

School Year:

2025-26



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Watsonville High School	44-69799-4437901	5/8/25	

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

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

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

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

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

Schoolwide Program

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 5
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 9
 - ELPAC Results 13
 - Student Population 16
 - Overall Performance 18
 - Academic Performance 20
 - Academic Engagement 27
 - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
 - Goal 1 32
 - Goal 2..... 45
 - Goal 3..... 56
 - Goal 4..... 68
 - Goal 5..... 75
- Budget Summary 76
 - Budget Summary 76
 - Other Federal, State, and Local Funds 76
- Budgeted Funds and Expenditures in this Plan 77
 - Funds Budgeted to the School by Funding Source..... 77
 - Expenditures by Funding Source 77
 - Expenditures by Budget Reference 77
 - Expenditures by Budget Reference and Funding Source 77
 - Expenditures by Goal..... 78
- School Site Council Membership 79
- Recommendations and Assurances 80
- Instructions..... 81
- Appendix A: Plan Requirements 88

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements91
Appendix C: Select State and Federal Programs94

Plan Description

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

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

Schoolwide Program

The Watsonville High School Plan aligns with the district's LCAP goals and addresses the needs of the school specifically. The actions and activities described in the school plan correlate with the specific gaps that the school is addressing based on the areas identified as priority in the comprehensive needs assessment evaluation process with a focus on additional targeted support and improvement for specific student subgroups. Areas of needs were identified based on results from state and local assessments, student, staff, and parent surveys and meetings; and input gathered from the staff and community stakeholders.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Watsonville High School will meet requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs by using performance and qualitative data to address educational needs. As such, Watsonville High School administration gathers input from site teachers individually and as department groups to develop initial goals and actions/strategies based on nationally normed and local assessment data, as well as survey feedback from all stakeholder groups. The administration and Principal's Cabinet review this information and construct the first draft of the plan from this input. Staff then has an opportunity to provide additional detail or commentary. The draft plan is presented to both ELAC and School Site Council for input/feedback, review, comment, and approval. The SPSA is then submitted for district level and Board approval. Quarterly reviews are completed by Cabinet based on department meeting discussions. These quarterly reviews are also shared with ELAC and SSC.

Meeting Dates:

ELAC/SSC: 9/5/24; 10/3/24; 11/7/24; 12/5/24; 2/6/25; 3/6/25; 4/3/25; 5/8/25

Staff: Every first Friday of the Month

Cabinet: Every other Wednesday at 4pm

Students (via Youth Truth Survey): February 2025

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Our "Students with Disabilities" student group represents a "very low" performance on ELA with 141.2 points below standards (an increase of 28.7%). Current English Learner students are performing 107.3 points below standard (11.7 point increase). It shows 2 student groups in the "very low" (red) performance band. 4 groups have moved to "low" (orange).

Our "Reclassified English Learners" are performing 165.3 points below standard in Mathematics but have increased 16.4 points. The Dashboard shows that 5 student groups performing in the "low" performance band, increasing from the "very low" category.

33% of our English Learners are making progress towards English language proficiency with a designation of "low" performance (red). 33.4% of our ELs decreased one ELPI level. 25.8% progressed one ELPI level. An increase in A-G completion is necessary and is expected to occur as the graduation requirements have increased to match the college entrance requirements. Our career pathways and partnership academies need to increase the number of program completers and certification earners. An area of need is increasing the percentage total of students completing A-G Requirements and at least one CTE Pathway.

Our graduation rates continue to increase for all student groups. Graduation rate for SWD is a concern with only 72.7% of this student group graduating within 4 years of starting high school (an increase of 6.4%). Overall, our graduation rate increased for the following student subgroups: English Learners, Homeless, SWD, Hispanic, and White.

SWD are suspended at a higher rate than all other groups. Homeless and SED students are the next highest groups suspended. Our neediest students are in need of increased targeted supports based on this suspension data.

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

In no area were any student groups 2 or more performance levels below the "all student" performance due to the low ranking of "all students."

