

School Year: **2021-22**



School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Oroville Union High School District
Address	2211 Washington Avenue Oroville, CA 95966
County-District-School (CDS) Code	04615150000000
Principal	Cristi Tellechea
District Name	Oroville Union High School District
SPSA Revision Date	03/18/2021

Schoolsite Council (SSC) Approval Date

05/20/2021

Local Board Approval Date

06/23/2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The mission at Oroville High School is to provide a safe, engaging environment that promotes high academic achievement, and personal and social responsibility. Oroville High School's guiding vision is to assure that all students meet the academic, social, physical and career challenges of the 21st century.

School Profile

Oroville High School has existed as an institution for over 120 years, though the site it currently occupies is around 100 years old. The facility itself reflects that age; however an \$8.5 million renovation and modernization project was initiated through the passage of a local bond measure. Completed construction projects include the building of a new library, a new science wing, and a new industrial arts building. Other modernization projects include the conversion of the old library into a theater/performing arts center, conversion of the old wood shop building into new art and ceramics classrooms, and improvements and upgrades to the gymnasium and locker rooms. We also have new softball and baseball fields on campus and the most modern and sophisticated football/soccer stadium and track in the north section due to a \$12 Million bond measure.

At Oroville High School, we offer quality programs to help our students succeed. Courses, curriculum, and school wide goals at Oroville High School are reviewed and aligned regularly so that our instructional practices are focused on essential core content standards. Our students learn how to be critical thinkers, life-long learners, effective communicators, and community contributors. As we focus on instructional practices we are guided by the following four questions: 1) What do we expect students to learn? 2) How will we know if they have learned it? 3) How will we respond if they haven't learned it? 4) How will we respond when our students already know it? Technology has been a focus at Oroville High School for many years. Currently, we have over 1,000 Chromebooks operating in various classrooms across our campus. Improved fiber and Wi-Fi drop zones have been installed in every classroom to facilitate our growing need to access the internet across campus. Teachers are also being trained to utilize the latest technologically based instructional methods in order to improve student engagement in their classes.

The students from Oroville High School have many opportunities for higher education during and beyond high school. Our C.T.E. programs in Culinary Arts, Engineering and Design, and Automotive have generated partnerships and cooperative relationships with the local businesses in support of the school and its programs. Butte Community College offers comprehensive programs in many fields as well as a college connection program for current seniors. California State University Chico, a four-year university, offers OHS students participation in Upward Bound and Educational Talent Search, which give opportunities to low-income and first-generation students to get a head start on college through tutoring programs, residential summer programs, visitations, and personal encouragement.

Oroville High School has an active Staff Advisory Committee, School Site Council, Parent Teacher Student Association, English Language Advisory Committee, Culturally Responsive Positive Behavioral Interventions and Supports (CR-PBIS) committee, and many opportunities for parent and community volunteers.

Stakeholder 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 2020-2021 school year by the School Site Council and adopted by the OUHSD School Board on June 23, 2021. Various stakeholder groups such as the Staff Advisory committee (SAC) and English Learner Advisory Committee (ELAC) were also consulted on this plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	8.68%	8.53%	7.0%	85	84	67
African American	5.31%	6.09%	6.8%	52	60	65
Asian	21.86%	21.02%	21.9%	214	207	211
Filipino	0.61%	0.71%	0.5%	6	7	5
Hispanic/Latino	16.75%	17.26%	17.8%	164	170	171
Pacific Islander	0.31%	0.3%	0.2%	3	3	2
White	45.25%	44.77%	41.6%	443	441	401
Two or More Responses	%	0.2%	3.4%		11	33
Not Reported	0.2%	1.12%	0.8%	2	2	8
Total Enrollment				979	985	963

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	267	261	248
Grade 10	248	245	249
Grade 11	239	218	237
Grade 12	225	261	229
Total Enrollment	979	985	963

Conclusions based on this data:

1. There has been a slight increase in enrollment at OHS over the last three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	25	34	44	2.6%	3.5%	4.6%
Fluent English Proficient (FEP)	219	207	198	22.4%	21.0%	20.6%
Reclassified Fluent English Proficient (RFEP)	9	3	9	23.7%	12.0%	26.5%

Conclusions based on this data:

1. Oroville High School saw a slight increase in English Learner enrollment in the 19-20 school year.
2. Reclassification rates decreased between the 2018-19 and 2019-20 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	201	195	234	193	186	227	193	186	227	96	95.4	97
All Grades	201	195	234	193	186	227	193	186	227	96	95.4	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2600.	2593.	2582.	20.73	24.19	19.38	37.82	32.26	33.48	27.98	22.04	25.99	13.47	21.51	21.15
All Grades	N/A	N/A	N/A	20.73	24.19	19.38	37.82	32.26	33.48	27.98	22.04	25.99	13.47	21.51	21.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	27.46	26.34	20.26	48.70	47.31	49.34	23.83	26.34	30.40
All Grades	27.46	26.34	20.26	48.70	47.31	49.34	23.83	26.34	30.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	34.20	34.41	36.28	54.92	40.32	44.69	10.88	25.27	19.03
All Grades	34.20	34.41	36.28	54.92	40.32	44.69	10.88	25.27	19.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	15.54	18.28	17.62	66.32	64.52	63.44	18.13	17.20	18.94
All Grades	15.54	18.28	17.62	66.32	64.52	63.44	18.13	17.20	18.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	33.16	38.71	26.87	53.89	41.40	51.98	12.95	19.89	21.15
All Grades	33.16	38.71	26.87	53.89	41.40	51.98	12.95	19.89	21.15

