School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Senior High School	57 72710 5738802		

Purpose and Description

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

Schoolwide Program

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

The School-Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.
The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards
the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum
programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
a school and family engagement policy
a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Woodland High School's Site Council meets at least 5 times per year, and reviews the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Woodland High School including ELAC (English Learner Advisory Committee) , School Site Council, staff, and and with the Student Action Committee. Each meeting included an in-depth review of the most recent California School Dashboard data for Woodland High School students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

STUDENT INPUT

Student input was gathered through a Student Advisory Committee created survey focused, of which 521 students responded. The 12 member Student Advisory Committee has a balanced representation of student groups. The SAC completed a needs assessment by reviewing survey, academic, and local data and identified "Instructional Strategies" as an area of concern. As a follow up, the SAC met again in April 2022, reviewed the School Plan for Student Achievement (SPSA) and provided feedback on the strategies chosen for implementation. The student action committee agreed with the addition of three sections of Credit Recovery to the SPSA and reiterated the need for teachers to have access to high quality professional development to implement the positive instructional strategies identified in the student survey. These were incorporated into the SPSA.

Needs assessment meetings were also held with ELAC on March 28, 2022 and with School Site Council on March, 28 2022.

As a result of all Needs Assessment Activities, no major changes to the SPSA with the exception of three sections of Credit Recovery added under Goal 2.

ELAC reviewed and approved the SPSA on March, 28 2022, and provided additional feedback. School site council reviewed and approved the the plan on March 28, 2022.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 9	347	356	351
Grade 10	311	332	351
Grade 11	324	316	322
Grade 12	343	306	285
Total Enrollment	1,325	1,310	1,309

Conclusions based on this data:

1. The percentage of students identifying as Latino/ Hispanic at 73.3%- up 1.7% percent from last year. Continues incremental trend of increase.

2. Enrollment over the last three years has been fairly consistent with a slight decrease in 2020-2021.

3. WHS continues to have a diverse population with no major fluctuations in any subgroup.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	145	123	121	10.9%	9.4%	9.2%
Fluent English Proficient (FEP)	582	600	628	43.9%	45.8%	48.0%
Reclassified Fluent English Proficient (RFEP)	17	16	29	13.4%	11.0%	23.6%

Conclusions based on this data:

1. The percent of English Language Learners has steadily declined from approximately 11 percent down to about 9 percent over the last three years.

2. The number of Fluent English Proficient (FEP) students has increased approximately 4 percent from approximately 44 percent to 48 percent.

3. The number of Reclassified Fluent English Proficient (RFEP) students has increased from 11 percent at it's lowest to approximately 24 percent at it's highest to approximately 13 percent over the last three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	316	301	288	304	287	188	304	285	182	96.2	95.3	65.3
All Grades	316	301	288	304	287	188	304	285	182	96.2	95.3	65.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2571.	2589.	2585.	18.75	16.49	15.93	27.63	41.40	40.66	30.26	25.26	23.63	23.36	16.84	19.78
All Grades	N/A	N/A	N/A	18.75	16.49	15.93	27.63	41.40	40.66	30.26	25.26	23.63	23.36	16.84	19.78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.68	22.46	19.55	48.36	56.84	64.25	27.96	20.70	16.20
All Grades	23.68	22.46	19.55	48.36	56.84	64.25	27.96	20.70	16.20

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.33	26.67	25.84	45.07	56.14	51.12	29.61	17.19	23.03
All Grades	25.33	26.67	25.84	45.07	56.14	51.12	29.61	17.19	23.03

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	15.46	15.79	12.85	67.11	70.18	72.07	17.43	14.04	15.08
All Grades	15.46	15.79	12.85	67.11	70.18	72.07	17.43	14.04	15.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	25.99	27.72	23.20	49.67	55.09	66.85	24.34	17.19	9.94
All Grades	25.99	27.72	23.20	49.67	55.09	66.85	24.34	17.19	9.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2018-19 overall achievement was at it highest with 57.89% of students meeting or exceeding standards. 2020-'21 overall achievement approaches high water mark with 56.6 percent of students meeting or exceeding standards.

2. Research/Inquiry is students' highest domain with 90.5 percent of students above, at, or near standard.

3. Writing is students' lowest domain with 76.96 percent of students above, at, or near standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

		Overall Participation for All Students									
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	316	301	288	303	287	169	302	287	165	95.9	95.3	58.7
All Grades	316	301	288	303	287	169	302	287	165	95.9	95.3	58.7

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

		Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	2522.	2523.	2556.	4.97	4.88	4.85	13.25	10.10	20.61	22.52	26.13	27.88	59.27	58.89	46.67
All Grades	N/A	N/A	N/A	4.97	4.88	4.85	13.25	10.10	20.61	22.52	26.13	27.88	59.27	58.89	46.67

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	9.60	7.34	6.67	22.52	22.03	48.48	67.88	70.63	44.85
All Grades	9.60	7.34	6.67	22.52	22.03	48.48	67.88	70.63	44.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	7.95	8.04	10.30	41.39	45.45	71.52	50.66	46.50	18.18
All Grades	7.95	8.04	10.30	41.39	45.45	71.52	50.66	46.50	18.18

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	7.62	5.59	7.27	50.00	55.94	69.09	42.38	38.46	23.64
All Grades	7.62	5.59	7.27	50.00	55.94	69.09	42.38	38.46	23.64

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 25.46 percent of students are above or meeting standard.

