

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
Oakmont High School	31669283135308	4/7/21	

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

Additional Targeted Support and Improvement

The purpose of the Comprehensive Single School Plan For Student Achievement is to strategically plan (with all stakeholders) how best to serve the needs of the students at Oakmont High School (OHS). In addition to supporting the academic, social and emotional needs of the OHS student body, we have developed a plan to specifically target our ELD students, Special Education Students and students of color. The primary purpose of the Site Council is to meet to review all school data prior to developing a budget that will be used to implement and support the action items described in the Single School Plan.

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.

Oakmont High School has implemented goals and action items that specifically address successful achievement of all students on the CAASPP assessment (with a focus on under represented groups). Additionally, we have specific goals that target CTE completion, A-G completion or College & Career Readiness expectations, and graduation rates with specific attention to address our Additional Targeted Support and Improvement (ATSI) criteria. We also have goals and action items designed to establish and create a learning environment that is culturally responsive in its teaching practices. When addressing these goals, we are focusing on addressing the needs of ELD, Foster Youth, Special Education, and students with mental health concerns.

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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).

District LCAP Surveys - data indicated that the focus should remain on college/career readiness, inclusion, school culture and climate.

Perception Data Surveys - data indicated that the school should focus on the resiliency and optimism of our students.

Prop 28 Surveys - prioritize resources for staffing

Title 1 Surveys - prioritize resources for under-performing students for tutoring, credit recovery, parent engagement, professional development

Classroom Observations

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

The teacher evaluation process at OHS is effective and encourages growth and development from our teachers. The results of the teacher survey indicate that an overwhelming majority of teachers feel the process is fair and supportive.

As an administrative team, we have taken time to standardize the process in order to be as consistent as possible. An important part of this process has been the norming process we follow at the start of each school year. We take the time each year to visit several classes as a team in order to evaluate what we're seeing collectively, as a team. We have been clear with those on the evaluation cycle that we are focused on clear learning targets, regular checks for understanding, developing strong, positive student/teacher relationships with more student voice (less teacher directed), which is in alignment with Learner Driven Instruction and our professional development focus. We are clear with those being evaluated that we will still be evaluating them in line with the district evaluation form per the RSEA Contract.

All teachers on the evaluation cycle are required to attend a pre-evaluation meeting on the first teacher work day of the school year. During this meeting teachers are given all evaluation documents and are walked through a presentation given by the administrative team. At this time the process is clearly explained and teachers set up pre-evaluation meetings as well as formal observation dates for the term. Following every formal evaluation, teachers receive immediate feedback through InformedK12 from their evaluator. This feedback is followed up by a formal or informal conference to highlight strengths as well as areas for growth. At this time, questions can be answered and the next evaluation date can be confirmed.

Teachers new to the district are evaluated twice a year (fall and spring semesters). Those teachers that have received permanent status are evaluated on an every other year cycle. Permanent teachers in good standing who have been in the district 10 or more years are placed on a three year evaluation cycle. Permanent teachers are given the opportunity to participate in a peer evaluation process with administrative approval. This process allows permanent teachers the opportunity to receive feedback from fellow teachers within the same content area. Teachers new to the

profession are also supported through a district based Teacher Induction program. The district hired Induction trainers that support all new teachers to the RJUHSD.

All department coordinators are encouraged to visit new teachers to the department in order to provide them with feedback from a teacher perspective. Coordinators are given release time to visit classes as needed. Additionally, all new teachers to OHS are highly encouraged to visit him/her and other teachers as an ongoing PD opportunity.

As a staff we are continuing to focus on student engagement, the establishment of clear learning objectives, the evaluation of key formative and summative assessments data, and the development of best teaching practices in-line with the state standards.

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)

Oakmont High School staff and PLC members use the results from the ELPAC, IEP's, EAP and CAASPP assessments to evaluate students performance and make adjustments to curriculum and instruction. Additionally, staff review results from both site and district level formative and summative assessments to adjust their curriculum and instruction to meet the needs of under-performing students. For examples, as result of the results from assessments previously mentioned we have added ELD classes and implementation Expository Reading and Writing Curriculum (ERWC) in place of traditional English 12. In addition, we are implementing both Co-Teaching in Math and English. Co-Teaching is a model that assigns a general education and special education teacher to the course. This helps embed the content expertise and the differentiation expertise of both teachers. Finally, we offer Credit Recovery courses with teacher support to those students who may have failed a previously scheduled class. The faculty examine A-G completion rates, CTE Completer rates, graduation rates and school wide intervention data. From this data, staff address pacing guides and best teaching practices to address the needs of our key cohort student groups.

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

The Oakmont staff are using assessments such as the DWA, DCA, IXL, agreed upon academic vocabulary, and formative/summative assessments agreed upon by department PLTs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

OHS and the RJUHSD follow all state and federally mandated hiring practices. The teaching staff at Oakmont is fully credentialed in their curricular area or a part of state and county approved Intern programs (Special Education Teacher). Additionally, the certificated staff holds their CLAD or EL Authorization. Any certificated staff working in specialty areas, such as student government, is placed on "Committee on Assignment" in accordance with state requirements. Any certificated staff teaching CTE courses are required to hold the proper credential and are expected to develop "programs of study" in line with district practice.

All open positions are posted through Edjoin, and properly qualified candidates are interviewed. Selected candidates are vetted through a comprehensive background check and cleared through the site and district personnel offices. Once selected, candidates are forwarded to the school board for official authorization to hire.

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

As already stated, all OHS certificated staff members hold Preliminary or Clear credentials in their content (i.e. math, English, etc...) area. As an organization, we have placed a high priority on on-going professional development for all staff members. Philosophically, we believe that the professional growth of our teaching staff is in direct correlation with the quality of instruction we can provide for our students.

Each school year, we develop a professional development plan to address the specific needs of our staff in order to continue to provide quality instruction to our students. Our staff meetings are designated as professional growth opportunities with teacher-lead trainings. Over the past several years, staff members have been provided training opportunities in Learner Driven Instruction, EL, classroom management, and teacher facilitator strategies. In addition to site-based training opportunities, the district and county Instruction and Curriculum Departments regularly offer training opportunities for all staff. The district has provided training in close-reading, EL training strategies, Google platform, Canvas, Learner Driven Instruction, and Co-Teaching. The district requires all Preliminary Credential holders to participate in the program. This requirement is fully funded by the district and provides new teachers the support and mentorship they need to be successful in diverse classroom settings.

The staff has taking a deep dive into a systemic look at school data and the impact on student learning. Based on past learning around cultural awareness and the implementation of culturally appropriate content into daily lessons, we have become a more culturally proficient staff. Finally, we are continuing to infuse technology training that will help teachers as we move deeper into our 1:1 learning environment. The COVID-19 Pandemic pushed staff to use Distance Learning platforms like Zoom, Google Classroom, Canvas at higher than normal levels. As we move forward, these platforms will play a larger part in supporting students who continue to need to miss school for a multitude of reasons.

In addition to site and district based training opportunities, staff are supported and encouraged to participate in trainings offered professionally through the state and around the country. Both the district and OHS are focused on PLC training as a mechanism for improving both teaching and learning in all classrooms. Teaching staff at OHS have been sent to PLC training or are given in-house PLC training as they join our staff. Additionally, OHS staff members attend AP and IB training each year. Staff are invited to participate in various trainings throughout the year: Common Core, Pasco Scientific and Next Generation Science Standards (NGSS), Google platforms, CTE, PBIS, EL, and cultural awareness training.

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

OHS staff members are heavily involved in a shared responsibility process to support ongoing student learning and achievement. OHS teachers participate in a weekly PLC process that encourages and fosters individual and team growth around state and local content standards. Each PLC is responsible for looking at student performance data, developing common assessments and common curriculum, developing formative and summative assessments as well as discussing best teaching practices. Teachers are involved in these meetings with the intent of making weekly adjustments that are consistent from one class to the next. In addition, teacher representatives are involved in the development and administration of district common assessments in each content area. Counselors and administrators work with all students and their families to educate them on the importance of the Four-Year Plan while also explaining and monitoring A-G course completion.

Additionally, teachers are asked to be a part of the Site Council and Leadership Teams, both of which address curriculum and instruction issues. Teachers and staff members are active participants in the WASC process during each review (OHS had a WASC visit during the 2021-2022 school year). Our IB and AP teams meet monthly to assess current practices and implement new content as well as new classes. Every five years the IB team and the school are asked to review the IB program and are required to submit an IB Program Evaluation to International Baccalaureate Americas (Next Five-Year Review is 2023-2024). The IB Coordinator creates various teams with all staff included to review the policies and principles within the OHS IB Program. The IB review is similar to WASC, in that stakeholder input is part of the review process.

Teachers are recruited to be involved in our district Curriculum Team meetings wherein curriculum, book adoptions, assessments, and instructional strategies are discussed and implemented. A new teachers' orientation is held prior to the start of each school year at the district level. Additionally, each new teacher (at OHS) is paired with their department coordinator who is responsible for assisting the new staff member with curricular and instructional needs. We are discussing revisiting the idea of veteran teachers being part of peer evaluation process which allows them the chance to give feedback and support to fellow teaching staff and to develop professionally as an educator.

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

Resources are available for hiring, nurturing and providing regular training for all staff. We utilize the EdJoin online system to create an applicant pool and implement a selective screening and interview process to ensure hiring of qualified staff based on our site needs. Our entire teaching staff is fully credentialed and Every Student Succeeds Act (ESSA) compliant. Our new teachers are mentored through the district Teacher Induction program, and new staff to Oakmont are paired up with veteran teachers for support. With the ongoing decline in student enrollment, staffing projections have resulted in loss of FTE. The 23-24 is the last year of projected decline with potential impact on staffing.

Furthermore, staff members are provided with necessary training, according to their duties or teaching assignments; to ensure quality instruction for our students and efficiency in all areas of the campus. We also believe the quality of our staff lies within the people themselves; we work to create an environment that is collaborative, supportive and strengthens our ability to serve our students and school community. In addition to being a highly-qualified and dedicated staff, we ourselves model being self-directed learners. Staff members are encouraged to attend conferences and trainings. At the state, national and international levels, teachers are encouraged to attend AP, IB, PLC, content standards, PBIS, Learner Driven Instruction, Co-teaching and other trainings that support growth and professionalism. While we do partner with other organizations for training, much of our professional development happens at the district and site levels. Our district emphasizes its confidence in our faculty through promotion of staff-led professional development. At the district level, staff is involved in training for Google platform, PLCs, Close Reading, Questioning Strategies, Depth of Knowledge, content standards, Co-Teaching, American School Counselor Association (ASCA), and culturally responsive training. At the site level, staff meetings and prep period meetings are used for ongoing PD needs: Illuminate, instructional strategies, Aeries.net, PBIS and Chromebooks, literacy, Restorative Practices and cultural awareness.

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

OHS teachers participate in a weekly PLC process that encourages and fosters individual and team growth around state and local content standards. Each PLC is responsible for looking at student performance data, developing common assessments and common curriculum, developing formative and summative assessments as well as discussing best teaching practices. Teachers are involved in these meetings each week with the intent of making weekly adjustments that are consistent from one class to the next. In addition, teacher representatives are involved in the development and administration of district common assessments in each content area. Finally, the district has implemented several district wide PD Days to allow for additional growth and training.

Teaching and Learning

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

Oakmont High School's instructional programs are founded upon current educational research. The OHS staff is assigned to Professional Learning Communities (PLC) and are engaged in effective Professional Learning Teams (PLT). School staff members have the opportunity to participate in a variety of professional development opportunities at the school site and district level. Standards alignment is strengthened through staff participation in district-level curricular planning teams and trainings. These groups are, but not limited to, Curriculum Team, District Writing Assessment (DWA), and District Common Assessments (DCA).

