



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oroville Union High School District	04615150000000	05/20/2021	06/23/2021

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Oroville Union High School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Oroville Union High School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement

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

Educational Partner Involvement

How, when, and with whom did Oroville Union High School District consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SPSA was reviewed and adjusted during the 2023-24 school year by the School Site Council and various stakeholder groups such as the Staff Advisory Council (SAC) and English Learner Advisory Committee (ELAC) were also consulted on this plan.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequities were identified.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

According to the California School Dashboard, Oroville High has overall performance in the "Red" category for Math and English Language Art scores. Suspension and graduation rates are shown in the "Orange" Performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the Dashboard, Socio-economic disadvantaged and Hispanic student groups are in the "Red" performance category for English Language Arts while White student groups are in the "Orange" performance category. In Math, Socio-economic disadvantaged, Hispanic and White students are all in the "Red" performance category. For Graduation Rates, Socio-economic disadvantaged, students with disabilities and white students are all listed in the "Orange" performance category. For Suspension Rates, African American, American Indian and Homeless students are in the

"Red" performance category while English learners and Hispanic students are shown in the "Orange" performance category.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Oroville Union High School District. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	6.51%	6.73%	5.17%	64	63	45
African American	4.58%	4.81%	3.91%	45	45	34
Asian	21.16%	22.54%	22.76%	208	211	198
Filipino	0.71%	0.32%	0.46%	7	3	4
Hispanic/Latino	18.92%	17.52%	18.39%	186	164	160
Pacific Islander	0.31%	1.07%	1.26%	3	10	11
White	41.40%	40.71%	40.00%	407	381	348
Multiple/No Response	6.21%	6.3%	7.82%	61	59	68
Total Enrollment				983	936	870

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	250	236	216
Grade 10	245	245	209
Grade 11	236	223	231
Grade 12	252	232	214
Total Enrollment	983	936	870

Conclusions based on this data:

1. There continues to be decreasing enrollment for OHS over the past 3 years.
2. The American Indian Subgroup showed the largest decrease in enrollment from the 22-23 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	54	59	60	5.5%	6.3%	6.9%
Fluent English Proficient (FEP)	13	12	169	1.52%	1.42%	19.4%
Reclassified Fluent English Proficient (RFEP)	186	164		21.70%	19.36%	

Conclusions based on this data:

1. Oroville High School saw a 1% decrease in English Learner enrollment in the 23-24 school year.
2. Reclassification rates have decreased over the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	232	221	220	111	184	178	110	183	177	47.8	83.3	80.9
All Grades	232	221	220	111	184	178	110	183	177	47.8	83.3	80.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2574.	2556.	2571.	17.27	13.11	14.69	34.55	30.60	36.72	27.27	30.05	24.29	20.91	26.23	24.29
All Grades	N/A	N/A	N/A	17.27	13.11	14.69	34.55	30.60	36.72	27.27	30.05	24.29	20.91	26.23	24.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.09	15.30	19.77	61.82	59.02	59.89	19.09	25.68	20.34
All Grades	19.09	15.30	19.77	61.82	59.02	59.89	19.09	25.68	20.34

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	21.82	13.74	18.64	50.00	52.20	54.80	28.18	34.07	26.55
All Grades	21.82	13.74	18.64	50.00	52.20	54.80	28.18	34.07	26.55

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.18	14.21	12.99	77.27	70.49	74.01	14.55	15.30	12.99
All Grades	8.18	14.21	12.99	77.27	70.49	74.01	14.55	15.30	12.99

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	27.27	19.13	12.99	56.36	66.67	71.75	16.36	14.21	15.25
All Grades	27.27	19.13	12.99	56.36	66.67	71.75	16.36	14.21	15.25

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Conclusions based on this data:

1. In the 2022-23 school year, just over 51% over 11th grade students met or exceeded standards overall on the ELA CAASPP. This is an increase of 8% compared to the previous school year.
2. In the 2022-23 school year, only roughly 81% of 11th grade students were tested which is a 2% decrease from the previous school year. This decrease has contributed to overall lower dashboard indicators for the CAASPP.
3. In the 2022-23 school year, there was improvement in the reading scores with a 5% decrease of 11th grade students below standard. Additionally, there was a 7.5% increase of 11th grade students meeting or exceeds standards for Writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	232	221	219	109	184	177	109	184	177	47.0	83.3	80.8
All Grades	232	221	219	109	184	177	109	184	177	47.0	83.3	80.8

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2525.	2499.	2506.	6.42	3.26	6.78	14.68	10.33	10.17	22.02	21.74	16.38	56.88	64.67	66.67
All Grades	N/A	N/A	N/A	6.42	3.26	6.78	14.68	10.33	10.17	22.02	21.74	16.38	56.88	64.67	66.67

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.26	8.15	6.82	39.45	28.26	30.11	52.29	63.59	63.07
All Grades	8.26	8.15	6.82	39.45	28.26	30.11	52.29	63.59	63.07

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.50	4.35	8.47	62.39	65.22	54.24	32.11	30.43	37.29
All Grades	5.50	4.35	8.47	62.39	65.22	54.24	32.11	30.43	37.29

