



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oakmont High School	31 66928 3135308	9/19/24	Pending

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	5
Educational Partner Involvement	5
Resource Inequities	5
Comprehensive Needs Assessment Components	6
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	10
ELPAC Results	14
Student Population.....	17
Overall Performance	19
Academic Performance.....	21
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	40
Goal 4.....	43
Budget Summary	46
Budget Summary	46
Other Federal, State, and Local Funds	46
Budgeted Funds and Expenditures in this Plan	47
Funds Budgeted to the School by Funding Source.....	47
Expenditures by Funding Source	47
Expenditures by Budget Reference	47
Expenditures by Budget Reference and Funding Source	47
Expenditures by Goal.....	48
School Site Council Membership	50
Recommendations and Assurances	51
Instructions.....	52
Appendix A: Plan Requirements	59
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	62

Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Resource Inequities

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

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

Our school's ATSI designation for 2022 and 2023 reflects significant inequities for Students with Disabilities (SWD), as demonstrated by low graduation rates (53.5%), A-G completion (11.6%), CAASPP ELA scores (13.33%), and a 0% pass rate in CAASPP Math and CAST Science. Through the school-level needs assessment, we identified several resource inequities:

1. Insufficient specialized support and disparities in intervention services have affected Student with Disabilities. This has been caused by inconsistent staffing of paraeducators (paras) due to high turnover rates as well as high absence rates.

2. Decrease in early intervention and student support caused by a decrease in the number of Assistant Principals and Counselors based on student enrollment has affected our Students with Disabilities in regards to timely interventions for both academics and behavior.
3. Course offerings being decreased and limited has affected the ability for our Students with Disabilities to access additional courses that address their academic needs as well as led to an increase in certain class sizes.

These resource inequities are addressed in our SPSA as follows:

- Hiring practices for paraeducators have been adjusted to include more in depth reference checks including choosing paras with previous experience who require less training and finding paras with a history of longevity in previous positions. We have also increased our onboarding practices to clearly communicate job expectations as well as utilizing our probationary periods in a more effective manner.
- Reallocation and delegation of job duties for both Assistant Principal's and Counselors will build capacity within the Oakmont team and allow for prioritization of intervention and student support for academics and behavior.
- Purchasing sections for the purpose of increasing academic rigor, engaging students in courses relating to their post-secondary goals, and lower class sizes will help to address the current deficiency caused by a low number of course offerings. We will do this by utilizing Title I, Prop 28, LCAP, and DE Grant funds. We have transitioned all Integrated Math 1 courses to a co-teaching model, enabling Oakmont to provide greater support in this foundational course. By focusing on early intervention, we aim to improve pass rates and ensure students are better prepared to advance to Integrated Math 2.

These actions are aimed at improving the academic outcomes of SWD and ensuring they have equitable access to the resources necessary for success.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Grad Rate - Orange (All Students - decreased by 2.9 points, Socioeconomically Disadvantaged- decreased by 4.8 points, Students with Disabilities - decreased by 11.9, Hispanic - decreased by 11)
 CAASPP Math - Orange (Socioeconomically Disadvantaged- decreased by 16 points, Hispanic - maintained -2.4 points)
 CAST Science - Orange/Red (not on dashboard yet)
 Suspension - Orange (English Learners - increased by 2.5 points, Homeless - increased by 2.9 points, Students with Disabilities - increased by 1.1 points, African American - increased by 5.3, and Asian - increased by 1.2)

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

College and Career - All Students (High Performance - 62.3 prepared) compared to English Learners (8.7 prepared), Students with Disabilities (9.3 prepared), Filipino (92.3 prepared), Two or More Races (47.1 prepared)

Other Needs

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

We would like to focus on some key needs including College and Career Preparedness and CTE completion rates for both Students with Disabilities and English Learners. We would also like to put an emphasis on increasing the number of student participating in IB, AP, and DE classes in key groups including Students with Disabilities, Socioeconomically Disadvantaged students, and English Learners.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.62%	0.36%	0.68%	10	5	9
African American	2.68%	2.75%	3.33%	43	38	44
Asian	10.05%	7.97%	6.35%	161	110	84
Filipino	5.56%	3.84%	2.57%	89	53	34
Hispanic/Latino	26.28%	29.86%	29.78%	421	412	394
Pacific Islander	0.81%	0.94%	0.53%	13	13	7
White	48.19%	48.91%	47.92%	772	675	634
Two or More Races	3.50%	3.41%	4.23%	56	47	56
Not Reported	2.31%	1.96%	4.61%	37	27	61
Total Enrollment				1,602	1380	1323

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	359	309	334
Grade 10	325	361	308
Grade 11	406	314	354
Grade 12	512	396	327
Total Enrollment	1,602	1,380	1,323

Conclusions based on this data:

1. The student population at OHS is stabilizing around 1300. We have adjusted staffing and facilities to meet the needs of our student body and improve logistics affecting academics (teachers that can teach multiple levels and subjects). As our student enrollment stabilizes teacher staffing needs to be reviewed to ensure we provide the number of course offerings needed by OHS students.
2. In addition to the changes in total student population over the last few years, we have seen a continued growth in our Hispanic population on campus. As a school, we need to continue to be attentive to these changes in our populations so we can best serve the needs of our students and their families. We are continuing to work with our staff to develop PBIS supports in order to address the culture/clime needs of our changing demographics.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	75	84	103	3.6%	4.7%	7.8%
Fluent English Proficient (FEP)	310	244	228	20.9%	19.4%	17.2%
Reclassified Fluent English Proficient (RFEP)				16.7%		

Conclusions based on this data:

1. Over the past three years the EL population has increased. There is a need to provide additional support in language acquisition and academic support.
2. The number of Fluent English Proficient (FEP) students has decreased over the last three years from 20.90% to 17.2% with an increase in EL students. This trend suggests a potential reduction in students who are proficient in English.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	393	304	344	371	291	332	371	291	332	94.4	95.7	96.5
All Grades	393	304	344	371	291	332	371	291	332	94.4	95.7	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2627.	2644.	2621.	34.50	40.21	37.95	31.00	35.74	27.71	21.29	13.06	16.57	13.21	11.00	17.77
All Grades	N/A	N/A	N/A	34.50	40.21	37.95	31.00	35.74	27.71	21.29	13.06	16.57	13.21	11.00	17.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	35.85	43.99	34.34	52.29	45.70	52.41	11.86	10.31	13.25
All Grades	35.85	43.99	34.34	52.29	45.70	52.41	11.86	10.31	13.25

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	38.27	40.69	37.65	43.40	47.24	41.57	18.33	12.07	20.78
All Grades	38.27	40.69	37.65	43.40	47.24	41.57	18.33	12.07	20.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	18.06	23.71	18.37	74.93	65.64	71.08	7.01	10.65	10.54
All Grades	18.06	23.71	18.37	74.93	65.64	71.08	7.01	10.65	10.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	28.57	29.21	28.92	63.34	62.54	60.54	8.09	8.25	10.54
All Grades	28.57	29.21	28.92	63.34	62.54	60.54	8.09	8.25	10.54

Conclusions based on this data:

1. Overall there has been a high participation rate for the past two years meeting the required 95% participation rate.
2. Overall achievement in ELA increased from 31% to 35.74%. However, Listening and Research/inquiry declined to 65.65% and 62.54% respectively. This indicates a need to focus on those areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	393	303	344	372	284	333	372	284	333	94.7	93.7	96.8
All Grades	393	303	344	372	284	333	372	284	333	94.7	93.7	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2601.	2593.	2562.	17.47	17.61	15.02	24.19	21.13	13.21	26.34	22.89	26.13	31.99	38.38	45.65
All Grades	N/A	N/A	N/A	17.47	17.61	15.02	24.19	21.13	13.21	26.34	22.89	26.13	31.99	38.38	45.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	22.85	20.42	16.52	45.70	38.73	34.83	31.45	40.85	48.65
All Grades	22.85	20.42	16.52	45.70	38.73	34.83	31.45	40.85	48.65

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	19.62	22.18	17.12	61.29	60.92	58.26	19.09	16.90	24.62
All Grades	19.62	22.18	17.12	61.29	60.92	58.26	19.09	16.90	24.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.77	17.96	12.61	63.17	62.32	62.46	15.05	19.72	24.92
All Grades	21.77	17.96	12.61	63.17	62.32	62.46	15.05	19.72	24.92

Conclusions based on this data:

1. There has been a noticeable decrease in the percentage of students meeting or exceeding standards in mathematics from 24.19% in 2022-2023 to 21.13% in 2023-2024. The decline suggests a need to improve first instruction for all students.
2. Although there was an overall decline in student achievement in mathematics, students did better in Communicating Reasoning (19.72% below standard) than Concepts and Procedures (40.85% below standard). This suggests a need to increase instructional focus in Concepts and Procedures through interim assessments.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1573.2	1489.7	1531.4	1568.3	1463.4	1522.4	1577.5	1515.4	1539.9	22	22	29
10	1552.0	1568.7	1501.5	1544.8	1574.8	1476.3	1558.9	1562.0	1526.1	22	26	27
11	1572.1	1548.1	1551.8	1557.7	1542.8	1542.1	1586.3	1553.0	1561.0	12	21	24
12	*	*	1527.5	*	*	1504.7	*	*	1549.6	9	11	13
All Grades										65	80	93

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	22.73	4.55	20.69	59.09	22.73	27.59	13.64	18.18	24.14	4.55	54.55	27.59	22	22	29
10	27.27	23.08	14.81	31.82	46.15	18.52	18.18	15.38	18.52	22.73	15.38	48.15	22	26	27
11	16.67	23.81	29.17	33.33	28.57	33.33	41.67	19.05	4.17	8.33	28.57	33.33	12	21	24
12	*	*	7.69	*	*	46.15	*	*	23.08	*	*	23.08	*	*	13
All Grades	21.54	18.99	19.35	41.54	35.44	29.03	20.00	15.19	17.20	16.92	30.38	34.41	65	79	93

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	31.82	9.09	37.93	59.09	27.27	17.24	4.55	18.18	17.24	4.55	45.45	27.59	22	22	29
10	31.82	42.31	22.22	36.36	30.77	18.52	13.64	11.54	18.52	18.18	15.38	40.74	22	26	27
11	25.00	38.10	41.67	58.33	23.81	25.00	16.67	4.76	0.00	0.00	33.33	33.33	12	21	24
12	*	*	7.69	*	*	61.54	*	*	0.00	*	*	30.77	*	*	13
All Grades	29.23	34.18	30.11	46.15	26.58	25.81	12.31	10.13	10.75	12.31	29.11	33.33	65	79	93

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.55	4.55	6.90	59.09	13.64	24.14	27.27	36.36	34.48	9.09	45.45	34.48	22	22	29
10	9.09	15.38	14.81	31.82	26.92	18.52	31.82	30.77	14.81	27.27	26.92	51.85	22	26	27
11	25.00	4.76	8.33	8.33	23.81	37.50	58.33	42.86	16.67	8.33	28.57	37.50	12	21	24
12	*	*	7.69	*	*	15.38	*	*	46.15	*	*	30.77	*	*	13
All Grades	9.23	8.86	9.68	35.38	22.78	24.73	36.92	36.71	25.81	18.46	31.65	39.78	65	79	93

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.55	4.55	7.14	90.91	40.91	60.71	4.55	54.55	32.14	22	22	28
10	4.55	23.08	3.85	81.82	61.54	42.31	13.64	15.38	53.85	22	26	26
11	8.33	14.29	4.17	83.33	57.14	62.50	8.33	28.57	33.33	12	21	24
12	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13
All Grades	6.15	12.66	5.49	78.46	56.96	56.04	15.38	30.38	38.46	65	79	91