The English Department has been trained in Expository Reading and Writing (ERWC) aligned with California State University (CSU) and California Community College (CCC) readiness and Common Core Standards in an effort to prepare students for post secondary expectations. Based upon the results from the CSU entrance exams, our English Department has partnered with the CSU system to improve students' skills.

The World Language Department has been trained in Teaching Comprehensible Input (TCI) and Teaching Proficiency through Reading and Storytelling (TPRS) at various conferences and workshops. They continue to improve and revise their curriculum through the PLC process and utilize these strategies to increase student success in acquiring the target language. The PLC process includes collaboration with the World Language Department at Warren T. Eich Middle School (our primary feeder school) in order to sustain a cohesive curricular experience.

Oakmont's Math Department uses the Common Core 8 Mathematical Practices. The math instructors are completing the rewrite of the IM curriculum series and have been trained by Don Havenhill to use Open Up Resources, which is our new curriculum. As a department they use common assessments and common grading practices. The Math Department has established a guaranteed and viable curriculum for Integrated Math 1 (IM1), IM2, and IM3.

Oakmont's International Baccalaureate (IB) teachers work within a continuous environment of professional development. Prior to teaching an IB course, all IB teachers must be trained in a multi-day conference in their subject area. Teachers stay current on the curriculum through further training (1-3 years after their initial training) and are encouraged to attend workshops to broaden their knowledge of the curriculum and best practices. The IB teachers also work together internally to expand knowledge in such areas as integration of Theory of Knowledge (TOK) into all areas of instruction.

The Oakmont Health Career Academy and Career Technical Education (CTE) work with business partners to ensure that curriculum and instruction is relevant to current industry practices and career expectations.

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

Oakmont adheres to daily instructional minutes in math and English Language Development.

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

Alternative schedules such as our Intervention Schedule, 5th Period, and Special Education class scheduling are in place to support the needs of students struggling academically, socially, and emotionally. In addition, we have added embedded Credit Recovery classes along with Co-Teaching.

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

Oakmont High School has established standards-based instructional materials that are designed to support the academic needs of all students. Staff develop common pacing guides, common formative and summative assessments that are in line with state and local standards. As a part of this process, the site and district have adopted texts and materials that are state approved and standards aligned. In accordance with the Williams Act, all students receive the needed text and materials for each course taken here at OHS.

Special Education classes have been embedded in the school day to support those students who need and qualify for an IEP and Special Education services. Special Education students are placed into as many regular education courses as possible and teachers within these courses differentiate their instruction as needed to meet the needs of these students. We have also implemented Co-Teaching to support the inclusion of special education students in the general education program. Co-Teaching allows for two teachers (a general education and special education) to provide support to all the students ensuring the students receive necessary scaffolds to be successful. Additionally, we've embedded ELD courses to support the language needs of our EL population. Both our Special Education and ELD programs are working with and have purchased state adopted texts and materials needed to support the specific needs of these populations.

Additionally, the site and district staff work collaboratively to identify and adopt the best possible state adopted texts and materials for both AP and IB level courses. Students within these courses are challenged to excel at advanced academic levels and are provided with all needed materials to assist in their 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)

As mentioned above, both Oakmont High School and the RJUHSD use selected State Board of Education (SBE) adopted materials in all core course offerings. Each course is standards based and aligned with both state and local content standards. As a school site and district we are in line with the curriculum and instructional practices of the State Standards and will continue to purchase and provide only SBE adopted texts and materials for both core and intervention courses.

Opportunity and Equal Educational Access

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

To assist our students with their understanding of key instructional concepts OHS teachers and staff provide differentiated instructional opportunities throughout the school day.

All students have the opportunity to receive additional instructional support during teacher office hours before and/or after school. Additionally, the OHS teaching staff agreed to the implementation of an embedded Intervention Period during the school day. The intent of the period is to allow students to receive additional instruction for areas of the curriculum that are difficult and challenging for the student as well as an extension opportunity for students who are excelling academically. 5th Period is offered as an additional instructional support strategy. During 5th Period, students also have access to teacher tutors, Learning Support Specialists, the College & Career Center Coordinator, and student tutors. These extra supports are offered outside of the normal classroom setting as opportunities for all students to receive differentiated instruction as needed.

Teachers in the Math Department allow students to do “test corrections” with the intent of improving student understanding of key math concepts. English teachers allow students to peer-edit essays and do rewrites in order to allow students to identify both strengths and areas for growth within their own writing samples. Students in Biology classes are encouraged to work in groups to explore key learning targets while collaborating in the learning process. These are just a few of the ways that staff members at Oakmont differentiate their daily instruction to meet the specific learning needs of the student body.

Teachers across the campus regularly check for understanding so that they can adjust the instruction to meet students where they’re at in the learning process. Our teachers are also working on increasing student voice through lessons that are designed to be more student centered. Finally, teachers regularly “chunk” instructional materials to make the learning process more conducive to student understanding.

Math teachers are using mini whiteboards to allow students to work problems and quickly show the teacher they understand the learning target. With this quick information math, teachers are able to move forward or differentiate their instruction for students that are struggling with a concept. Additionally, math classes are using Chromebooks and online math programs (Desmos and IXL) that allow them to build upon their math skills.

The Science Department is differentiating their instruction through the explicit teaching of key vocabulary and the spiraling of instruction. Additionally, teachers in the science department are incorporating labs that use tablets and Chromebooks to model simulations for stronger student conceptual understanding. The NGSS Science curriculum in Biology, Physics and Chemistry are designed to be more student centered with project based learning opportunities (which should help students understand the content as it is more hands on and exploratory in nature).

The World Language Department uses a teaching strategy referred to as Total Physics Response Through Storytelling (TPRS) and Comprehensible Input (CI). Through this process teachers use hand signals, real life experiences, gestures, body movements, songs, think-pair-share activities, and regular questioning strategies throughout every lesson.

The Visual and Performing Arts (VAPA) Departments have been working on revitalizing the program and expand opportunities for more students to engage in VAPA. Both the visual and performing arts departments differentiate through body and kinesthetic learning activities.

Teaching staff are actively involved in both IEP and 504 development processes at the start of and throughout the school year. Counseling, administrative, and teaching staff work collaboratively with

504/IEP students and their families to differentiate instruction to fit the specific needs of each individual student. To provide teacher access to individual student accommodations/modifications, at the beginning of each new semester special education case manager teachers provide a hard copy to teachers, and also enter the accommodations/modifications into the interventions section of Aeries. Counselor (ASCA Presentations) classroom lessons focused on A-G, graduation, AP, IB and CTE information. They Identify students from key cohort student groups for outreach and follow up on enrollment into AP/IB or completion of a CTE Pathway

Courses are specifically designed to meet the identified academic needs of students across the campus. English Language Development (ELD) courses have been added to the master schedule to better serve the English Language Learning population on campus. In addition to these classes, we have added the support of two Learning Support Specialists. These two staff members have improved the communication process with both students and their families. Through this process we have been able to better address the instructional needs for their specific learning needs. With the addition of Co-Teaching and Credit Recovery classes, we feel we are able to better support the needs of our students.

Evidence-based educational practices to raise student achievement

There are a multitude of research-based educational practices used throughout the state and across the country. As a district, we've always supported and encouraged our teachers and staff to explore best practices and to actively seek out training that will benefit the essential learning needs of all students. Teachers at Oakmont use strategies in the following areas to promote student success:

Differentiation of instruction

Regular and varied checks for understanding

The teaching of Academic Vocabulary

TPRS (Total Physical Response) for Spanish classes

ERWC (Expository Reading & Writing Course) strategies for English classes

Embedded Intervention to support struggling students

5th Period Tutorial

PBIS/Mindfulness (Positive Behavior Intervention Support) strategies campus-wide

AP/IB level course offerings for all students

ELD course offerings for EL students

Intervention Counseling Support

LSS (Learning Support Specialists)

Sacramento State Intern Counselors for students and families

Co-Teaching classes for Special Education students

Embedded Credit Recovery classes

Culturally Responsive Teaching Strategies

Restorative Practices

Learner Driven Instruction

These are just a handful of practices and programs that are in place across the campus to support and raise the level of student performance.

Parental Engagement

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

Under-Achieving students fall into many different subgroups with varied needs and expectations (i.e. EL, Socioeconomically Disadvantaged, Special Education, etc...). The following resources are available to support the needs of under-achieving students at Oakmont:

Intervention Period

5th Period (After School Tutorial)

Math Tutoring Center (After School Program)

LSS (Learning Support Specialists) to support and inform non-English speaking members of our community about the school and how to successfully navigate high school

Counselors (support both student and family academic and social/emotional needs)

College & Career Center (staff available to assist with college and career guidance as well as assistance on SAT/PSAT/ACT assessments)

Library/Technology Services (opened extended hours for struggling students)

Special Education Services

ELD Classes

Canvas (student/teacher communication)

HomeLink (On-line grade reporting)

Counseling Staff

Financial Aide for Test Examination Fees

Free/Reduced Lunch Program

Transportation After 5th Period

Co-Teaching

Credit Recovery classes

Parent Project

ELAC meetings

Home visits

Wellness Center

Personal Finance

Family Liaison

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)

Throughout the school year parents, staff and students are regularly informed and reminded of the different ways in which they can be actively involved in the school governance process.

OHS parents have several ways to get actively involved in the governance process at the school and district levels (School Site Council, CILT, LCAP Advisory, ELAC just to name a few). School Board Meeting agendas are posted for each meeting on both the district as well as the school's webpage. Additionally, email messages as well as website messages are communicated to all OHS families when we are in the election process for open positions on the School Site Council. Email and website information is also communicated to all families with regard to the Oakmont Parent Club (OPC). All families are involved in meetings such as eighth grade parent nights and mandatory athletic meetings, at which time participation in the OPC is solicited. Information can also be found on the school website. Finally, our parents have opportunities to participate in our governance process through participation on our school ELAC team. All non-English speaking families are personally contacted by our LSS staff. Staff members make personal calls and send written invitations in the home language. Parents are also asked to participate in the School Site Safety Team as well as the WASC development and review team. Parents are sent a monthly news letter with information related to the OHS community which also includes a link for parent access to the OPC webpage. Finally, parents are invited to participate in a quarterly, Coffee with the Principal Meeting, during which time, parents are asked about their questions and concerns and are asked to be actively engaged in school events.

Staff members at OHS have several opportunities to be an active part of the governance/leadership process. Leadership Team Meetings are advertised on the Staff Calendar and are open to everyone. Department Coordinators and Program Coordinators are expected to attend Leadership Meetings. This is an open meeting that seeks input from staff across the campus. Meeting agenda and minutes are sent out to all staff so that they are informed if they are not available to attend a meeting. Agendas are designed to have both staff and administrative items addressed. Meetings are held every two weeks after school.

In addition to Leadership meetings, all staff members are expected to participate in a PLC. This is communicated to all staff at the start of each school year via email as well as staff meetings. These meetings allow staff to actively participate and engage in discussions about curriculum, assessment, as well as department and PLC needs. Oakmont Staff are also emailed each year to solicit participation on the Site Council; it is clear that we are looking for teaching staff as well as support staff representation on this team.

As a part of the LCFF (Local Control Funding Formula) parents, students, teachers, and community members are invited to be a part of the LCAP (Local Control Accountability Plan) planning process. These district meetings, emails, surveys and conversations are designed to engage all stakeholders in developing educational plans that best meet the needs of the students within our community. Finally, parents, students and staff are provided surveys each year. In these surveys, community members are asked for their opinions and advice on how to improve the educational environment for all.