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.09	3.26	6.78	62.39	61.96	58.19	27.52	34.78	35.03
All Grades	10.09	3.26	6.78	62.39	61.96	58.19	27.52	34.78	35.03

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Conclusions based on this data:

1. In the 2022-23 school year, there was an almost 4% increase of 11th grade students scoring at or above standards on the CAASSP Mathematics test.
2. Scores of Concepts & Procedure strands are still an area of concern with 63% of students scoring below standards. Problem Solving & Data Analysis strand is also a continuing area of concern with an 7% increase of students scoring below standard compared to the previous year.
3. Communicating Reasoning continues to be an area of strength for OHS. Over 65% of students are "at/near standard" or "above standard" on the Communicating Reasoning strand of the test.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1554.9	1539.1	1582.8	1542.1	1521.5	1569.1	1567.3	1556.0	1596.2	18	26	16
10	1586.1	1569.0	1555.2	1592.1	1560.7	1552.5	1579.7	1576.7	1557.3	14	14	27
11	*	*	*	*	*	*	*	*	*	4	10	10
12	*	*	*	*	*	*	*	*	*	5	7	7
All Grades										41	57	60

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.11	0.00	18.75	50.00	46.15	68.75	27.78	42.31	12.50	11.11	11.54	0.00	18	26	16
10	28.57	14.29	18.52	50.00	57.14	44.44	14.29	28.57	25.93	7.14	0.00	11.11	14	14	27
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.63	12.50	18.33	48.78	48.21	55.00	29.27	26.79	20.00	7.32	12.50	6.67	41	56	60

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	27.78	7.69	31.25	44.44	46.15	56.25	22.22	34.62	12.50	5.56	11.54	0.00	18	26	16
10	57.14	28.57	22.22	21.43	50.00	51.85	14.29	21.43	14.81	7.14	0.00	11.11	14	14	27
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.59	23.21	26.67	41.46	39.29	55.00	17.07	25.00	11.67	4.88	12.50	6.67	41	56	60

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	3.85	12.50	38.89	23.08	56.25	33.33	50.00	25.00	22.22	23.08	6.25	18	26	16
10	7.14	0.00	0.00	57.14	42.86	33.33	14.29	50.00	48.15	21.43	7.14	18.52	14	14	27
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.88	8.93	3.33	36.59	28.57	40.00	31.71	42.86	43.33	26.83	19.64	13.33	41	56	60

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	7.69	18.75	88.89	80.77	81.25	11.11	11.54	0.00	18	26	16
10	21.43	21.43	14.81	57.14	78.57	74.07	21.43	0.00	11.11	14	14	27
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.32	14.29	11.67	70.73	73.21	80.00	21.95	12.50	8.33	41	56	60

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	61.11	34.62	81.25	27.78	57.69	18.75	11.11	7.69	0.00	18	26	16
10	85.71	64.29	66.67	7.14	28.57	22.22	7.14	7.14	11.11	14	14	27
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	75.61	49.09	75.00	17.07	40.00	20.00	7.32	10.91	5.00	41	55	60

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.11	3.85	18.75	66.67	61.54	75.00	22.22	34.62	6.25	18	26	16
10	35.71	14.29	18.52	42.86	64.29	44.44	21.43	21.43	37.04	14	14	27
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.07	12.50	15.00	51.22	57.14	61.67	31.71	30.36	23.33	41	56	60

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	94.44	88.46	93.75	5.56	11.54	6.25	18	26	16
10	14.29	0.00	3.70	78.57	100.00	88.89	7.14	0.00	7.41	14	14	27
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.76	10.91	3.33	82.93	78.18	90.00	7.32	10.91	6.67	41	55	60

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 73% of English Learners scored at a Level 3 or 4 in overall language proficiency in the 2022-23 school year which is a 3% increase and the overall number of students tested grew by 4 students.
- There was an almost 5% growth for EL students in the somewhat moderately developed range in Reading. Additionally, there was a 12% increase in students scoring somewhat/moderately developed range in the Writing domain.

3. The Speaking Domain showed significant growth of approximately 25% more students scoring Well Developed in the Speaking domain.

School and Student Performance Data

California School Dashboard Student Population

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
936	87	6.3	1
Total Number of Students enrolled in Oroville Union High School District.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	6.3
Foster Youth	9	1
Homeless	43	4.6
Socioeconomically Disadvantaged	814	87
Students with Disabilities	151	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	4.8
American Indian	63	6.7
Asian	211	22.5
Filipino	3	0.3
Hispanic	164	17.5
Two or More Races	59	6.3
Pacific Islander	10	1.1
White	381	40.7

Conclusions based on this data:

1. The percentage of Socioeconomically disadvantaged students has continued to increase over the last few years, with the current percentage over 85%
2. The largest ethnic group at OHS is White at 40.7% which is a slight decrease compared to the previous year, and the Hispanic group also showed a decrease in enrollment dropping down to 17.5% compared to at 18.9% in the previous year.
3. The Asian subgroup showed a 1% increase to 22.5% and is the second largest group at OHS.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Orange

Conditions & Climate

Suspension Rate



Orange

Mathematics



Red

Chronic Absenteeism



No Performance Color

English Learner Progress



Blue

College/Career

Medium

Conclusions based on this data:

1. While OHS has been in the orange range for the last two years, there has been a decrease in the number of suspensions over the last three years.
2. Graduation Rate has dropped about 3%.
3. Math & English Language Arts are in the red category and will be areas of instructional focus moving forward.

