School Year: **2021-22**

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 participate in the needs assessment process, and develop and approve 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 students. 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 was gathered through a survey focused on "Student Engagement", of which 315 students responded. Student focus groups were created, with a balanced representation of student groups. Twenty four students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified "Student Engagement" as an area of concern. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again on April 19, 2021, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. On April 14, 2021, a team of staff conducted an in-depth review of 1287 students' performance data, identified "Student Engagement" as an area of need, and proposed actions and strategies to support these needs. Areas of concern included Concerns here.

Needs assessment meetings were also held with ELAC on April 27, 2021, and with School Site Council groups on April 29, 2021. Both groups agreed "Student Engagement" was an appropriate and needed area of focus.

ELAC and staff reviewed the SPSA on May 15, 2021, and provided additional feedback. School site council reviewed the plan on May 17, 2021, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 17. 2021.

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 by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.6%	0.84%	0.5%	8	11	7
African American	1.28%	1.15%	0.8%	17	15	10
Asian	3.17%	2.75%	2.6%	42	36	34
Filipino	0.23%	0.31%	0.2%	3	4	3
Hispanic/Latino	71.4%	71.6%	73.3%	946	938	959
Pacific Islander	0.6%	0.53%	0.7%	8	7	9
White	20.3%	20.38%	19.0%	269	267	249
Multiple/No Response	1.58%	2.14%	2.3%	21	28	30
			Total Enrollment	1,325	1,310	1,309

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 71.6- up .2 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 2019-2020.
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 held between 9.5 to about 11 percent over the last three years.
2. The number of Reclassified Fluent English Proficient (RFEP) students has fluctuated between 11 to about 13.5 percent over the last three years but remains approximately the same in number of students.
3. The number of FEP students has steadily increased by about three 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	295	316	301	282	304	287	281	304	285	95.6	96.2	95.3
All	295	316	301	282	304	287	281	304	285	95.6	96.2	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2577.	2571.	2589.	14.95	18.75	16.49	37.37	27.63	41.40	28.83	30.26	25.26	18.86	23.36	16.84
All Grades	N/A	N/A	N/A	14.95	18.75	16.49	37.37	27.63	41.40	28.83	30.26	25.26	18.86	23.36	16.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.13	23.68	22.46	53.38	48.36	56.84	23.49	27.96	20.70
All Grades	23.13	23.68	22.46	53.38	48.36	56.84	23.49	27.96	20.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.56	25.33	26.67	51.96	45.07	56.14	23.49	29.61	17.19
All Grades	24.56	25.33	26.67	51.96	45.07	56.14	23.49	29.61	17.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.37	15.46	15.79	66.90	67.11	70.18	16.73	17.43	14.04
All Grades	16.37	15.46	15.79	66.90	67.11	70.18	16.73	17.43	14.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.56	25.99	27.72	53.02	49.67	55.09	22.42	24.34	17.19
All Grades	24.56	25.99	27.72	53.02	49.67	55.09	22.42	24.34	17.19

Conclusions based on this data:

1. In 2018-19 overall achievement was at it highest with 57.89% of students meeting or exceeding standards. Continued investment into the PLC Data Inquiry process should be explored to continue upward trend.
2. Students in the "standard not met" category was the lowest in 2018-19 over the last three years at 16.84%. Losee PD series on literacy in 2018-'19 school year a likely contributor to increased performance.
3. Percent above standard in writing and research/inquiry steadily increasing- listening is lowest domain.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	295	316	301	283	303	287	283	302	287	95.9	95.9	95.3
All	295	316	301	283	303	287	283	302	287	95.9	95.9	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2535.	2522.	2523.	3.89	4.97	4.88	16.61	13.25	10.10	24.73	22.52	26.13	54.77	59.27	58.89
All Grades	N/A	N/A	N/A	3.89	4.97	4.88	16.61	13.25	10.10	24.73	22.52	26.13	54.77	59.27	58.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.48	9.60	7.34	26.50	22.52	22.03	65.02	67.88	70.63
All Grades	8.48	9.60	7.34	26.50	22.52	22.03	65.02	67.88	70.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.01	7.95	8.04	41.34	41.39	45.45	52.65	50.66	46.50
All Grades	6.01	7.95	8.04	41.34	41.39	45.45	52.65	50.66	46.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.25	7.62	5.59	56.18	50.00	55.94	33.57	42.38	38.46
All Grades	10.25	7.62	5.59	56.18	50.00	55.94	33.57	42.38	38.46