Funding

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

Categorical resources have been made available to support students through the implementation of various programs as well as the addition of additional support staff. Over the past several years, we've seen the addition of site based LSS (Learning Support Specialists) designed to support underrepresented student populations and their families. Additionally, the district has added the services of Sac. State Counseling interns as well as MFTs and Interns to support the family and community needs that exist within the OHS community. Support services such as PBIS and Wellness Centers are school wide programs that are specifically designed to encourage and support under-performing students groups (ELs, Foster Youth, Special Education, and underrepresented populations).

Fiscal support (EPC)

Resource allocation for meeting the schools Schoolwide Learning Outcomes (SLOs), vision, mission, college-and-career-readiness, and academic standards has been and continues to be a high priority at OHS and the district.

Each department on campus is allocated department funds based off of the number of sections allocated to each department in addition to instructional needs that exceed the allocation based on sections . These department funds are reviewed and discussed at the start of each school year at Department Coordinator Meetings. Additionally, the site and departmental funds are discussed and reviewed by the Leadership Team as well as by the Site Council.

The site also receives funding through the Single School & LCAP plans. These funds are used to support the needs of our socioeconomically disadvantaged students as well as EL, homeless, foster-youth, and at promise students. These resources have been used recently to add additional counseling support, LSS positions and teacher tutors for 5th Period. In addition, we've added sections to the Master Schedule for ELD sections, Co-Teaching sections, and Credit Recovery sections. The LSS positions have also helped with communication to students' homes as well as service and support to students struggling with academic achievement. Finally, the allocations of funds for site Wellness Centers has proven beneficial in supporting the social emotional needs of our students.

IB and AP funds are allocated to support ongoing PD which is directly related to the site vision and student achievement standards. The IB budget is reviewed bi-annually at the district level with site administrators and IB Coordinators from each site.

As a site we work collaboratively with both the district technology department as well as site technology staff to develop a site plan for technology upgrades and ongoing maintenance. We have worked closely with the district to develop Programs of Study at the site level which make us eligible for ongoing Perkins and CTE funding. We have also worked with the department and the county for inclusion in the Capital Region Academies for the Next Economy (CRANE) funding available for CTE programs. Ongoing CRANE and CTE monies fund lab updates and replace technology across the campus that otherwise would deplete site technology budgets. The use of these funding sources will also allow us to continue to replace teacher classroom technology on a more regular basis; through the use of site technology funds.

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

Oakmont High School organizes and runs monthly Site Council Meetings, during which time we connect with, communicate to, and take advisement from Site Council (OHS Parents) members. The Site Council is composed of parents, students, teachers, counselors and administrators. In addition to working with these stakeholders, the Site Council takes advisement from the ELAC group, that also meets on a 4-5 times a year. Finally, we communicate with and take input from both Department Coordinator members (Teachers, Counselors, and staff). Each year the OHS Single School Plan is reviewed by and approved by the SSC members before going to the district for approval by the RJUHSD Board of Trustees.

In addition to the Site Counsel and ELAC teams, parents, students and staff are encourage to participate in yearly surveys (used to guide educational decisions and funding). All stakeholders are asked and encouraged to participate in volunteer activities to support the ongoing educational efforts of the school community (OPC, Site Safety Team, WASC Teams, IB Parents Club, Oakmont Performing Arts Booster, etc...). Finally, each year, the district solicits input from the RJUHSD community when providing the yearly LCAP parent survey.

Resource Inequities

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

As a school & district we are keenly aware of the inequities that exist for some of our students. Our Free & Reduced lunch students, EL, Socioeconomically Disadvantaged, Foster Youth, and Special Education students significantly under perform academically when compared to the average general education student population. It is specifically for these reasons that we work with our community through the LCAP process to identify areas of need and support those student populations with funding used to implement strategies to support their academic, social and emotional needs.

The addition of site Wellness Centers along with Co-Teaching, and Credit Recovery classes are specifically designed to support students, in an effort to make sure they graduate high school and are prepared for post secondary options. Additionally, 5th period, Intervention Period, after school transportation, ELAC, the Free & Reduced Lunch Program, Dual Enrollment course offerings and the Parent Project are supports specifically designed to foster a supportive learning environment for our most at need student populations. The addition of counselors, Interns, LSS's and Sacramento State Counseling students are an added resource designed to support the social emotional needs of our students in need.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.62%	0.36%	13	10	5
African American	2.5%	2.68%	2.75%	45	43	38
Asian	10.8%	10.05%	7.97%	198	161	110
Filipino	6.7%	5.56%	3.84%	123	89	53
Hispanic/Latino	23.3%	26.28%	29.86%	429	421	412
Pacific Islander	0.8%	0.81%	0.94%	14	13	13
White	48.8%	48.19%	48.91%	897	772	675
Multiple/No Response	4.2%	3.50%	3.41%	77	56	47
	Total Enrollment			1,840	1602	1380

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	356	359	309
Grade 10	429	325	361
Grade 11	519	406	314
Grade 12	536	512	396
Total Enrollment	1,840	1,602	1,380

Conclusions based on this data:

1. The student population at OHS is stabilizing around 1300. We have adjusted staffing to meet the needs of our student body and we have addressed facilities needs such that we can address the academic needs (teachers that can teach multiple levels and subjects). As our student enrollment stabilizes teacher staffing needs reviewed to ensure we provide the number of course offerings needed by OHS students. We are looking closely at our core programs to see how to continue to offer a robust course selection while also not over taxing our teachers (having them teach too many preps per term).
2. In addition to the changes in total student population over the last few years, we have seen a continued growth in our Latino population on campus. As a school, we need to continue to be attentive to these changes in our populations so we can best serve the needs of our students and their families. We have continued to develop our PBIS and MTSS supports such that we can address the culture/climate needs as well as the social and emotional needs of a diverse student population.

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	66	75	84	3.60%	4.7%	6.1%
Fluent English Proficient (FEP)	385	310	244	20.90%	19.4%	17.7%
Reclassified Fluent English Proficient (RFEP)	11			16.7%		

Conclusions based on this data:

- Over the past three years, the number of EL's has increased at a slow but steady pace. While this population is not a large portion of the student body, the academic and social supports for these students are of great importance. Our EL students struggle to be successful academically and need the additional support gained from their ELD and support classes.
- The last three years also shows a decrease in Fluent English Proficient students. This population of students tends to be successful academically and they have a fairly solid grasp of both the social and academic languages needed to be successful in their classes and to integrate into the campus.
- The ELD teachers and support staff priority is to reclassify our EL students. The variations in reclassification percentages are due to the unknown number of EL students we receive each year and unknown ELPAC level. The ELD Coordinator has release time designed to help and support teachers in their support of our ELD population across the curriculum. We will continue to prioritize resources to have an ELD Coordinator with release time.

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	504	393		437	371		437	371		86.7	94.4	
All Grades	504	393		437	371		437	371		86.7	94.4	

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	2645.	2627.		40.96	34.50		34.78	31.00		12.13	21.29		12.13	13.21	
All Grades	N/A	N/A	N/A	40.96	34.50		34.78	31.00		12.13	21.29		12.13	13.21	

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	36.32	35.85		51.95	52.29		11.72	11.86	
All Grades	36.32	35.85		51.95	52.29		11.72	11.86	

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	43.91	38.27		42.30	43.40		13.79	18.33	
All Grades	43.91	38.27		42.30	43.40		13.79	18.33	

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	22.20	18.06		68.19	74.93		9.61	7.01	
All Grades	22.20	18.06		68.19	74.93		9.61	7.01	

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	39.36	28.57		54.00	63.34		6.64	8.09	
All Grades	39.36	28.57		54.00	63.34		6.64	8.09	

Conclusions based on this data:

1. We continue to see high participation rates on the CAASPP due to the hard work of our students, teachers, and site administrators. We were pleased to see the overall percentage of students exceeding or meeting standard at 65%. This achievement is a testament to the hard work of our students and teachers. However, we have some work to do get back to success rates of the previous year.
2. We are pleased to see some stability in reading, writing and listening subcategories, in spite of the pandemic. The focus of our teachers and students on developing their writing skills along with reading comprehension strategies is evident in the results from the past CAASPP assessment.
3. An area for growth is clearly is in the production of clear and purposeful writing, as we saw a decrease in the percent of students above standard. Our lowest percentage of students below standard is at 18.33%. That is a significant increase from the previous years.

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	504	393		448	372		447	372		88.9	94.7	
All Grades	504	393		448	372		447	372		88.9	94.7	

* 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	2611.	2601.		18.34	17.47		24.83	24.19		29.31	26.34		27.52	31.99	
All Grades	N/A	N/A	N/A	18.34	17.47		24.83	24.19		29.31	26.34		27.52	31.99	

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	23.04	22.85		48.10	45.70		28.86	31.45	
All Grades	23.04	22.85		48.10	45.70		28.86	31.45	

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	23.49	19.62		61.74	61.29		14.77	19.09	
All Grades	23.49	19.62		61.74	61.29		14.77	19.09	

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	23.27	21.77		63.09	63.17		13.65	15.05	
All Grades	23.27	21.77		63.09	63.17		13.65	15.05	

Conclusions based on this data:

1. We are glad to continue to see our participation rate so high at 94.7%, nearly hitting the 95% required by the state.

2. When looking at the overall percent of students Meeting or Exceeding Standard, we are focused on reversing the decline we are currently experience (a 10% decline since the 2018-2019 school year). Math has proven challenging for all the schools in the district (and the country).
3. When looking at the sub-categories, we are pleased to see the growth in both Problem Solving and Communicating Reasoning (80% and 85% Above or At or Near Standard). In both areas we have seen the lowest number of students Below Standard in the past three years (19% & 15%). The area of focus is to decrease the number of students below standard in the area of Concepts and Procedures.

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	1563.0	1573.2		1561.2	1568.3		1564.5	1577.5		17	22	
10	1533.9	1552.0		1537.7	1544.8		1529.7	1558.9		12	22	
11	1491.5	1572.1		1479.7	1557.7		1502.9	1586.3		11	12	
12	*	*		*	*		*	*		7	9	
All Grades										47	65	

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	23.53	22.73		41.18	59.09		29.41	13.64		5.88	4.55		17	22	
10	9.09	27.27		63.64	31.82		18.18	18.18		9.09	22.73		11	22	
11	18.18	16.67		9.09	33.33		27.27	41.67		45.45	8.33		11	12	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	17.39	21.54		34.78	41.54		23.91	20.00		23.91	16.92		46	65	

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	52.94	31.82		17.65	59.09		17.65	4.55		11.76	4.55		17	22	
10	27.27	31.82		45.45	36.36		9.09	13.64		18.18	18.18		11	22	
11	27.27	25.00		9.09	58.33		18.18	16.67		45.45	0.00		11	12	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	36.96	29.23		21.74	46.15		15.22	12.31		26.09	12.31		46	65	

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	11.76	4.55		29.41	59.09		41.18	27.27		17.65	9.09		17	22	
10	9.09	9.09		27.27	31.82		45.45	31.82		18.18	27.27		11	22	
11	9.09	25.00		18.18	8.33		18.18	58.33		54.55	8.33		11	12	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	10.87	9.23		23.91	35.38		32.61	36.92		32.61	18.46		46	65	

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	17.65	4.55		64.71	90.91		17.65	4.55		17	22	
10	18.18	4.55		63.64	81.82		18.18	13.64		11	22	
11	0.00	8.33		45.45	83.33		54.55	8.33		11	12	
12	*	*		*	*		*	*		*	*	
All Grades	10.87	6.15		56.52	78.46		32.61	15.38		46	65	

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	58.82	90.91		29.41	4.55		11.76	4.55		17	22	
10	81.82	63.64		0.00	13.64		18.18	22.73		11	22	
11	36.36	50.00		45.45	50.00		18.18	0.00		11	12	
12	*	*		*	*		*	*		*	*	
All Grades	56.52	69.23		23.91	16.92		19.57	13.85		46	65	

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	29.41	13.64		52.94	68.18		17.65	18.18		17	22	
10	18.18	18.18		54.55	50.00		27.27	31.82		11	22	
11	18.18	25.00		18.18	66.67		63.64	8.33		11	12	
12	*	*		*	*		*	*		*	*	
All Grades	21.74	16.92		41.30	56.92		36.96	26.15		46	65	

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	9.09		82.35	81.82		17.65	9.09		17	22	
10	0.00	9.09		90.91	68.18		9.09	22.73		11	22	
11	0.00	33.33		63.64	58.33		36.36	8.33		11	12	
12	*	*		*	*		*	*		*	*	
All Grades	2.17	12.31		73.91	70.77		23.91	16.92		46	65	

Conclusions based on this data:

1. Over the past several years, we've seen the majority of our students in categories 3 and 4 (long term EL's) with their language being generally Well or Somewhat/Moderately Developed. Over the last year or two we've seen a shift with a larger number of students being categories 1 and 2 (new comers) with a growing proportion of students being Beginning learners.
2. With the shift in our demographics, we will need to add additional supports for our teachers (so they can better support our EL population) as well as additional supports and resources for our students. With more limited language proficiency, we will need to structure our supports to better fit their needs.
3. While we believe the embedded ELD classes are giving extra support to our EL students, we need to continue to provide all teachers with EL strategies, practices and trainings that are designed to support our EL students. We are seeing students not be reclassified due to grades in classes as opposed to failure of the ELPAC.

