

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

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

## Purpose and Description

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

- Schoolwide Program
- Comprehensive Support and Improvement

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

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

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

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

## Classroom Observations

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

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

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

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

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

## Teaching and Learning

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

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

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

N/A

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

N/A

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

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



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

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

## Opportunity and Equal Educational Access

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

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

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

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

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

## Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

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

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

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

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

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

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

## Funding

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

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

Fiscal support (EPC)

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

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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

## **Resource Inequities**

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

No resource inequities were identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

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

### Conclusions based on this data:

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

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	44	54	59	4.60%	5.5%	6.3%
Fluent English Proficient (FEP)	198	199	176	20.60%	20.2%	18.8%
Reclassified Fluent English Proficient (RFEP)	6			13.6%		

### Conclusions based on this data:

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

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	232	221		111	184		110	183		47.8	83.3	
All Grades	232	221		111	184		110	183		47.8	83.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2574.	2556.		17.27	13.11		34.55	30.60		27.27	30.05		20.91	26.23	
All Grades	N/A	N/A	N/A	17.27	13.11		34.55	30.60		27.27	30.05		20.91	26.23	

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

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

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

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

**Conclusions based on this data:**

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

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	232	221		109	184		109	184		47.0	83.3	
All Grades	232	221		109	184		109	184		47.0	83.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2525.	2499.		6.42	3.26		14.68	10.33		22.02	21.74		56.88	64.67	
All Grades	N/A	N/A	N/A	6.42	3.26		14.68	10.33		22.02	21.74		56.88	64.67	

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

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

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

### Conclusions based on this data:

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



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

# School and Student Performance Data

## ELPAC Results

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

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

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

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

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

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

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	0.00		94.44	88.46		5.56	11.54		18	26	
<b>10</b>	14.29	0.00		78.57	100.00		7.14	0.00		14	14	
<b>11</b>	*	*		*	*		*	*		*	*	
<b>12</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	9.76	10.91		82.93	78.18		7.32	10.91		41	55	

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>983</b>	<b>84.8</b>	<b>5.5</b>	<b>1.5</b>
Total Number of Students enrolled in Oroville Union High School District.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	5.5
Foster Youth	15	1.5
Homeless	36	3.7
Socioeconomically Disadvantaged	834	84.8
Students with Disabilities	173	17.6

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

**Conclusions based on this data:**

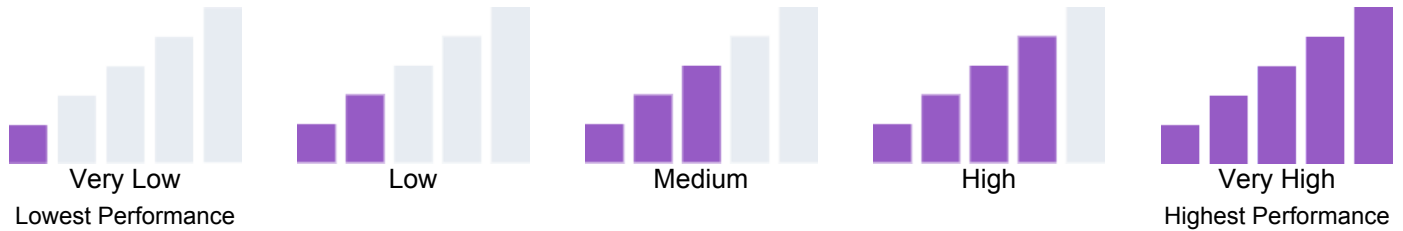
1. The percentage of Socioeconomically disadvantaged students has continued to increase over the last few years, with the current percentage at almost 85%.
2. The largest ethnic group at OHS is White at 41.4% which is a slight decrease compared to the previous year, with Asian second at 21.2%, and Hispanic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

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

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

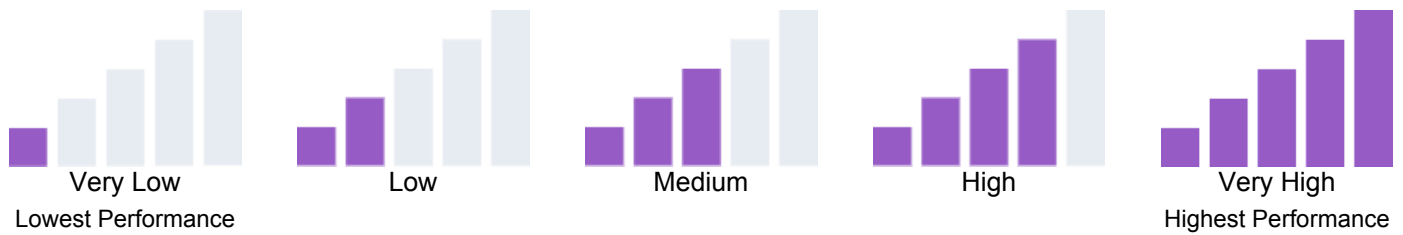


# School and Student Performance Data

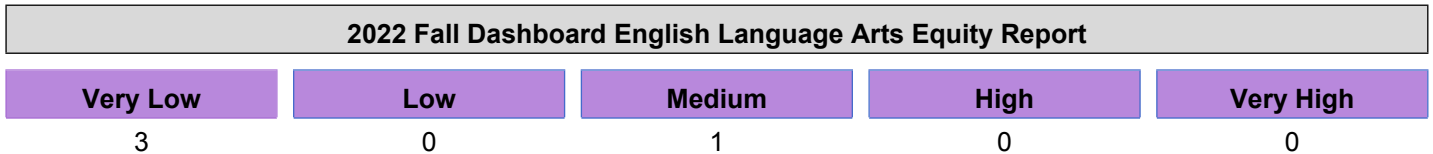
## Academic Performance English Language Arts