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.17%	0.22%	0.13%	4	5	3
African American	0.21%	0.27%	0.13%	5	6	3
Asian	0.54%	0.76%	0.44%	13	17	10
Filipino	0.33%	0.36%	0.31%	8	8	7
Hispanic/Latino	95.62%	95.72%	96.27%	2291	2148	2169
Pacific Islander	0.08%	0.04%	0.13%	2	1	3
White	3.01%	2.58%	2.49%	72	58	56
Two or More Races	0.04%	0.04%	0.09%	1	1	2
Not Reported	%	0%	%		0	
Total Enrollment				2396	2244	2253

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	608	565	608
Grade 10	612	594	566
Grade 11	620	553	572
Grade 12	556	532	507
Total Enrollment	2,396	2,244	2,253

Conclusions based on this data:

1.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	650	647	676	27.1%	28.8%	30.0%
Fluent English Proficient (FEP)	1316	1,162	1110	54.9%	51.8%	49.3%

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	531	505	502	369	470	485	355	468	482	69.5	93.1	96.6
All Grades	531	505	502	369	470	485	355	468	482	69.5	93.1	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2522.	2525.	2523.	8.73	8.33	9.13	23.10	23.50	24.90	26.48	28.21	27.39	41.69	39.96	38.59
All Grades	N/A	N/A	N/A	8.73	8.33	9.13	23.10	23.50	24.90	26.48	28.21	27.39	41.69	39.96	38.59

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.00	12.50	12.66	55.38	57.33	54.15	32.62	30.17	33.20
All Grades	12.00	12.50	12.66	55.38	57.33	54.15	32.62	30.17	33.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.41	13.38	11.76	46.95	46.49	46.43	39.63	40.13	41.81
All Grades	13.41	13.38	11.76	46.95	46.49	46.43	39.63	40.13	41.81

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.67	5.60	8.30	72.12	69.18	67.63	21.21	25.22	24.07
All Grades	6.67	5.60	8.30	72.12	69.18	67.63	21.21	25.22	24.07

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.83	10.56	12.45	63.98	67.03	60.79	22.19	22.41	26.76
All Grades	13.83	10.56	12.45	63.98	67.03	60.79	22.19	22.41	26.76

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	531	503	501	386	458	485	381	455	485	72.7	91.1	96.8
All Grades	531	503	501	386	458	485	381	455	485	72.7	91.1	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2483.	2481.	2478.	3.15	1.98	2.68	6.82	7.25	6.19	16.54	16.48	19.38	73.49	74.29	71.75
All Grades	N/A	N/A	N/A	3.15	1.98	2.68	6.82	7.25	6.19	16.54	16.48	19.38	73.49	74.29	71.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.20	3.52	2.89	29.40	26.43	29.69	66.40	70.04	67.42
All Grades	4.20	3.52	2.89	29.40	26.43	29.69	66.40	70.04	67.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.41	3.30	3.30	58.53	53.41	55.05	38.06	43.30	41.65
All Grades	3.41	3.30	3.30	58.53	53.41	55.05	38.06	43.30	41.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.41	3.74	2.89	59.58	55.38	54.85	37.01	40.88	42.27
All Grades	3.41	3.74	2.89	59.58	55.38	54.85	37.01	40.88	42.27

Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1545.4	1534.0	1525.3	1542.7	1532.5	1529.3	1547.8	1535.1	1520.9	185	154	175
10	1540.3	1534.7	1542.3	1538.7	1538.5	1547.0	1541.4	1530.4	1537.1	164	188	146
11	1553.3	1535.0	1534.6	1540.9	1534.0	1540.9	1565.2	1535.5	1527.8	107	134	138
12	1567.6	1536.8	1533.4	1568.9	1549.4	1534.5	1565.8	1523.9	1531.8	86	92	108
All Grades										542	568	567

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	11.69	14.48	11.76	40.26	32.41	30.00	33.12	33.79	31.18	14.94	19.31	27.06	154	145	170
10	13.08	20.00	19.58	34.62	31.35	29.37	33.85	22.70	33.57	18.46	25.95	17.48	130	185	143
11	15.91	11.02	20.00	40.91	29.92	24.44	28.41	32.28	21.48	14.77	26.77	34.07	88	127	135
12	24.62	16.47	9.90	40.00	28.24	26.73	20.00	28.24	34.65	15.38	27.06	28.71	65	85	101
All Grades	14.87	15.87	15.48	38.67	30.81	27.87	30.43	28.78	30.05	16.02	24.54	26.59	437	542	549

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	26.62	24.83	30.00	45.45	40.00	32.94	16.88	17.24	15.29	11.04	17.93	21.76	154	145	170
10	23.85	34.59	36.36	46.15	28.65	36.36	16.92	14.05	10.49	13.08	22.70	16.78	130	185	143
11	28.41	22.05	34.81	43.18	36.22	26.67	13.64	20.47	6.67	14.77	21.26	31.85	88	127	135
12	43.08	35.29	27.72	36.92	32.94	35.64	4.62	11.76	13.86	15.38	20.00	22.77	65	85	101
All Grades	28.60	29.15	32.42	43.94	34.13	32.79	14.42	16.05	11.66	13.04	20.66	23.13	437	542	549