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
1,602	24.9	4.7	0.2
Total Number of Students enrolled in Oakmont 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	75	4.7
Foster Youth	3	0.2
Homeless	35	2.2
Socioeconomically Disadvantaged	399	24.9
Students with Disabilities	157	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	43	2.7
American Indian	10	0.6
Asian	161	10.0
Filipino	89	5.6
Hispanic	421	26.3
Two or More Races	56	3.5
Pacific Islander	13	0.8
White	772	48.2

Conclusions based on this data:

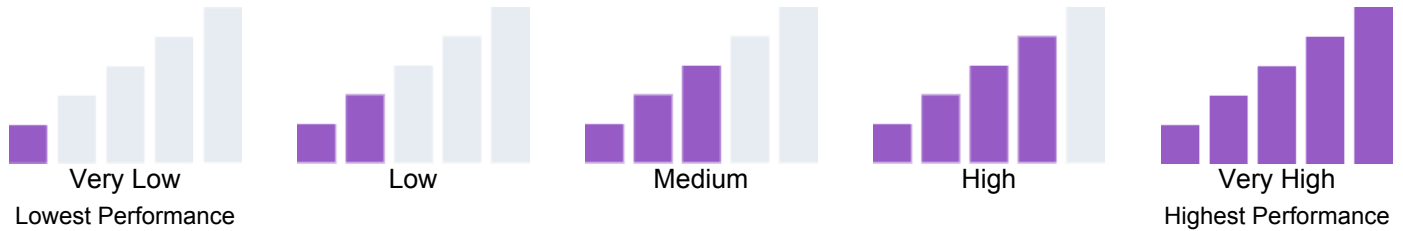
1. Over the past several years the OHS student body has ranged between 24% to 30% SED, our EL population has continued to hover around the 4% mark and our Special Education population has been between 6% and 8% of the total population, but we saw an increase to nearly 10% the current year.
2. We have seen a steady increase in the percent Latino students on campus. We have seen our Hispanic population grow steadily over the past 6-7 years. During this time, the percent of White (Non-Hispanic) students has steadily decreased.
3. As we move forward, we need to address how we will support the needs of our SED, EL, Special Education, Homeless, Hispanic and Foster Youth students. We need to be strategic and targeted in our approach to supporting their needs. We anticipate holding steady around 1300 overall student population in the coming years.

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 High	Graduation Rate High	Suspension Rate Medium
Mathematics Medium		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. We are pleased to see the high levels of achievement in both Math and English Language Arts on the CAASPP.
2. Need to improve in the area of EL Progress.

School and Student Performance Data

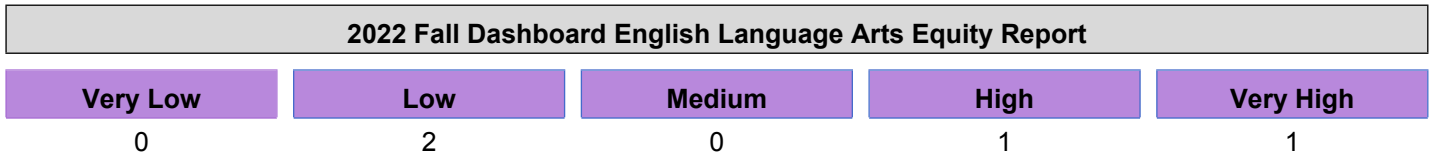
Academic Performance English Language Arts

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

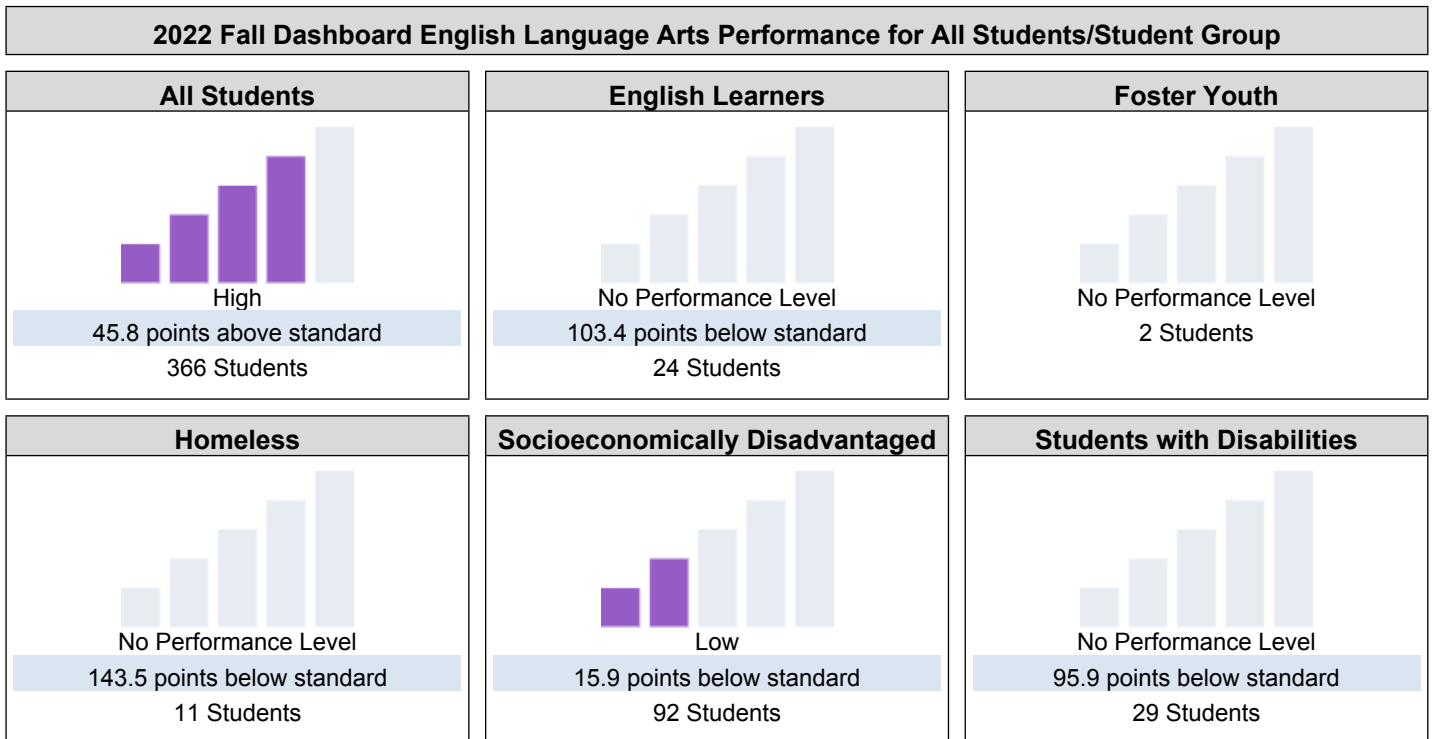
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



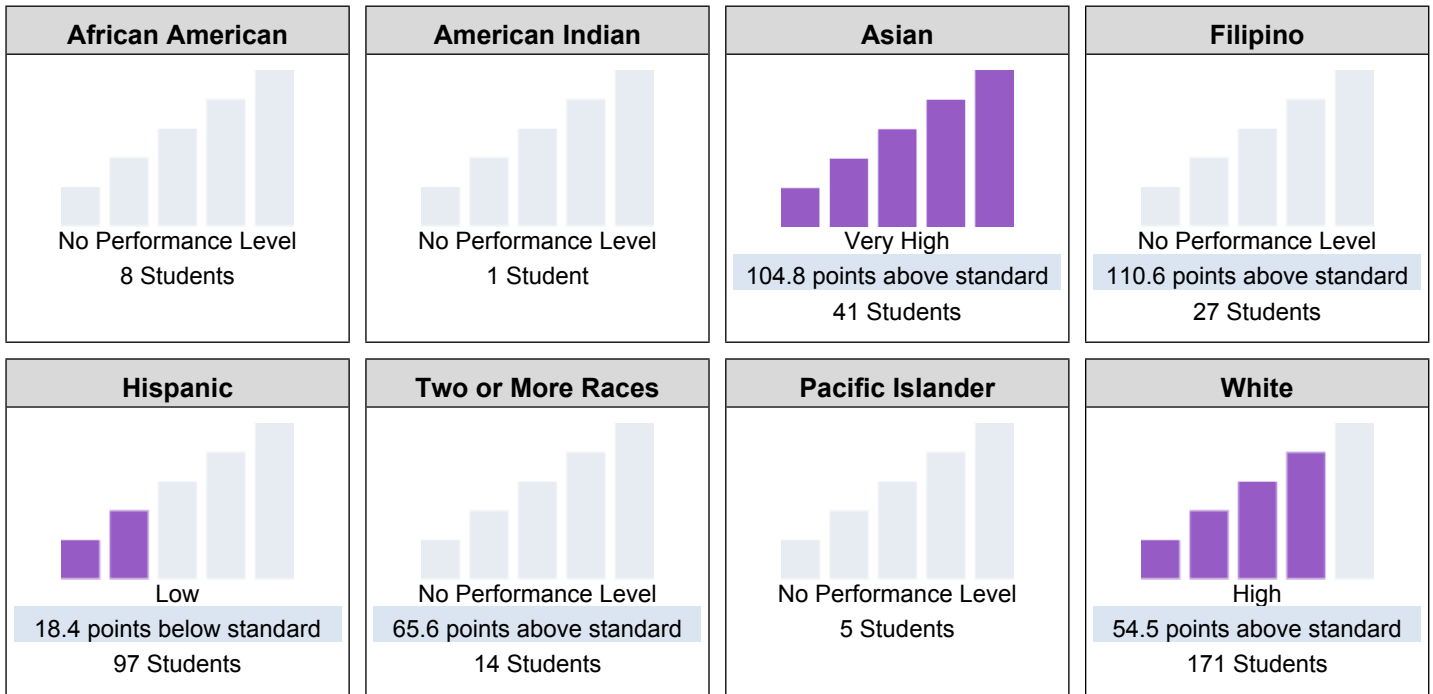
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>130.9 points below standard 16 Students</p>	<p>9 Students</p>	<p>53.1 points above standard 274 Students</p>

Conclusions based on this data:

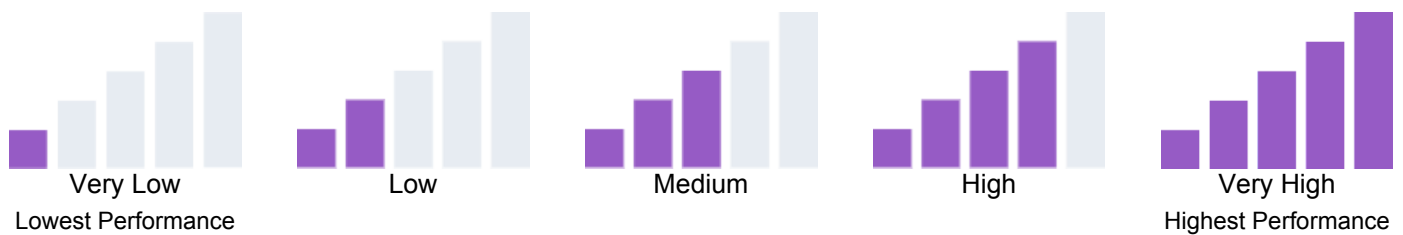
1. We were glad to see the high achievement for overall student enrollment in ELA.
2. While we are pleased with the very high achievement of our Asian student population, we need to make improvements in achievement for our Hispanic and Socioeconomically Disadvantaged students.