School and Student Performance Data

Academic Performance English Language Arts

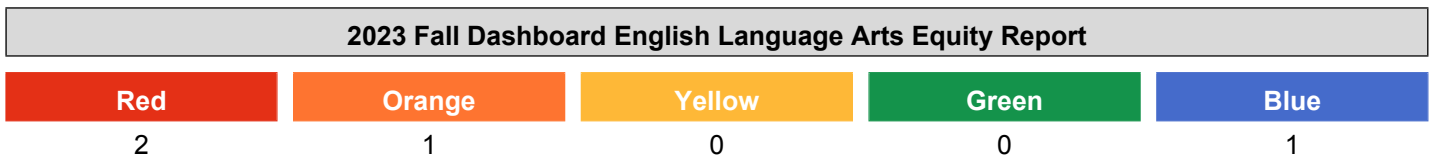
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 58.6 points below standard Maintained +0.5 points 199 Students	English Learners 64.3 points below standard Decreased Significantly -17 points 20 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged Red 73.3 points below standard Decreased -5.8 points 174 Students	Students with Disabilities 211 points below standard Decreased Significantly -24.8 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	174.2 points below standard Decreased Significantly - 50.3 points 13 Students	 Blue 36.9 points above standard Increased Significantly +23 points 47 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 68.9 points below standard Decreased -9.7 points 35 Students	131.9 points below standard 17 Students	Less than 11 Students 1 Student	 Orange 81.9 points below standard Increased +6.8 points 81 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	83.5 points below standard Decreased Significantly -49.2 points 12 Students	89.3 points below standard Decreased -7.4 points 147 Students

Conclusions based on this data:

- Overall, all 11th grade students at OHS maintained their scores in English Language Arts (ELA).
- The Asian subgroup increased performance levels in ELA by 23.5 points and was the only subgroup to reach the highest performance level.
- Students with Disabilities continue to be an area of concern as the group that performed the lowest at 211 points below standard.

School and Student Performance Data

Academic Performance Mathematics

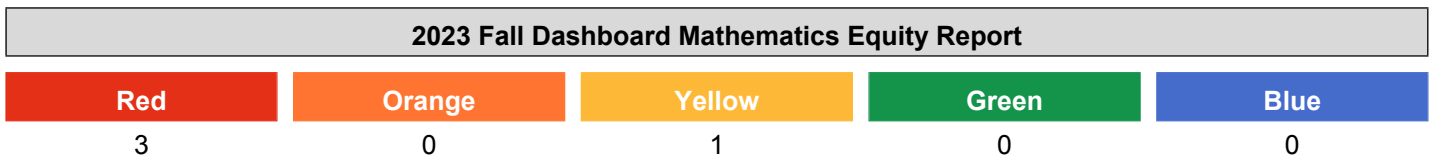
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group														
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr> <td style="background-color: #e0e0e0;">154.3 points below standard</td> </tr> <tr> <td>Decreased -4.7 points</td> </tr> <tr> <td>199 Students</td> </tr> </tbody> </table>	All Students	 Red	154.3 points below standard	Decreased -4.7 points	199 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td>169.6 points below standard</td> </tr> <tr> <td style="background-color: #e0e0e0;">Increased +6.2 points</td> </tr> <tr> <td>20 Students</td> </tr> </tbody> </table>	English Learners	169.6 points below standard	Increased +6.2 points	20 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td style="background-color: #e0e0e0;">3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	3 Students
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30 Students														

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	243.2 points below standard Decreased Significantly - 41.9 points 13 Students	 Yellow 66.2 points below standard Increased Significantly +36.8 points 48 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 184.4 points below standard Decreased Significantly - 32.8 points 35 Students	198.8 points below standard 17 Students	Less than 11 Students 1 Student	 Red 173.5 points below standard Decreased -4.1 points 80 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	179.1 points below standard Decreased -5.5 points 12 Students	181.7 points below standard Decreased Significantly -16.8 points 146 Students

Conclusions based on this data:

1. Overall there was a 4.7 point decrease for 11th grade students' performance in Math, with students are still significantly below standard.
2. The Asian subgroup again had the highest performance and was the only subgroup to show an increase in performance.
3. All of the other subgroups declined in performance from the previous school year.

School and Student Performance Data

Academic Performance English Learner Progress

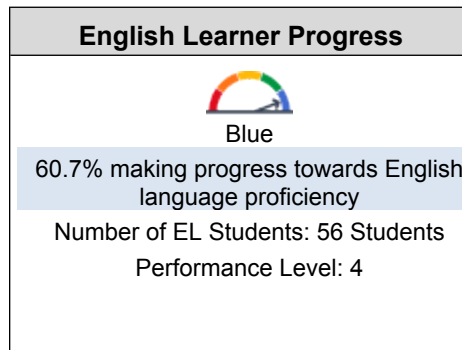
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
7	15	1	33

Conclusions based on this data:

1. Of the 56 EL students, 59% of students progressed at least one level on the ELPAC.
2. Out of the 56 EL students, only 7 (roughly 2%) decreased at least one level on ELPAC.