Conclusions based on this data:

1. Only 14.98% of students are scoring above or meeting standard. Math proficiency remains WHS area of greatest need- high turnover in this department and continued need for development of effective instructional strateies are major contributors.
2. The percentage above or meeting standard is at a the lowest in a three-year decline in 2018-'19. Items for increased tutoring opportunities written into SPSA.

3. "Communicating reasoning" is strongest area 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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1496.3	1488.7	1505.4	1492.8	1486.7	1484.3	32	43
Grade 10	1490.0	1482.1	1480.1	1466.3	1499.4	1497.4	32	26
Grade 11	1524.1	1490.3	1515.2	1473.7	1532.5	1506.5	31	27
Grade 12	*	1498.6	*	1483.5	*	1513.2	*	27
All Grades							105	123

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	25.58	*	46.51	*	27.91	32	43
10	*	11.54	*	23.08	*	15.38	37.50	50.00	32	26
11	*	3.70	38.71	18.52	*	40.74	*	37.04	31	27
12		3.70	*	29.63	*	33.33	*	33.33	*	27
All Grades	17.14	4.07	29.52	24.39	25.71	35.77	27.62	35.77	105	123

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	37.50	11.63	*	46.51	*	25.58	*	16.28	32	43
10	37.50	26.92	*	15.38	*	15.38	34.38	42.31	32	26
11	35.48	3.70	41.94	29.63	*	33.33	*	33.33	31	27
12	*	14.81	*	37.04	*	25.93	*	22.22	*	27
All Grades	34.29	13.82	29.52	34.15	14.29	25.20	21.90	26.83	105	123

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.38	0.00	*	67.44	37.50	32.56	32	43
10	*	3.85	37.50	50.00	34.38	46.15	32	26
11	*	0.00	54.84	37.04	*	62.96	31	27
12		0.00	*	51.85	*	48.15	*	27
All Grades	24.76	0.81	40.00	53.66	35.24	45.53	105	123

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	56.25	65.12	*	18.60	*	16.28	32	43
10	46.88	42.31	*	23.08	37.50	34.62	32	26
11	58.06	51.85	*	18.52	*	29.63	31	27
12	*	48.15	*	29.63	*	22.22	*	27
All Grades	53.33	53.66	24.76	21.95	21.90	24.39	105	123

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	27.91	78.13	72.09	32	43
10	*	3.85	*	38.46	62.50	57.69	32	26
11		0.00	38.71	33.33	61.29	66.67	31	27
12		3.70	*	51.85	*	44.44	*	27
All Grades	*	1.63	26.67	36.59	69.52	61.79	105	123

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	46.88	67.44	34.38	32.56	32	43
10	*	11.54	59.38	53.85	*	34.62	32	26
11	*	7.41	67.74	51.85	*	40.74	31	27
12	*	3.70	*	70.37	*	25.93	*	27
All Grades	16.19	4.88	60.00	61.79	23.81	33.33	105	123

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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,310	**63.1**	**9.4**	**0.7**
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	123	9.4
Foster Youth	9	0.7
Homeless	19	1.5
Socioeconomically Disadvantaged	827	63.1
Students with Disabilities	174	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	1.1
American Indian	11	0.8
Asian	36	2.7
Filipino	4	0.3
Hispanic	938	71.6
Two or More Races	28	2.1
Pacific Islander	7	0.5
White	267	20.4

Conclusions based on this data:

1. The percentage of English Learners saw a two percent increase from below ten percent to almost 11 percent.
2. In 2018-'19 there were roughly 65% of students identified as socioeconomically disadvantaged- rate has stayed the same from last year.