School and Student Performance Data

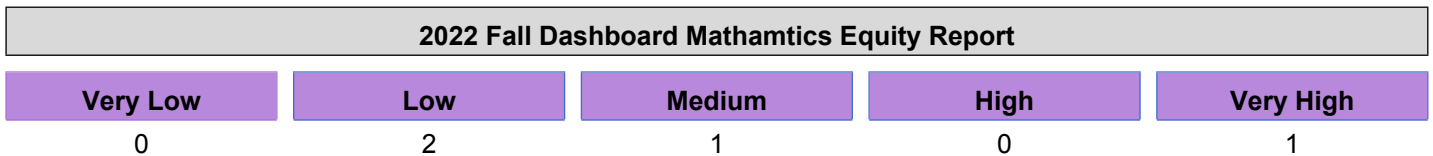
Academic Performance Mathematics

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](#).

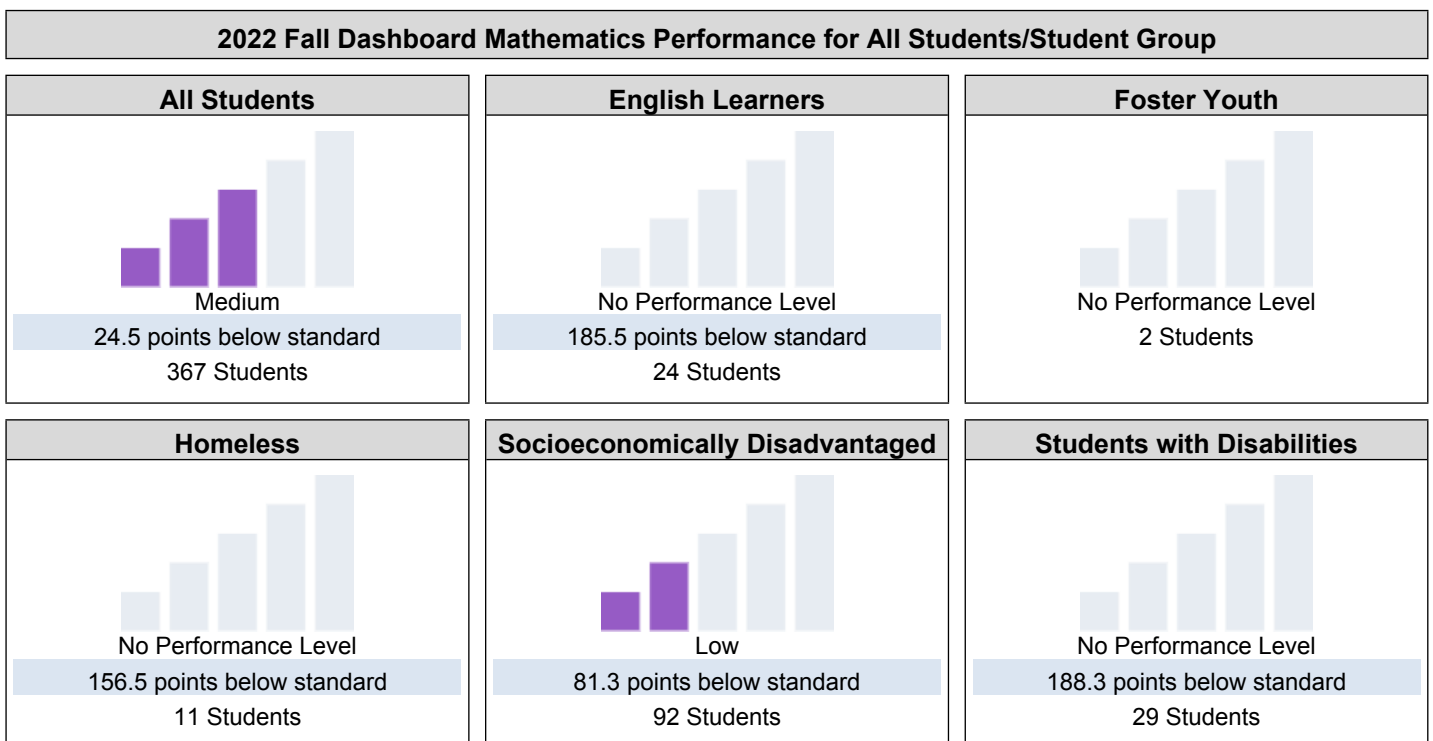
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



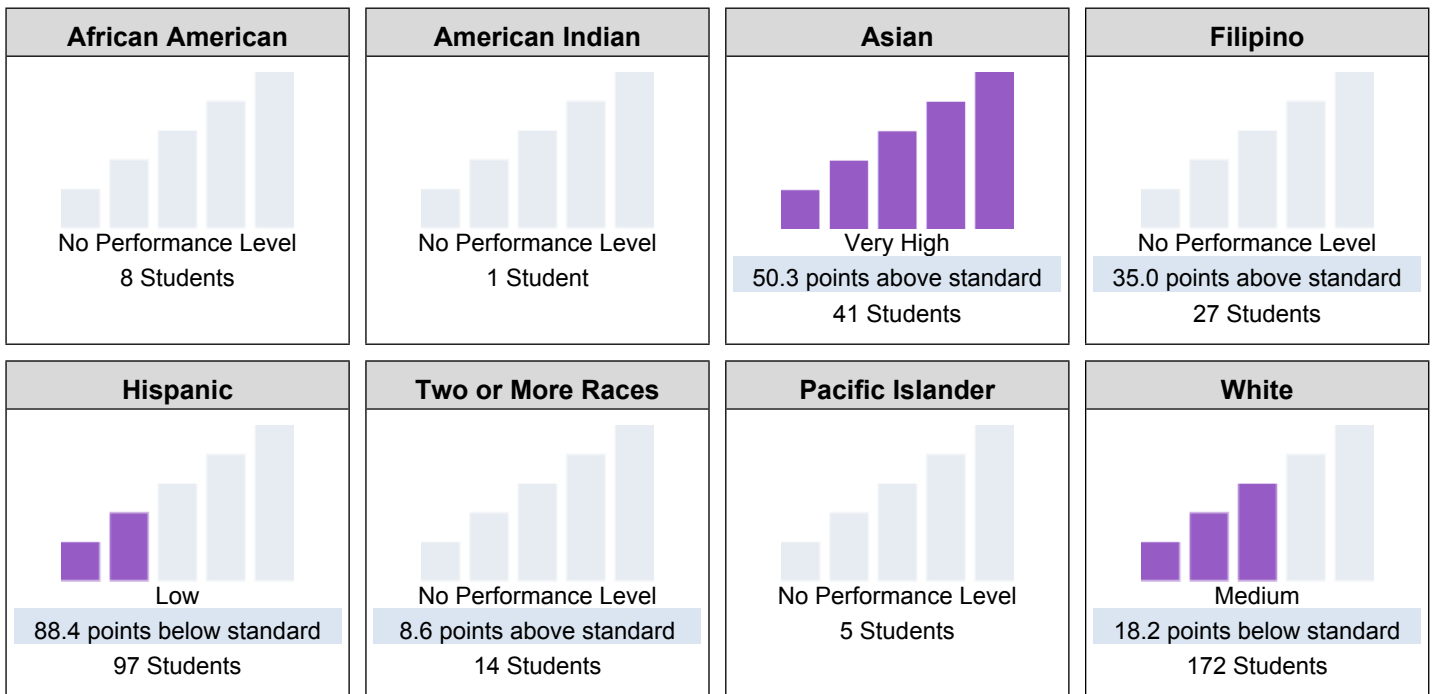
This section provides number of student groups in each level.



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
<p>212.8 points below standard 16 Students</p>	<p>9 Students</p>	<p>18.1 points below standard 275 Students</p>

Conclusions based on this data:

1. Our Asian student population is achieving at high level in Mathematics.
2. We need to provide additional supports for our Hispanic and low SES students to achieve at higher rates.

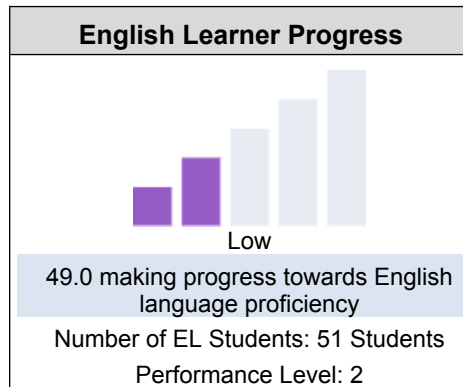
School and Student Performance Data

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
29.4%	21.6%	11.8%	37.3%

Conclusions based on this data:

1. While we don't have the actual performance date, we are pleased to see that overall nearly half of our EL students are making progress towards English fluency.
2. While we are happy to see the progress of so many of our EL students, we are concerned that nearly 30% (15 students) decreased by one level.
3. We are adding additional resources and supports to our ELD classes and to our EL students in an effort to move all students forward towards English fluency.

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:

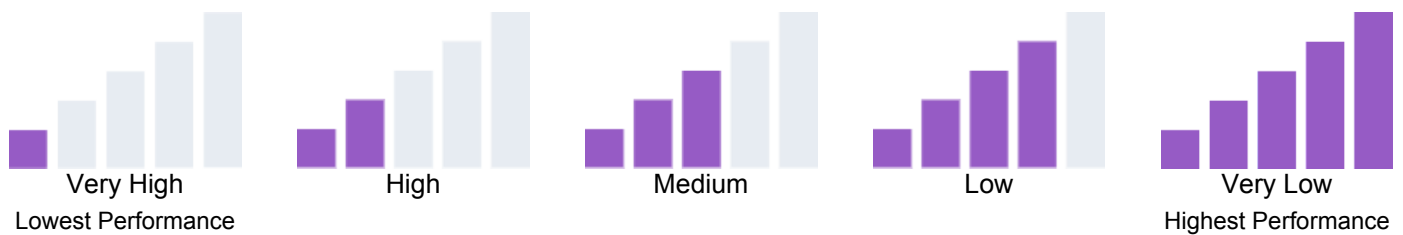
1. Although no data was reported in 2022, we continued work off of the slight growth in students considered "Prepared" for College/Career, we are concerned that we continue to have roughly 20% of our students not considered "Prepared". We need to find ways to improve the College/Carer preparation of our students.
2. In previous years, we saw growth in the White and All categories, we need to address our Hispanic, Homeless and Socioeconomically Disadvantaged populations.
3. We hope that the addition of sections to our CTE programs and the continued focus on A-G completion will lead to improved results with the preparation of students for college and career pathways.