Conclusions based on this data:

1. Over 52% of 11th grade students met or exceeded standards overall on the ELA CAASPP. This is a decrease of 4% as compared to the 2017-18 school year.
2. While the percentage of students who have exceeded standards overall on the English/Language Arts test declined by almost 5% from the 2017-18 school year, there was a slight increase in the number of students who "met" or "nearly met" standards in 2018-2019. There was also a slight decrease in the number of students who did "not meet" standards from the 2017-18 and 2018-19 school year.
3. Reading continues to be an area of concern with a little over 30% of 11th grade students below standard. In contrast, there was an increase of 6% in the number of students who were "at or near standard" or "above standard" in the area of Writing between the 2017-18 and 2018-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	200	196	234	192	187	228	192	187	228	96	95.4	97.4
All Grades	200	196	234	192	187	228	192	187	228	96	95.4	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2534.	2545.	2548.	2.08	8.56	10.09	18.75	16.04	14.47	20.31	24.06	21.49	58.85	51.34	53.95
All Grades	N/A	N/A	N/A	2.08	8.56	10.09	18.75	16.04	14.47	20.31	24.06	21.49	58.85	51.34	53.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.94	17.11	14.91	24.48	22.46	22.37	64.58	60.43	62.72
All Grades	10.94	17.11	14.91	24.48	22.46	22.37	64.58	60.43	62.72

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	7.81	11.76	12.72	42.19	43.85	45.18	50.00	44.39	42.11
All Grades	7.81	11.76	12.72	42.19	43.85	45.18	50.00	44.39	42.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	9.38	9.63	12.72	54.17	62.03	51.75	36.46	28.34	35.53
All Grades	9.38	9.63	12.72	54.17	62.03	51.75	36.46	28.34	35.53

Conclusions based on this data:

1. Only 24.6% of OHS 11th grade students are scoring at or above standard overall on the CAASPP Mathematics test.
2. Over 50% of our students are scoring at below standard overall on the CAASPP Mathematics test with the Concepts and Procedures strand showing the greatest challenge for our students with over 60% of students scoring below standard.

3. Over 60% of students are "at/near standard" or "above standard" on the Communicating Reasoning strand of the test. While this appears to be the area of strength for OHS students, this is a decline of 10% as compared to the 2017-18 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1533.8	*	1518.8	*	1548.6	*	12	7
Grade 10	*	*	*	*	*	*	*	9
Grade 11	*	*	*	*	*	*	*	8
Grade 12	*		*		*		*	
All Grades							28	24

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	12	*
10	*	*	*	*		*		*	*	*
11	*	*	*	*		*		*	*	*
All Grades	*	12.50	42.86	54.17	*	29.17	*	4.17	28	24

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	12	*
10	*	*	*	*		*		*	*	*
11	*	*	*	*		*		*	*	*
All Grades	42.86	16.67	42.86	54.17	*	25.00	*	4.17	28	24

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		*	*	*	*	*	*	*	12	*
10	*	*	*	*		*		*	*	*
11		*	*	*	*	*		*	*	*
All Grades	*	4.17	64.29	25.00	*	66.67	*	4.17	28	24

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	*	0.00	60.71	87.50	*	12.50	28	24

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	60.71	70.83	*	20.83	*	8.33	28	24

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	*	12.50	71.43	58.33	*	29.17	28	24

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	12	*
All Grades	*	0.00	57.14	100.00	*	0.00	28	24

Conclusions based on this data:

1. Over 66% of English Learners scored at a Level 3 or 4 in overall language proficiency in the 2018-19 school year.
2. The majority (over 50%) of EL students at OHS are in the somewhat/moderately developed range in Reading, Writing, and Listening.
3. A little over 70% of EL students scored in the well developed range for speaking. This is a 10% increase from the 2017-18 school year.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
985	76.6	3.5	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	3.5
Foster Youth	8	0.8
Homeless	67	6.8
Socioeconomically Disadvantaged	755	76.6
Students with Disabilities	142	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	60	6.1
American Indian	84	8.5
Asian	207	21.0
Filipino	7	0.7
Hispanic	170	17.3
Two or More Races	11	1.1
Pacific Islander	3	0.3
White	441	44.8






Conclusions based on this data:

1. The percentage of Socioeconomically disadvantaged students has slowly increased over the last few years, with the current percentage at just under 80%.
2. The largest ethnic group at OHS is White at 45.3%, with Asian second at 21.9%, and Hispanic third at 16.8%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="706 426 917 457">Graduation Rate</p>  <p data-bbox="773 506 850 533">Green</p>	<p data-bbox="1177 426 1398 457">Suspension Rate</p>  <p data-bbox="1243 506 1321 533">Orange</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		
<p data-bbox="240 821 425 852">College/Career</p>  <p data-bbox="293 900 371 928">Yellow</p>		