3. Hispanic students remain the largest total percentage of WHS's population and 71.4 percent.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
51.4	29.2	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +14	Increased +23.5	3
317	48	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
56	50	5.9
Increased Significantly +44.9	Increased Significantly +18.1	Increased +5.9
25	240	34

2019 Fall Dashboard College/Career 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	57.1	0 Students
4	2	14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
52.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	47.1
Increased Significantly +16.1	6	2	Maintained +1.7
219			68

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

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	37.4 **Prepared**	51.4 **Prepared**
Approaching Prepared	20.7 **Approaching Prepared**	18.6 **Approaching Prepared**
Not Prepared	41.8 **Not Prepared**	30 **Not Prepared**

Conclusions based on this data:

1. Overall College an Career Readiness increased to over half of all students with six groups increasing (All, EL, Homeless, SED, Students with Disabilities, and Hispanic students).
2. White students maintained performance and no groups declined. Students with disabilities require more targeted efforts.
3. There were more students considered prepared in 2019 than 2018 by an increase of 14 percent. Correction of CALPADS data reporting error has course corrected this performance indicator.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	1

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
94.4	87.5	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.8	Increased +1.8	3
319	48	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
92	94.2	85.7
Declined -2.4	Increased +1.2	Increased +12.2
25	242	35

2019 Fall Dashboard Graduation Rate 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	100	0 Students
4	2	14	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Orange
95.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	88.2
Increased +1.6	6	2	Declined -5.1
221			68

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
93.5	94.4

Conclusions based on this data:

1. Graduation rates increased in four groups (EL, SED, Students with Disabilities, and Hispanic Students).
2. All students maintained overall high graduation rate while two groups declined (Homeless and White students)
3. White student graduation rate may need attention while SED student graduation rate (94.2 percent is a significant achievement).

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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	0	Less than 11 Students - Data
Declined -1.5	9	Declined -2.2	5
18		42	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Red	No Performance Color	Orange
5.4	10.5	Less than 11 Students - Data	6.3
Declined -1.3	Increased +7.7	8	Increased +0.5
991	38		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).	Baseline: 2020-'21 Concurrent enrollment in Fall = 83 students	Continue concurrent enrollment numbers of between 80-90 students 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.	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)/WHS had 1,064 students enrolled (81% of student population-1310 total) in a CTE class in 2020-'21 = 73 completer students (6% of student population).	Maintain current CTE (Career Technical Education) enrollment of over 800 students. Increase completer students to 85 students.
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	Maintain high current levels of VAPA participation of over 650 students including balance in gender participation- but increase participation to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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.	completely close parity gaps in all student groups.
Number of State Seals of Biliteracy awarded to students (high school only).	2019-'20- 42 students were eligible for the seal of biliteracy/2019-'20 eligibility in progress of being determined at time of SPSA (Single Plan Student Achievement) development	Increase Seal of Biliteracy to 50 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 sidies: 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 SPED 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)
32,920.00	Supplemental/Concentration
46,000	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.

With the exception of field trips, AVID Support was executed to plan. Three 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 Title I/SED 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.