School and Student Performance Data

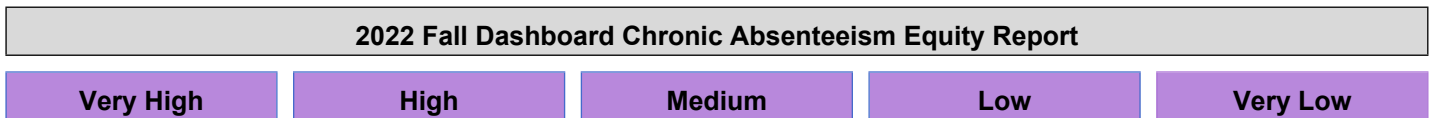
Academic Engagement Chronic Absenteeism

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](#).

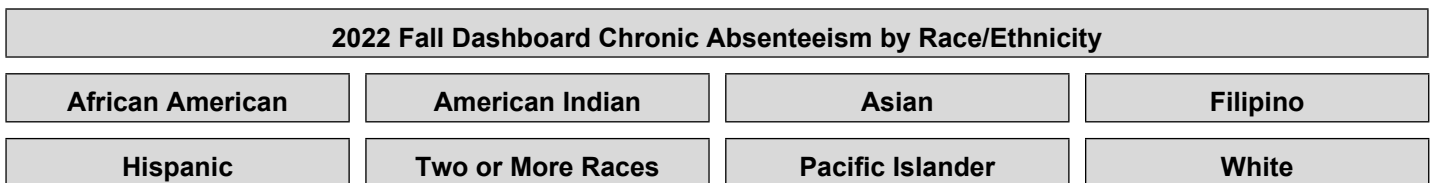
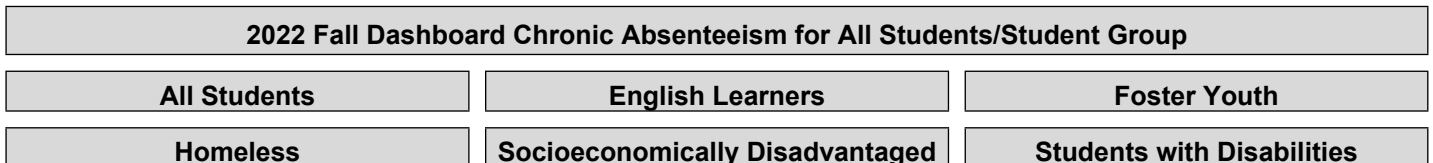
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



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.



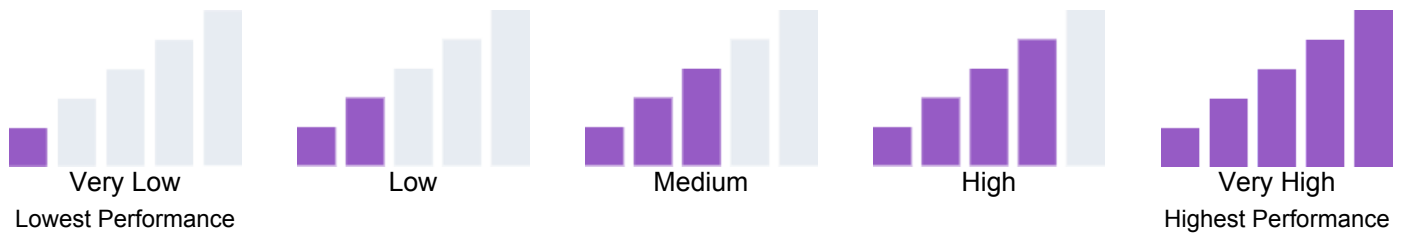
Conclusions based on this data:

1. While there is no current data available for our students, we are working diligently with our students and their families to highlight the importance of regular attendance as it relates to academic success. We will continue to identify students who are regularly absent/tardy/truant in an effort to improve their attendance and in turn their academic performance. We will continue to work through the IRT process

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](#).



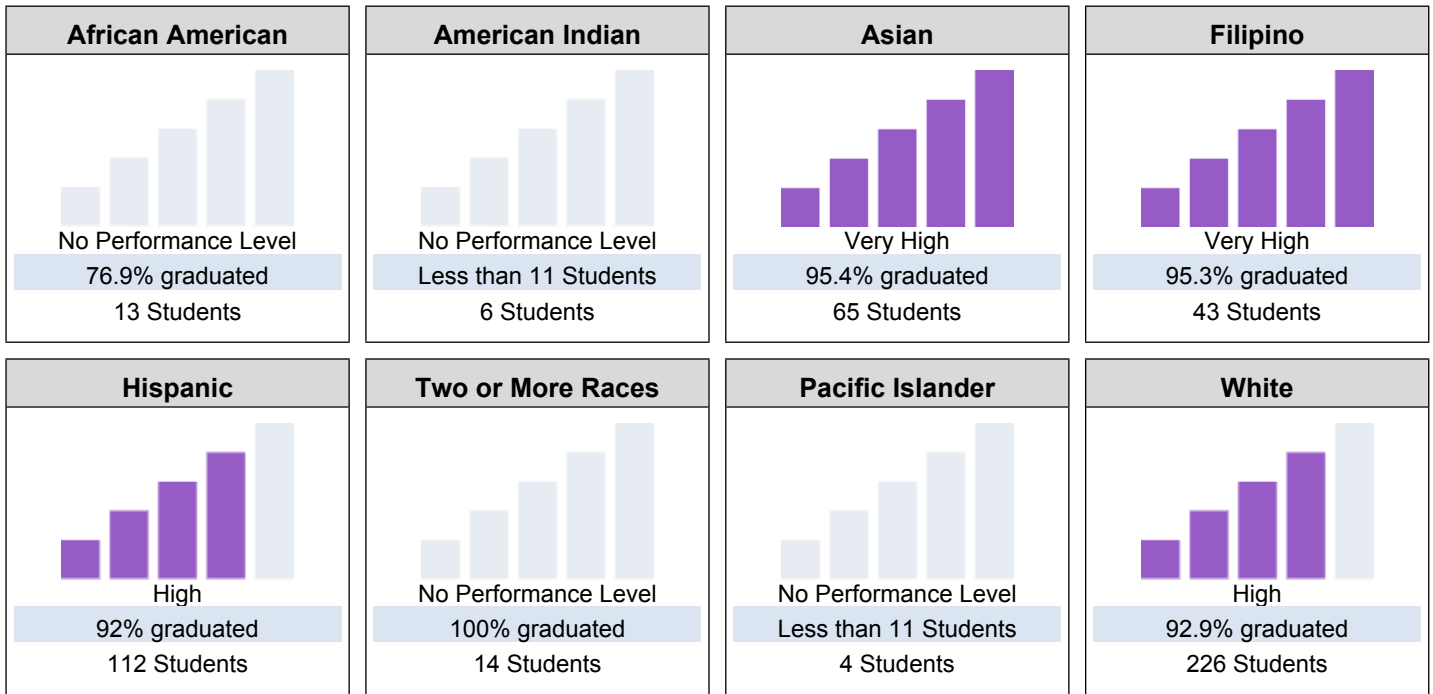
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
2	0	1	2	2

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		
All Students	English Learners	Foster Youth
<p style="text-align: center;">High</p> <p style="text-align: center;">92.1% graduated 496 Students</p>	<p style="text-align: center;">Very Low</p> <p style="text-align: center;">64.5% graduated 31 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p style="text-align: center;">No Performance Level</p> <p style="text-align: center;">73.3% graduated 15 Students</p>	<p style="text-align: center;">Medium</p> <p style="text-align: center;">84.7% graduated 157 Students</p>	<p style="text-align: center;">Very Low</p> <p style="text-align: center;">65.4% graduated 52 Students</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

1. Our graduation rate is overall very high or in various students groups. We have been intentional this year about tracking our 12th grade students and have been working to make up missing classes required for graduation as well as for completion of A-G requirements.
2. Another area of pride is the graduation rate of our Hispanic population because this demonstrates a persistence through language development for many of them.
3. As we move forward, we need to continue to focus on our Students with Disabilities and Socioeconomically Disadvantaged students.

School and Student Performance Data

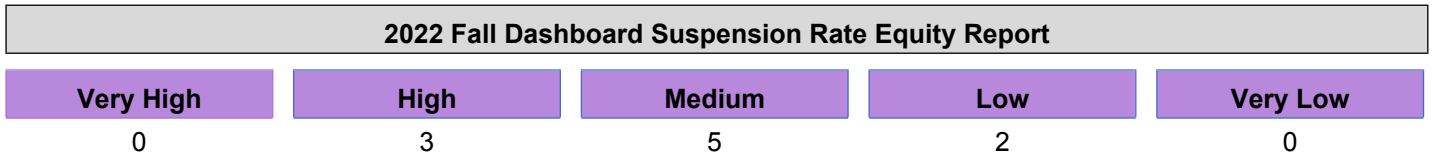
Conditions & Climate Suspension Rate

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](#).

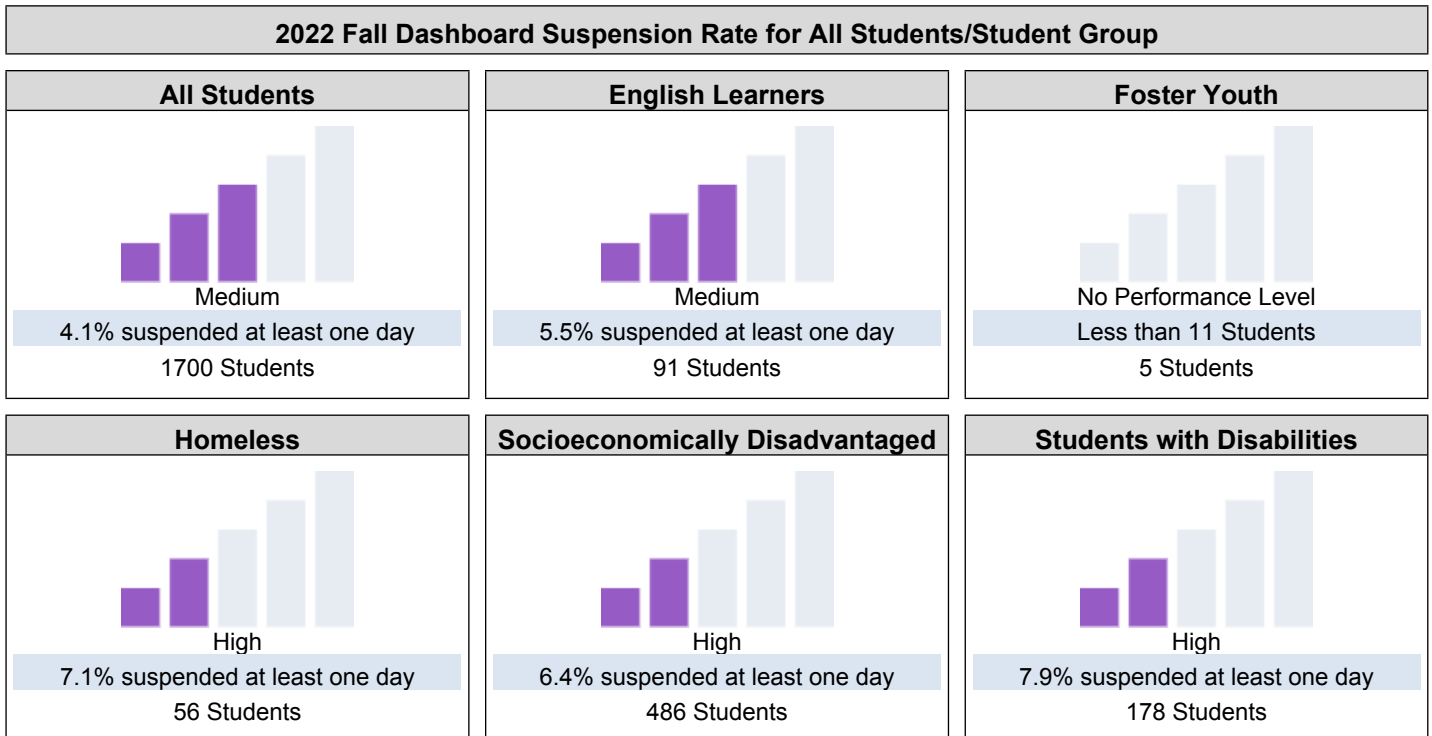
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