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	90.91	31.82	57.14	4.55	22.73	10.71	4.55	45.45	32.14	22	22	28
10	63.64	73.08	44.44	13.64	11.54	11.11	22.73	15.38	44.44	22	26	27
11	50.00	61.90	62.50	50.00	9.52	8.33	0.00	28.57	29.17	12	21	24
12	*	*	46.15	*	*	23.08	*	*	30.77	*	*	13
All Grades	69.23	59.49	53.26	16.92	12.66	11.96	13.85	27.85	34.78	65	79	92

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	13.64	9.09	11.11	68.18	45.45	48.15	18.18	45.45	40.74	22	22	27
10	18.18	26.92	14.81	50.00	42.31	22.22	31.82	30.77	62.96	22	26	27
11	25.00	9.52	16.67	66.67	57.14	50.00	8.33	33.33	33.33	12	21	24
12	*	*	16.67	*	*	41.67	*	*	41.67	*	*	12
All Grades	16.92	15.19	14.44	56.92	49.37	40.00	26.15	35.44	45.56	65	79	90

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	9.09	0.00	0.00	81.82	45.45	64.29	9.09	54.55	35.71	22	22	28
10	9.09	3.85	0.00	68.18	76.92	53.85	22.73	19.23	46.15	22	26	26
11	33.33	4.76	12.50	58.33	66.67	58.33	8.33	28.57	29.17	12	21	24
12	*	*	0.00	*	*	76.92	*	*	23.08	*	*	13
All Grades	12.31	3.80	3.30	70.77	64.56	61.54	16.92	31.65	35.16	65	79	91

Conclusions based on this data:

1. The overall mean score for each cohort of students shows a decrease in all cohorts year over year. For example, Grade 9 students in 2020-2021 had a mean score of 1563. This same cohort in Grade 10 in 2021-2022 had a mean score of 1552. Finally, when this cohort of students was in Grade 11 in 2022- 2023, they had a mean score of 1548. This indicates a need for additional support for EL students to improve outcomes.
2. Students are doing well on the speaking skills (59.49%) with only 12.66% of students reading moderately to well-developed. The majority of EL students are testing at Level 1 (30.38%), indicating a need to do targeted intervention.
3. There was a decrease in EL level 3 from 41.54% to 35.44% indicating a strong need to develop a root cause analysis for the decrease.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,323	44.3%	7.8%	0.1%
Total Number of Students enrolled in Oakmont High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	103	7.8%
Foster Youth	1	0.1%
Homeless	15	1.1%
Socioeconomically Disadvantaged	586	44.3%
Students with Disabilities	152	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	44	3.3%
American Indian	9	0.7%
Asian	84	6.3%
Filipino	34	2.6%
Hispanic	394	29.8%
Two or More Races	56	4.2%
Pacific Islander	7	0.5%
White	634	47.9%

Conclusions based on this data:

- Over the past several years the OHS student body has ranged between 24% to 30% SED, but it has been on the increase, reaching 31%. Our EL population had continued to hover around the 4% mark, but has now increased to

6.1%, and our Students with Disabilities population has been between 6% and 8% of the total population, but we saw an increase to nearly 11% this year.

2. We have seen a steady increase in the percent Hispanic students on campus. We have seen our Hispanic population grow steadily over the past 6-7 years. During this time, the percent of White (Non-Hispanic) students has steadily decreased.
3. As we move forward, we need to address how we will support the needs of our Socioeconomically Disadvantaged (31.4%), English Learner (6.1%), Students with Disabilities(10.7%), Homeless (1%), Hispanic (29.9%) and Foster Youth students (0.1%). We need to be strategic and targeted in our approach to supporting their needs. We anticipate holding steady around 1300 overall student population in the coming years.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Orange		
College/Career  Green		

Conclusions based on this data:

1. The overall performance in Math is "yellow" indicating a need for growth. With Graduation rates being in "orange" this indicates a need for further intervention with students at risk of graduating.
2. The school shows strong performance in both English Learner progress and ELA, both rated "green," reflecting positive outcomes in these areas.
3. The "yellow" rating for the suspension rate points to challenges in maintaining positive behavior and school climate, requiring further attention.

School and Student Performance Data

Academic Performance English Language Arts

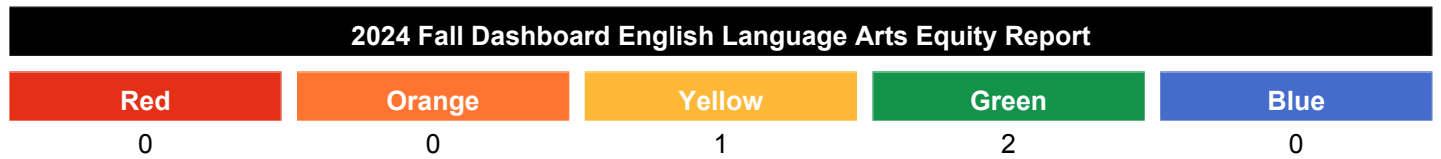
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 40.6 points above standard Declined 22.3 points 321 Students	English Learners  No Performance Color 52.9 points below standard Increased 33.6 points 34 Students	Long-Term English Learners  No Performance Color 91.9 points below standard 16 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Yellow 10.7 points above standard Maintained -0.7 points 160 Students

Students with Disabilities  No Performance Color 153 points below standard Declined 53.4 points 30 Students	African American  No Performance Color 14.4 points above standard 13 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 135.4 points above standard Increased 11.5 points 28 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Green 18.2 points above standard Increased 3.4 points 105 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 40.9 points above standard Declined 38.7 points 151 Students

Conclusions based on this data:

1. Hispanic students and white students increased significantly, by 34.3 points and 25 points respectively in ELA. Additionally, socioeconomically disadvantaged students increased significantly by 28.5 points.
2. Although Asian achievement increased significantly (19.1 points), students with disabilities maintained by 0.3 points and two or more races decreased significantly by 42.9 points.