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

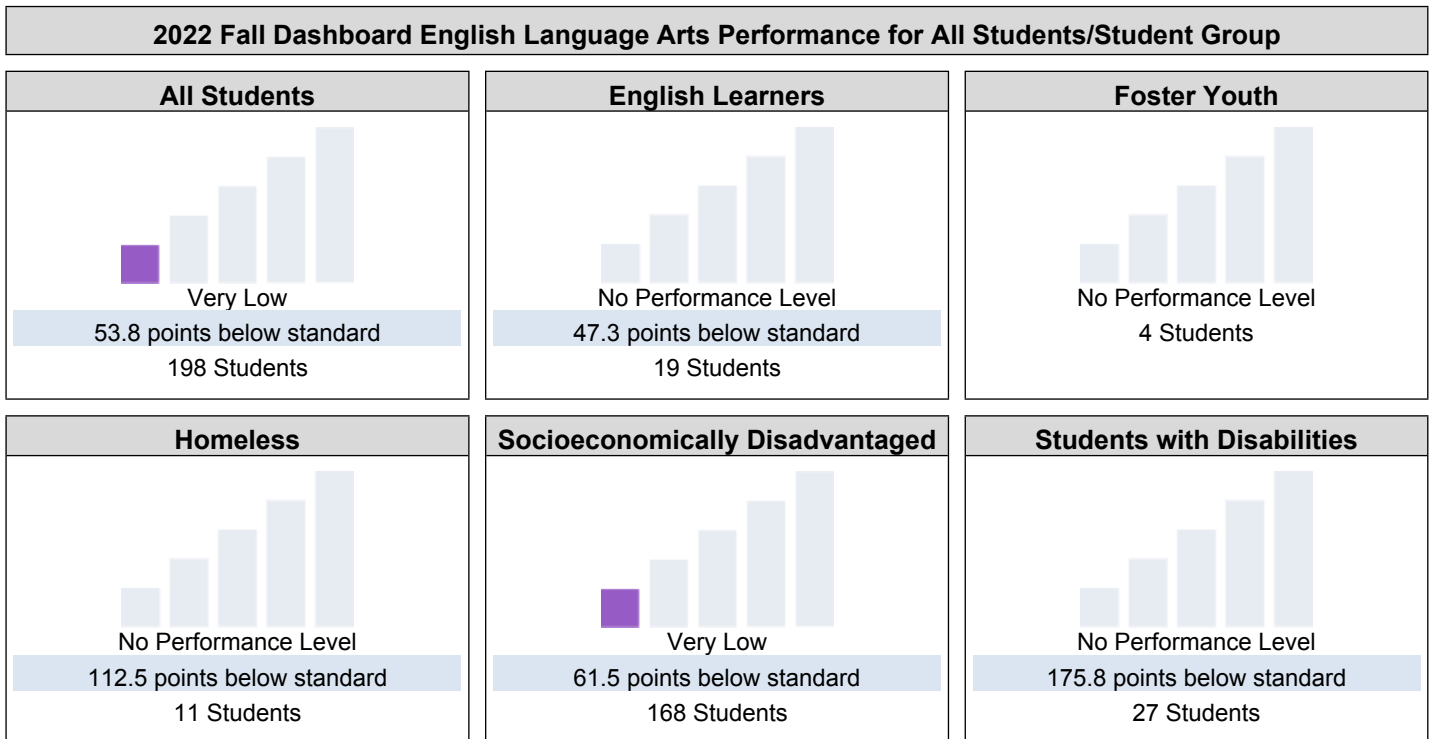
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



