Strategy/Activity 2
Provide enrichment activities and incentives to reinforce academics.

Students to be Served by this Strategy/Activity
All Students

Timeline
On-Going

Person(s) Responsible
Administration, Teachers, Counselors, ASB

Proposed Expenditures for this Strategy/Activity

| Amount     | 2,500 |
| Source     | Title I |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Provide enrichment activities on campus to provide support to students and reinforce academics such as Link Crew, Science Ambassadors, Student of the Month recognition, Reclassification ceremonies for English Learners, Diversity Day, Motivational Speakers/Assemblies, Academic Decathlon, and incentives for CAASPP/CAST performance. |

Strategy/Activity 3
College and Career Counselor

Students to be Served by this Strategy/Activity
All

Timeline
On-Going

Person(s) Responsible
Administration, Counselors

Proposed Expenditures for this Strategy/Activity

| Amount     | 15,000 |
| Source     | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | A part time (.2) college and career counselor will meet with students to discuss college/career goals, assist with college applications/financial aid/scholarships, conduct classroom presentations, and assist Academic Counselors as needed to increase college and career readiness of OHS students. |
Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline</th>
<th>Expected Outcome</th>
</tr>
</thead>
</table>

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity
Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Baseline</th>
<th>Expected Outcome</th>
</tr>
</thead>
</table>

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity
Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Improve Performance Levels of All Students in Every Core Subject

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Distributions</td>
<td>Maintain or Increase performance</td>
<td>Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (frosh) respectively.</td>
</tr>
<tr>
<td>SBAC Performance Band Distributions</td>
<td>Maintain or Increase performance</td>
<td>Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards. Although we've increased by 12.8 points, we are still 60.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.</td>
</tr>
<tr>
<td>Benchmark Exams</td>
<td>No data was collected for the 2017-2018 school year.</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>Maintain or Increase graduation rates</td>
<td>2018 Data: 91% graduation rate is a 1% decrease from 2016-2017 at 92%</td>
</tr>
</tbody>
</table>

Strategies/Activities for Goal 1

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Proposed Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development</td>
<td>Teachers and Administrators participated in professional development on Argument Driven</td>
<td>Subs/Extra Duty Pay 1000-1999: Certificated Personnel Salaries Title</td>
<td>I 10,000</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Proposed Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Inquiry and Professional Learning Communities. Teachers were also paid or provided subs for participation in professional development activities.</td>
<td>Technology such as I-Pads, ViewBoards, laptops, touch screen TVs were purchased for multiple classrooms.</td>
<td>Conference Registration and Travel 5000-5999: Services And Other Operating Expenditures Title I $36,000</td>
<td>Conference Registration and Travel 5000-5999: Services And Other Operating Expenditures Title I $36,000</td>
</tr>
<tr>
<td>Utilizing Technology to Support Instruction</td>
<td></td>
<td>Technology Integration 4000-4999: Books And Supplies Title I $47,113</td>
<td>Technology Integration 4000-4999: Books And Supplies Title I $45,000</td>
</tr>
</tbody>
</table>

**Analysis**

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

Overall 11 teachers and 2 administrators were sent to professional development opportunities to support student learning at OHS. Additionally, technology was purchased for multiple classrooms to support student engagement and teacher development in technology use.

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

Teachers are utilizing new technology to incorporate Google Classroom, Google Apps, and other educationally based activities in their classroom. No baseline data was taken to measure overall effectiveness, but the purchase of this technology has increased student access to these platforms by 25%.

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

None

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.

Baseline data from state and local indicators for student achievement have been established for the 19-20 school year allowing for better analysis of the annual outcomes.
Annual Review and Update
SPSA Year Reviewed: 2018-19

Goal 2
Utilize formative and summative assessment data to accurately gauge levels of student learning.

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Distributions</td>
<td>Maintain or Increase performance</td>
<td>Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (frosh) respectively.</td>
</tr>
<tr>
<td>SBAC Performance</td>
<td>Maintain or Increase performance</td>
<td>Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards. Although we've increased by 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.</td>
</tr>
<tr>
<td>Benchmark Performance</td>
<td>No data was collected for the 2017-2018 school year.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Strategies/Activities for Goal 2

- **Planned Actions/Services**: Departments will continue to develop and utilize common assessments.
- **Actual Actions/Services**: On-Going
- **Proposed Expenditures**: None
- **Estimated Actual Expenditures**: None
<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Proposed Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-driven collaborative time will be dedicated to dis-aggregate and analyze assessment data.</td>
<td>On-Going</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Provide professional development in data analysis strategies utilizing AERIES Analytics or similar program</td>
<td>Teachers attended training on IO Education and Data Zone</td>
<td>Subs 1000-1999: Certificated Personnel Salaries District Funded 0</td>
<td>Subs 1000-1999: Certificated Personnel Salaries District Funded 0</td>
</tr>
</tbody>
</table>

### Analysis

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

Teacher teams developed and utilized common assessments during collaboration time. School-wide data as analysis during faculty meeting time was facilitated by administration and assessment data was analyzed by teacher teams as well during collaboration time. OUHSD also provided training on IO Education for all Department Chairs.