School and Student Performance Data

Academic Performance Mathematics

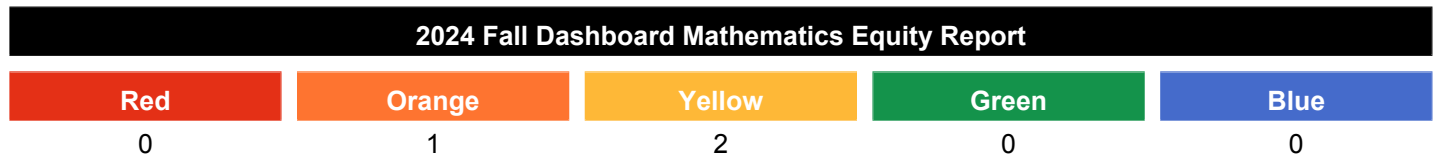
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 61.1 points below standard Declined 26.1 points 321 Students	English Learners  No Performance Color 147.9 points below standard Increased 32.2 points 35 Students	Long-Term English Learners  No Performance Color 171 points below standard 16 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Socioeconomically Disadvantaged  Yellow 95.5 points below standard Increased 4 points 158 Students

Students with Disabilities  No Performance Color 220.7 points below standard Increased 14.9 points 29 Students	African American  No Performance Color 143.1 points below standard 13 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 57.5 points above standard Declined 7.7 points 28 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Orange 90 points below standard Maintained 2.9 points 106 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 55.2 points below standard Declined 38.7 points 150 Students

Conclusions based on this data:

1. Socioeconomically students decreased significantly by 16 points in Math. Additionally, students with disabilities and students with two or more races decreased significantly by 40.2 points and 91.4 respectively.
2. Math continues to be an area of need as there was an overall decline by 10.5 points.
3. With most indicators decreasing or maintaining, we feel Math is an area of concern with a need for targeted intervention in all math classes.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
49.4% making progress.	46.2% making progress.
Number Students: 77 Students	Number Students: 39 Students

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.

2024 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
14.3%	35.1%	1.3%	48.1%

Conclusions based on this data:

- 33 EL students making progress towards English fluency.
- Seven students decreased by one level indicating a need to do a root cause analysis to determine needed supports.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

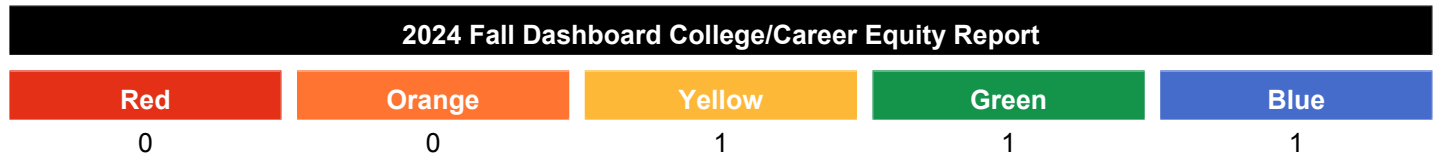
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Green 62.2 Prepared Maintained -0.1 299 Students	English Learners  No Performance Color 24.1 Prepared Increased +15.4 29 Students	Long-Term English Learners  No Performance Color 33.3 Prepared Increased +20 12 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 23.5 Prepared 0 17 Students	Socioeconomically Disadvantaged  Green 48.3 Prepared Increased +4.3 143 Students

Students with Disabilities  No Performance Color 8 Prepared Maintained -1.3 25 Students	African American  No Performance Color Less than 11 Students 0 7 Students	American Indian  No Performance Color Less than 11 Students 0 2 Students
Asian  No Performance Color 87 Prepared Maintained -0.2 23 Students	Filipino  No Performance Color Less than 11 Students 0 8 Students	Hispanic  Yellow 44.3 Prepared Maintained -1.4 79 Students
Two or More Races  No Performance Color 41.2 Prepared Declined -5.9 17 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  Blue 71.5 Prepared Increased +5.7 151 Students

Conclusions based on this data:

1. For College and Career 62.3 percent of students are prepared. We will continue to address our concern that 37.3% of students are not considered prepared for College and Career.
2. English learners (8.7%) and students with disabilities (9.3%) show low levels of preparedness, highlighting a need for targeted interventions to improve their college and career readiness.

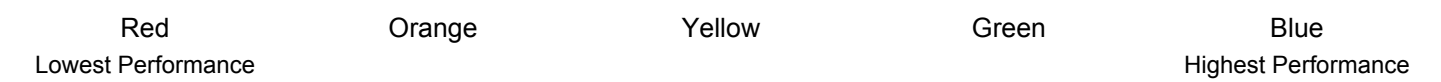
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. High school data unavailable on dashboard.

School and Student Performance Data

Academic Engagement Graduation Rate

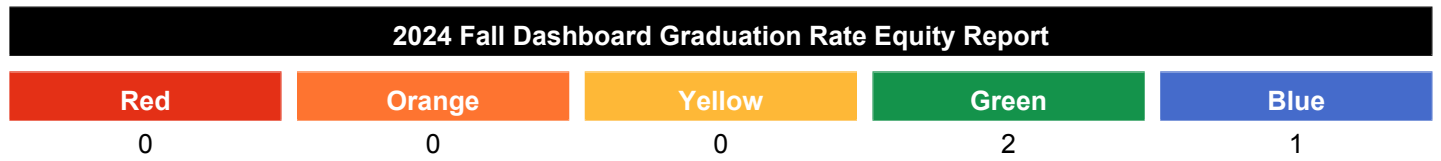
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 92.7% graduated Increased 3.5% 302 Students	English Learners  No Performance Color 70% graduated Increased 20% 30 Students	Long-Term English Learners  No Performance Color 91.7% graduated Increased 45% 12 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 47.1% graduated 17 Students	Socioeconomically Disadvantaged  Green 86.1% graduated Increased 6.2% 144 Students

Students with Disabilities  No Performance Color 66.7% graduated Increased 13.2% 27 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color 100% graduated Maintained 0% 23 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Green 83.8% graduated Increased 2.8% 80 Students
Two or More Races  No Performance Color 100% graduated Increased 23.5% 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 95.4% graduated Increased 3.2% 153 Students

Conclusions based on this data:

1. Graduation rates for all students is 89.2% and declined by 2.9 points.
2. As we move forward, we need to continue to focus on our English Learners (50% grad rate), Students with Disabilities (53.5% grad rate), Socioeconomically Disadvantaged students (79.9% grade rate) and Hispanic students (81% grad rate).