School and Student Performance Data

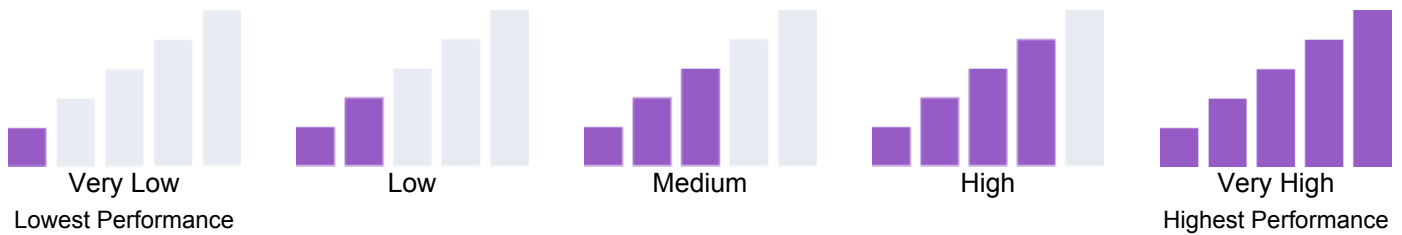
Academic Performance College/Career Report

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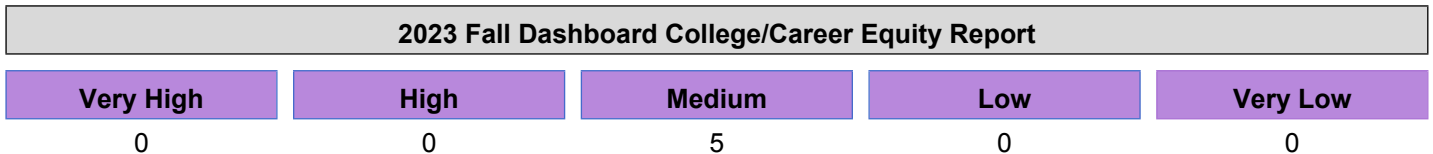
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

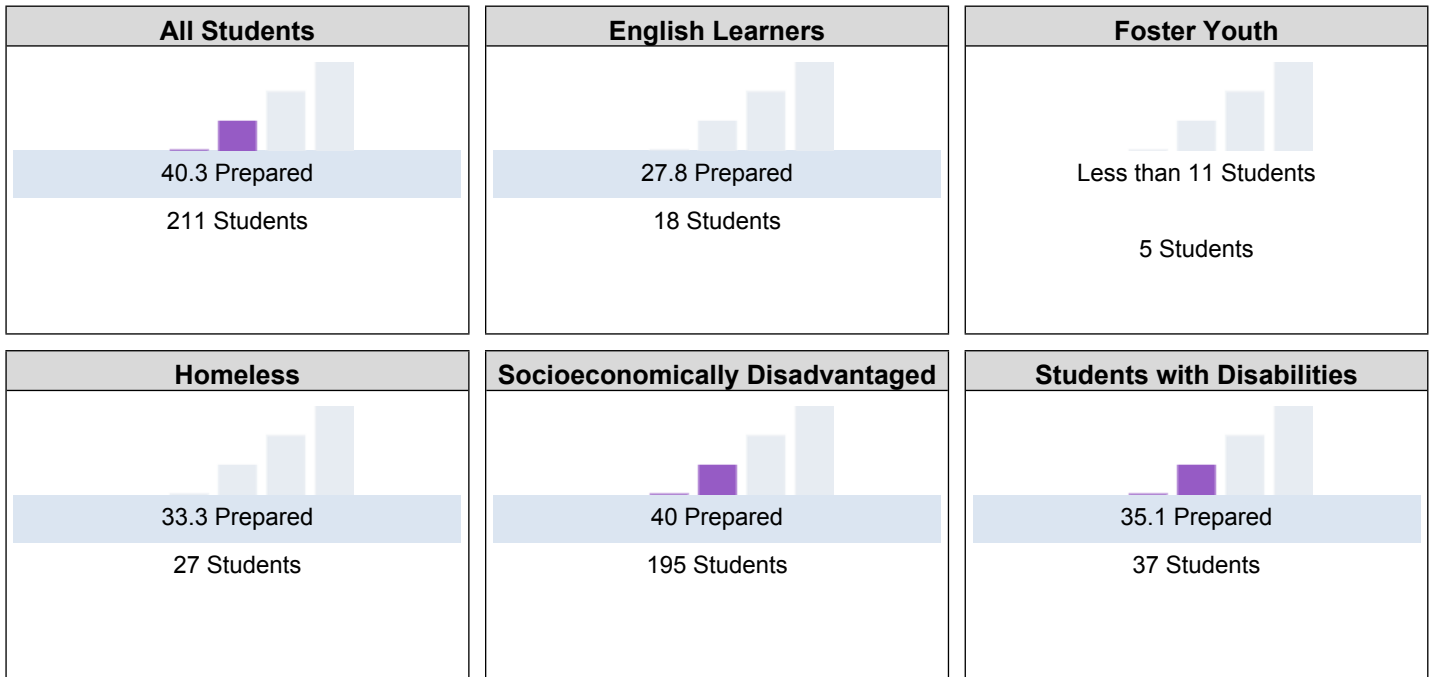


This section provides number of student groups in each level.