With the pandemic, funds allocated for field trips (including classroom subs) were minimally utilized (AVID, VAPA, and Puente all attended lower cost virtual field trips) so funds were reallocated to purchase of additional materials to address equity issues (e.g. The need for art supplies, culinary supplies, books for Puente, etc. for each student that they would normally share in person). 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 a 5% increase in A-G completion, five student increase in CTE Completer status, subgroup participation in VAPA, and increased Seal of Biliteracy achievement- and with a possible full return in the Fall, 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. Below half 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)	Move to Blue for ELA and yellow for math
Performance level on English Learner Progress Indicator	33.6% making progress towards English Language Proficiency	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) English Language Arts.	57% of students met or exceeded the English Language Arts standards on the SBAC (Smarter Balanced Assessment Consortium) DATA QUEST	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) Math.	14.98% of students met or exceeded the Mathematics standards on the SBAC (Smarter Balanced Assessment Consortium)	Percentage of students meeting or exceeding Math Proficiency will increase to 20%.
Number of students who are chronically absent	N/A	N/A
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 currently in progress	Increase students' feelings of connection to school to 50% across all grade levels. Increase students' feelings of safety to 50% across all grade levels.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	44% of 9th graders and 35% of 11th graders feel that the school is safe/2020-'21 CHKS Survey currently in progress	
Suspension rate	In 2019-2020 5.8% of students were suspended. 2020-2021 there is limited data.	Decrease the percentage of students suspended to less than 4%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	CHKS (California Healthy Kids Survey) 2019-2020. 2020-2021 CHKS survey currently in progress. "Satisfaction" not one of the surveyed items. 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.	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.
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	N/A for high school	N/A for high school

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:

- Professional Development surrounding literacy and conference attendance, 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
- Learning Center support
- Includes funding VSAs to hire tutors to provide Academic Intervention and Support
- Department supplies including but not limited to consumables, furniture, classroom materials.
- Saturday School funding
- Includes Extra Duty hours to staff program and expand into Monday-Friday offering to support student intervention, make up work, and differentiation

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)
92,311.00	Supplemental/Concentration
50,000	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 and Department Supplies, all executed to plan. Difficult to assess effectiveness with lack of current data. Some off-site PD (Professional Development) accessed by staff.

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

PD had to be redirected primarily towards technology with Distance Learning being the primary instructional method. Some PD on pedagogy (2 sessions: social emotional learning activities and Rigorous Discussion models). Funding from field trips diverted to supplies so that teachers could fully implement new technologies. Strong increase in frequency and teacher participation in Saturday School Intervention and an expansion to "Wednesday Workshops" especially towards the end of grading periods to respond to student demand and depressed grades data.

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.

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 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 LTELs 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 23.6 % 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).	2019-'20 60% of our ELs are LTELS (Long Term English Learners)/ In 2020-'21 68% 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: 3.5) 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 4 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 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 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.

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
23,769.00	Title I Part A: Basic Grants Low-Income and Neglected
2,944	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 limited time supplanted by district level technology PD to support Distance Learning.

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 and the Saturday School program will need to occur to make sure the dedicate EL support person is contacted to be available for Saturday/Wednesday 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	Baseline- 2020-'21- 46 partnerships for students to engage in Community Service and leadership opportunities and 35 local partners offering student scholarships.	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	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	Baseline- 2020-'21- 315 responses to internal "Needs Assessment" survey (Approximately 25% of school population)	Increase student participation on "Needs Assessment" Survey to at least 50% of population.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	Baseline- 2020-'21- 24 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.	Maintain current focus group process and membership of 24 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)
- Incudes programs such as "HEROES"

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)
9,447.00	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.

N/A Year One of Goal 4

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

N/A Year One of Goal 4

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

N/A Year One of Goal 4

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	$122,713
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$259,891.00

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	$119,769.00
Title I Part A: Parent Involvement	$2,944.00

Subtotal of additional federal funds included for this school: $122,713.00

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	$137,178.00

Subtotal of state or local funds included for this school: $137,178.00

Total of federal, state, and/or local funds for this school: $259,891.00

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
Angelica Reyes	Parent or Community Member
Erik Wilson	Parent or Community Member
Hannah Fettig	Secondary Student
Michelle Godoy	Secondary Student
Jace Williams	Secondary Student
Victor Rosales	Other School Staff
Chuck Bruns	Classroom Teacher
Eric Dyer	Classroom Teacher
Sherri Jensen	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
	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:

	Principal, Peter Lambert on 5/17/2021
	SSC Chairperson, Victor Rosales on 5/17/2021

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.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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/

Developed by the California Department of Education, January 2019