School and Student Performance Data

Conditions & Climate Suspension Rate

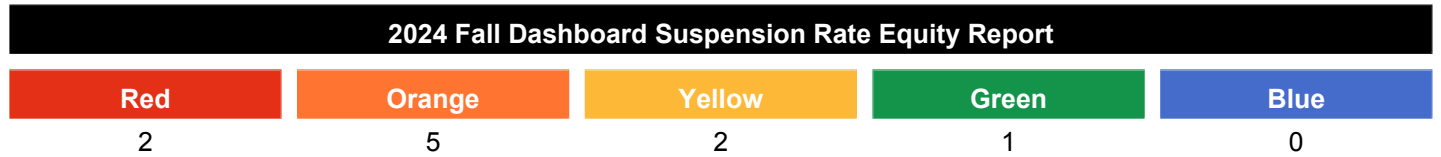
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 4% suspended at least one day Maintained 0.1% 1383 Students	English Learners  Yellow 7.4% suspended at least one day Declined 0.5% 121 Students	Long-Term English Learners  Red 11.1% suspended at least one day Increased 4.2% 54 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color 9.5% suspended at least one day Declined 0.5% 21 Students	Socioeconomically Disadvantaged  Orange 6.1% suspended at least one day Increased 0.6% 640 Students

Students with Disabilities  Red 10.5% suspended at least one day Increased 1.6% 162 Students	African American  Yellow 6.1% suspended at least one day Declined 3.2% 49 Students	American Indian  No Performance Color 0% suspended at least one day 12 Students
Asian  Orange 2.3% suspended at least one day Increased 0.5% 87 Students	Filipino  Orange 2.9% suspended at least one day Increased 2.9% 35 Students	Hispanic  Orange 5.7% suspended at least one day Increased 1% 424 Students
Two or More Races  Orange 5.2% suspended at least one day Increased 2.7% 115 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Green 2.9% suspended at least one day Declined 0.8% 654 Students

Conclusions based on this data:

1. The overall suspension rate is considered maintained while only decreasing .2 points . This area continues to be a priority.
2. Suspension rates in the following subgroups increased and will remain an area of priority; EL (increased 2.5), students with disabilities (increased 1.1), homeless students (increased 2.9), African American (increased 5.3), and Asian (increased 1.2).
3. Since Hispanic suspension rates maintained, we are working to create alternatives to suspension including Restorative Practices, supports from our Learning Support Specialist and receiving support in problem solving skills in the Wellness Center.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College, Career and Life Ready

Increase graduation rates to reach or exceed 90%, while increasing Students/Disabilities and EL by 3% points.

Increase A-G rates to reach or exceed 70%, while increasing Students w/Disabilities and EL by 3% points.

Increase CTE Completion to reach or exceed 25%, while increasing Students w/Disabilities and EL by 3% points

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Our graduation rate for all students dropped from 92% in 2021-2022 to 89% in 22-23. While we aim to increase the graduation rate for all students, we are putting an emphasis on increasing graduation rates for students with disabilities (53.5%), Hispanic students (81%), and socioeconomically disadvantaged students (79.9%). To address this we will reach these students through targeted weekly intervention, before and after school tutoring, addition of sections to lower class sizes, and through the addition of co-taught classes. We will have also added more sections for credit recovery for students at risk of not graduating. Furthermore we are offering multiple pathways via CTE, IB, AP, DE, and Health Academy.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2022-2023 - 89% all students, 47% (11 out of 23) EL, 54% (23 out of 43) SWD 2021-2022 - 92% all students, 62% (18 out of 29) EL, 63% (31 out of 49) SWD 2020-2021 - 91% all students, 72% (18 out of 25) EL, 58% (28 out of 48) SWD	23-24: 90% all students, 50% EL, 57% SWD 24-25: 92% all students, 53% EL, 60% SWD
A-G Completion Rate	2022-2023 - 68% all students, 17% (4 out of 23) EL, 12% (5 out of 43) SWD 2021-2022 - 68% all students, 41% (12 out of 29) EL, 27% (13 out of 49) SWD 2020-2021 - 59% all students, 32% (8 out of 25) EL, 10% (5 out of 48) SWD	23-24: 70% all students, 20% EL, 15% SWD 24-25: 72% all students, 23% EL, 18% SWD
CTE Completion Rate	2022-2023 - 62% all students, 9% (4 out of 43) SWD 2021-2022 - not reported 2020-2021 - not available	23-24: 65% all students, 10% SWD

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Support college and career by participating in college tours, industry field trips, etc.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	2062 LCFF Supplemental: (\$2.7 mil LCAP only) 4000-4999: Books And Supplies Expense Examples: Books And Supplies, Field trips, service license (costs for entrance fees, transportation, lodging, food, sub costs, etc). 8000 Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies CTEIG
1.2	Implement additional on site Credit Recovery in ELA, Math. Other subjects as needed as well.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	40850 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Expense Examples: Books And Supplies, Field trips, service license (costs for entrance fees, transportation, lodging, food, sub costs, etc).
1.3	Increase student internship placement and monitor student progress.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	38084 California Partnership Academies: Health Academy at OHS? 2000-2999: Classified Personnel Salaries Expense Example: hire personnel to develop partnerships with businesses, services required for internships
1.4	Send staff, including counselors, to yearly UC/CSU or ASCA conferences for updated college admission requirements. This training serves as on going PD that will be beneficial to all students, and AP program budget.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	11531 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 1000-1999: Certificated Personnel Salaries Expense Examples - retreat, Conference and travel fees, release time for teachers, light snacks, refreshments
1.5	Increase staff collaboration within the departments, programs, and academies to ensure there is	All students, with a specific focus on students with disabilities,	32937