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.19	2.07	1.18	17.53	13.10	11.18	50.65	53.10	41.18	26.62	31.72	46.47	154	145	170
10	4.62	4.86	4.20	19.23	17.84	18.18	44.62	38.38	42.66	31.54	38.92	34.97	130	185	143
11	6.82	3.94	2.96	20.45	12.60	10.37	50.00	41.73	39.26	22.73	41.73	47.41	88	127	135
12	7.69	3.53	2.97	27.69	15.29	9.90	40.00	30.59	36.63	24.62	50.59	50.50	65	85	101
All Grades	5.72	3.69	2.73	20.14	14.94	12.57	47.14	41.88	40.26	27.00	39.48	44.44	437	542	549

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.46	12.68	6.47	75.82	67.61	62.94	13.73	19.72	30.59	153	142	170
10	7.75	19.67	11.19	75.19	52.46	61.54	17.05	27.87	27.27	129	183	143
11	7.95	7.87	9.63	69.32	55.12	48.15	22.73	37.01	42.22	88	127	135
12	15.38	15.85	6.93	61.54	57.32	50.50	23.08	26.83	42.57	65	82	101
All Grades	9.89	14.42	8.56	72.18	57.87	56.65	17.93	27.72	34.79	435	534	549

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	56.49	69.44	65.09	31.82	18.06	14.20	11.69	12.50	20.71	154	144	169
10	65.12	71.04	68.53	22.48	8.20	14.69	12.40	20.77	16.78	129	183	143
11	60.23	66.14	64.18	25.00	17.32	5.97	14.77	16.54	29.85	88	127	134
12	75.00	72.94	64.36	10.94	11.76	11.88	14.06	15.29	23.76	64	85	101
All Grades	62.53	69.76	65.63	24.60	13.54	11.88	12.87	16.70	22.49	435	539	547

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.34	7.64	3.53	47.40	45.83	35.88	40.26	46.53	60.59	154	144	170
10	10.00	12.50	13.29	40.77	42.93	38.46	49.23	44.57	48.25	130	184	143
11	7.95	3.15	4.44	61.36	37.01	33.33	30.68	59.84	62.22	88	127	135
12	12.31	7.23	5.94	53.85	32.53	33.66	33.85	60.24	60.40	65	83	101
All Grades	10.76	8.18	6.74	49.20	40.71	35.52	40.05	51.12	57.74	437	538	549

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.59	81.82	84.51	65.88	18.18	15.49	33.53	154	142	170
10	1.57	1.65	0.70	76.38	74.73	75.52	22.05	23.63	23.78	127	182	143
11	21.59	5.51	3.70	60.23	62.99	62.22	18.18	31.50	34.07	88	127	135
12	15.38	9.76	3.96	64.62	54.88	62.38	20.00	35.37	33.66	65	82	101
All Grades	7.14	3.38	2.00	73.27	71.48	66.85	19.59	25.14	31.15	434	533	549

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,253	92.8%	30%	0.7%
Total Number of Students enrolled in Watsonville High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	676	30%
Foster Youth	15	0.7%
Homeless	302	13.4%
Socioeconomically Disadvantaged	2,091	92.8%
Students with Disabilities	363	16.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.1%
American Indian	3	0.1%
Asian	10	0.4%
Filipino	7	0.3%
Hispanic	2,169	96.3%
Two or More Races	2	0.1%
Pacific Islander	3	0.1%
White	56	2.5%

Conclusions based on this data:

- Number of EL students being reclassified continues to increase, but there is still work to be made

2. Overall % of students meeting ELA standards has decreased
3. Overall % of students meeting Mathematics standards has decreased

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Green

Conditions & Climate

Suspension Rate



Orange

Mathematics



Orange

English Learner Progress



Red

College/Career



Yellow

Conclusions based on this data:

1. Academic performance on ELA is "Very Low"
2. Academic performance on Mathematics is "Low"
3. Our EL progress is a currently a "very low" performance level

