAKES,AIR DISC,BENDIX
- BUMPER,FRONT,STEEL 12IN
- CERTIFICATION,4-WHEEL ALIGNMENT
- DRYER,AIR,BENDIX AD-IP
- ENG,CUM L9,DSL,300HP@860LB-FT,EPA/CARB
- EXHAUST,PRIMARY,SING CAN A/T,CUM
- FLTR,FUEL/WATER SEPARATOR
- FUEL SYSTEM,DSL,100 GAL BFR RH FILL
- GAUGE,AMMETER,FRONT
- GAUGE,SPEEDOMETER, MILES
- HI TEMPERATURE EXHAUST COOLING
- LUBRICATION,OIL,PETROLEUM,AXLE
- PROGRAM,TCM,F/S 2.0,GHG
- REGEN SETTING,0-MPH
- SPACER,SPRNG,2IN,FRONT SUSP
- SUSPENSION,SPRG,FRT,SOFTEK,14600
- SWITCH,IGNITION,KEYED ALIKE
- TOW HOOKS, FRONT
- UNDERCOAT,MODIFIED WAX,PREMIUM
- WHEELBASE,259 INCH

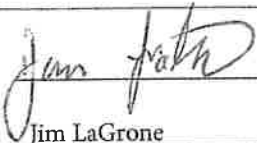
Dealer Added Content

- Electric air drain valves with controls in Dr's compt.
- FE/FAK/Reflectors/Decals - CA Spec
- Gatekeeper 5HD Standard Camera system, Installed
- Lettering - Beltline/CA #/Unit #'s
- PDI - Pre Delivery Inspection
- EP1 Child Check safety system - Wired to CA Specs
- Fog lights in front bumper area
- Hand held stop sign & Holder
- MCC AC12iw1iw1cr430d Dash Inwall Freeblow Roof QP55
- QP55 AC prep package - Ship to TransArctic

Pricing	
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Unit Price before Sales Tax:	\$ 238,114.03
Taxable Amount:	\$ 238,114.03
Non-Taxable Amount:	\$ 0.00
8.250% Sales Tax Total:	\$ 19,644.41
Total Per Unit w/Sales Tax Included:	\$ 257,758.44
Grant per bus	-\$0.00
Total Grant Amount	-\$0.00
Grand Total For 2 Unit(s):	\$515,516.88

Acceptance	
------------	--

Signature:		Title:	Transportation Director
Name:	Jim LaGrone	Date:	5/18/2023

***Notice of Intent to Purchase:**
 By signing this vehicle quotation above, it signifies the intent of Oroville Union High District to purchase the vehicle(s) as listed on this document, from A-Z Bus Sales, Inc. This purchase is based on this Vehicle quotation and is subject to approval by our School Board at their 6/21/23 (date) Board meeting. JAL (Initial Here)

*All pricing is based upon the Waterford Unified School District piggyback bid awarded to A-Z Bus Sales. A copy of all piggyback bid documents is available from A-Z Bus Sales, Incorporated.

All pricing valid for 30 days, or availability of stock units at time of purchase order. Prices quoted herein are based upon Federal, State, and Local Laws and Regulations governing truck equipment and performance levels in effect as of the date hereof. Buyer will pay for any equipment or performance changes, modifications, or additions required by any changes in such laws or regulations subsequent to the date hereof at the increased cost to Seller.

Required Information

Delivery Address:

2139 Washington Ave. Oroville, Ca. 95966

Initial here: JAL

DMV Information:

Please confirm DMV registration name and address by signing below. Fill other sections as applicable.