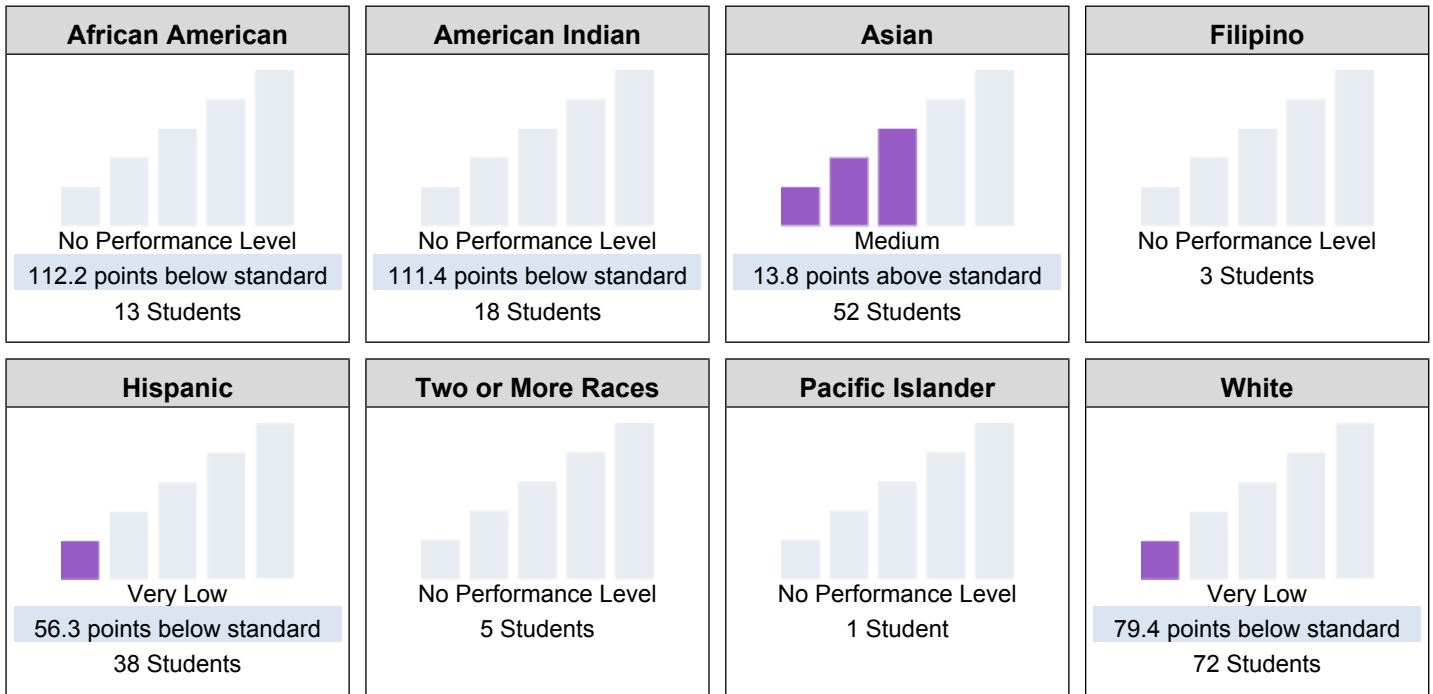
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
4 Students	34.3 points below standard 16 Students	74.0 points below standard 141 Students

**Conclusions based on this data:**

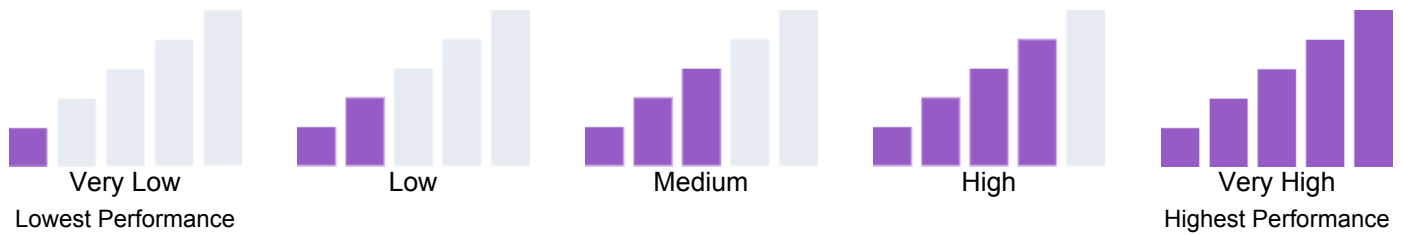
- Overall, all 11th grade students at OHS declined by 12.1 points in English Language Arts (ELA).
- The Asian subgroup increased performance levels in ELA by 5.7 points and was the only subgroup to reach the highest performance level.
- Students with Disabilities performed the lowest at 96.7 points below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