School and Student Performance Data

Academic Performance English Language Arts

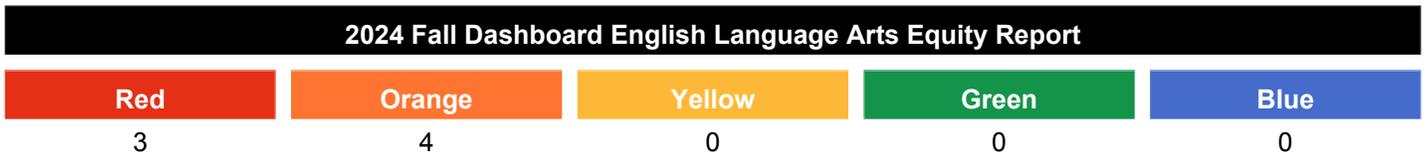
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>56.7 points below standard</p> <p>Maintained 1.0 points</p> <p>474 Students</p>	<p>English Learners</p> <p>Orange</p> <p>107.3 points below standard</p> <p>Increased 11.7 points</p> <p>177 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>101.1 points below standard</p> <p>Increased 33.1 points</p> <p>103 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Homeless</p> <p>Red</p> <p>84.1 points below standard</p> <p>Maintained 2.2 points</p> <p>72 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>60.6 points below standard</p> <p>Increased 3.4 points</p> <p>439 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>141.2 points below standard</p> <p>Increased 28.7 points</p> <p>80 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>57.1 points below standard</p> <p>Maintained 1.0 points</p> <p>458 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>52.8 points below standard</p> <p>Maintained 2.4 points</p> <p>13 Students</p>

Conclusions based on this data:

1. Our "Students with Disabilities" student group represent a "Very Low" performance on ELA with 185.8 points below standards
2. Current EL students are performing 177.8 points below standard
3. Equity report shows 5 student groups in the "Very Low" performance band

School and Student Performance Data

Academic Performance Mathematics

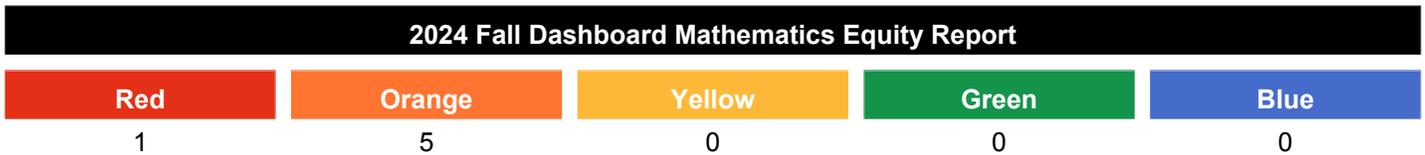
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>146.2 points below standard</p> <p>Increased 6.9 points</p> <p>477 Students</p>	<p>English Learners</p> <p>Orange</p> <p>185.8 points below standard</p> <p>Increased 14.3 points</p> <p>180 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>185.9 points below standard</p> <p>Increased 15.6 points</p> <p>103 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Homeless</p> <p>Orange</p> <p>165.6 points below standard</p> <p>Increased 5.1 points</p> <p>74 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>150.1 points below standard</p> <p>Increased 7.2 points</p> <p>442 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>233.4 points below standard</p> <p>Maintained 1.2 points</p> <p>80 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>146.5 points below standard</p> <p>Increased 7.3 points</p> <p>461 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>161.8 points below standard</p> <p>Declined 25.7 points</p> <p>13 Students</p>

Conclusions based on this data:

1. Our "Students with Disabilities" Student group has the greatest performance gap with 233.4 points below standard
2. Our "Reclassified EL Student" are performing 165.3 points below standard in Mathematics an increase of 16.4 from last year
3. Equity report shows 1 student groups performing in the "Very Low" performance band

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 33% making progress. Number Students: 509 Students	Long-Term English Learner Progress  Orange 37.1% making progress. Number Students: 418 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32.6%	32%	7.9%	25.1%

Conclusions based on this data:

1. 37.1% of our EL Student are making progress towards English language proficiency with a designation of "low" performance
2. 32.6% of our EL Student decreased one ELPI level
3. 25.1% Progressed one ELPI level