Conclusions based on this data:

1. While OHS has been in the orange range for the last two years, there has been a decrease in the number of suspensions over the last three years.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 1.3 points above standard Declined -12.1 points 218	<p>English Learners</p>  No Performance Color 40.1 points below standard 16	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 13.6 points below standard 17	<p>Socioeconomically Disadvantaged</p>  Orange 8.8 points below standard Declined Significantly -20 points 172	<p>Students with Disabilities</p>  No Performance Color 96.7 points below standard Declined Significantly -31.8 points 21

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 74.3 points below standard Declined Significantly -45.5 points 20	 Green 54.2 points above standard Increased ++5.7 points 46	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 25.9 points below standard Declined Significantly -32.1 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 0.6 points above standard Declined -3.4 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6	Less than 11 Students - Data Not Displayed for Privacy 10	9 points below standard Declined -9.1 points 164

Conclusions based on this data:

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

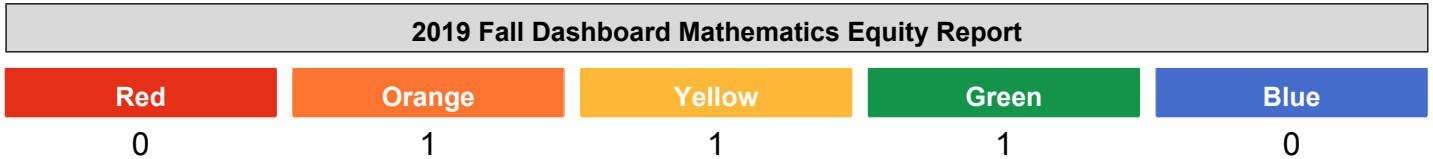
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 76.4 points below standard Increased ++3.2 points 218	<p>English Learners</p>  No Performance Color 140.1 points below standard 17	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 105 points below standard 18	<p>Socioeconomically Disadvantaged</p>  Orange 90.9 points below standard Declined -8.2 points 172	<p>Students with Disabilities</p>  No Performance Color 228.2 points below standard Declined Significantly -85.3 points 21

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color 99.8 points below standard Declined Significantly -16.3 points 19	 Green 11.9 points below standard Increased ++14.6 points 47	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 130.8 points below standard Declined Significantly -35.7 points 33	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 82 points below standard Increased Significantly ++21.2 points 104

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 10	91.2 points below standard Increased ++9.6 points 163

Conclusions based on this data:

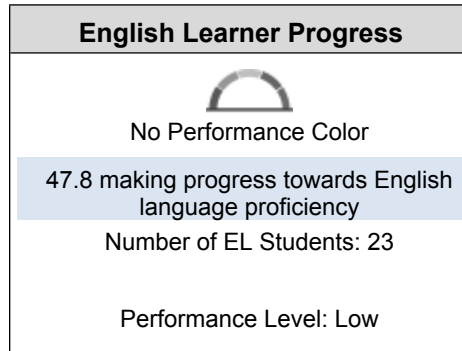
1. Overall there was a 3.2 point increase for 11th grade students' performance in Math, but students are still 76.4 points below standard.
2. The Asian subgroup had the highest performance, while the White subgroup and English Only students increased in performance. The White subgroup had the highest 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

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

2019 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.

2019 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
26.0	26.0		47.8

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.

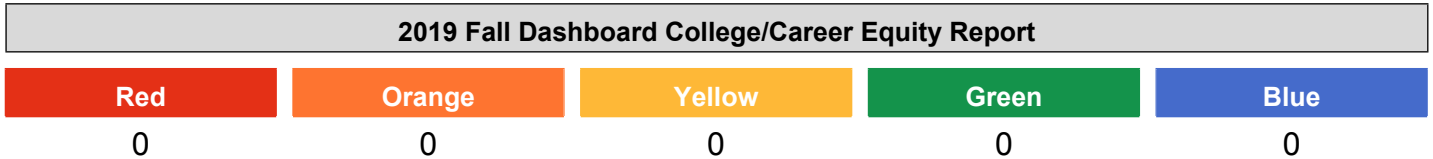
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>34.2</p> <p>Increased +8.3</p> <p>202</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
25.9 Prepared	25.9 Prepared	34.2 Prepared
21.8 Approaching Prepared	21.8 Approaching Prepared	20.8 Approaching Prepared
52.3 Not Prepared	52.3 Not Prepared	45 Not Prepared

Conclusions based on this data:

- Overall, 34.2% of students in the class of 2019 were considered "Prepared" by the College and Career Readiness standards. This is an increase of 8.3% from 2018.
- There was also a decline of 7.3% in the number of students at OHS who were considered "Not Prepared" by the College/Career Readiness standards.
- Over 50% of students in the class of 2019 were considered "Approaching Prepared" or "Prepared" by the College and Career Readiness standards. Overall, all subgroups had an increase on this indicator.