# School and Student Performance Data

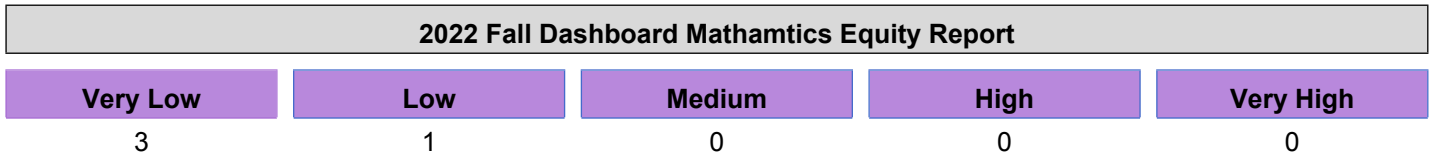
## Academic Performance Mathematics

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

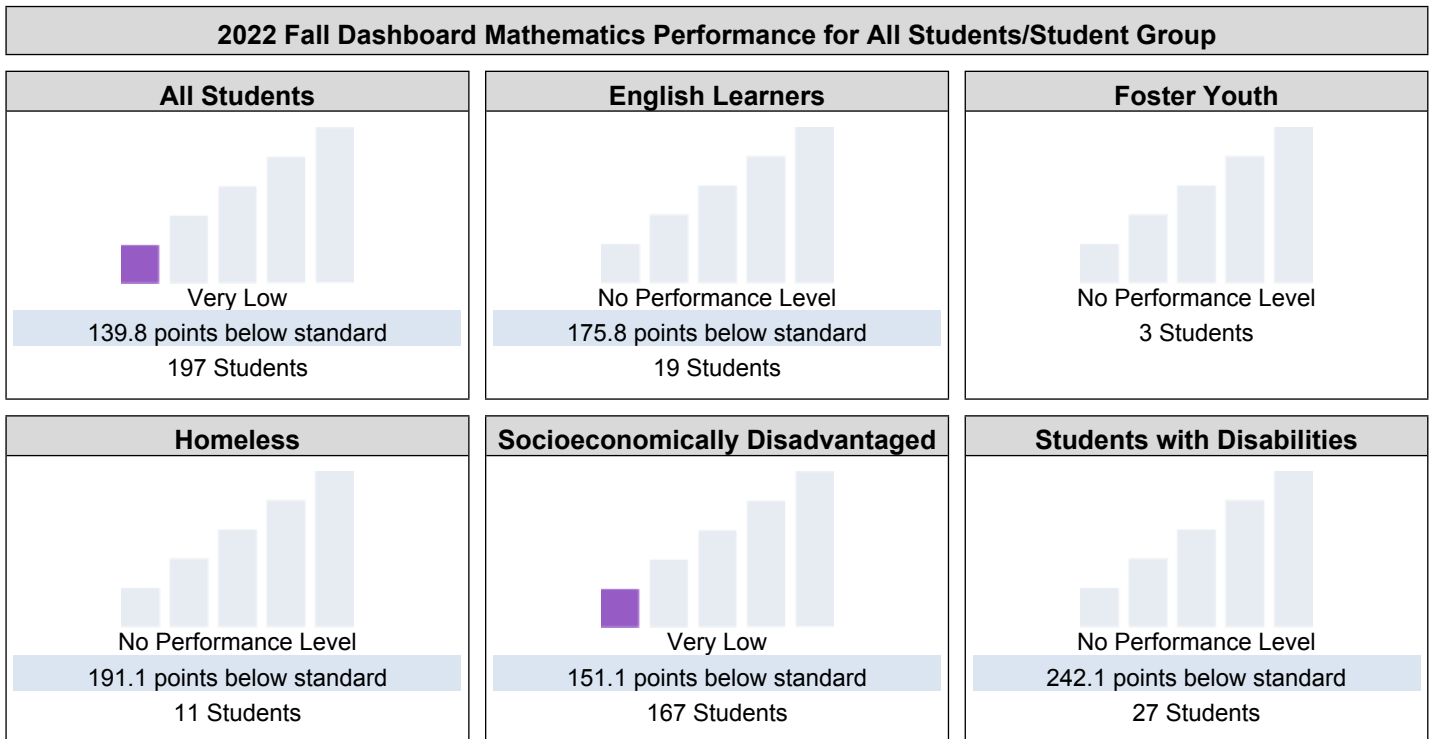
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



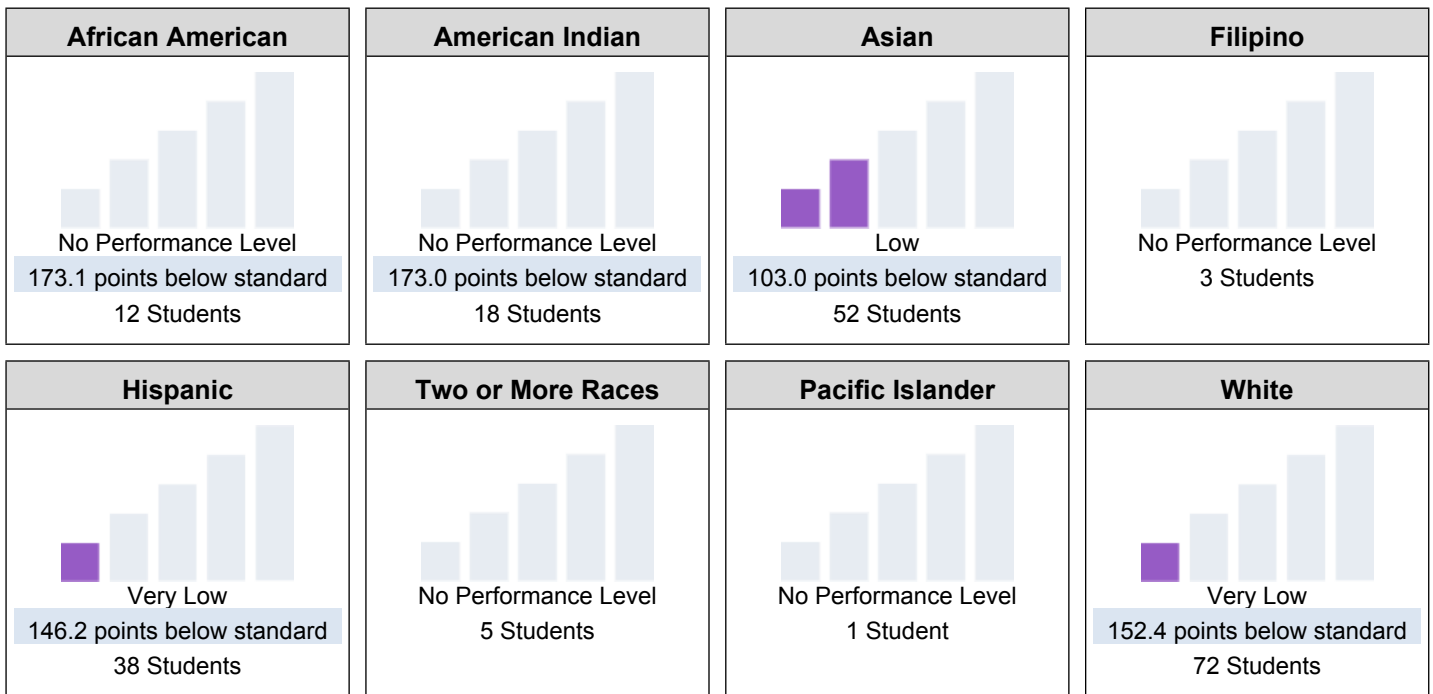
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
4 Students	173.6 points below standard 16 Students	150.3 points below standard 140 Students