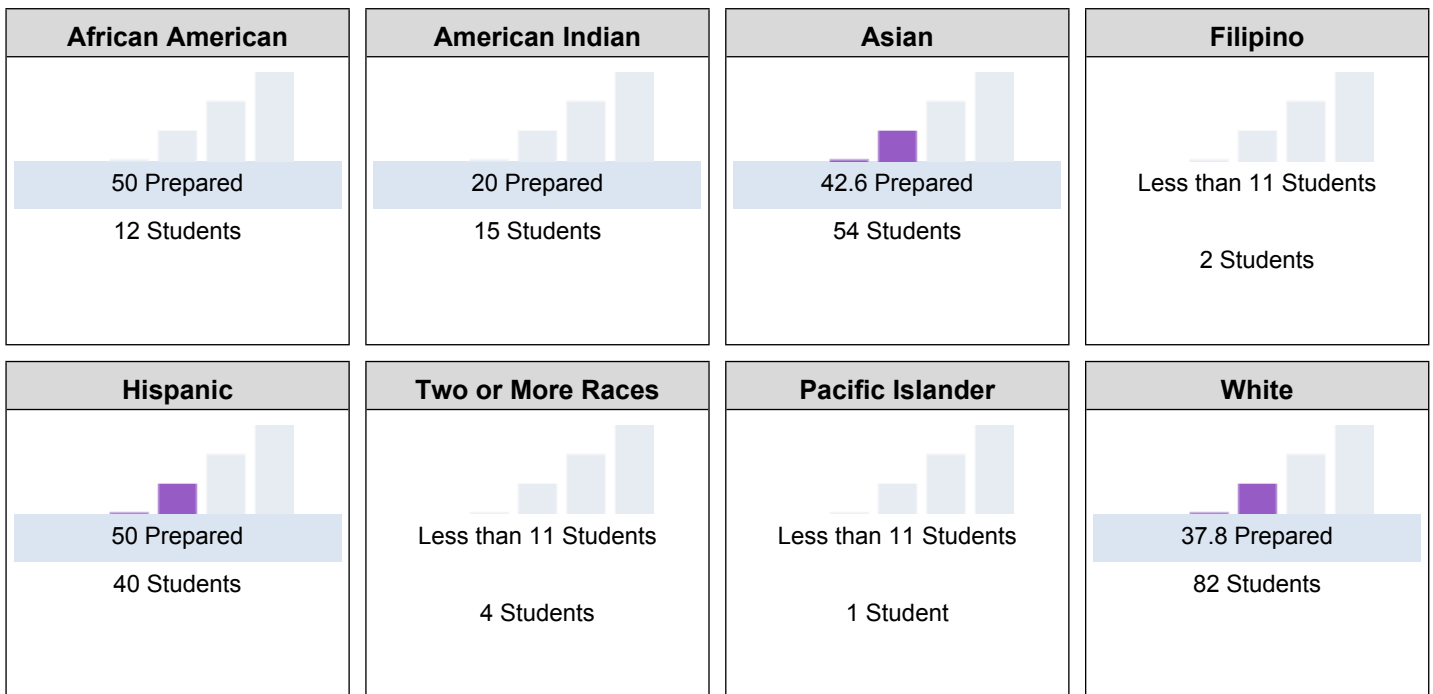


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Roughly 40% of students are prepared according to the College & Career Dashboard indicators.
2. At OHS, Hispanic and Asian students have the highest percentages of College and Career preparedness.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
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Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. Overall 21.5% of our students were considered chronic absentees in the 2019-2020 school year. This was a slight decrease (.5%) from the 2018-2019 school year.
2. The student group Foster Youth had the highest rate of chronic absenteeism at 42.9% in the 2019-2020 school year, but their rate did decrease by 7.1% from the 2018-2019 school year.
3. Students of Two or More Races, Pacific Islander, and African American students had the highest rate of absenteeism among race/ethnic groups in the 2019-2020 school year.