2. 2020-2021 marks the first increase in students above or meeting standard in three-years with a 10.48 percent increase.

3. "Problem Solving and Modeling/Data analysis" is students' strongest domain with 81.82 percent of meeting or exceeding standard. "Communicating Reasoning" is students' weakest domain with 76.36 percent of meeting or exceeding standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1496.3	1488.7	1512.4	1505.4	1492.8	1510.4	1486.7	1484.3	1513.8	32	43	37
10	1490.0	1482.1	1515.7	1480.1	1466.3	1503.1	1499.4	1497.4	1527.8	32	26	20
11	1524.1	1490.3	1536.5	1515.2	1473.7	1524.6	1532.5	1506.5	1547.8	31	27	28
12	*	1498.6	1513.1	*	1483.5	1488.9	*	1513.2	1536.9	*	27	15
All Grades										105	123	100

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	2.70	*	25.58	24.32	*	46.51	37.84	*	27.91	35.14	32	43	37
10	*	11.54	10.53	*	23.08	26.32	*	15.38	31.58	37.50	50.00	31.58	32	26	19
11	*	3.70	11.11	38.71	18.52	22.22	*	40.74	55.56	*	37.04	11.11	31	27	27
12		3.70	7.14	*	29.63	14.29	*	33.33	50.00	*	33.33	28.57	*	27	14
All Grades	17.14	4.07	7.22	29.52	24.39	22.68	25.71	35.77	43.30	27.62	35.77	26.80	105	123	97

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	37.50	11.63	5.41	*	46.51	51.35	*	25.58	24.32	*	16.28	18.92	32	43	37
10	37.50	26.92	15.79	*	15.38	31.58	*	15.38	26.32	34.38	42.31	26.32	32	26	19
11	35.48	3.70	11.11	41.94	29.63	55.56	*	33.33	22.22	*	33.33	11.11	31	27	27
12	*	14.81	7.14	*	37.04	28.57	*	25.93	28.57	*	22.22	35.71	*	27	14
All Grades	34.29	13.82	9.28	29.52	34.15	45.36	14.29	25.20	24.74	21.90	26.83	20.62	105	123	97

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	34.38	0.00	0.00	*	67.44	77.78	37.50	32.56	22.22	32	43	36
10	*	3.85	5.26	37.50	50.00	47.37	34.38	46.15	47.37	32	26	19
11	*	0.00	0.00	54.84	37.04	74.07	*	62.96	25.93	31	27	27
12		0.00	0.00	*	51.85	57.14	*	48.15	42.86	*	27	14
All Grades	24.76	0.81	1.04	40.00	53.66	67.71	35.24	45.53	31.25	105	123	96

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	56.25	65.12	43.24	*	18.60	40.54	*	16.28	16.22	32	43	37
10	46.88	42.31	63.16	*	23.08	10.53	37.50	34.62	26.32	32	26	19
11	58.06	51.85	55.56	*	18.52	29.63	*	29.63	14.81	31	27	27
12	*	48.15	35.71	*	29.63	28.57	*	22.22	35.71	*	27	14
All Grades	53.33	53.66	49.48	24.76	21.95	29.90	21.90	24.39	20.62	105	123	97

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	*	0.00	13.51	*	27.91	29.73	78.13	72.09	56.76	32	43	37
10	*	3.85	10.53	*	38.46	42.11	62.50	57.69	47.37	32	26	19
11		0.00	3.70	38.71	33.33	44.44	61.29	66.67	51.85	31	27	27
12		3.70	7.14	*	51.85	28.57	*	44.44	64.29	*	27	14
All Grades	*	1.63	9.28	26.67	36.59	36.08	69.52	61.79	54.64	105	123	97

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain **Percentage of Students by Domain Performance Level for All Students**												
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	2.86	46.88	67.44	60.00	34.38	32.56	37.14	32	43	35
10	*	11.54	0.00	59.38	53.85	63.16	*	34.62	36.84	32	26	19
11	*	7.41	3.70	67.74	51.85	81.48	*	40.74	14.81	31	27	27
12	*	3.70	7.14	*	70.37	64.29	*	25.93	28.57	*	27	14
All Grades	16.19	4.88	3.16	60.00	61.79	67.37	23.81	33.33	29.47	105	123	95

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall performance on the ELPAC dipped approximately eight percent with the 9th and 10th graders and 34% in the 11th grade over the last two years. Inconsistent staffing and lack of highly trained instructors are major contributing factors. Focused hiring efforts and reassigning of sections are in progress.