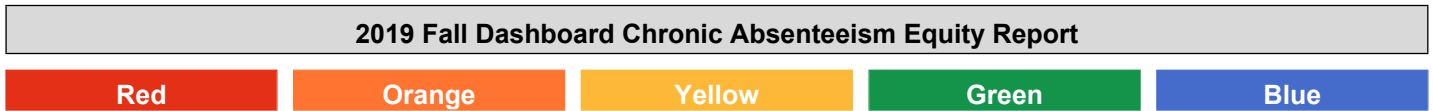
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
21.5%	8%	42.9%
decreased -.5%	2	6
219		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
38.4%	23.9%	29.5%
28	194	43

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
32.7%	22.5%	6.8%	
18	20	15	
Hispanic	Two or More Races	Pacific Islander	White
27.6%	45.5%	33.3%	24.3%
48	5		112

Conclusions based on this data:

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

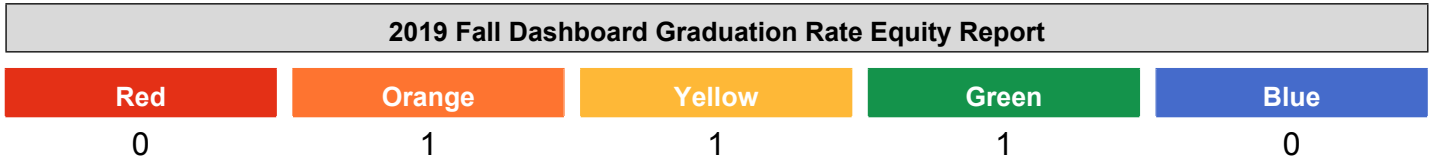
School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>90.6</p> <p>Maintained -0.6</p> <p>203</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>
<p>Homeless</p> <p>No Performance Color</p> <p>94.7</p> <p>Maintained -0.3</p> <p>19</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>89.5</p> <p>Declined -1.4</p> <p>172</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>53.9</p> <p>Declined -14</p> <p>26</p>

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 93.3 15	 Yellow 94.1 Declined -3.4 51	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 88.9 Increased +4.5 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students	 Green 92 Increased +1 100

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
91.2	90.6

Conclusions based on this data:

- Overall, there was a slight decline (.6%) in graduation rates from the 2018-19 school year.
- Most subgroups increased or maintained graduation rates from the previous year.
- There was a decline in graduation rates among Asian students, Students with Disabilities, and Socioeconomically Disadvantaged students.

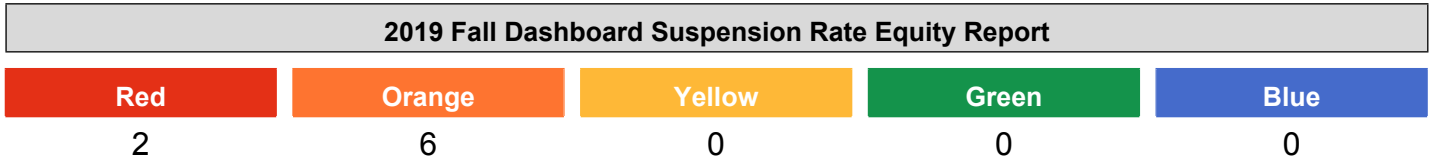
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 10.9 Declined -0.4 1057	<p>English Learners</p>  No Performance Color 3.6 Declined -4.3 28	<p>Foster Youth</p>  No Performance Color 0 Declined -33.3 16
<p>Homeless</p>  Red 17.1 Increased +2.1 82	<p>Socioeconomically Disadvantaged</p>  Orange 11.1 Declined -1.6 840	<p>Students with Disabilities</p>  Orange 12.7 Declined -1.9 157

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 18.2 Declined -12.9 55	 Red 13.8 Increased +1.3 94	 Orange 4.5 Increased +1.3 220	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.8 Increased +2.9 183	 No Performance Color 6.3 Declined -3.8 16	 No Performance Color Less than 11 Students - Data 3	 Orange 13.1 Declined -0.4 480

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	11.3	10.9

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 are Homeless (+2.1%), American Indian (+1.3%), Asian (+1.3%), and Hispanic (+2.9%) students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Utilize collaboration and PLC practices to improve student performance levels in all subjects.

Goal Statement

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

LCAP Goal

Provide equitable educational opportunities to all students.
Every student will have a goal for college and/or careers, and our district will prepare them for participation in those opportunities.

Basis for this Goal

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 yellow and 52% of students met or exceeded standards. Although our Asian subgroup increased by 5.7 points, overall our students declined by 12.1 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 96.7 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards. Although we've increased by 3.2 points, we are still 76.4 points below standard. 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 228.2 points below standard. While 74% of our English Learner (EL) students maintained or progressed at least one level on ELPAC, overall, 47.8% are making progress which is just below the state average of 48.3%. Local data on Grade Point Averages (GPA) shows that 81% of students earned a 2.0 or higher at the end of 1st semester, with 19% 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 24% (Frosh) and 22% (Soph) respectively.