### Conclusions based on this data:

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

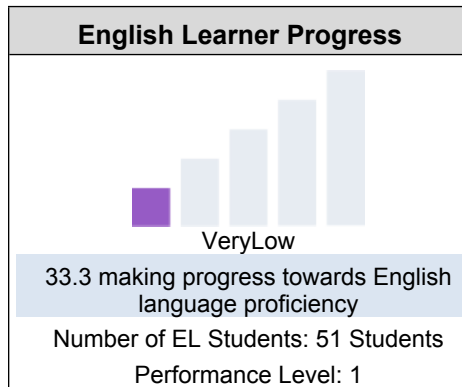
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25.5%	41.2%	0.0%	33.3%

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

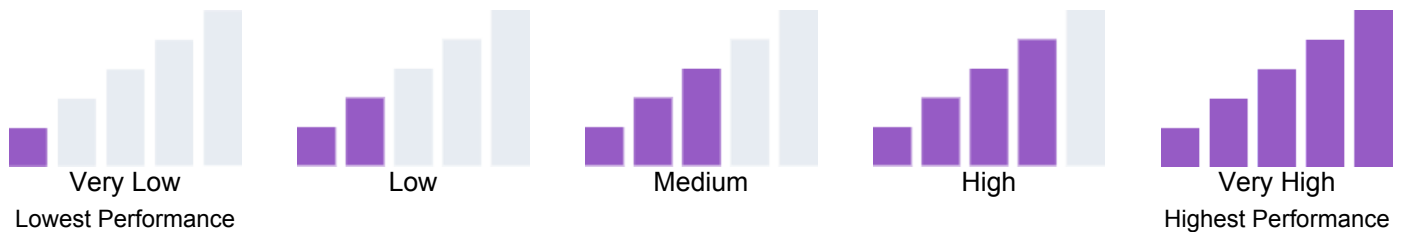
1. Overall, 18.6% of students in the class of 2021 completed A-G requirements
2. At OHS, 6.5% of students in the class of 2021 earned a seal of biliteracy, with the Hispanic student group having the highest rate of completion.
3. Only 7% of students in the class of 2021 completed at least one Career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



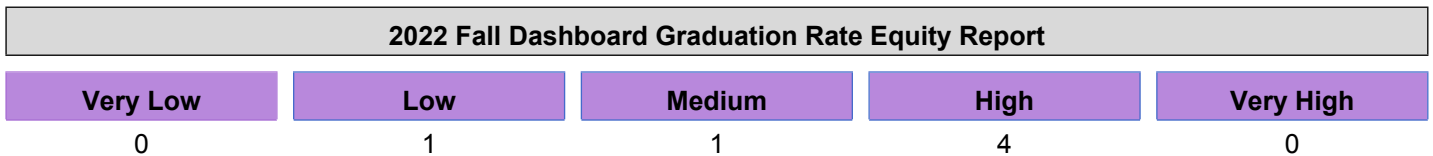
# School and Student Performance Data

## Academic Engagement Graduation Rate

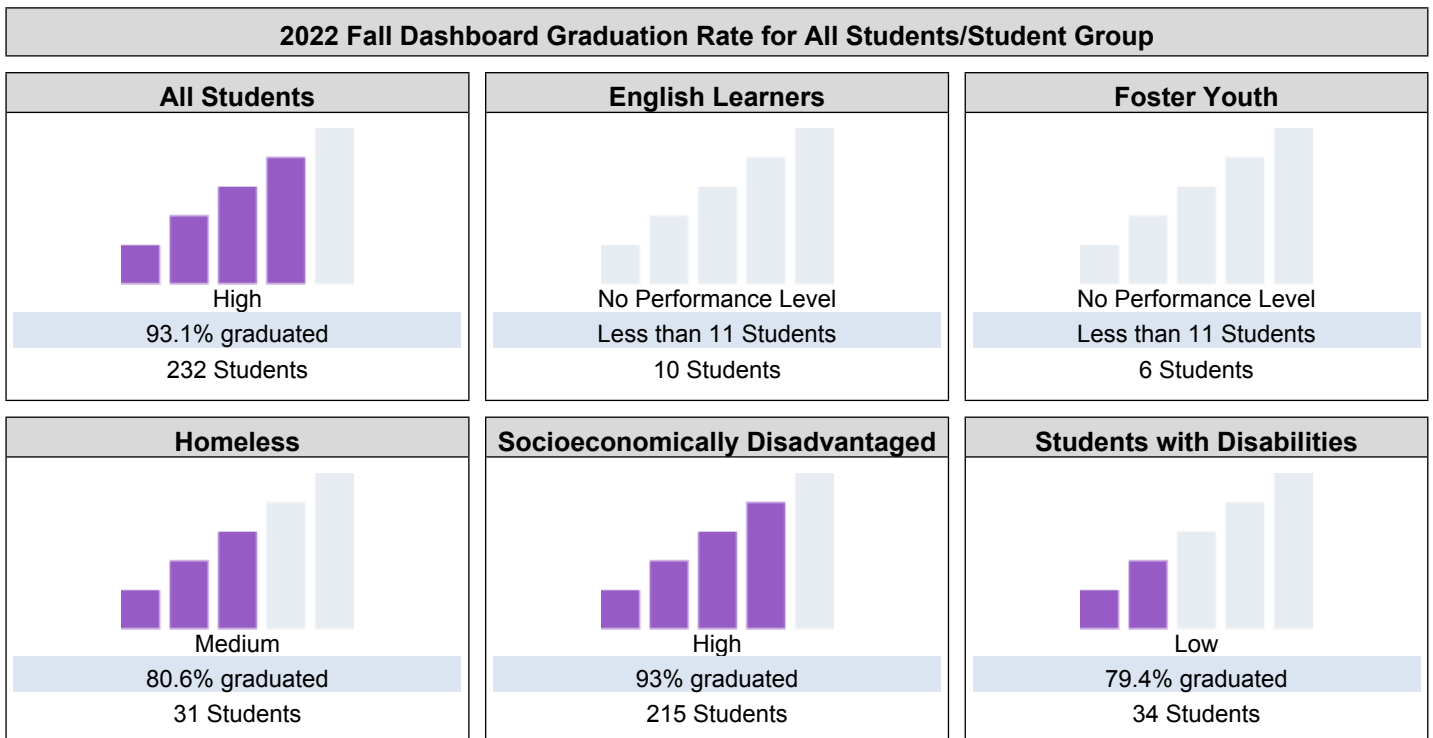
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