2. Students classified as 4s and 3s decreased and increased in 2s and 1s in overall language. Roughly 35% of students are a level 1, 35% level 2, 24% level 3 and 4% level 4.

3. Area of greatest need is in reading with the lowest percentage of students scoring "Well Developed" (1.62 percent) and the highest percentage of students scoring "Beginning" (61.79 percent).

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1309	**57.8**	**9.2**	**0.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	121	9.2
Foster Youth	12	0.9
Homeless	5	0.4
Socioeconomically Disadvantaged	756	57.8
Students with Disabilities	167	12.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	0.8
American Indian or Alaska Native	7	0.5
Asian	34	2.6
Filipino	3	0.2
Hispanic	959	73.3
Two or More Races	30	2.3
Native Hawaiian or Pacific Islander	9	0.7
White	249	19.0

Conclusions based on this data:

1. In 2019-2020 the percentage of English Learners stayed at 9.2%.

2. In 2019-2020 there were roughly 57.8% of students identified as socioeconomically disadvantaged- rate has maintained

3. Hispanic students remain the largest total percentage of WHS's population at 73.3%%.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA Performance, the Graduation Rate, Suspension Rate, and College/Career indicators are all strong. ELA moved from Yellow to Green this school year. Strong student centerd vision and consistent administrative leadership over last two years have contributed in upward movement.

2. Mathematics proficiency rates remain the greatest area of need site wide.

School and Student Performance Data

Academic Performance
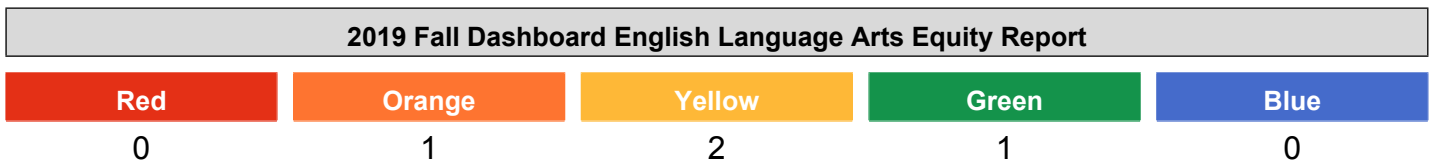## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
5.7 points above standard	79.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.6 points	Increased Significantly ++20.9 points	1
289	40	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6 points below standard	81.9 points below standard
2	Increased Significantly ++23.2 points	Increased Significantly ++44.4 points
	190	40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	3	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
0.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.1 points above standard
Increased Significantly ++16.7 points	4	1	Increased ++5.7 points
200			67

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122.1 points below standard	23.1 points below standard	16.3 points above standard
Maintained -1.9 points	Increased Significantly ++58.6 points	Declined -3.6 points
23	17	142

Conclusions based on this data:

1. Overall performance in ELA is strong with five groups increasing (All, EL, and Socioeconomically Disadvantaged, Students with Disabilities, and RFEPs)

2. Current English Learners maintained performance while only one group, EO students, declined.

3. While overall performance increased, six groups are points below the standard ranging from .5 points below standard (Hispanic students) to 81.9 points below standard (Students with Disabilities). Additional supports and restructuring of RSP in progress to address Sped. needs.

School and Student Performance Data
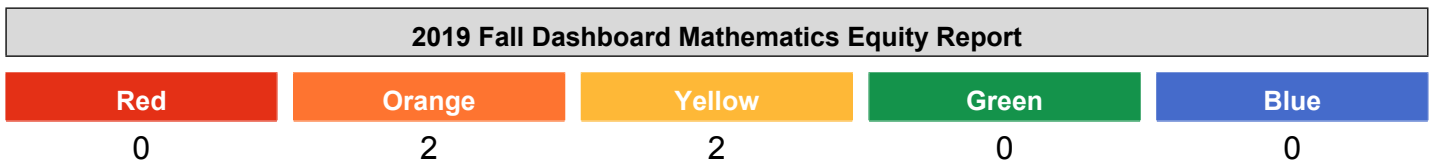
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
101.6 points below standard	166.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.9 points	Increased Significantly ++32.2 points	1
285	39	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	114.1 points below standard	182.1 points below standard
2	Increased ++9.9 points	Increased Significantly ++34 points
	187	38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	3	9	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
113.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	67.8 points below standard
Maintained ++1.5 points	4	1	Increased ++10.8 points
197			66