Although over 50% of all students are meeting standards in ELA and there was a slight increase in Math, 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. Of the 33 freshmen students enrolled in Power Reading at the end of the 1st semester in the 2019-2020 school year, 75% of students increased by 15 points or more on the Reading Inventory Lexile growth. At the end of 1st semester 36% of students had earned a MAP score at or above the median score for 9th grade of 220. Data was incomplete for Students With Disabilities enrolled in the course. 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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement ELA CAASPP	2018-19 Data: 52% met or exceeded standards, 43% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 3% All students: 55%

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Pupil Achievement Math CAASPP	2018-19 Data: 25% met or exceeded standards, 75% of students did not meet standards	Increase the percentage of students who meet or exceed standards by 3% All students: 28%
State Priority 4: Pupil Achievement English Learner Progress	2018-19 Data: 47.8% 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)	2019 Data: Students' 1st Semester GPA at a 2.0 or above Freshmen: 76% Sophomores: 78% Juniors: 86% Seniors: 94%	Increase percentage of students earning a 2.0 or higher for all grade levels by 1% or more.
State Priority 5: Student Engagement High School Graduation Rate	2019 Data: 91% graduation rate	Maintain or increase graduation rate by 1%
State Priority 4: Pupil Achievement Local Benchmarks (9th grade MAP Reading and Lexile scores)	Fall 2019 data for students enrolled in Power Reading: 75% of students increased Lexile by 15 points or more and 36% of students earned a MAP Reading score at or above 220. *Baseline data for SWD students on MAP and Lexile was incomplete for the 2019-20 school year.	Increase the percentage of Power Reading students who are at or above grade level (220) based on the MAP Reading assessment by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Utilize supplemental materials and technology to increase student engagement and achievement

Students to be Served by this Strategy/Activity

All

Timeline

On-going

Person(s) Responsible

Administration, Counselors, Teachers

Proposed Expenditures for this Strategy/Activity

Amount

18,895

Source

Title I

Budget Reference	4000-4999: Books And Supplies
Description	Supplemental materials and technology will be purchased as needed to support best practices in teaching and increase student engagement and achievement in all content areas.

Strategy/Activity 2

Provide Certificated and Classified staff professional development opportunities and/or collaboration that focus on the implementation of best practices in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).

Students to be Served by this Strategy/Activity

All Students

Timeline

On-going

Person(s) Responsible

Administration, Certificated Staff, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	8,000
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Source	Title I
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Budget Reference	5000-5999: Services And Other Operating Expenditures
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Description	Funds will be used to support professional development that focuses on the implementation of best practices in instruction and student engagement such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).
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Amount	7,000
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Source	Title I
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Certificated staff will be paid the extra-duty rate to attend professional development and/or 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 in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).
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Amount	5,000
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Source	Title I
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description

Classified staff will be paid the extra-duty rate to attend professional development and/or collaborate outside of the school day and subs will be covered for professional development during the school day that focuses on the implementation of best practices in instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).

Strategy/Activity 3

Build a systemic academic intervention program with deliberate and specific goals.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Certificated Staff, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount 27,035

Source Title I

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Offer a Power Reading course as a Tier III intervention to improve student achievement in English Language Arts.

Amount 29,613

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

Description Provide a para educator for 4 periods to assist students in Power Reading and ELA/Math

Amount 47,000

Source Title I

Budget Reference 2000-2999: Classified Personnel Salaries

Description Provide a full-time para educator to support English Language Learners in English Language Development (ELD) classes (Tier III) and mainstream classes.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Reduce Chronic Absenteeism

Goal Statement

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

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

Basis for this Goal

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 21.5% of our students are considered chronic absentees. This was a slight decrease (.5%) from the 2018-2019 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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 5: Student Engagement Chronic Absenteeism rates	2018-19 Data: 21.5% chronic absenteeism rate for all students	Maintain or decrease chronic absenteeism by 1%
State Priority 5: Student Engagement High School Graduation Rate	2018-19 Data: 90.6% graduation rate	Maintain or increase graduation rate by 1%
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2019 Data: Students' 1st Semester GPA at a 2.0 or above Freshmen: 76% Sophomores: 78% Juniors: 86% Seniors: 94%	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

Annually

Person(s) Responsible

Administration, Certificated Staff, Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	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.
Amount	3,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	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.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Increase College and Career Readiness

Goal Statement

OHS will 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.

LCAP Goal

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

Basis for this Goal

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 decline (.6%) in graduation rates from the 2018-19 school year, but OHS is still above the state average of 85.9%. State and local data demonstrate that 34% of our students are meeting college and career readiness standards and considered "Prepared." While we had an increase of 8.3% in this area, we are still below the state average of 44.1%. While OHS has seen a decline in suspension rates over the last 3 years, the current rate of 10.9% is still well above the state average of 3.4% and continues to be an area of focus for improvement.

Although the percentage of students who are considered prepared for college/ career increased by 8.3% and our graduation rate at 90.6% is above the state average, it is important that we continue to find ways to increase our students' college/career readiness and decrease the number of students who are suspended. 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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2019 Data: Students' 1st Semester GPA at a 2.0 or above Freshmen: 76% Sophomores: 78% Juniors: 86% Seniors: 94%	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	2018-19 Data: 34% of all students met college and career readiness standards	Maintain or increase college/career readiness by 2%
State Priority 5: Student Engagement Local Indicator: (College and Career Tech sign-in sheets)	Baseline data from sign in sheets for 2019-20 school year were incomplete due to school closure. As of February 2020 50 students had signed up and met with C&C Teacher.	Increase the number of students who sign up to see the College and Career staff by 10%.