School and Student Performance Data

Academic Engagement Graduation Rate

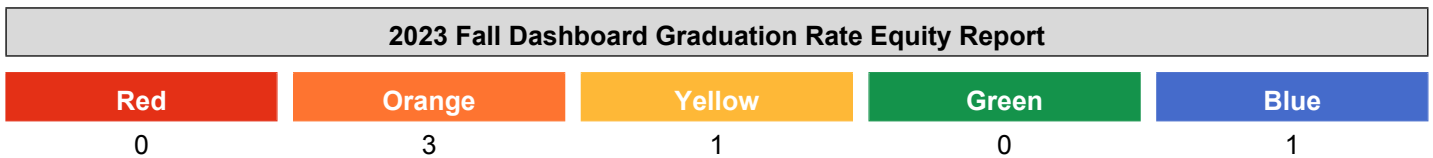
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 89.7% graduated Decreased -3.4 213 Students	English Learners 89.5% graduated 19 Students	Foster Youth Less than 11 Students 5 Students
Homeless 85.7% graduated Increased Significantly 5.1 28 Students	Socioeconomically Disadvantaged  Orange 89.8% graduated Decreased -3.2 197 Students	Students with Disabilities  Orange 76.3% graduated Decreased -3.1 38 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>100% graduated</p> <p>Increased Significantly 8.3</p> <p>12 Students</p>	<p>86.7% graduated</p> <p>Decreased Significantly - 13.3</p> <p>15 Students</p>	<p></p> <p>Blue</p> <p>96.3% graduated</p> <p>Increased 2</p> <p>54 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>92.7% graduated</p> <p>Decreased -1.1</p> <p>41 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Orange</p> <p>84.3% graduated</p> <p>Decreased Significantly -6.8</p> <p>83 Students</p>

Conclusions based on this data:

- Overall, the graduation rate for OHS in the 2022-23 school year was 89.7% which is roughly a 4% decrease from previous school years.
- Most all student groups showed a slight drop in graduation rates.
- Only 2 student groups, African American and Asians, showed an increase in graduation rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

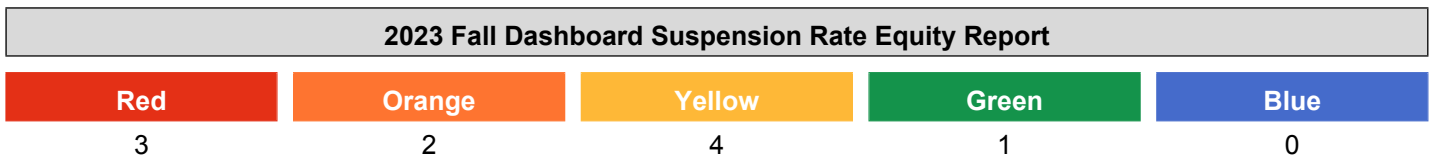
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.8% suspended at least one day</td> </tr> <tr> <td>Maintained -0.2 1022 Students</td> </tr> </tbody> </table>	All Students	 Orange	6.8% suspended at least one day	Maintained -0.2 1022 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">1.6% suspended at least one day</td> </tr> <tr> <td>Increased 1.6 64 Students</td> </tr> </tbody> </table>	English Learners	 Orange	1.6% suspended at least one day	Increased 1.6 64 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">6.3% suspended at least one day</td> </tr> <tr> <td>Declined -25.6 16 Students</td> </tr> </tbody> </table>	Foster Youth	6.3% suspended at least one day	Declined -25.6 16 Students	
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">19.1% suspended at least one day</td> </tr> <tr> <td>Increased 0.9 68 Students</td> </tr> </tbody> </table>	Homeless	 Red	19.1% suspended at least one day	Increased 0.9 68 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.4% suspended at least one day</td> </tr> <tr> <td>Declined -0.4 886 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	7.4% suspended at least one day	Declined -0.4 886 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.2% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -5.2 178 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	6.2% suspended at least one day	Declined Significantly -5.2 178 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 12% suspended at least one day Increased 2.4 50 Students	 Red 10.3% suspended at least one day Increased 3.3 68 Students	 Green 0.9% suspended at least one day Declined -0.9 217 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.6% suspended at least one day Increased 1.5 182 Students	 Yellow 9.5% suspended at least one day Declined -1.1 63 Students	Less than 11 Students 10 Students	 Yellow 8.2% suspended at least one day Declined -1.1 429 Students

Conclusions based on this data:

1. Suspension rates overall maintained previous rates with roughly 6.8% of students having 1 day of suspension.
2. 3 subgroups of students showed decreases in suspension rates: Students with Disabilities, Foster Youth & Socio Economic Disadvantaged.
3. Subgroups who showed a slight increase in suspension rates in 2023 were Hispanic (+1.5%), African American (+2.4%), American Indian (+3.3%), and English Learners (+1.6%) students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide equitable educational opportunities to all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While state and local data demonstrate that our students are struggling to achieve proficiency in grade level standards, there have been some gains in the past school year. The ELA indicator on the dashboard is listed as very low, 52% of students met or exceeded standards on the 2023 CAASPP. This is a 9% improvement from the previous year. Our Asian subgroup made significant progress with a 23 point growth to land 36.9 points above standard. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 211 points below standard which is a significant decrease from the previous school year.

Our school dashboard indicator for all students in Math remains very low at 154.3 points below standard. As with ELA, there were the start of gains in Math with 17.15% of students meeting or exceeding standards which is a 4% growth from 2022. Most of the subgroups of students showed a decrease in achievement with the Asian subgroup being the only group to show improvement.