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
203.4 points below standard	120.2 points below standard	90.1 points below standard
Increased ++6.2 points	Increased Significantly ++68.5 points	Declined -4.5 points
22	17	141

Conclusions based on this data:

1. Overall performance in six groups increased (ELs, Socioeconomically Disadvantaged, Students with Disabilities, White students, Current ELs, and RFEPs)

2. All students maintained performance along with Hispanic subgroup while EOs declined.

3. All groups are blow standard ranging from 67.8 points (White students) to 182.1 points below standard (Students with Disabilities). Same comment as previous data set for Sped student needs.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
33.6 making progress towards English language proficiency
Number of EL Students: 110
Performance Level: VeryLow
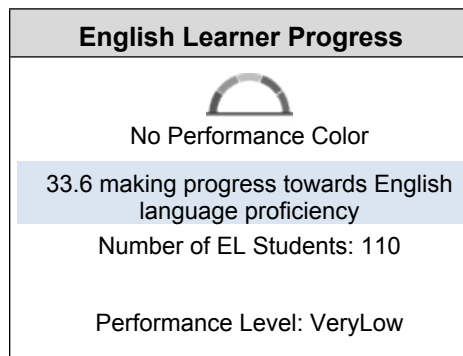
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
23.6	42.7	1.8	31.8

Conclusions based on this data:

1. A little over one-third of students are making progress toward English language proficiency. Same comment as previous data set on ELPAC scores.

2. Almost half of students (44 percent) are maintaining but not progressing while about a quarter are decreasing performance (24 percent) and a little under a third are progressing (31 percent)

School and Student Performance Data

Academic Performance
## College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	279	100
African American	2	0.7
American Indian or Alaska Native	1	0.4
Asian	4	1.4
Filipino	1	0.4
Hispanic	204	73.1
Native Hawaiian or Pacific Islander	2	0.7
White	55	19.7
Two or More Races	9	3.2
English Learners	29	10.4
Socioeconomically Disadvantaged	218	78.1
Students with Disabilities	33	11.8
Foster Youth	4	1.4
Homeless	5	1.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	22	7.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	18	8.9
Native Hawaiian or Pacific Islander		
White	2	3.6
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	14	6.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	68	24.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	49	24
Native Hawaiian or Pacific Islander		
White	15	27.3
Two or More Races		
English Learners	5	17.2
Socioeconomically Disadvantaged	50	22.9
Students with Disabilities	8	24.2
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	113	40.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	79	38.7
Native Hawaiian or Pacific Islander		
White	25	45.5
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	74	33.9
Students with Disabilities	3	9.1
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	17	6.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	12	5.9
Native Hawaiian or Pacific Islander		
White	4	7.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	9	4.1
Students with Disabilities	1	3
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	46	16.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	35	17.2
Native Hawaiian or Pacific Islander		
White	6	10.9
Two or More Races		
English Learners	1	3.4
Socioeconomically Disadvantaged	37	17
Students with Disabilities	3	9.1
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	23	8.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	16	7.8
Native Hawaiian or Pacific Islander		
White	4	7.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	19	8.7
Students with Disabilities	1	3
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	67	24
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	65	31.9
Native Hawaiian or Pacific Islander		
White	1	1.8
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	58	26.6
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Graduation rate remains at 100 percent in 2020-'21 with parity in ethnic subgroups.

2. A-G completion is below 50 percent at 40.1 percent in 2020-2021.

3. A-G completion rate is lower in Hispanic students with 38.7 percent than White students at 44.5 percent even though Hispanic students comprise over approximately 70 percent of the student body and White students comprise approximately 20 percent.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
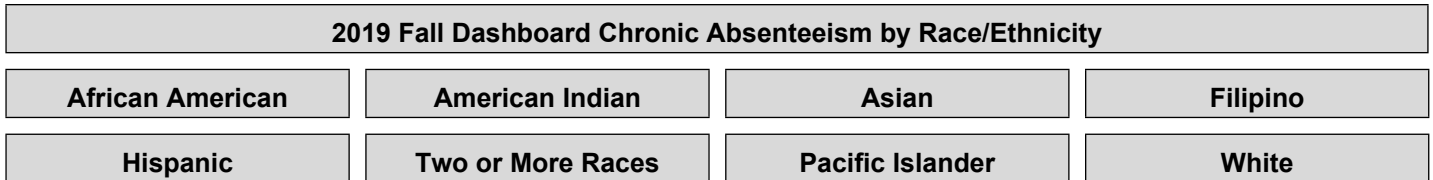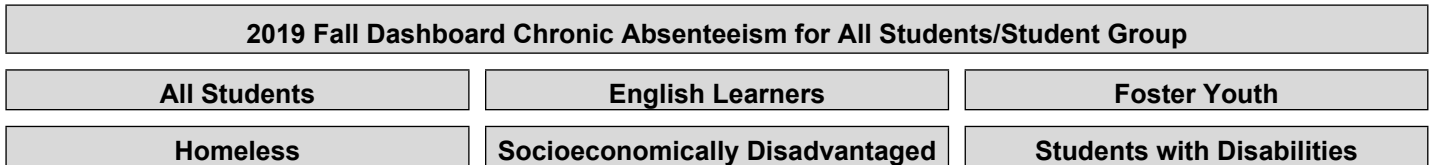
Conclusions based on this data:

1. n/a

2. n/a

3. n/a

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	279	268	2	96.1
English Learners	29	23	1	79.3
Foster Youth	4		0	
Homeless	5		1	
Socioeconomically Disadvantaged	218	207	2	95
Students with Disabilities	33	26	1	78.8
African American	2		0	
American Indian or Alaska Native	1		0	
Asian	4		0	
Filipino	1		0	
Hispanic	204	195	2	95.6
Native Hawaiian or Pacific Islander	2		0	
White	55	53	0	96.4
Two or More Races	9		0	

Conclusions based on this data:

1. 2021 graduation rates remain high in all subgroups.

2. Lowest graduation rate in significant subgroups of English Learners (79.3 percent) and Students with Disabilities (78.8 percent) in 2021.

3. SED student graduation rate increased from 94.2 percent to 95 percent in 2021.

School and Student Performance Data

Conditions & Climate
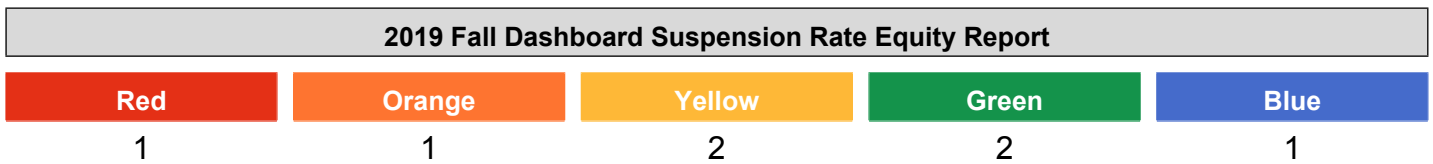## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
5.8	5	17.4
Declined -0.7	Declined Significantly -2.6	Declined -17.2
1395	161	23

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not	6.5	7.9
9	Declined -1.7	Declined -1.4
	923	202

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
16.7	Less than 11 Students - Data 9	0	Less than 11 Students - Data 5
Declined -1.5 18		Declined -2.2 42	

Hispanic	Two or More Races	Pacific Islander	White
Green	Red	No Performance Color	Orange
5.4	10.5	Less than 11 Students - Data 8	6.3
Declined -1.3 991	Increased +7.7 38		Increased +0.5 284

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.5	5.8

Conclusions based on this data:

1. Suspension rate decreased for eight groups (All, EL, Foster Youth, SED, Students with Disabilities, African American, Asian, and Hispanic students). Consistent admin. leadership, Restorative Practices trainings, and RTI efforts have contributed to this decline over the last three years.

2. Two groups increased (Students who identify as two or more races and white students).

3. Foster Youth and African American students have the highest suspension percentage (16.7 and 17.4 percent respectively).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Goal 1

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

A little above half of WHS students are considered "College and Career" ready and among those only 51.4 percent (a little over half) complete A-G courses. While WHS has a strong number of CTE pathways, a very small percentage are completers. Compared to the large number of Spanish speaking students WHS has a low amount of Seal of Biliteracy recipients (mainly due to SBAC/CAASP performance).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	2020-'21 46 students completed at least one college course. 23 students completed at least two college courses. 2021-'22 Concurrent enrollment in Fall = 35 students	Continue concurrent enrollment numbers and complete dual enrollment coordination efforts.
Percentage of students completing UC/CSU a-g course requirements (high school only).	2018-'19 38.13% of students completed UC/CSU a-g course requirements/ 2019-'20 51.4% of the students completed a-g course requirements. 2020-'21 - 40.5% of students completed UC/CSU A-G course requirements.	Increase UC/CSU a-g course completion to 55%.
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	WHS had 865 enrolled (65% of student population- 1325 total) in a CTE (Career Technical Education) class in 19-20, with 38 completer students (3% of student population)	Maintain current CTE (Career Technical Education) enrollment of over 800 students. Increase completer students to 80 students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	WHS had 1,064 students enrolled (81% of student population-1310 total) in a CTE class in 2020-'21 = 68 completer students (24.4%). WHS has 796 students enrolled (63% of student population - 1254 total) in a CTE class in 2021-'22 = 220 enrolled in completer courses (17% of student population).	
Number of students who participate in VAPA (Visual and Performing Arts).	2019-'20 - 650 students who participated in one or more VAPA (Visual and Performing Arts) courses with 26.0% Male and 26.84% Female participation. Two student groups without parity: Hispanic/Latino 72.18% of population with 37.28% participation, and Pacific Islander .57% of population with .32% participation. 2020-'21 - 673 students participating in one or more VAPA courses with 23.7 Male and 26.5% Female. Four students groups without parity: Hispanic/Latino 75.02% of population with 14.9% participation, Asian (Non-Hispanic) 2.78% of population with 1.76% participation, Pacific Islander .68% of population with .4% participation, Black .84% of population with .56% participation. 2021-'22 - 565 students participated in one or more VAPA (Visual and Performing Arts) courses with 25% male and 29% female participation.	Maintain high current levels of VAPA participation of over 600 students including balance in gender participation- but increase participation to completely close parity gaps in all student groups.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of State Seals of Biliteracy awarded to students (high school only).	2020-'21- 67 students were eligible for the seal of biliteracy. 2021-'22 - 47 students were eligible for the seal of biliteracy	Increase Seal of Biliteracy to 70 eligible students.
Number of Pathway awards for Bilteracy (Dual Immersion schools only).	N/A	N/A