Metric/Indicator	Baseline	Expected Outcome
State Priority 5: Student Engagement High School Graduation Rate	2018-19 Data: 90.6% graduation rate	Maintain or increase graduation rate by 1%

Planned Strategies/Activities

Strategy/Activity 1

Improve communication to students and families about college and career options

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Teachers, Counselors, College and Career Technician

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	OHS will continue to provide information to students and families about college and career options by providing 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 2

Provide opportunities for staff to attend professional development to support college and career readiness at OHS.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Teachers, Counselors, College and Career Technician

Proposed Expenditures for this Strategy/Activity

Amount	2,000
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Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funds will be used to support professional development for classified staff (College and Career Tech) on the implementation of best practices to support college and career readiness.
Amount	2,000
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified staff (College and Career Tech) will be paid the extra-duty rate to attend professional development and/or collaboration outside of the school day that focuses on the implementation of best practices to support college and career readiness.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Creating a Supportive School Climate and Culture

Goal Statement

Create and implement a school-wide system of support and enrichment opportunities to develop a positive school culture and reinforce academics.

LCAP Goal

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

Basis for this Goal

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 21.5% of our students are considered chronic absentees. This was a slight decrease (.5%) from the 2018-2019 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%. State and local data demonstrate that 34% of our students are meeting college and career readiness standards and considered "Prepared." While we had an increase of 8.3% in this area, we are still below the state average of 44.1%. While OHS has seen a decline in suspension rates over the last 3 years, the current rate of 10.9% is still well above the state average of 3.4% and continues to be an area of focus for improvement.

Although the percentage of students who are considered prepared for college/ career increased by 8.3% and our graduation rate at 90.6% is above the state average, it is important that we continue to find ways to increase our students' college/career readiness and decrease the number of students who are suspended. While 74% of our English Learner (EL) students maintained or progressed at least one level on ELPAC, overall, 47.8% are making progress which is just below the state average of 48.3%. We want to continue to find ways to motivate and support our EL students on this assessment to improve in this area. Additionally, improving parent connectivity, establishing Culturally Responsive Positive Behavioral Interventions and Supports, along with increasing student enrichment opportunities will likely improve student engagement, behavior, and attendance at school.

This goal meets the following WASC Critical Areas for Follow-Up:
Critical Learning Need 4: Creating a Supportive School Climate and Culture

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Priority 6: School Climate Suspension Rates	2017 Suspension Rate: 14.4% 2018 Suspension Rate: 11.3% 2019 Suspension Rate: 10.9%	Decrease suspension rate by 2% or more
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	2019 Data: Students' 1st Semester GPA at a 2.0 or above Freshmen: 76% Sophomores: 78% Juniors: 86% Seniors: 94%	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.

Metric/Indicator	Baseline	Expected Outcome
State Priority 5: Student Engagement Chronic Absenteeism rates	2018-19 Data: 21.5% chronic absenteeism rate for all students	Maintain or decrease chronic absenteeism by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Back to School Night Survey)	2018-19 Data: 2% of parents responded to a Back to School Night survey. No survey administered in 2019-20 school year.	Administer a Back to School Night survey and maintain or increase participation in Back to School Night survey by 1%
State Priority 3: Parent Involvement Local Evaluation Tool (Sign in Sheets)	Back to School Night 2019-20: Baseline data was not collected. Approximately 200 attended. Freshmen Orientation Coffee with the Principals: 43 parents attended ELAC: 4 parents (total) attended 8th Grade Parent Night: approximately 30 parents attended Cash for College Night: baseline data was not collected	Maintain or increase parent participation by 1%

Planned Strategies/Activities

Strategy/Activity 1

Improve Parent Involvement and Connectivity to OHS

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	3,363
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	OHS will improve parent and family connectivity by providing opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps and the translation of parent correspondence. This includes school events such as Back to School Night, Coffee with the Principals, English Learner Advisory Committee meetings (ELAC), and other school sponsored events.

Strategy/Activity 2

Provide enrichment activities to reinforce academics.

Students to be Served by this Strategy/Activity

All Students

Timeline

On-Going

Person(s) Responsible

Administration, Teachers, Counselors, CR-PBIS Coordinator, ASB

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Provide enrichment activities on campus to provide support to students and reinforce academics such as Link Crew, Culturally Responsive Positive Behavioral Interventions and Supports, Student of the Month recognition, Advanced Placement (AP) Classes, Reclassification ceremonies for English Learners, and Motivational Speakers/Assemblies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