	alignment via participation in conferences and other professional development activities.	Hispanic students, and socioeconomically disadvantaged students.	California Partnership Academies: Health Academy at OHS? 1000-1999: Certificated Personnel Salaries Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments 17274 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures Expense Examples - Conference and travel fees, release time for teachers, light snacks, refreshments 15000 Other: Includes CRANE, Perkins, anything else that does not fit above 5000-5999: Services And Other Operating Expenditures CTEIG
1.6	Ongoing academic support and development for all student programs (For example: CTE, AP, IB, Health Academy, and Departments), General Fund Expenses.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	178779 LCFF Base: Same as “General Fund” “Unrestricted” and “Site Based” Budget 1000-1999: Certificated Personnel Salaries Expense Examples: Books, materials, supplies (4000-4999), Services and Operating expenses (5000-5999), indirect costs (7000-7999) and administrative costs 27031 California Partnership Academies: Health Academy at OHS? 4000-4999: Books And Supplies 59465 Other: Includes CRANE, Perkins, anything else that does not fit above 4000-4999: Books And Supplies CTEIG 173800 Dual Enrollment Opportunities Grant 1000-1999: Certificated Personnel Salaries
1.7	Tutoring and Testing fees for financial hardship, as needed.	All students, with a specific focus on	8000

		students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	Title I: For those sites that get Title I (RHS, ADHS, AnHS) 4000-4999: Books And Supplies Books, materials, supplies 17000 LCFF Supplemental: (\$2.7 mil LCAP only) 2000-2999: Classified Personnel Salaries Student and Classified Tutors
1.8	Provide period release for EL Coordinator and additional sections for ELD support.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	35923 LCFF Supplemental: (\$2.7 mil LCAP only) 1000-1999: Certificated Personnel Salaries 36055 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Academic Achievement

Increase Math CAASPP by 3% to reach 42%, all while reaching or exceeding RJUHSD levels for Students w/Disabilities and ELs.

Increase English CAASPP by 3% to reach 80%, all while reaching or exceeding RJUHSD levels for Students w/Disabilities and ELs.

Increase Science CAST by 3% to reach 51%, all while reaching or exceeding RJUHSD levels for Students w/Disabilities and ELs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Significantly reduce and ultimately eliminate the achievement gap among specific student groups, promoting educational opportunities for all students.

Identified Need

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

We would like to increase our Math, ELA and Science CAASPP scores school wide, but this year we plan to focus on Math specifically. We will be putting an emphasis on targeting our students with disabilities (0%), Hispanic students (18.31%), and socioeconomically disadvantaged students (0%). To address this we will reach these students through targeted weekly intervention, before and after school tutoring, addition of sections to lower class sizes, and through the addition of co-taught classes. Furthermore we are offering multiple pathways via CTE, IB, AP, DE, and Health Academy. Teachers have each selected one to two students who fall within the category of students with disabilities, Hispanic students, students at risk of not graduating, and socioeconomically disadvantaged students, to check in on throughout the semester regarding grades, motivation, attendance, and to build a positive rapport.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	2022-2023: 39% all students, 5% EL, 0% SWD 2021-2022: 42% all students, 0% EL, 0% SWD 2020-2021: 43% all students, 5% SWD	23-24: 42% all students, 8% EL, 3% SWD 24-25: 45% all students, 11% EL, 6% SWD
CAASPP ELA	2022-2023: 76% all students, 16% EL, 13% SWD 2021-2022: 66% all students, 8% EL, 9% SWD 2020-2021: 76% all students, 27% SWD	23-24: 79% all students, 19% EL, 16% SWD 24-25: 82% all students, 22% EL, 19% SWD

CAASPP Science	2022-2023: 48% all students, 6% EL, 0% SWD 2021-2022: 49% all students, 0% EL, 7% SWD 2020-2021: 52% all students, 5% SWD	23-24: 51% all students, 9% EL, 3% SWD 24-25: 54% all students, 12% EL, 6% SWD
----------------	---	---

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide access to Positive Power class to help increase organizational function and monitor student progress in other courses.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	20445 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Expense Examples: department or program expenses, including teaching sections
2.2	Ongoing educational support across all academic content areas, including library supports to support the development of students' writing and reading skills.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	
2.3	Create access for more students in all underrepresented student populations in advanced course work, such as AP/IB courses.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	
2.4	PLT's will work collaboratively to develop and align common formative and summative assessments in an effort to develop more data driven (student centered) discussions within PLT meetings/collaboration time.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	17275 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries Expense Example: Teacher release time, conferences and all costs associated with participation
2.5	Increase participation of all school personnel in conferences designed to support the academic needs of identified student cohorts.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	11000 Dual Enrollment Opportunities Grant 5000-5999: Services And Other Operating Expenditures
2.6	Continue further development of 5th Period (Homework Center) in the library for EL, low SES, and struggling students.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student and Parent Supports

Identify and provide targeted academic and mental health support for all students, with a significant focus on increasing the participation of key cohort student groups and their families. Improvement will be evidenced by a reduction in suspension rates for African American, Asian, and Homeless students, as well as Students with Disabilities, and English Learners.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Expand support for students and increase parent involvement.

Identified Need

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

We continue to see a higher number of suspensions than desired across all student groups. This year, we aim to focus on reducing suspension rates among the following cohorts: African American (9.3%), Asian (1.8%), English Learners (8%), Homeless (10%), and Students with Disabilities (8.9%).