This section provides number of student groups in each level.

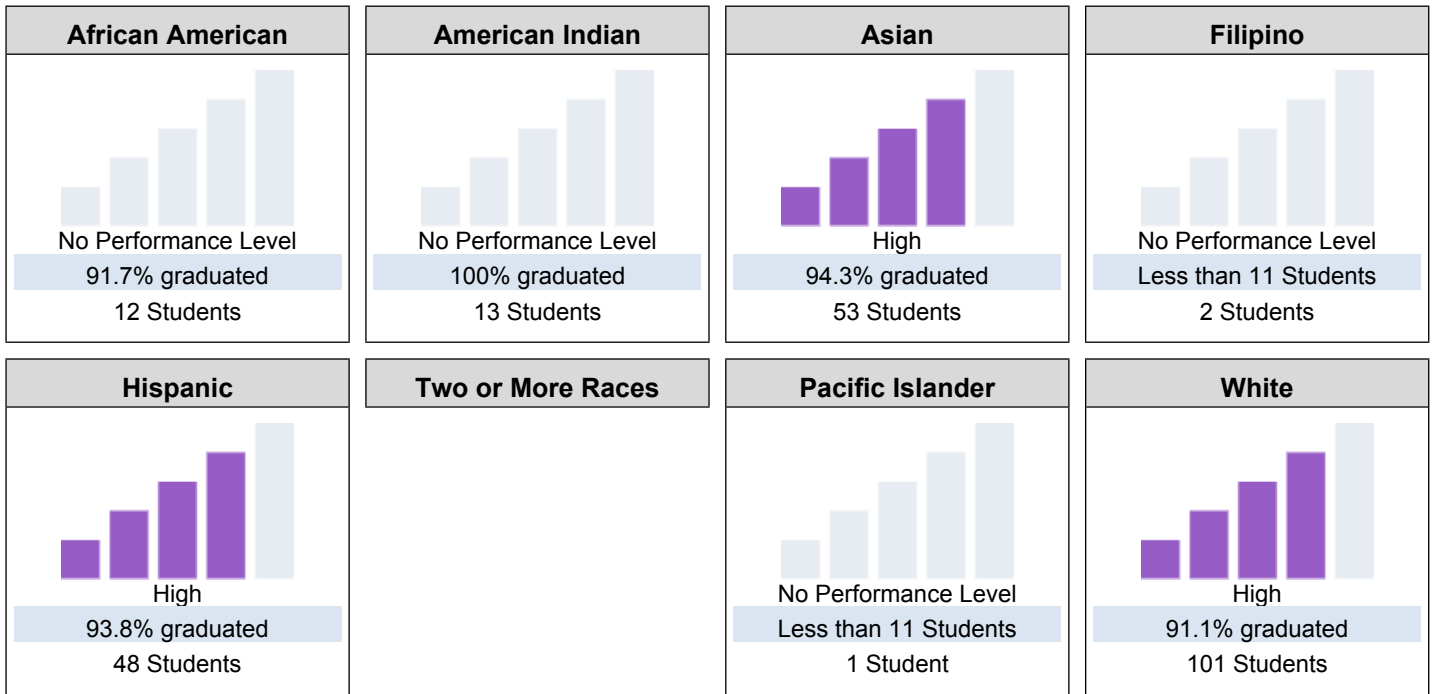


This section provides information about students completing high school, which includes students who receive a standard high school diploma.





**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

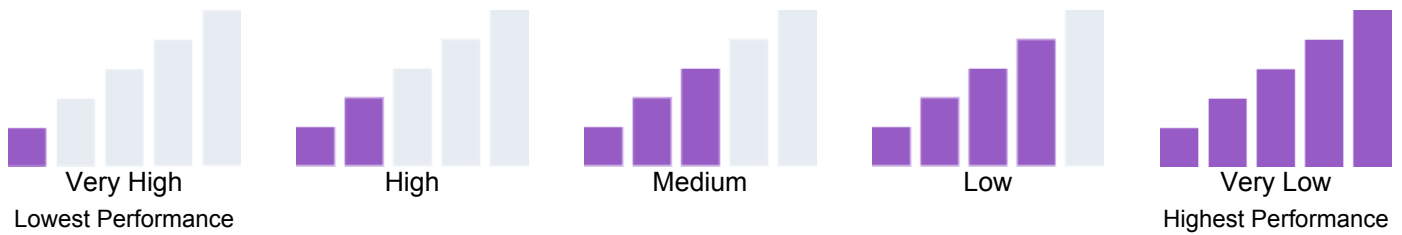
1. Overall, the graduation rate for OHS in the 2020-2021 school year was 94%.
2. Most all student groups had a graduation rate over 90% in the 2020-21 school year.
3. The only student group that did not meet or exceed a graduation rate of 90%, was the homeless student group at 84.6%.