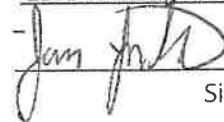
Register To Name:

Oroville Union High Sch Dist / Oroville Elementary Sch Dist

Register To Address:

2211 Washington Ave. Oroville, Ca. 95966

Signature Confirming DMV Address:



Jim LaGrone,
Transportation Director

Signature, Name & Title

Exempt

Private

Out of State | Customer Demand

Lettering Information:

Initial Here: JAL

Beltline Lettering:

OROVILLE UNION HIGH SCHOOL DISTRICT

CA #:

51121

Unit #s:

105 and 106

Lienholder Information:

(if none, write "none")

Lienholder Name:

None

Contact Person:

Contact Number:

Grant Information: (if applicable)

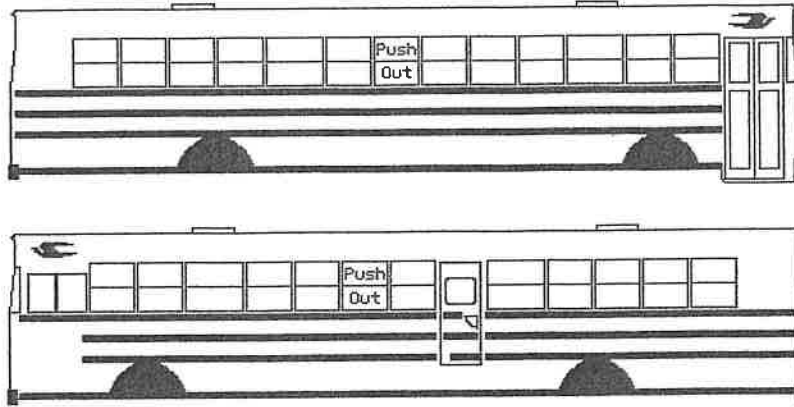
Agency Name:

Grant Deadline:

Quote Id: 217226

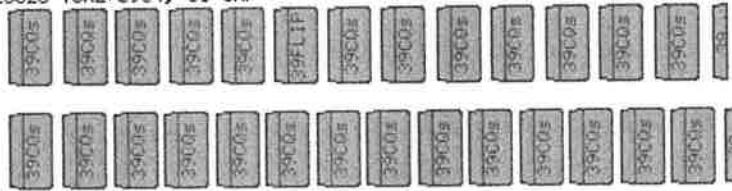
Body Plan / Seat Plan Information

Body Plan: 5011345



Seat Plan: 23028

SP: 23028 T3RE.3984, 81 CAP



Quote Id: 217226

Seat Plan Spacing Chart

WATERFORD USD CO-OP BID #01/22 PRICE RECONCILIATION

Blue Bird T3RE3904S 259" WB 81 Pax AC

Cummins L9 300 HP Diesel / Allison 3000 PTS SEM Automatic

Base Waterford co-op pricing - 2022	\$194,946.57
2023 Price Increase - 5%	\$9,747.33
14a) Aluminum wheels (6)	\$3,195.00
19) Adjustable pedals	\$1,336.00
28a) EPDM heater hoses w/CT clamps	\$208.00
31a) Gatekeeper standard 3hd camera system	\$3,322.00
31b) Additional camera head - qty. 2	\$1,142.00
38b) Delete single luggage	(\$836.00)
43) Blue fireblock upholstery	\$0.00
47c) MCC Inwall freeblow roof mount AC system	\$12,904.00
47g) AC compressor upgrade - QP55	\$3,564.00
50a) 2 year extended limited factory warranty	\$961.00
52) Current model year changes for Engine & system compliance	\$18,456.00
Discount	(\$10,831.87)
Total per bus before sales tax	\$238,114.03



Customer: Oroville Union High School District
 Created By: Andrea True
 New Contract
 5/25/2023
 Proposal Valid for 30 days

FINALSITE ORDER

This Finalsite Order (the “**Order**”) is entered into by and between Active Internet Technologies, dba Finalsite (“**Finalsite**”) and Oroville Union High School District (“**Customer**”) and sets forth the terms of Customer’s use of the products and services set forth below (“**Pricing Summary**”). This Order, together with the Master Terms and Conditions for Services (the “**Master Terms**”) located at <http://www.finalsite.com/masterterms/useducationagencies> and incorporated herein by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Each of the individuals executing this Order represent and warrant that he or she is authorized to execute this Order on behalf of Customer or Finalsite, as applicable. Unless otherwise specified herein, any capitalized terms used in this Order shall have the meaning defined in the Master Terms. The “**Effective Date**” of this Order is the date on which both parties have signed this Order as reflected in the signature lines below.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