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

Overall there was an increase in data analysis during collaborative time, but a more focused approach as prescribed by the PLC principles is needed.

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

None

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.

This goal will be embedded in Goal 1 next year as it directly relates to the practices of Professional Learning Communities and the need for ongoing professional development on PLC processes. This is becoming a growing need with retirements and the hiring of new staff over the last 3 years.
Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Create and implement a school-wide, timely, and targeted system of interventions.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Distributions</td>
<td>Maintain or increase performance</td>
<td>Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (frosh) respectively.</td>
</tr>
<tr>
<td>SBAC Performance</td>
<td>Maintain or increase performance</td>
<td>Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards. Although we've increased by 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>Maintain or increase graduation rate</td>
<td>2018 Data: 91% graduation rate is a 1% decrease from 2016-2017 at 92%</td>
</tr>
</tbody>
</table>

Strategies/Activities for Goal 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Proposed Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power Reading Classes</td>
<td>2 sections of Power Reading</td>
<td>4 Power Reading 1000-1999: Certificated Personnel Salaries Title 150,000</td>
<td>4 Power Reading 1000-1999: Certificated Personnel Salaries Title 148,672.28</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Proposed Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Reading Coordinator Stipend</td>
<td>Reading Coordinator Stipend paid</td>
<td>Reading Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 2,200</td>
<td>Reading Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 2,200</td>
</tr>
<tr>
<td>ELA Para-Educator</td>
<td>Para-Educator for ELA (6 hours)</td>
<td>ELA Para-Educator 2000-2999: Classified Personnel Salaries Title I 45,000</td>
<td>ELA Para-Educator 2000-2999: Classified Personnel Salaries Title I 39,716.00</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>None</td>
<td>Parent Involvement 4000-4999: Books And Supplies Title I 2,500</td>
<td>Parent Involvement 4000-4999: Books And Supplies Title I 2,000</td>
</tr>
</tbody>
</table>

**Analysis**

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

Full implementation of the Power reading classes, a Reading Coordinator stipend, and an ELA para-educator occurred in the 2018-2019 school year.

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

State data on student achievement for ELA showed a 5.3 decline in student achievement and Students with Disabilities performed the lowest at 119.2 points below standard. Baseline data was not collected in the 2017-2018 school year to conduct an adequate analysis of effectiveness.

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

Certificated and Classified staff were in negotiations for the 2018-2019 school year, so Proposed Expenditures were approximated with room for raises.

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.

Baseline data from state and local indicators for student achievement have been established for the 19-20 school year allowing for better analysis of the annual outcomes. Parent Involvement will no longer be included in this goal and will be found in the 19-20 SPSA Goal 3.
Annual Review and Update
SPSA Year Reviewed: 2018-19

Goal 4
Create and implement a school-wide system of support and enrichment opportunities to develop school culture and reinforce academics.

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Distributions</td>
<td>Maintain or increase performance</td>
<td>Average 1st semester grades for the 18-19 school year was 2.62. A decrease of .13 from the 17-18 school year where the average was 2.75. The sophomore and freshmen average GPA's were both below the school average at 2.42 (soph) and 2.5 (fresh) respectively.</td>
</tr>
<tr>
<td>SBAC Performance</td>
<td>Maintain or increase performance</td>
<td>Our school dashboard indicator for all students in ELA is yellow and 53% of students met or exceeded standards. Although our Asian subgroup increased by 24 points and our Socioeconomically Disadvantaged group maintained performance, overall our students declined by 5.3 points. Our Students with Disabilities are performing the lowest of all subgroups in ELA at 119.2 points below standard. Our school dashboard indicator for all students in Math is yellow and 25% of students met or exceeded standards. Although we've increased by 12.8 points, we are still 80.8 points below standard. The Asian subgroup had the highest performance, while the White subgroup and English Only students had slight declines in performance.</td>
</tr>
<tr>
<td>Benchmark Exams</td>
<td>No baseline data gathered for the 2017-2018 school year.</td>
<td>N/A</td>
</tr>
<tr>
<td>Participation Sign-In sheets</td>
<td>No baseline data gathered for the 2017-2018 school year.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Strategies/Activities for Goal 4