# School and Student Performance Data

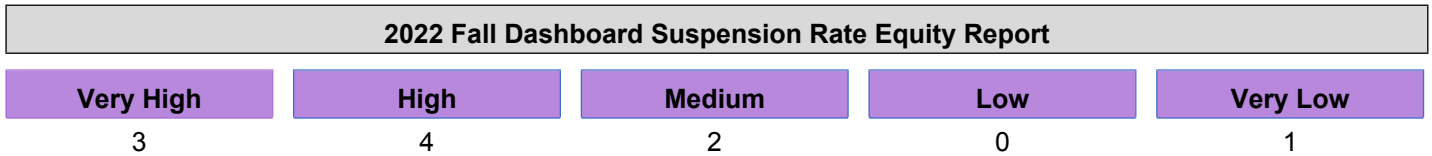
## Conditions & Climate Suspension Rate

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

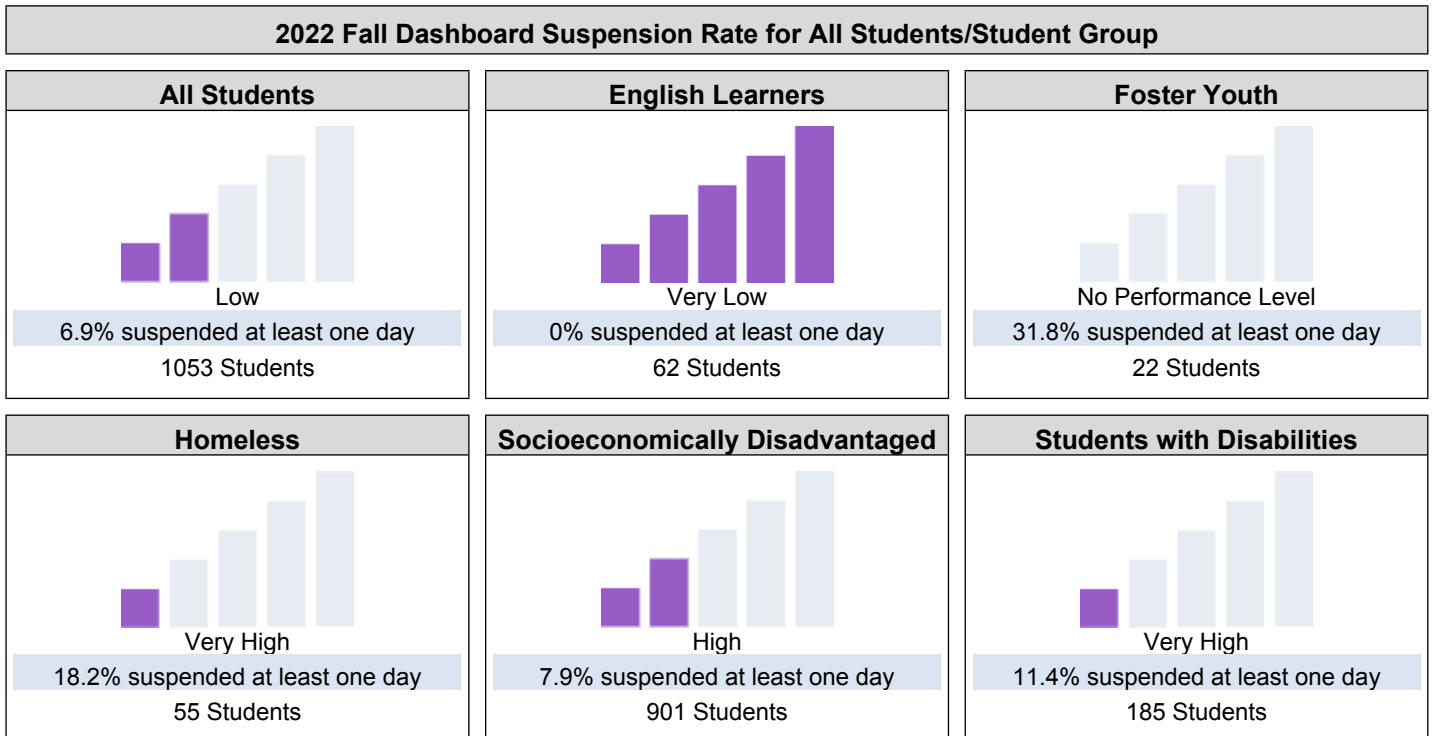
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