Our English Learner population continued positive growth with 59% of students progressing at least one level on the ELPAC. And only 2% of students decreased one level. This is a major improvement from the previous year where 25% of EL students decreased. The school dashboard indicator shows OHS at 60.7 points above standard for our English Learner proficiency.

For the 2023-24 school year, local data showed that over 62.34% of students earned an A or B at the fall semester. The co-teaching approach that was adopted for freshman and sophomore grade level courses, with special education teachers and paraeducators working in core content classes to provide additional support, has continued to be implemented.

In the 2023-24 school year, freshmen were scheduled to teacher teams in order to provide additional support and targeted interventions. Based on local data pulled at the fall semester, this team approach showed significant improvement for students' academic achievement. Overall, there was a drop in percentage of freshmen who received Ds and Fs at the fall semester. The most significant improvement was with the African American and Foster subgroups of students.

While there was growth in the percentage of students meeting standards in ELA, it is important that we continue this trend. With several subgroups (Socioeconomically Disadvantaged, African American, Students with Disabilities and Hispanic) showing a Red performance level on the dashboard, it is important that we continue to find ways to support them in their classes.

Student achievement in all subject areas especially at the freshmen and sophomore level can impact their ability to complete the necessary coursework required to graduate from high school.

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Pupil Achievement ELA CAASPP	2022-23 Data: 52% met or exceeded standards, 48% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 3% All students: 55%
State Priority 4: Pupil Achievement Math CAASPP	2022-23 Data: 17.5% met or exceeded standards, 82.5% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 4% All students: 20%
State Priority 4: Pupil Achievement English Learner Progress	2023 Data: 60% of English Learners are making progress	Increase the percentage of English Learners making progress by 2%
State Priority 4: Student Achievement Local Benchmarks	2023-24 Data: 62.34% of students earned an A or B at the fall semester. 9th grade: 59%	Increase percentage of students earning a A & Bs by 2%

State Priority 5: Student Engagement High School Graduation Rate	2022-23 Data: 89.7% graduation rate	Increase graduation rate by 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The Freshmen Success Teams will meet regularly to review data and collaborate in order to develop quality, targeted systems of interventions to meet the needs of all students. Additional strategies will be developed to support specific subgroups including socio economic disadvantaged, and Hispanic students.	All 9th grade students	16,816 Title I 1000-1999: Certificated Personnel Salaries Funds will be used to compensate Freshmen Team Teachers to review data and collaborate in order to develop quality, targeted systems of interventions to meet the needs of all students. Additional strategies will be developed to support specific subgroups including socio economic disadvantaged, and Hispanic students.
1.2	Provide a full-time paraeducator to support English Language Learners in English Language Development (ELD) classes (Tier III) and mainstream classes in order to provide support for EL including LTELs students in both designated and integrated classrooms.	EL Students	59,921 Title I 2000-2999: Classified Personnel Salaries Provide a full-time paraeducator to support English Language Learners in English Language Development (ELD) classes (Tier III) and mainstream classes in order to provide support for EL including LTELs students in both designated and integrated classrooms.
1.3	To provide additional support in Math in the non Co-Taught Classes Priority scheduling will be given to classes with high subgroup populations of socio economic disadvantaged, White, and Hispanic students.	Math 1 students	32,897 Title I 2000-2999: Classified Personnel Salaries Provide a para educator for 3 periods to assist students in Math 1 classes that are not Co-Taught

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The Freshmen Success Teams have shown positive impact in this initial year of implementation as well as the EL aide support for students.

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

There were not any major differences in the intended implementation or budget for this goal.

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

The only changes that being made to this goal are to include specific wording for the subgroups that scored Red on the Dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Reduce Chronic Absenteeism

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

State and local data show that our students are struggling to attend regularly and be academically successful in their first years of high school. The addition of a targeted case manager for the 2023-24 school year has shown great improvements for our overall chronic absenteeism. Overall chronic absenteeism for the 2022-23 school year for all students was 30.34% as measured by local data. Currently, the chronic absenteeism data for the 2023-24 school year has decreased by 6%, showing 24.21% for all students. The greatest improvement has been in 9th grade with a 15% improvement in student attendance. There will be continued focus on chronic absenteeism by refining attendance intervention practices and increasing outreach with students and families.