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Proposed Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment Activities</td>
<td>College and Career Counselor, CAASPP incentives, audiovisual system in the GYM</td>
<td>.2 position (October-June) 1000-1999:</td>
<td>.2 position (October-June) 1000-1999:</td>
</tr>
<tr>
<td>Planned Actions/Services</td>
<td>Actual Actions/Services</td>
<td>Proposed Expenditures</td>
<td>Estimated Actual Expenditures</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Certificated Personnel Salaries Title I 13,000</td>
<td>Certificated Personnel Salaries Title I 12,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAASPP Incentives 4000-4999: Books And Supplies Title II 2,100</td>
<td>CAASPP Incentives 4000-4999: Books And Supplies Title II 2,100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Audiovisual System 4000-4999: Books And Supplies Title III 30,000</td>
<td>Audiovisual System 4000-4999: Books And Supplies Title III 28,000</td>
</tr>
</tbody>
</table>

Analysis

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

Strategies were implemented to provide a school-wide system of support with a focus on academics, college/career readiness, and both student and parent engagement at school events.

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

Baseline data was not collected in the 2017-2018 school year to analyze the effectiveness of the strategies/activities.

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

None

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.

This goal will include parent involvement activities for the 19-20 school year. Baseline data from state and local indicators for student engagement and parent involvement have been established for the 19-20 school year allowing for better analysis of the annual outcomes.
Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metric/Indicator</th>
<th>Expected Outcomes</th>
<th>Actual Outcomes</th>
</tr>
</thead>
</table>

Strategies/Activities for Goal 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Proposed Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>

Analysis

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

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

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

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.
Budget Summary and Consolidation

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

**Budget Summary**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds Provided to the School Through the Consolidated Application</td>
<td>157,252</td>
</tr>
<tr>
<td>Total Funds Budgeted for Strategies to Meet the Goals in the SPSA</td>
<td>157,252.00</td>
</tr>
</tbody>
</table>

**Allocations by Funding Source**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>157,252</td>
<td>0.00</td>
</tr>
</tbody>
</table>
## Expenditures by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>157,252.00</td>
</tr>
</tbody>
</table>
### Expenditures by Budget Reference

<table>
<thead>
<tr>
<th>Budget Reference</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999: Certificated Personnel Salaries</td>
<td>98,346.00</td>
</tr>
<tr>
<td>2000-2999: Classified Personnel Salaries</td>
<td>45,000.00</td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>8,964.00</td>
</tr>
<tr>
<td>5000-5999: Services And Other Operating Expenditures</td>
<td>4,942.00</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Funding Source</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1000-1999: Certificated Personnel</td>
<td>Title I</td>
</tr>
<tr>
<td>Salaries</td>
<td></td>
</tr>
<tr>
<td>2000-2999: Classified Personnel</td>
<td>Title I</td>
</tr>
<tr>
<td>Salaries</td>
<td></td>
</tr>
<tr>
<td>4000-4999: Books And Supplies</td>
<td>Title I</td>
</tr>
<tr>
<td>5000-5999: Services And Other</td>
<td>Title I</td>
</tr>
<tr>
<td>Operating Expenditures</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Name of Members</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cristi Tellechea</td>
<td>Principal</td>
</tr>
<tr>
<td>Steve Brown</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Diana Castillo</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Bob Schmautz</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Jeff Reid</td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td>Rachel Cowan</td>
<td>Parent or Community Member</td>
</tr>
<tr>
<td>Louisa Louie</td>
<td>Parent or Community Member</td>
</tr>
<tr>
<td>Amie Stevens</td>
<td>Parent or Community Member</td>
</tr>
<tr>
<td>Amanda Cagnacci</td>
<td>Secondary Student</td>
</tr>
<tr>
<td>Alexa Rogers</td>
<td>Secondary Student</td>
</tr>
<tr>
<td>Jullianne Urmsen</td>
<td>Secondary Student</td>
</tr>
<tr>
<td>Christina Olson</td>
<td>Other School Staff</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Committee or Advisory Group Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learner Advisory Committee</td>
</tr>
<tr>
<td>Departmental Advisory Committee</td>
</tr>
</tbody>
</table>

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.

Attested:

| Principal, Cristi Tellechea on 5/9/19 |
| SSC Chairperson, Amie Stevens on 5/9/19 |
Addendum

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

**Instructions: Linked Table of Contents**

- Stakeholder Involvement
- Goals, Strategies, & Proposed Expenditures
- Planned Strategies/Activities
- Annual Review and Update
- Budget Summary and Consolidation
- Appendix A: Plan Requirements for Schools Funded Through the ConApp
- Appendix B: Select State and Federal Programs

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

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

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

**Goals, Strategies, & Proposed Expenditures**

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

**Goal**
State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the “Goal #” for ease of reference.

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

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

**Planned Strategies/Activities**
Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.
A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

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

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

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

**Analysis**
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.
Budget Summary and Consolidation
In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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

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

A school may include additional information or more detail.

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

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools’ means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards;
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

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

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