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy: Provide programs and supports to increase achievement, increase College/Career "prepared" status, and advance A-G eligibility on the CA dashboard, and participation of subgroups.

Activities:
- AVID (Advancement Via Individual Determination) program supports: College Field trips for AVID students, subs to cover classrooms during field trips/PD, provide a coordinator stipend, professional development for AVID elective teachers, hiring of AVID tutors to support student development, celebration expenses for AVID senior night.
- VAPA Supports: Increased parent presentations/informational nights to recruit subgroup participation, presentations in ELD classes, field trips to support opportunities for subgroup participation and enrichment.
- CTE supplemental materials: Supplemental instruction materials for CTE courses.
- AP (Advanced Placement) subsidies: Support increased student participation in taking AP exams through scholarships.
- Puente program supports: College Field Trips for Puente students, subs to cover staff classrooms during field trip supervision, supplemental instructional materials, celebration expenses for Puente senior night.
- Math Department Supports: After school intervention, collaboration time for departments to review data and set goals, collaboration time for planning co-teaching with special education teachers.

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

Amount(s)   Source(s)

| 32,000 | Supplemental/Concentration |
| 27,000 | Title I Part A: Basic Grants Low-Income and Neglected |

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

AVID Support was executed to plan. AVID tutors were hired to provide direct support to students. VAPA, CTE, Puente all accessed funding to purchase the planned for supplies and supports. AP Subsidies used in full to support socio-economically disadvantaged students.

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

Funds allocated for field trips (including classroom subs) were utilized (AVID, VAPA, and Puente all attended field trips). Math department supports were not fully used as math students utilized other supports outline in other goals in higher number. Math department collaboration around data and planning with SPED did not occur.

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.

To achieve an increase in A-G completion, Increase student participation in capstone courses to increase CTE Completer status, increase subgroup participation in VAPA, and increased Seal of Biliteracy achievement. We will reimplement the original plan and redouble our efforts with Math Department support.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Goal 2

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

Students are below the State Average in ELA and Math proficiency. Need for increased stakeholder input on important decisions. Chronic absenteeism approaching 20 percent. Approximately two thirds of students surveyed feel safe or connected to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator.	2018-'19 WHS is Green on the dashboard for ELA (English Language Arts) and Orange for math. (No 2019-'20 Data- 2020-'21 No data on CA Dashboard to indicate "color" progress.	(Continued from last year) Move to Blue for ELA and yellow for math
Performance level on English Learner Progress Indicator	2019-'20- 33.6% making progress towards English Language Proficiency. No 2020-21' date as of March 2021.	(Continued from last year) Increase performance level on English Learner Progress Indicator by one level to 35%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) in English Language Arts (ELA).	57% of students met or exceeded the English Language Arts standards on the SBAC (Smarter Balanced Assessment Consortium) DATA QUEST 45.2% of students met or exceeded the English Language Arts standards on the 2020-'21 SBAC. AERIES ANALYTICS	(Continued from last year) Percentage of students meeting or exceeding English Language Arts Proficiency will increase to 60%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) in Math.	14.98% of students met or exceeded the Mathematics standards on the SBAC in2019-'20 . 22.7% of students met or exceeded the Mathematics standards on the	Percentage of students meeting or exceeding Math Proficiency will increase to 25%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SBAC in 2020-'21. AERIES ANALYTICS	
Number of students who are chronically absent	N/A As of March 2022, 16.5% of students are chronically absent. AERIES ANALYTICS	Decrease students who are chronically absent to 15%.
Student sense of safety and school connectedness	CHKS (California Healthy Kids Survey) 2019-2020 48% of 9th graders and 43% of 11th graders feel connected to the school./2020-'21 CHKS Survey 62% of 9th graders and 58% of 11th graders feel connected to the school. 44% of 9th graders and 35% of 11th graders feel that the school is safe/2020-'21 71% of 9th graders and 61% of 11th graders feel that the school is safe or very safe.	Increase students' feelings of connection to school to 65% in 9th grade and 60% in 11th grade. Increase students' feelings of safety to 75% in 9th grade and 65A% in 11th grade.
Suspension rate	0% due to distance learning	Continue to have a low percentage of students spended, the percentage of students suspended tless than 4%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	CHKS (California Healthy Kids Survey) 2019-2020.: 83% of parents agree that WHS allows input and welcomes parent contributions. 67% of parents agree that WHS encourages them to be an active partner with the school to educate their child. 50% of parents agree that WHS actively seeks the input of parents before making important decisions. CHKS 2020-2021: • -% of parents agree that WHS allows input	Maintain current levels of satisfaction on input. Increase "active partnership" item to 70%. Increase "input on important decision" item to 60%. Continue to encourage participation on the survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and welcomes parent contributions. • -% of parents agree that WHS encourages them to be an active partner with the school to educate their child. • -% of parents agree that WHS actively seeks the input of parents before making important decisions.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Strategy: Provide opportunities to enhance teacher content knowledge, student enrichment beyond the classroom, and create an environment conducive to growth and learning.