School and Student Performance Data

Academic Performance College/Career Report

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

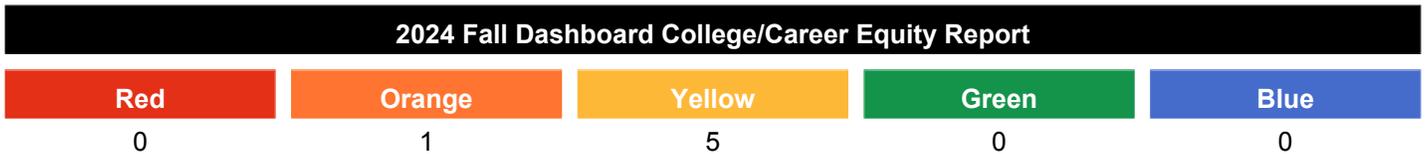
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>32.7 Prepared</p> <p>Increased 3.8</p> <p>480 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>15.9 Prepared</p> <p>Increased 4</p> <p>157 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>16.2 Prepared</p> <p>Increased 2.9</p> <p>130 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>29.5 Prepared</p> <p>Increased 11.9</p> <p>122 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>31.9 Prepared</p> <p>Increased 3.3</p> <p>467 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>9.2 Prepared</p> <p>Increased 4.1</p> <p>76 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>32.3 Prepared</p> <p>Increased 3.5</p> <p>458 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>50 Prepared</p> <p>Increased 35.7</p> <p>14 Students</p>

Conclusions based on this data:

1. An increase in A-G completion is necessary and is expected to occur as the WHS Graduation requirements have increased to match the college entrance requirements
2. Our Career Pathways and partnership academies need to increase the number of program completers and Certification earners
3. An area of need is increasing the % total of students completing A-G Requirements and at least one CTE Pathway.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

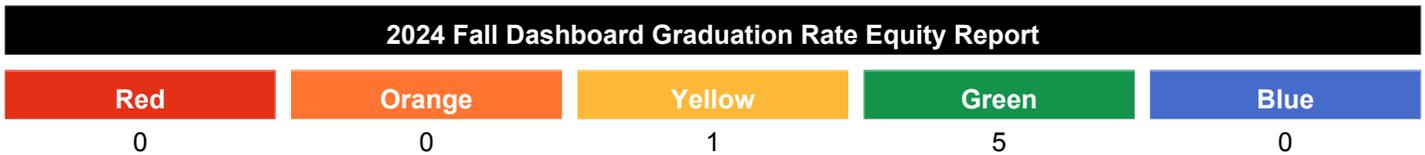
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>90.3% graduated</p> <p>Increased 1.4%</p> <p>486 Students</p>	<p>English Learners</p> <p>Green</p> <p>83.3% graduated</p> <p>Increased 5.6%</p> <p>162 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>86.2% graduated</p> <p>Increased 1.9%</p> <p>130 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Homeless</p> <p>Green</p> <p>88.7% graduated</p> <p>Increased 10%</p> <p>124 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>90.1% graduated</p> <p>Increased 1.2%</p> <p>473 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>72.7% graduated</p> <p>Increased 6.4%</p> <p>77 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>90.1% graduated</p> <p>Increased 1.1%</p> <p>464 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 14.3%</p> <p>14 Students</p>

Conclusions based on this data:

1. Our WHS Graduation rates continue to increase for all student groups.
2. WHS Graduation rate for SWD is a concern with only 72.7% of this student group graduating within 4 years of starting highschool.
3. Overall, WHS Graduation rate increase for the following student subgroups: English Learners, Long Term English Learners, Hispanic, Homeless, SWD, and Socioeconomically Disadvantaged.

School and Student Performance Data

Conditions & Climate Suspension Rate

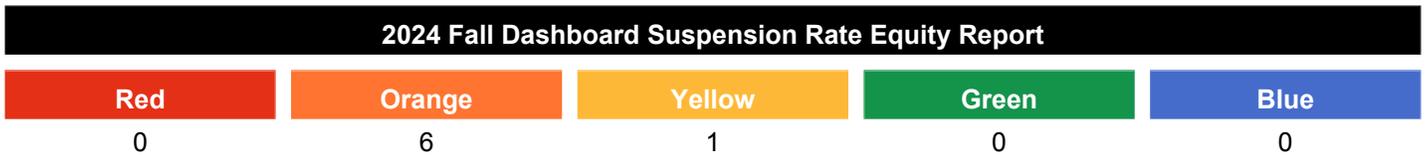
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 1.4%</p> <p>2345 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 1%</p> <p>725 Students</p>	<p>Long-Term English Learners</p>  <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Maintained 0.2%</p> <p>582 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>31.3% suspended at least one day</p> <p>Increased 31.3%</p> <p>16 Students</p>	<p>Homeless</p>  <p>Orange</p> <p>5.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>444 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>5.2% suspended at least one day</p> <p>Increased 1.7%</p> <p>2178 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>8.5% suspended at least one day</p> <p>Increased 2.5%</p> <p>377 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Increased 8.3%</p> <p>12 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>4.7% suspended at least one day</p> <p>Increased 1.1%</p> <p>2256 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>8.9% suspended at least one day</p> <p>Increased 7.4%</p> <p>56 Students</p>