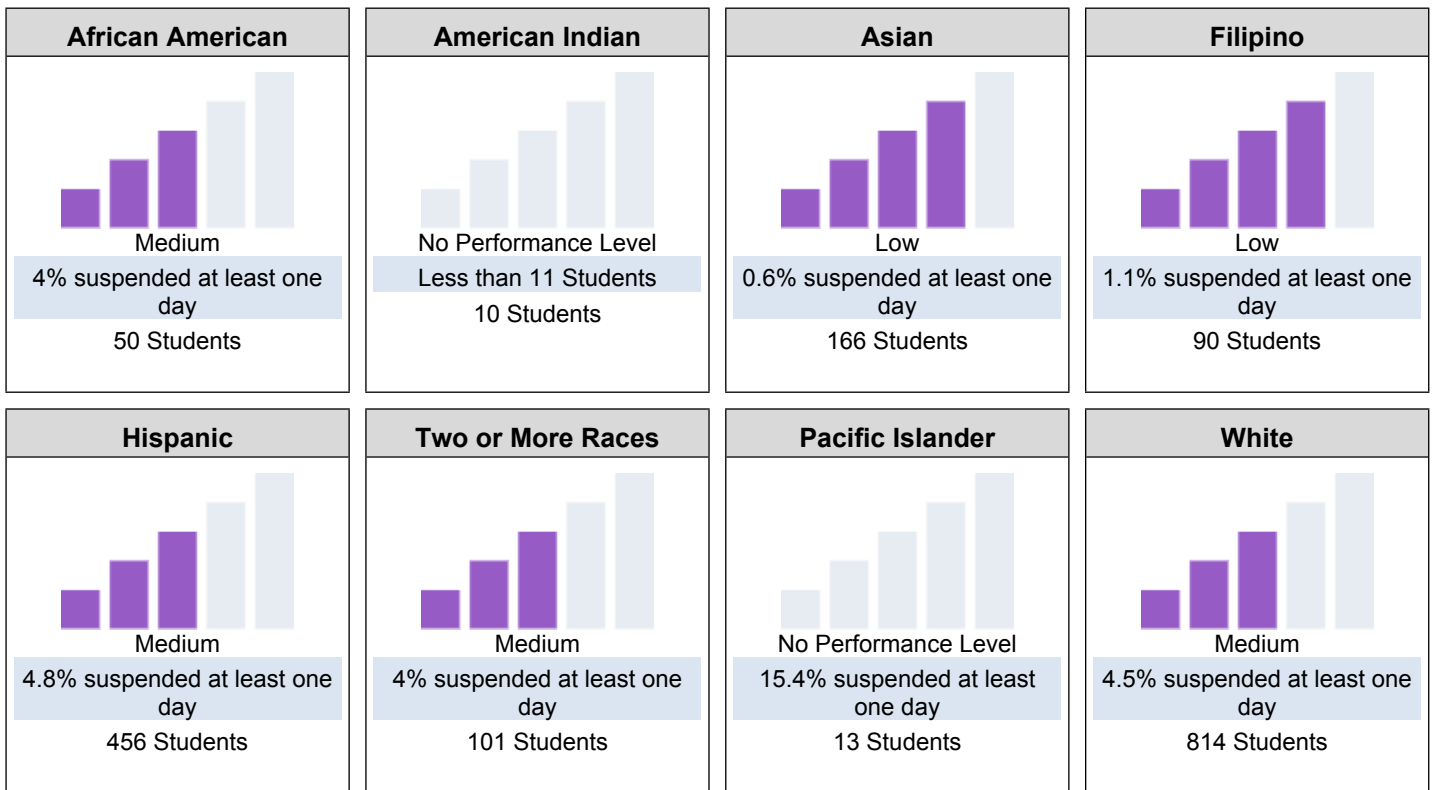
This section provides number of student groups in each level.



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. While we have relatively small numbers of suspensions, we need to continue to find alternative means to suspensions...that will educate our students rather than take them out of the supportive educational environment.
2. An area of focus is to look for alternative means of correcting behaviors for Homeless, low SES, and Students with Disabilities. They are being suspended at higher rates than their overall student population peers.
3. As we move forward, we need to reboot Restorative Practices as a part of a larger proactive plan to use PBIS in conjunction with Restorative Practices to create a learning environment where students and teachers feel safe and respected.

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, Career & Life Ready

LEA/LCAP Goal

RJUHSD students will be college, career, and life ready.

Goal 1

OHS will maintain or increase graduation rates for all students, A-G requirements, increase enrollment in a CTE Pathway towards completion, and increase grad rates for EL and SWDs.

Identified Need

EL, Special Education, Homeless, Foster Youth and Socioeconomically Disadvantaged students populations are graduating college, career and life ready at a lower rate than the school as a whole. Our goal is to increase the number and percentage of these key cohorts graduating college, career and life ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G Completion Rate California Dashboard Grad Rate CTE Completion Rate	67% of students completed A-G for the 2019-2020 school year.	92% or higher grad rate for all students for the 23-24 school year 75% of graduating students completing A-G for the 23-24 school year. 68% grad rate for EL and SWD

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, with a specific focus on key cohorts.

Strategy/Activity

Student and/or Parent Engagement - Activity 1

- Continue to balance the number of students in all underrepresented student populations through their participation in AP/IB courses by promoting college and career by participating in college tours, industry field trips, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15657	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Expense Examples: Books And Supplies, Field trips (costs for entrance fees, transportation, lodging, food, sub costs, etc).
0	
0	
0	
0	
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohorts student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 2

- Utilize 8th grade registration as a time parents can access information on UC A-G requirements, graduation requirements, CTE Pathways and recruitment, and college/career readiness requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies Expense Examples: Handouts, Flyers, Printed Documents, Elective Showcase, feeder school visits, flyers, computer lab improvements

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohorts student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 3

- Provide parents/students of key cohorts information and support via Parent Forums. Site Council, DELAC, ELAC, Student Gov. Meetings, WASC meetings, Back to School Night Parent Forums AP/IB/Health Academy Information Nights, etc

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Printed Materials, Food, Child Care, Interpreters
0	
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 4

- Increase student internship placement and monitor student progress.

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)

32400

California Partnership Academies: Health Academy at OHS?
2000-2999: Classified Personnel Salaries
Expense Example: hire personnel to develop partnerships with businesses, services required for internships

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Professional Development - Activity 5

- Send staff, including counselors, to yearly UC/CSU or ASCA conferences for updated college admission requirements. This training serves as on going PD that will be beneficial to all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

20000

Other: Includes CRANE, Perkins, anything else that does not fit above
1000-1999: Certificated Personnel Salaries
Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments

11217

California Partnership Academies: Health Academy at OHS?
5000-5999: Services And Other Operating Expenditures
Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments

1425	LCFF Base: Same as “General Fund” “Unrestricted” and “Site Based” Budget 5000-5999: Services And Other Operating Expenditures Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments
6944	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Professional Development - Activity 6

- Increase staff collaboration within the departments, programs, and academies to ensure there is alignment via participation in conferences and other professional development activities.

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)
20000	Other: Includes CRANE, Perkins, anything else that does not fit above 1000-1999: Certificated Personnel Salaries Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments
11218	California Partnership Academies: Health Academy at OHS? 5000-5999: Services And Other Operating Expenditures Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments
1425	LCFF Base: Same as “General Fund” “Unrestricted” and “Site Based” Budget

	5000-5999: Services And Other Operating Expenditures Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments
6944	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Operating Costs, Materials and Supplies to achieve at grade level - Activity 7

- Ongoing academic support and development for all student programs (For example: CTE, AP, IB, Health Academy, and Departments)

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)
47487	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies Books, materials, supplies
7500	Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies Books, materials, supplies
13082	California Partnership Academies: Health Academy at OHS? 4000-4999: Books And Supplies Books, materials, services, indirect costs
4250	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Books, materials, services

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Operating Costs, Materials and Supplies to achieve at grade level - Activity 8

- Tutoring and Testing fees for financial hardship, as needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

47488

LCFF Base: Same as "General Fund"
"Unrestricted" and "Site Based" Budget
4000-4999: Books And Supplies
Books, materials, supplies

7500

Other: Includes CRANE, Perkins, anything else
that does not fit above
4000-4999: Books And Supplies
Books, materials, supplies

13083

California Partnership Academies: Health
Academy at OHS?
4000-4999: Books And Supplies
Books, materials, services, indirect costs

4250

Title I: For those sites that get Title I (RHS,
ADHS, AnHS)
4000-4999: Books And Supplies
Books, materials, supplies

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.

Due to the residual impact of COVID 19 - (school closure, online, hybrid schedules, and less direct contact with students) we would like to continue to work on this goal when our efforts can be focused squarely on student growth and achievement in face to face environments.

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 only difference in budgeting for this goal moving forward will be the decrease in funding due to the continued drop in enrollment of Oakmont.

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 be continuing to focus on educating families, students and teachers regarding four-year educational plans and the opportunities that exist in both college and non-college based programs. We will push students to explore both A-G pathways as well as CTE options.

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

Academic Achievement

LEA/LCAP Goal

Improve student academic performance and achievement for students by providing course access in order to close the achievement gap.

Goal 2

Maintain or Increase the number of students meeting or exceeding literacy standards and language objectives as measured by the CAASPP ELA
 Maintain or Increase the number of students meeting or exceeding analysis, logical expression, numeracy standards/objectives as measure by the CAASPP Math
 Maintain or increase the number of students meeting or exceeding science standards and objectives as measured by the CAST Science

Identified Need

Continue to see low performance rates from key cohort groups as well as the school as a whole on annual CAASPP assessments. Additionally, we've see low pass rates in math and lower level ELA courses. Finally, we continue to see our EL population struggle to be successful on the CAASPP as well as in core academic courses.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student performance outcomes on the 2021 CAASPP assessments. Improved student pass rates in ELA, Math, and Science courses. Improved EL student pass rates in content courses. Improved Special Education pass rates in content courses.	ELA -65%, Math - 42%, Science - 48%	ELA - 68% Math - 45%, Science - 51% Decreased failure rates in both math, ELA, and Science (for key cohorts).

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 with a focus on key cohort student groups.

Strategy/Activity

Academic Supports - Activity 1
• Implement additional on site Credit Recovery in ELA, Math to support students who have previously failed either a math or ELA course. Other subjects as needed as well.

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)

21301

Title I: For those sites that get Title I (RHS, ADHS, AnHS)
1000-1999: Certificated Personnel Salaries
Expense Examples: Credit Recovery or tutoring

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohorts student groups.

Strategy/Activity

Academic Supports - Activity 2
• Ongoing educational support across all academic content areas, including library supports to support the development of students' writing and reading skills.