Increase overall student growth in all subject areas as determined by CAASPP testing, Dashboard indicators, and Local indicators.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement ELA CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 55%	No CA dashboard data due to pandemic.
State Priority 4: Pupil Achievement Math CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 28%	No CA dashboard data due to pandemic.
State Priority 4: Pupil Achievement English Learner Progress	Increase the percentage of English Learners making progress by 2%	No CA dashboard data due to pandemic.
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	Increase percentage of students earning a 2.0 or higher for all grade levels by 1% or more.	Inconsistent data due to pandemic.
State Priority 5: Student Engagement High School Graduation Rate	Maintain or increase graduation rate by 1%	No CA dashboard data due to pandemic.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Utilize supplemental materials and technology to increase student engagement and achievement	Utilize supplemental materials and technology to increase student engagement and achievement	Supplemental materials and technology will be purchased as needed to support best practices in teaching and increase student engagement and achievement in all content areas. 4000-4999: Books And Supplies Title I 28528	Supplemental materials and technology will be purchased as needed to support best practices in teaching and increase student engagement and achievement in all content areas. 4000-4999: Books And Supplies Title I 59000
Provide Certificated and Classified staff professional development opportunities and/or collaboration that focus on the implementation of best practices in	Provide Certificated and Classified staff professional development opportunities and/or collaboration that focus on the implementation of best practices in	Funds will be used to support professional development that focuses on the implementation of best practices in instruction	Funds will be used to support professional development that focuses on the implementation of best practices in instruction

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).	instruction such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities (PLC), Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS).	and student engagement such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS). 5000-5999: Services And Other Operating Expenditures Title I 20,000	and student engagement such as: the integration of technology, Common Core/NGSS/ELD standards, data/assessment, English Language Development (ELD), Professional Learning Communities, Culturally and Linguistically Responsive Teaching and Learning (CLRTL), and Culturally Responsive-Positive Behavioral Interventions and Supports (CR-PBIS). 5000-5999: Services And Other Operating Expenditures Title I 0

Analysis

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

Supplemental materials and technology including: Viewboards, I pads, tablets, and PLC books were purchased to support best practices in teaching and increase student engagement and achievement in all content areas.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

No baseline data collected due to pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Professional development was not provided due to pandemic. An increase in budget allocations resulted in more funds being available and allocated to the supplemental materials purchases.

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.

Goal 1 has been updated to: Utilize collaboration and PLC practices to improve student performance levels in all subjects. This shift to a PLC focus for Goal 1 is a result of the feedback provided by the WASC visiting committee during the WASC accreditation process in the 2020-2021 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Oroville High School is committed to offering 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Pupil Achievement ELA CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 55%	No CA dashboard data due to pandemic.
State Priority 4: Pupil Achievement Math CAASPP	Increase the percentage of students who meet or exceed standards by 3% All students: 28%	No CA dashboard data due to pandemic.
State Priority 4: Pupil Achievement Local Benchmarks (9th grade MAP Reading and Lexile scores)	Increase the percentage of Power Reading students who are at or above grade level (220) based on the MAP Reading assessment by 2%.	Inconsistent data due to pandemic.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Offer Power Reading courses to improve student achievement in English Language Arts.	Offer Power Reading courses to improve student achievement in English Language Arts.	Two sections of Power Reading will be offered to 9th grade students who are identified as struggling readers. Students with Disabilities will also be placed in Power Reading if determined a proper placement at their IEP. 1000-1999: Certificated 1000-1999: Certificated Personnel Salaries Title I 58000	Offer 2 periods of Power Reading courses to improve student achievement in English Language Arts. 1000-1999: Certificated Personnel Salaries Title I 15000
Provide a classroom aide for 3 periods to assist students in ELA/Math.	Provide a classroom aide for 3 periods to assist students in ELA/Math.	A para-educator will work with teachers in Power Reading/ELA/Math classes to support student achievement. 2000-2999: Classified Personnel Salaries Title I 25000	Provide a classroom aide for 3 periods to assist students in ELA/Math. 2000-2999: Classified Personnel Salaries Title I 20000

Analysis

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

Two sections of Power Reading courses were offered at the start to the school year. These sections were collapsed after 1st semester due to staffing and program changes as a result of the pandemic. The para-educator position was provided, but the staff in this position was on leave for part of the school year due to the pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Inconsistent data due to the pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The Power Reading sections were collapsed after 1st semester due to staffing and program changes as a result of the pandemic. The para-educator was also on leave for part of the school year due to the pandemic.

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.