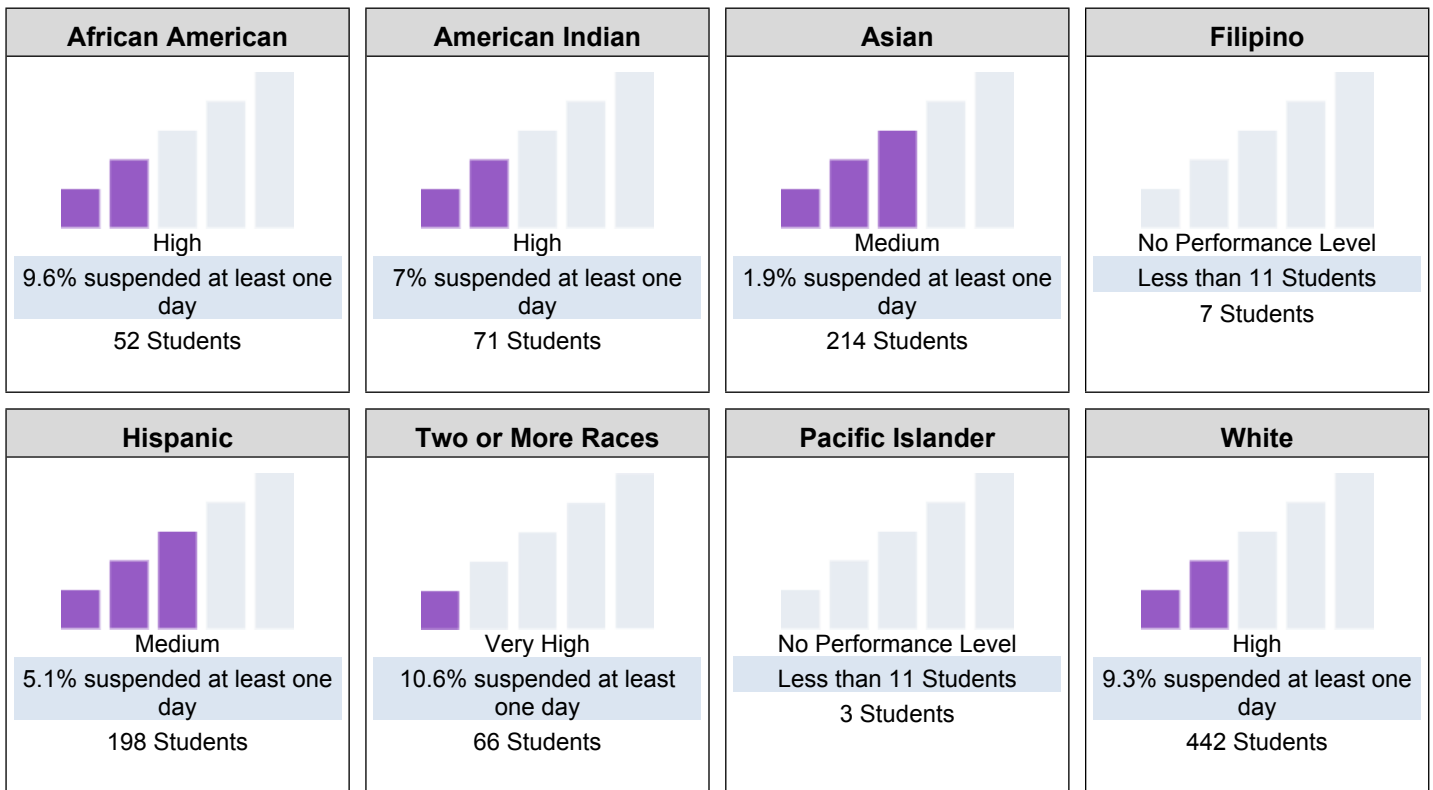
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

Provide equitable educational opportunities to all students.

## Goal 1

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

## Identified Need

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

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

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

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

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

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

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

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

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

All 9th grade students

Strategy/Activity

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

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

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

Amount(s)

1,000

Source(s)

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

### **Strategy/Activity 2**

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

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

EL Students

Strategy/Activity

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

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

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

Amount(s)

55,921

Source(s)

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

### **Strategy/Activity 3**

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

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

Math 1 students

Strategy/Activity

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

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

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

Amount(s)

30,788

Source(s)

Title I

2000-2999: Classified Personnel Salaries

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

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

At least 50% of the teachers met outside of school

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

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

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

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

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

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Reduce Chronic Absenteeism

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

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

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

## Annual Measurable Outcomes

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

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

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

### Strategy/Activity 1

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

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

All Students

#### Strategy/Activity

Provide a Targeted Case Manager to target truancy & chronic absenteeism

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

86,000

#### Source(s)

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

### Strategy/Activity 2

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

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2,000

#### Source(s)

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

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

### Strategy/Activity 3

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

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

5,000

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

1,300

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

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

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

Not many classified staff took part in professional development opportunities.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Increase College and Career Readiness

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

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

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

## Annual Measurable Outcomes

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

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

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

### Strategy/Activity 1

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

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

All 9th grade students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

### Strategy/Activity 2

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

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

All 10th & 11th grade students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

### Strategy/Activity 3

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

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

All Students

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

### Strategy/Activity 4

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

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

EL students

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

1500

Title I

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

### Strategy/Activity 5

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

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

All students

## Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

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

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

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

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

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



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

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

## Other Federal, State, and Local Funds

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

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

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

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

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

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

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

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	188,599	5,090.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	183,509.00

## Expenditures by Budget Reference

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

## Expenditures by Budget Reference and Funding Source

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

# Expenditures by Goal

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

# School Site Council Membership

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

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

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

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


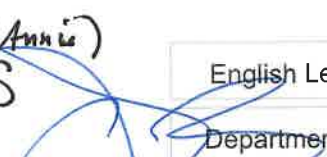
# Recommendations and Assurances

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

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

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

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

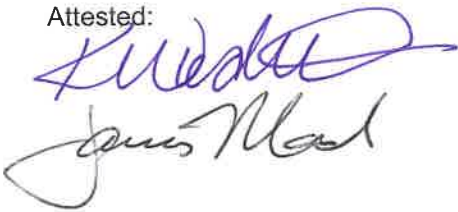
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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

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

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

Attested:



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

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

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

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

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

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