Activities:
- Increase Credit Recovery opportunities in the Master Schedule.
- Provide both on site and and conference Professional Development surrounding instructional strategies, use of technology to enhance instruction, and collaboration time to put Universal Design for Learning into practice.
- Includes support for subs, travel costs, conference registration, and release time
- Provide Learning Center support
- Includes funding VSAs to hire tutors to provide Academic Intervention and Support
- Provide Department Supplies including but not limited to consumables, furniture, and classroom materials.
- Fund Saturday School program
- Extra Duty hours to staff program to provide intervention, time to make up work, and differentiation
- Includes extra funds to support additional mid-week opportunities at key times of the school year

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
94,000	Supplemental/Concentration
90,000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Learning Center support, Department Supplies, and Saturday School support all executed to plan. Limited PD (Professional Development)

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

Most PD accessed via virtual conferences but in person opportunities accessed as COVID restrictions began to lift in March 2022. Funding from field trips in Goal 1 diverted to supplies to meet increased needs. Strong increase in frequency and teacher participation in Saturday School Intervention and an expansion to "Wednesday Workshops" especially towards the end of grading periods.

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.

We will be recommitting to PD that focuses on instructional strategies including on use of interactive technology, increasing rigor and relevance of curriculum, increasing interactive lessons, amongst others. Additionally we will increase the number of credit recovery sections to allow students to make up courses.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction.

Goal 3

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

Goals were not met and progress was not made in English Learner Progress. Decreasing Long Term English Learners (LTEL's) needs attention. Movement on rating on EL Roadmap Principal needs to be made.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	2019-'20 11% of WHS students are RFEP (Reclassified fully English Proficient) In 2020-'21 14.6 % of WHS students are RFEP	Continue to increase reclassification rate to 25%.
Show growth on the English Learner Progress Indicator.	2019-'20 33.6% making progress towards English language proficiency = "Very Low" category	Increase reclassification rate by 5% to 38% within the "Low" category.
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	In 2020-'21 76% of our ELs are LTELs	Decrease LTEL percentage to less than 50%
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	Principal 1: Assets-Oriented and Needs-Responsive Schools Self-reflection rubric A. Language and cultures are assets (score: 3.4) B. No single EL profile (score: 3) C. School climate is affirming, inclusive, safe (score: 3.5) D. Strong family and school partnership (score: 3	A. Increase to 3.5 B. Increase to 3.5 C. Increase to 4 D. Increase to 3.5 E. Increase to 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	E. Supporting English Learners with disabilities (score: 2.5)	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners (ELL's)

Strategy/Activity

Strategy: Provide professional development to teachers to improve instructional strategies, academic supports to increase student achievement, and opportunities for parent involvement to improve school connectedness.