We plan to identify students through our IRT process and teacher referrals to initiate interventions before behavior escalates to suspendable offenses. The interventions we will use include Wellness Center groups, counseling, and Teen Intervene. Additionally, we will implement PBIS tier interventions, rewarding students for positive behavior and for meeting Viking Expectations. Our School Resource Officer and administrators will also work to build positive relationships with struggling students whenever possible, enabling them to effectively facilitate restorative meetings between students, teachers, and staff.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rates as reported on California Dashboard (measured by % and 5 color grid in 22-23, by 5 levels in 21-22 no %, not reported in 20-21)	22-23: 3.9% (yellow) all students, 8% EL (orange), 8.9% SWD (orange), 9% African American (orange), 10% Homeless (orange) 21-22: 4.1% all students (medium), EL (medium), SWD (high), African American (medium), Homeless (high)	23-24: Decline to 3.6% for all students, 7.7% EL, 8.6% SWD, 8.7% African American, 9.7% Homeless 24-25: Decline to 3.3% for all students, 7.4% EL, 8.3% SWD, 8.4% African American, 9.4% Homeless
Improved student grades (% of D and F grades received by students out of the total grades issued) Ex: 14% of grades received by all students were D and Fs, 38% of grades received by EL students were D and Fs, etc	22-23: 14% all students, 38% EL, 31% SWD, 27% African American 21-22: 14% all students, 31% EL, 27% SWD, 23% African American 20-21: 15% all students, 40% EL, 23% SWD, 23% African American	23-24: 13% all students, 37% EL, 30% SWD, 26% African American 24-25: 12% all students, 36% EL, 29% SWD, 25% African American

Chronic Absenteeism Rates	22-23: 19% all students, 26.8% EL, 34.9% SWD, 31.7% African American, 44.8% Homeless 21-22: 14% all students, 27.3% EL, 40.9% SWD, 36.7% African American, 46% Homeless	23-24: Decline to 18% all students, 26.3% EL, 34.4% SWD, 31.2% African American, 44.3% Homeless 24-25: Decline to 17.7% all students, 25.8% EL, 33.9% SWD, 30.7% African American, 42.8% Homeless
---------------------------	--	--

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Purchase food (water, drinks, snacks, etc...) for EL, Low SES, and targeted student cohorts families to increase participation in school related events. Engage parents in academic and/or social emotional discussion and forums to build a partnership of support for students.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	1689 LCFF Supplemental: (\$2.7 mil LCAP only) 4000-4999: Books And Supplies
3.2	Provide parent workshops, opportunities to visit colleges, access to conferences, or other parent engagement opportunities.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	2000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 1000-1999: Certificated Personnel Salaries
3.3	Translate key school documents into student home languages, fingerprinting.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	250 LCFF Supplemental: (\$2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures Expense Examples: materials or service/operating costs
3.4	Purchase supplemental or curricular materials for EL and other key cohort students and fund additional supports (i.e. additional hours for LSS and Community Liaison outreach).	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	2000 LCFF Supplemental: (\$2.7 mil LCAP only) 2000-2999: Classified Personnel Salaries
3.5	Provide basic health supports (ex: health office supplies).	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	2500 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies
3.6	Reassess and further develop a three-year School Safety Plan to incorporate the Wellness Center, Threat Assessment, and D-Prep suggestions by incorporating protective measures to address safety concerns (personnel, equipment, etc).	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	2896 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 5000-5999: Services And Other Operating Expenditures Expense Examples - signage, flyers, cameras, equipment, etc 2000 LCFF Supplemental: (\$2.7 mil LCAP only)

			4000-4999: Books And Supplies Wellness Center Supplies
--	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Access to Schoolwide Opportunities

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Expand support for students and increase parent involvement.

Identified Need

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

We continue to see a higher number of suspensions than desired in all student groups. The cohorts we would like to focus on decreasing suspension rates this year are African American (9.3%), Asian (1.8%), English Learner (8%), Homeless (10%), and Students with Disabilities (8.9%). There is a strong need to promote multiculturalism, and culture awareness in order to improve school culture and sense of belonging. In order to address this we plan to identify students through our IRT process and through teacher referrals. We would like to provide interventions with students before behavior escalates to suspendable offenses. We plan to use Wellness center groups, counseling, and Teen Intervene. We also plan to use PBIS tier interventions by rewarding students for positive behavior and demonstration of Viking Expectations. Finally, we plan to use our School Resource Officer and Administrators to build positive relationships with struggling students whenever possible so they can effectively facilitate restorative meetings between students, teachers, and staff.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
RJUHSD LCAP Perception Data Survey (scale 1 to 5 with 5 being strongly agree)	Students Results: Rated low 3 past three years Parent Results: Rate mid 3 past three years	24-25 Increase student rating to mid to high 3 Increase parent rating to high 3 to low 4
Suspension Rates as reported on California Dashboard (measured by % and 5 color grid in 22-23, by 5 levels in 21-22 no %, not reported in 20-21)	22-23: 3.9% (yellow) all students, 8% EL (orange), 8.9% SWD (orange), 9% African American (orange), 10% Homeless (orange) 21-22: 4.1% all students (medium), EL (medium), SWD (high), African American (medium), Homeless (high)	23-24: Decline to 3.6% for all students, 7.7% EL, 8.6% SWD, 8.7% African American, 9.7% Homeless 24-25: Decline to 3.3% for all students, 7.4% EL, 8.3% SWD, 8.4% African American, 9.4% Homeless
Improved student grades (% of D and F grades received by students out of the total grades issued) Ex: 14% of grades received by all students were D and Fs, 38% of	22-23: 14% all students, 38% EL, 31% SWD, 27% African American 21-22: 14% all students, 31% EL, 27% SWD, 23% African American	23-24: 13% all students, 37% EL, 30% SWD, 26% African American 24-25: 12% all students, 36% EL, 29% SWD, 25% African American

grades received by EL students were D and Fs, etc	20-21: 15% all students, 40% EL, 23% SWD, 23% African American	
Chronic Absenteeism Rates	22-23: 19% all students, 26.8% EL, 34.9% SWD, 31.7% African American, 44.8% Homeless 21-22: 14% all students, 27.3% EL, 40.9% SWD, 36.7% African American, 46% Homeless	23-24: Decline to 18% all students, 26.3% EL, 34.4% SWD, 31.2% African American, 44.3% Homeless 24-25: Decline to 17.7% all students, 25.8% EL, 33.9% SWD, 30.7% African American, 42.8% Homeless