A. Pricing Summary

Creative and Deployment Services Package

Blackboard WCM Composer Upgrade

The Statement of Work (“SOW”) for this Creative Services Package can be reviewed here <https://www.finalsite.com/sow-wcm-conv>

Composer CMS Platform

Core Communications Platform - Blackboard WCM Conversion

View a detailed description of what's included in your software package here <https://www.finalsite.com/wcm-conv-pkg>

Products Included in Communications Core Platform - Blackboard WCM Conversion

Finalsite Composer Content Management System	Granular Permissions
Admin Users, Editors (12)	HTTPS Implementation
Admins with ticketing rights (4)	Knowledge Base and Product Training Resources
Basic Integrated Site Search	Mobile Friendly, Responsive Designs
Calendar Manager	News / Blogs via Posts (16 boards pooled)
Website cloud storage / 50 GB	Page Based Notifications (Unlimited)
Comprehensive Training Program	Published Pages (Unlimited)
Content Migration for Tiers 1, 2, 3	Resources (Media, Galleries, Document Library)
District Site and 3 Additional Sites	Secure Hosting & CDN
Drag - and - Drop Page Elements	Single Sign-On
Faculty / Staff Directory (public facing)	Social Media Feeds for Districts - Standard (4)
Faculty / Staff Portal	Standard Support Plan
Forms Manager (16 forms pooled)	

Additional Products or Services:

Modules



Customer: Oroville Union High School District
Created By: Andrea True
New Contract
5/25/2023
Proposal Valid for 30 days

AudioEye Subscription Setup	
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Community Engagement Products:

Web Community Manager	
WCM Essential	



Customer: Oroville Union High School District
 Created By: Andrea True
 New Contract
 5/25/2023
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Special Provisions:

- AudioEye setup is included to transfer from the WCM site to the Composer site.

Services: Initial Term and Fees:

The initial term of this Order is for the (5) year period beginning from the Effective Date, unless otherwise outlined in the schedule below (the "Initial Term").

Fees for the Initial Term for the Services specified in the table above are set forth below:

Total Setup Cost (USD)
\$ 0

Schedule	Amount
Period 1 - Jul 01 2023	\$ 4,600
Period 2 - Jul 01 2024	\$ 4,800
Period 3 - Jul 01 2025	\$ 5,000
Period 4 - Jul 01 2026	\$ 5,200
Period 5 - Jul 01 2027	\$ 5,400



Customer: Oroville Union High School District
 Created By: Andrea True
 New Contract
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B. Payment Terms

1. All fees for the initial year of this Order shall be due as follows: (i) Set Up fees shall be invoiced on the Effective Date of this Order and shall be due and payable upon receipt of invoice; (ii) fees for Year 1 (described in the fee table above) shall be invoiced on the Effective Date of this Order or the first day of Year 1, whichever is later, and shall be due and payable upon receipt of invoice; (iii) fees for each subsequent Year of the Initial Term, and for each Renewal Term, shall be invoiced on the commencement of such Year or Renewal Term (as applicable) and shall be due and payable upon receipt of invoice. Fees for any other Services, and for reimbursable expenses, shall be invoiced in accordance with the Master Terms or this Order and shall be due and payable upon receipt of invoice.
2. Unless otherwise specified in the Special Provisions above, this Order Form shall be renewed automatically for successive periods of (5) years (each a "Renewal Term") after the expiration of the Initial Term and any subsequent Renewal Term, unless Client provides AIT, or AIT provides Client, with a written notice to the contrary ninety (90) days prior to the end of the Initial Term or Renewal Term, as applicable.
3. Unless otherwise specified, all dollars (\$) are United States currency.
4. Sales/VAT Tax: If applicable, a copy of Customer's Sales/VAT Tax Direct Pay Certificate or its Sales/VAT Tax Exemption Certificate must be returned with this Order Form. Otherwise, Finalsight will invoice Customer for applicable sales, use and other transactional taxes due in connection with the Services or the fees due therefor.
5. Except as otherwise specified in this Order, fees are subject to increase in accordance with the applicable provisions of the Master Terms.