Activity:
- Learning Center support
- Includes funding of VSA(Variable Service Agreement) to provide ELLs Academic Intervention through the Learning Center
- Includes support for newcomers at Saturday School/Intervention Program(s)
- Support for ELRT (English Language Resource Team) and ELS (English Learner Specialists)/teacher collaboration
- Release time for teachers
- ELD (English Language Development) Teachers to meet with ELS once per quarter
- Supplies and materials for EL Specialists to provide whole staff Tier I PD
- ELS to model and collaborate with staff as well as provide PD on Tier I integrated ELD instructional strategies at one Faculty Meeting per semester to whole staff including TPS (Think Pair Share) 2.0 strategies, reciprocal teaching, and writing scaffolding
- EL specialist (ELS) to collaborate and provide PD focused on intervention and differentiation to meet students needs by proficiency level during integrated ELD content instruction.
- ELAC (English Learner Advisory Committee) support
- Including supplies to incentivize increased parent participation
- PD Support
- Supplemental materials
- Including materials and texts in primary language as bridge to learning of new language
- Parent Seminars for Non-English speaking families
- Includes, college application process, info nights, FAFSA, (Free Application for Federal Student Aid) etc.
- Edgenuity classes to support credit recovery

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

Amount(s)	Source(s)
2,500.00	Supplemental/Concentration
22,786.00	Title I Part A: Basic Grants Low-Income and Neglected
272.00	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Through focused SPSA goals and support, EL Specialists and teachers were better able to support students. The ELS took advantage of the collaborative time and implemented more regular parent seminars (four throughout the year).

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

All activities went to plan except the PD for teachers put on by ELS due to lack of EL specialist for the site to begin the year.

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.

Better coordination between the LRC (Learning Center) and the Saturday School program will need to occur to make sure the dedicate EL support person is contacted to be available for Saturday Intervention support programs.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Goal 4

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

Identified Need

Anecdotal student reports cite an increased need for input on school decision making.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	2020-'21- 46 partnerships for students to engage in Community Service and leadership opportunities and 35 local partners offering student scholarships. 2021-22' Same levels.	(Continued from last year) Maintain current number of partnerships at above 45.
Number of extracurricular programs offered	Baseline- 2020-'21- We currently field 16 sports programs as well as 17 extracurricular clubs 2021-22' same levels	(Continued from last year) Maintain current sports offerings of 16 programs as well as at least 17 extracurricular clubs.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2020-'21- 315 responses to internal "Needs Assessment" survey (Approximately 25% of school population) 2021-'22- 521 responses to internal "Needs Assessment Survey" (Approximately 41% of school population)	(Continued from last year) Increase student participation on "Needs Assessment" Survey to at least 50% of population.
Number and percent of students by representative	2020-'21- 24 students (4 EL (16%), 4 Low Income (16%), 4	Maintain current focus group process and membership of 24

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
demographic providing input to the SPSA through focus groups	Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members.	students (4 EL (16%), 4 Low Income (16%), 4 Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students with programs and activities to increase school connectedness
- Link Crew, Student Government, School activities, after-school clubs, sports and programs supports
- Includes materials and supplies to run programs
- Increase recruiting of underrepresented student groups
- Experiential Field Trips for supplemental instruction to extend beyond the classroom
- Includes support for subs and transportation

Provide students regular opportunities for feedback and input
- Utilize diverse Student Focus Groups in SPSA development process
- Hold Student Advisory Council meetings on a quarterly basis to review data and give feedback
- Increase opportunities for student voice in ELAC and School Site Council
- Continue strong partnerships with community organizations
- Continue robust supports of community service programs as well as scholarship partnerships
- Reinstatement of Student Support Programs (for acknowledgement)
- Include programs such as student of the week.

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

Amount(s)	Source(s)
13,930.00	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Both community partnerships and extracurricular activities were maintained from previous years. With the easing of COVID restrictions, meeting in person allowed for more student involvement at higher interest in the Student Action Committee. Partnerships with teachers and the use of Canvas and Parent Square facilitated an approximately a 300 student increase in participation in the student Needs Assessment Survey.

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

No major differences from plan to implementation.

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.

Next year we will have increased participation in the Student Action Committe by teachers and we will be organizing a greater synergy between that committee, ASB, Site Council, and School Board representations

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$140,058
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$282,488.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$139,786.00
Title I Part A: Parent Involvement	$272.00

Subtotal of additional federal funds included for this school: $140,058.00

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

State or Local Programs	Allocation ($)
Supplemental/Concentration	$142,430.00

Subtotal of state or local funds included for this school: $142,430.00

Total of federal, state, and/or local funds for this school: $282,488.00

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
Peter Lambert	Principal
Kristi Lopez	Parent or Community Member
Casey Raubach	Parent or Community Member
Melissa Atkin	Parent or Community Member
Iris Ramirez	Secondary Student
Connor Green	Secondary Student
Metzy Solorio	Secondary Student
Jose Gonzalez	Other School Staff
Jennifer Drewek	Classroom Teacher
Eric Dyer	Classroom Teacher
Carla Serratos	Classroom Teacher
Anne Mapalo	Classroom Teacher

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
[signature]	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 5/17/2021.

Attested:

[signature]	Principal, Peter Lambert on March 28, 2022
[signature]	SSC Chairperson, Jose Gonzales on March 28, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

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

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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