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)

94975

LCFF Base: Same as "General Fund"
"Unrestricted" and "Site Based" Budget
4000-4999: Books And Supplies
Expense Examples - Books, materials and supplies, and classroom technology

7000

Title I: For those sites that get Title I (RHS, ADHS, AnHS)
4000-4999: Books And Supplies
Expense Examples - Books, materials and supplies, and classroom technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Professional Development - Activity 3

- PLT's will work collaboratively to develop and align common formative and summative assessments in an effort to develop more data driven (student centered) discussions within PLT meetings/collaboration time.
- Increase participation of all school personnel in conferences designed to support the academic needs of identified student cohorts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF Base: Same as "General Fund"
"Unrestricted" and "Site Based" Budget
5000-5999: Services And Other Operating Expenditures
Expense Example: Teacher release time, conferences and all costs associated with participation, light snacks, refreshments

250

LCFF Supplemental: (\$2.7 mil LCAP only)
5000-5999: Services And Other Operating Expenditures
Expense Example: Teacher release time, conferences and all costs associated with participation

6944

Title I: For those sites that get Title I (RHS, ADHS, AnHS)
1000-1999: Certificated Personnel Salaries
Expense Example: Teacher release time, conferences and all costs associated with participation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Professional Development - Activity 4

- Increase participation of all school personnel in conferences designed to support the academic needs of identified student cohorts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Expense Example: Teacher release time, conferences and all costs associated with participation, light snacks, refreshments
250	LCFF Supplemental: (\$2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures Expense Example: Teacher release time, conferences and all costs associated with participation
6944	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Expense Example: Teacher release time, conferences and all costs associated with participation

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 meet our projected growth on the 21-22 assessment for math and ELA this was in part attributed to the transition back from zoom to traditional on campus coursework. We are administering the CAASPP assessments for the 2022-2023 school year and will use these results to assess progress made.

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 have added additional sections into the Master Schedule for Co-Teaching and have one release periods for our EL Coordinator to support both students and teachers in the classroom setting. The goal is to provide additional support opportunities for students through course offerings and staff support.

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 have added additional sections of Co-Teaching in ELA and Math, in efforts to better support students who struggle with these content areas. In addition, we added one release periods to the master schedule for our EL Coordinator to work collaboratively with teaching staff and to better support the needs of our EL students in the classroom setting. We are also working on developing a plan for encouraging and promoting active participation in the CAASPP assessments.

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

Equity and Inclusion

LEA/LCAP Goal

Equity and Inclusion is a goal to ensure all students have access to broad and rigorous courses, are able to participate in school activities, and that we work on culture and climate of inclusion for all people.

Goal 3

Identify and provide targeted academic, social and emotional, and mental health support for all students, with a significant focus on key cohort student groups (EL, Latino/Hispanic, African American, Special Education, Low SES and Foster Youth).

Identified Need

Suspension, attendance, grades and behavior data indicate that our students need ongoing academic and social/emotional support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improved student grades (decreased D and F grades), attendance, and behavior as measured by attendance patterns, referrals and student grades.	Current D and F numbers, absentee rates, and behavior referrals and/or suspensions.	Decrease by 3% overall. Additionally, all cohort groups will be in the green or blue on the state dashboard for suspension and attendance rates.

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 with a focus on key cohort student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 1

- Purchase food (water, drinks, snacks, etc...) for EL, Low SES, and and targeted student cohorts. Engage parents in in academic and/or social emotional discussion and forums to build a partnership of support for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF Supplemental: (\$2.7 mil LCAP only)
5000-5999: Services And Other Operating Expenditures
snacks for parents

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 2

- Provide student assemblies

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)

7883

Source(s)

Title I: For those sites that get Title I (RHS, ADHS, AnHS)
5000-5999: Services And Other Operating Expenditures
contract fees for speakers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Academic Supports - Activity 3

- Continue further development of 5th Period (Homework Center) in the library for EL, low SES, and struggling students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

LCFF Base: Same as "General Fund"
"Unrestricted" and "Site Based" Budget
5000-5999: Services And Other Operating
Expenditures
snacks, materials for students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Academic Supports - Activity 4

- Provide period release time for an EL Coordinator and additional sections for ELD support.

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)

20000

LCFF Supplemental: (\$2.7 mil LCAP only)
2000-2999: Classified Personnel Salaries
certificated and classified personnel to provide
supports,

63905

Title I: For those sites that get Title I (RHS,
ADHS, AnHS)
1000-1999: Certificated Personnel Salaries
certificated and classified personnel to provide
supports,

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with a focus on Key Cohort student groups.

Strategy/Activity

Academic Supports - Activity 5

- Purchase supplemental or curricular materials for EL and other key cohort students and fund additional supports (i.e. additional hours for LSS and Community Liaison outreach).

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)

585

LCFF Supplemental: (\$2.7 mil LCAP only)
4000-4999: Books And Supplies
materials and operating costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Student Engagement - Activity 6

- Provide basic health supports (ex: health office supplies)

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)

2500

Source(s)

LCFF Base: Same as “General Fund”
“Unrestricted” and “Site Based” Budget
4000-4999: Books And Supplies
health office supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Professional Development - Activity 7

- Train all teachers and staff instructional practices that support the social emotional welfare of students (truama informed practices). Increase participation in conferences designed to support the academic needs of identified student cohorts and support teacher planning time to implement skills learned through collaboration and participation in professional development to support our key cohorts.

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)

13888

Source(s)

Title I: For those sites that get Title I (RHS, ADHS, AnHS)
1000-1999: Certificated Personnel Salaries

Teacher release time, conferences and all costs associated with participation.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Progress Monitoring and Evaluation - Activity 8

- Reassess and further develop a three-year School Safety Plan to incorporate the Wellness Center, Threat Assessment, and D-Prep suggestions by incorporating protective measures to address safety concerns (personnel, equipment, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF Base: Same as "General Fund"
"Unrestricted" and "Site Based" Budget
5000-5999: Services And Other Operating
Expenditures
safety materials and/or equipment

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 would like to continue this goal for the 2022-2023 school year, when we can work face to face with students in need of 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.

We have added additional support through the direct involvement of our Family Liaison on a daily basis with our EL students. We hope this direct contact on a daily basis will keep families involved, help students be successful and move EL and struggling students towards graduations, CTE goals and A-G completion.

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.

The significant changes or adjustments for the 22-23 school year are the focused work of the Family Liaison, added home visits, and additional Wellness Center support. We hope the face to face work we due under normal circumstances will allow for increased student success.

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

Student and Parent Engagement

LEA/LCAP Goal

Improve student and parent engagement and involvement by improving communication through the school sites, to students and parents about resources, extra-curricular and co-curricular activities that are available to the community.

Goal 4

OHS will promote multiculturalism, cultural awareness and sensitivity as a means of creating a more welcoming and inclusive school experience for all students.

Identified Need

Base off of CHKS and yearly RJUHSD parent/student/staff surveys, the OHS community continues to see inclusion and equity as an area for continued growth and development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension/Discipline Data via CA Dashboard	21-22 Medium level on suspension rates	Improve suspension designation by at least one level to Low or Very Low

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 with a focus on key cohort student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 1

- Develop, promote, and host meetings to address topics of concern to parents, such as Study skills, College applications, Bullying, harassment, race, etc, Vaping, Mental Health concerns

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies
0	
0	
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 2

- Translate key school documents into student home languages, fingerprinting

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)
2750	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Student and/or Parent Engagement - Activity 3

- Student Fieldtrips, Student Assemblies, Incentives, and Student materials

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)
2750	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

School Culture and Climate - Activity 4

- Promote schoolwide diversity, belonging, leadership, and inclusivity with activities such as assemblies and increase access to athletics and student activities (Minga, Five Star, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
21000	LCFF Base: Same as “General Fund” “Unrestricted” and “Site Based” Budget 5000-5999: Services And Other Operating Expenditures services and contracts
5000	LCFF Supplemental: (\$2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures services and contracts
4000	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures services and contracts

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

School Culture and Climate - Activity 5

- Welcoming school environment, beautification, services and operating costs.

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)
21000	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures services and contracts
5000	LCFF Supplemental: (\$2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures services and contracts
4000	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures services and contracts

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

School Culture and Climate - Activity 6

- Expand visual and performing arts programs to increase student access and opportunities for success: credentialed and classified staffing, materials, and supplies (ex: uniforms, kilns, art materials, sheet music, etc)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
205880	Prop 28 - VAPA 1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Professional Development - Activity 7

- Review and develop OHS PBIS frameworks and MTSS with all staff in an effort to educate them on best practices for creating and maintaining an effective and supportive learning environment (proactive approach).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget
5000-5999: Services And Other Operating Expenditures
training, light snacks, refreshments, curricular resources

4460

LCFF Supplemental: (\$2.7 mil LCAP only)
4000-4999: Books And Supplies
training, light snacks, refreshments, curricular resources

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students with a focus on key cohort student groups.

Strategy/Activity

Professional Development - Activity 8

- Conferences and training for teachers to expand their skill set and build our programs.

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)

6000

Prop 28 - VAPA
1000-1999: Certificated Personnel Salaries
teacher release time, conference fees, travel costs, etc

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We would like to continue this goal for the 2022-2023 school year, when we can work face to face with students in need of 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.

Students continue to adapt to the transition back from zoom to full in person classes. We predict that as we reintroduce school culture and identity, the students will be more engaged and responsive.

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.

The change in implementation for this goal will mainly be focused on inperson interactions and the addition of partnerships with student groups interested in positive change.

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 9

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.

0	
0	

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students with a focus on under represented 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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$818,635.00

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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
California Partnership Academies: Health Academy at OHS?	\$81,000.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	\$246,800.00
LCFF Supplemental: (\$2.7 mil LCAP only)	\$36,545.00
Other: Includes CRANE, Perkins, anything else that does not fit above	\$60,000.00
Prop 28 - VAPA	\$211,880.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	\$182,410.00

Subtotal of state or local funds included for this school: \$818,635.00

Total of federal, state, and/or local funds for this school: \$818,635.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
California Partnership Academies: Health Academy at OHS?	81,000.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	246,800.00
LCFF Supplemental: (\$2.7 mil LCAP only)	36,545.00
Other: Includes CRANE, Perkins, anything else that does not fit above	60,000.00
Prop 28 - VAPA	211,880.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	182,410.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	378,750.00
2000-2999: Classified Personnel Salaries	52,400.00
4000-4999: Books And Supplies	263,910.00
5000-5999: Services And Other Operating Expenditures	123,575.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

2000-2999: Classified Personnel Salaries	California Partnership Academies: Health Academy at OHS?	32,400.00
4000-4999: Books And Supplies	California Partnership Academies: Health Academy at OHS?	26,165.00
5000-5999: Services And Other Operating Expenditures	California Partnership Academies: Health Academy at OHS?	22,435.00
4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	192,450.00
5000-5999: Services And Other Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	54,350.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental: (\$2.7 mil LCAP only)	20,000.00
4000-4999: Books And Supplies	LCFF Supplemental: (\$2.7 mil LCAP only)	5,045.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: (\$2.7 mil LCAP only)	11,500.00
1000-1999: Certificated Personnel Salaries	Other: Includes CRANE, Perkins, anything else that does not fit above	40,000.00
4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	20,000.00
1000-1999: Certificated Personnel Salaries	Prop 28 - VAPA	211,880.00
1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	126,870.00
4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	20,250.00
5000-5999: Services And Other Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	35,290.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	277,870.00
Goal 2	139,664.00
Goal 3	114,261.00
Goal 4	286,840.00
Goal 5	0.00

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

Name of Members	Role
Isabel Govea	Principal
Isabel Sandoval	Classroom Teacher
Traci Montgomery	Classroom Teacher
Katherine Sunseri	Classroom Teacher
Lori Perkins (Counselor)	Other School Staff
Jay Hester	Parent or Community Member
Tonya Walker	Parent or Community Member
Gina Stahlecker	Parent or Community Member
Mae Marks	Secondary Student
George Buljian	Secondary Student
Francesa Zapanta	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 April 20, 2023.

Attested:



Principal, Isabel Govea on 5/4/23

SSC Chairperson, Lorri Perkins on

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/>

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