By signing below, Finalsight and Customer each agree to the terms and conditions of this Order and the Master Terms.

Client: Oroville Union High School District	
Signature	DocuSigned by: <i>Corey Willenberg</i> 78E8025B17E1420
Name (printed)	Corey Willenberg
Title (printed)	Superintendent
Date	5/25/2023

Active Internet Technologies ("AIT")	
Signature	DocuSigned by: <i>Jim Calabrese</i> 59DAB97691BB4E7
Name (printed)	Jim Calabrese
Title (printed)	Director & Chief Financial Officer
Date	5/26/2023

^{DS} As the Customer Contact, by initialing in this box, I agree on behalf of Customer that I have read the Statement of Work ("SOW") and understand the expected deliverables for Finalsight as well as for Customer's project team. I understand that the project timeline is a good faith estimate which is dependent on, among other factors, Customer's ability to meet respective Customer tasks and deadlines.



Customer: Oroville Union High School District
 Created By: Andrea True
 New Contract
 5/25/2023
 Proposal Valid for 30 days

C. Client Contact Information

Please fill out the following information, which will be used by our deployment & accounting teams.

Billing Contact	Ronda Cash
Title	AP & Purchasing Tech
Address	Accounts Payable 2211 Washington Ave.
City, State Zip	Oroville, CA 95966
Phone	(530) 538-2300 ext. 1113
Email	ap@ouhsd.net

Project Contact	Paula Blaney
Title	Executive Assistant
Phone	(530) 538-2300, ext. 1107
Email	pblaney@ouhsd.net

*Executive Sponsor (Superintendent, Head of School, CFO, etc.)	Corey Willenberg
Title	Superintendent
Email	cwillenb@ouhsd.net

*The Executive Sponsor should be separate from the Project Contact and is typically the Superintendent, Head of School, Business Manager, CFO, etc.



449 W. Foothill Blvd., #427
Glendora, CALIFORNIA 91741
(916) 520-4951
WWW.LEADERSHIPASSOCIATES.ORG

ERIC ANDREW ♦ KENT BECHLER ♦ TOM CHANGNON ♦ MARG ECKER ♦ RICHARD FISCHER ♦ SALLY FRAZIER ♦ JUAN GARZA ♦ PEGGY LYNCH ♦ MIKE MILLER ♦ DENNIS SMITH ♦ RICH THOME ♦ SANDY THORSTENSON ♦ DAVID VERDUGO

Date: May 26, 2023

To: President Scott Damon, Oroville Union High School District

From: Tom Changnon & Rich Fischer - Leadership Associates

Purpose: Governance Training for Board Members and New Superintendent

Proposal: Here is our proposal for a Governance Training between the Oroville Union High School Board and William Brown, newly selected Superintendent.

Consisting of: 1 six hour session or 2 sessions determined by the parties

Covering:

- How to Build Mutual Respect, Trust and Support between the Board and new Superintendent
- What makes a Good School Board Member
- Tips for Developing Positive Relationships
- Effective Superintendent-School Board Practices
- Understanding the Role of the Board
- Budget Development
- Superintendent Evaluation Process
- Open Communication and Transparency

Availability: Saturday June 10th, Weekdays - June 7, 8, 9, 22, 23, 26, 27, 29, 30

Cost: \$2,500

Additional Expenses not to Exceed \$750.00