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Student Fieldtrips, Student Assemblies, Incentives, provide student assemblies, and Student materials.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	6000 LCFF Supplemental: (\$2.7 mil LCAP only) 4000-4999: Books And Supplies Expense Examples: Handouts, Flyers, Printed Documents, Elective Showcase, feeder school visits, flyers, computer lab improvements, Child Care, Interpreters
4.2	Promote schoolwide diversity, belonging, leadership, and inclusivity with activities such as assemblies and increase access to athletics and student activities (Minga, Five Star, etc).	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	8000 Title I: For those sites that get Title I (RHS, ADHS, AnHS) 5000-5999: Services And Other Operating Expenditures 4000 LCFF Supplemental: (\$2.7 mil LCAP only) 5000-5999: Services And Other Operating Expenditures 13530 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget 4000-4999: Books And Supplies
4.3	Expand visual and performing arts programs to increase student access and opportunities for success: credentialed and classified staffing, (ex: uniforms, kilns, art materials, sheet music, etc).	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	163654 Prop 28 - VAPA 1000-1999: Certificated Personnel Salaries
4.4	Conferences and training for teachers to expand their skill set and build our programs (VAPA).	All students, with a specific focus on students with disabilities, Hispanic students, and	42000 LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget

		socioeconomically disadvantaged students.	4000-4999: Books And Supplies
4.5	Review and develop OHS PBIS frameworks with all staff in an effort to educate them on best practices for creating and maintaining an effective and supportive learning environment (proactive approach), release time.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	4478 LCFF Supplemental: (\$2.7 mil LCAP only) 1000-1999: Certificated Personnel Salaries
4.6	Provide supplies and materials for the expansion of our VAPA.	All students, with a specific focus on students with disabilities, Hispanic students, and socioeconomically disadvantaged students.	27890 Prop 28 - VAPA 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

N/A

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

N/A

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.

N/A

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,033,398.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
California Partnership Academies: Health Academy at OHS?	\$98,052.00
Dual Enrollment Opportunities Grant	\$184,800.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	\$251,236.00
LCFF Supplemental: (\$2.7 mil LCAP only)	\$75,402.00
Other: Includes CRANE, Perkins, anything else that does not fit above	\$82,465.00
Prop 28 - VAPA	\$191,544.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	\$149,899.00

Subtotal of state or local funds included for this school: \$1,033,398.00

Total of federal, state, and/or local funds for this school: \$1,033,398.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
California Partnership Academies: Health Academy at OHS?	104326	6,274.00
LCFF Supplemental: (\$2.7 mil LCAP only)	60589	-14,813.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	140939	-8,960.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	237500	-13,736.00
Prop 28 - VAPA	182793	-8,751.00
Other: Includes CRANE, Perkins, anything else that does not fit above	69465	-13,000.00

Expenditures by Funding Source

Funding Source	Amount
California Partnership Academies: Health Academy at OHS?	98,052.00
Dual Enrollment Opportunities Grant	184,800.00
LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	251,236.00
LCFF Supplemental: (\$2.7 mil LCAP only)	75,402.00
Other: Includes CRANE, Perkins, anything else that does not fit above	82,465.00
Prop 28 - VAPA	191,544.00
Title I: For those sites that get Title I (RHS, ADHS, AnHS)	149,899.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	676,877.00
2000-2999: Classified Personnel Salaries	57,084.00
4000-4999: Books And Supplies	200,167.00
5000-5999: Services And Other Operating Expenditures	99,270.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000-1999: Certificated Personnel Salaries	California Partnership Academies: Health Academy at OHS?	32,937.00
2000-2999: Classified Personnel Salaries	California Partnership Academies: Health Academy at OHS?	38,084.00
4000-4999: Books And Supplies	California Partnership Academies: Health Academy at OHS?	27,031.00
1000-1999: Certificated Personnel Salaries	Dual Enrollment Opportunities Grant	173,800.00
5000-5999: Services And Other Operating Expenditures	Dual Enrollment Opportunities Grant	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	190,310.00
4000-4999: Books And Supplies	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	58,030.00
5000-5999: Services And Other Operating Expenditures	LCFF Base: Same as "General Fund" "Unrestricted" and "Site Based" Budget	2,896.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental: (\$2.7 mil LCAP only)	40,401.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental: (\$2.7 mil LCAP only)	19,000.00
4000-4999: Books And Supplies	LCFF Supplemental: (\$2.7 mil LCAP only)	11,751.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental: (\$2.7 mil LCAP only)	4,250.00
4000-4999: Books And Supplies	Other: Includes CRANE, Perkins, anything else that does not fit above	67,465.00
5000-5999: Services And Other Operating Expenditures	Other: Includes CRANE, Perkins, anything else that does not fit above	15,000.00
1000-1999: Certificated Personnel Salaries	Prop 28 - VAPA	163,654.00
4000-4999: Books And Supplies	Prop 28 - VAPA	27,890.00
1000-1999: Certificated Personnel Salaries	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	75,775.00
4000-4999: Books And Supplies	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	8,000.00
5000-5999: Services And Other Operating Expenditures	Title I: For those sites that get Title I (RHS, ADHS, AnHS)	66,124.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	701,791.00
Goal 2	48,720.00
Goal 3	13,335.00

Goal 4

269,552.00

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
Marc Buljan	Principal
Jolie Geluk	Classroom Teacher
Janette Snyder	Classroom Teacher
Katherine Sunseri	Classroom Teacher
Linda Varnum	Classroom Teacher
Gina Coiner Lacoste	Other School Staff
Kate Reza	Parent or Community Member
Bill Schuetz	Parent or Community Member
Eric Thorson	Parent or Community Member
Jewel Sudnagunta	Secondary Student
Kayla Tadlock	Secondary Student
Sawyer Winkel	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 19, 2024.

Attested:



Principal, Marc Buljan on September 19, 2024



SSC Chairperson, Bill Schuetz on September 19, 2024

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023