Graduation rates have dropped to 89.7%, while still above the state average, is a concern for OHS. The hope is by increasing attendance and associated interventions as well as increasing engagement opportunities for students and families, there will be an increase in coming years.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 5: Student Engagement Chronic Absenteeism rates	2022-23 Data: 30.34% chronic absenteeism rate for all students. 2023-24 Data: 24.21% Chronic Absenteeism rate for all students.	Decrease chronic absenteeism by 4%
State Priority 5: Student Engagement High School Graduation Rate	2023-24 Data: 89.7% graduation rate	Increase graduation rate by 2%
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2023-24 Data: 62.34% of students earned an A or B at the fall semester. 9th grade: 59%	Increase percentage of students earning a A & Bs by 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide a Targeted Case Manager target truancy & chronic absenteeism by developing programs and strategies to support positive attendance and behavior for all students. Strategies and supports will be developed to target subgroups of homeless, African American, American Indian and socio economic disadvantaged students.	All Students	86,000 Title I 2000-2999: Classified Personnel Salaries Provide a Targeted Case Manager target truancy & chronic absenteeism by developing programs and strategies to support positive attendance and behavior for all students.
2.2	To provide cultural engagement & enrichment opportunities for students and families on campus to improve involvement & connectivity to OHS	All Students	2,000 Title I 0001-0999: Unrestricted: Locally Defined OHS will continue to provide information to students and families by providing cultural engagement opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps.
2.3	Provide certificated & classified professional development opportunities that focus on best practices that focus on best practices to support student attendance & engagement as well as addressing learning gaps based on needs indicator by the dashboard or district/site needs assessment with an emphasis on ELA & Math.	All Students	3,000 Title I 1000-1999: Certificated Personnel Salaries Certificated staff will be paid the extra-duty rate to attend professional development and collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best practices to support student attendance and engagement. 1,000 Title I 2000-2999: Classified Personnel Salaries Classified staff will be paid the extra-duty rate to attend professional development and collaborate outside of the school day and and subs will be covered for professional development during the school day that focuses on the implementation of best

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The most impact has come from the Targeted Case Manager targeting truancy. There was a 6% overall drop in chronic absentee rates.

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

There were no major changes.

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 changes made to this goal for the 24-25 school year are to specifically target subgroups and academic areas that are Red on the dashboard.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase College and Career Readiness

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The College & Career Dashboard Indicator was new this year as it had not been previously reported since prior to the COVID pandemic. The new CCI indicator shows that only 40% of OHS students are prepared when they graduate. A continued focus will be on increasing student knowledge of college and career options earlier and often in their high school careers.

Although our graduation rate at 89.7% is above the state average, there was a decrease from previous years. It is important that we continue to find ways to increase our students' college/career readiness. We must continue to provide information to students and families about college and career options, expand the use of the four-year planning tools in AERIES, and provide experiences- such as field trips with local colleges, technical, and vocational programs to provoke interest in college and career opportunities after high school.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Priority 4: Student Achievement Local Benchmarks	2023-24 Data: 62.34% of students earned an A or B at the fall semester. 9th grade: 59%	Increase percentage of students earning a A & Bs by 2%
State Priority 4: Student Achievement College and Career Readiness	40% of Students are considered prepared according to the 2023 State CCI indicator.	Increase the College & Career Readiness Indicator percentage by 2%
State Priority 5: Student Engagement Local Indicator: (College and Career Tech sign-in sheets)	As of February 2021, 50 students had signed up and met with C&C Teacher. 2021-22 school year: Over 80 sign ups or students seen by the C&C Tech. This data does not include students whom she met with more than once.	Increase the number of students who sign up to see the College and Career staff by 10%.

State Priority 5: Student Engagement High School Graduation Rate	2023 Data: 89.7% graduation rate	Increase graduation rate by 2%
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Counselors & the College & Career Technician will collaborate with students to ensure that each student completes/updates their 4 year plan using the Aeries planning tool for 9th, 10th & 11th grade	All 9th, 10th & 11th grade students	0
3.2	Through Advisory, Teachers will review & discuss 4 year plans with students.	All students	
3.3	Maintain relationships with local colleges & university programs to provide early outreach for students on campus	All Students	
3.5			

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The implementation of the use of the 4 year planning tool for all students was not successful.

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

While the intended implementation was to have 9th, 10th & 11th grade students complete their 4 year plan in Aeries, this was not accomplished due to lack of clarity & time for the teachers.

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 changes to this goal are to increase the use of the College & Career Technician in order to get students to complete their 4 years plans.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$201,634
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$201,634.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$201,634.00

Subtotal of additional federal funds included for this school: \$201,634.00

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

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

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

Total of federal, state, and/or local funds for this school: \$201,634.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	201,634.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	201,634.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0001-0999: Unrestricted: Locally Defined	2,000.00
1000-1999: Certificated Personnel Salaries	19,816.00
2000-2999: Classified Personnel Salaries	179,818.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0001-0999: Unrestricted: Locally Defined	Title I	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	19,816.00
2000-2999: Classified Personnel Salaries	Title I	179,818.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	109,634.00
Goal 2	92,000.00
Goal 3	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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Kristen Wiedenman	Principal
Ramona Saeturn	Classroom Teacher
Diana Castillo	Classroom Teacher
Michael Buchanan	Classroom Teacher
Sandy Smith	Classroom Teacher
Christina Archie	Parent or Community Member
Amanda De La Torre	Parent or Community Member
Jennifer Willin	Parent or Community Member
Dontanique Riley	Secondary Student
Kirk Roberts	Secondary Student
Yenghua Xiong	Other School Staff
Lauri Touchette	Other School Staff
Doug Criddle	Other School Staff
Christina Olson	Other School Staff

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

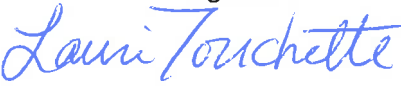
Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/1/2024.

Attested:

	Principal, Kristen Wiedenman on 6/6/2024
	SSC Chairperson, Amanda De La Torre on 6/6/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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