Goal 2 has been included in Goal 1 of the SPSA based on the feedback and recommendations of the WASC visiting committee. Due to limited academic data on incoming freshmen, only one section of Power Reading will be offered in the 2021-22 school year.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Create and implement a school-wide system of support and enrichment opportunities to develop a positive school culture and reinforce academics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
State Priority 4: Student Achievement Local Benchmarks (GPA Distributions)	Increase percentage of students earning a 2.0 or above for all grade levels by 1% or more.	Inconsistent data due to pandemic.
State Priority 4: Student Achievement College and Career Readiness	Maintain or increase college/career readiness by 2%	No CA dashboard data due to pandemic.
State Priority 5: Student Engagement Local Indicator: (College and Career Tech sign-in sheets)	Increase the number of students who sign up to see the College and Career staff by 10%.	Inconsistent data due to pandemic.
State Priority 5: Student Engagement High School Graduation Rate	Maintain or increase graduation rate by 1%	No CA dashboard data due to pandemic.
State Priority 5: Student Engagement Chronic Absenteeism rates	Maintain or decrease chronic absenteeism by 1%	No CA dashboard data due to pandemic.
State Priority 5: Student Engagement High School Graduation Rate	Maintain or increase graduation rate by 1%	No CA dashboard data due to pandemic.
State Priority 3: Parent Involvement Local Evaluation Tool (Back to School Night Survey)	Administer a Back to School Night survey and maintain or increase participation in Back to School Night survey by 1%	No data due to pandemic.
State Priority 3: Parent Involvement Local Evaluation Tool (Sign in Sheets)	Maintain or increase parent participation by 1%	No data due to pandemic.
State Priority 6: School Climate Suspension Rates	Decrease suspension rate by 2% or more	No CA dashboard data due to pandemic.
State Priority 6: Pupil Achievement English Learner Progress	Increase the percentage of English Learners making progress by 2%	No CA dashboard data due to pandemic.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Improve Parent Involvement and Connectivity to OHS</p>	<p>Improve Parent Involvement and Connectivity to OHS</p>	<p>OHS will improve parent and family connectivity by providing opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps and the translation of parent correspondence. This includes school events such as Back to School Night, Coffee with the Principals, English Learner Advisory Committee meetings (ELAC), and other school sponsored events.</p> <p>4000-4999: Books And Supplies Title I 3422</p>	<p>OHS will improve parent and family connectivity by providing opportunities for parents and families to participate in school activities and increasing school-to-home communication via phone/email/home visits/letters/apps and the translation of parent correspondence. This includes school events such as Back to School Night, Coffee with the Principals, English Learner Advisory Committee meetings (ELAC), and other school sponsored events. 4000-4999: Books And Supplies Title I 33000000</p>
<p>Provide enrichment activities and incentives to reinforce academics.</p>	<p>No enrichment activities and incentives to reinforce academics.</p>	<p>Provide enrichment activities on campus to provide support to students and reinforce academics such as Link Crew, Positive Behavioral Interventions and Supports, Student of the Month recognition, Reclassification ceremonies for English Learners, Motivational Speakers/Assemblies, and incentives for CAASPP/CAST/ELPAC participation and/or performance. 4000-4999: Books And Supplies Title I 2,500</p> <p>A part time (.2) TOSA will meet with all interested students to discuss college/career goals, assist with college</p>	<p>Provide enrichment activities on campus to provide support to students and reinforce academics such as Link Crew, Positive Behavioral Interventions and Supports, Student of the Month recognition, Reclassification ceremonies for English Learners, Motivational Speakers/Assemblies, and incentives for CAASPP/CAST/ELPAC participation and/or performance. 4000-4999: Books And Supplies Title I 0</p> <p>A part time (.2) TOSA will meet with all interested students to discuss college/career goals, assist with college</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		applications/financial aid/scholarships, and assist Academic Counselors as needed to increase college and career readiness of OHS students. The TOSA will meet with every 10th grader to review their 4-year plan and college and career goals by the end of the 2019-20 school year. 1000-1999: Certificated Personnel Salaries Title I 25000	applications/financial aid/scholarships, and assist Academic Counselors as needed to increase college and career readiness of OHS students. The TOSA will meet with every 10th grader to review their 4-year plan and college and career goals by the end of the 2019-20 school year. 1000-1999: Certificated Personnel Salaries Title I 25000
Teacher on Special Assignment (TOSA): College and Career Readiness	Teacher on Special Assignment (TOSA): College and Career Readiness		

Analysis

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

Translation at meetings and of school documents was provided to improve parent involvement and connectivity to OHS. A Teacher on Special Assignment (TOSA): College and Career Readiness was provided for the majority of the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Inconsistent data due to pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Incentives are no longer allowed under Title I funding.

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.

Goal 3 has been included in Goal 4: Creating a Supportive School Climate and Culture. The Teacher on Special Assignment position will no longer be funded due to a district funded college and career tech position being funded by OUHSD for the 2021-2022 school year.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	168,485
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	162,906.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	168,485	5,579.00

Expenditures by Funding Source

Funding Source	Amount
Title I	162,906.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	37,035.00
2000-2999: Classified Personnel Salaries	86,613.00
4000-4999: Books And Supplies	29,258.00
5000-5999: Services And Other Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	37,035.00
2000-2999: Classified Personnel Salaries	Title I	86,613.00
4000-4999: Books And Supplies	Title I	29,258.00
5000-5999: Services And Other Operating Expenditures	Title I	10,000.00

School Site Council Membership

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

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

Name of Members	Role
Cristi Tellechea	Principal
Jania Johnson	Classroom Teacher
Diana Castillo	Classroom Teacher
Stephanie Greco	Classroom Teacher
Jeff Reid	Classroom Teacher
Ana Maganda	Parent or Community Member
Devin Thomas	Parent or Community Member
Susan Houle	Parent or Community Member
Rainie Wilson	Secondary Student
Rosie Yang	Secondary Student
Kaylee Wood	Secondary Student
Christina Olson	Other School Staff

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



Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	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 05/20/2021.

Attested:




Principal, Cristi Tellechea on 05/20/2021
SSC Chairperson, Susan Houle on 05/20/2021

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program