Conclusions based on this data:

1. Foster Youth are suspended at a higher rate than all other groups.
2. SWD and Asian students are the next highest groups suspended.
3. Our neediest students are in need of more targeted supports based on this suspension data.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

WHS is committed to preparing all students for college and career by increasing graduation rates to at least 92% and improving A-G eligibility by 3% for the Class of 2025. Flex time will be strategically optimized to better support student learning. Impact Teams will establish consistent systems, structures, and protocols to support all learners by clarifying learning goals and success criteria, analyzing student performance on formative assessments, and using data to inform instruction. Teachers will provide actionable feedback to enhance student outcomes, pilot standards-based grading practices, and strengthen collaboration around assessments and grading. A schoolwide focus on data use will drive instructional decisions and ensure targeted support for student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: By June 2026, increase the percentage of students in grades 9–12 performing at or above grade level and completing A-G coursework from 28.7% to 48%, preparing all students for college and career readiness.

Identified Need

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

Graduation data as measured by the Dashboard from the California Department of Education 2024 shows that 90% of students graduated and received a high school diploma. Graduation rate for all student subgroups must be increased with a focus on our Students With Disabilities.

Graduation rates continue to increase for all student groups. SWD rates are a special concern due to the 23% difference from school average.

An increase in A-G completions expected to occur as the graduation requirements have increased to match college entrance requirements.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dept. of Edu. Dashboard - ELA and Mathematics	<p>48% of students are on track with their A-G requirements.</p> <p>ELA - The average range below standard for all students is 56.7 points (steady from 2023); EL students are 107.3 points below standard (11.7 increase). LTELs are 101.1 below standard (33.1 increase) SWD are 141.2 points below standard on average (28.7 point increase).</p> <p>Math - 146.2 points is the average range below standard for all groups (increase 6.9); EL students 185.8 below (14.3 increase); LTEL 185.9 below (15.6 increase); SWD are 233.4 points below standard (steady from 2023).</p>	Increase by 5% for all grade levels
CA Dept. of Edu. Dashboard Graduation rates	<p>Graduation 89% of students graduated in 2023. 78% of ELs 66% of SWD</p> <p>A-G Qualification 39% of seniors met the CSU requirements in 2023 30% of seniors met the UC requirements in 2023</p> <p>2024 32.7% of students are prepared for college (increase 3.8%)</p> <p>2024 Graduation 90.3% graduated in 2024 (1.4% increase) 83.3% ELs (5.6% increase); 72.7% of SWD (6.4% increase)</p> <p>2024 (from CSU/UC eligibility from CSU/UC Rep - WASC report) A-G Qualifications 39% met the CSU requirements 31% met the UC requirements</p>	<p>Increase overall graduation rate to a minimum of 92% Increase EL graduation rate to 82% Increase SWD graduation rate to 70%</p> <p>Increase A-G completion rate by 3% points for each UC/CSU.</p>
Percentage of D's and Fs Grades Via Synergy reporting by quarter	<p>50% of students have at least one D or F.</p> <p>9th: 53% 10th: 54% 11th:45% 12th:46%</p>	Decrease D's/Fs percentage by grade level by 10%

	<hr/> <hr/> <hr/>	
	<p>D'S/FS PERCENTAGE BY GRADE LEVEL FOR 2022-2023 by Quarter:</p> <p>Quarter 1 WHS Total Students as of 10/13/22 = 2,240 9th-12th D's = 1,364 1364 is 60.8% of 2240 9th-12th F's = 1,769 1769 is 78.9% of 2240</p> <p>Qtr2/Sem1 WHS 9th - 12th Total as of 12/16/22 = 2,197</p> <p>9th - 12th D's = 1,548 1548 is 70.4% of 2197 9th - 12th F's = 1,728 1728 is 78.6% of 2197</p> <p>Qtr 3 Total WHS Students as of 3/17/23 = 2,167 9th - 12th D's = 1,511 1511 is 69.7% of 2167 9th - 12th F's = 2,285 2285 is 105.4% of 2167</p>	

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>1.1 a. Teacher teams will collaborate to deliver effective instruction and intervention through the collaborative process of the PLCs to eliminate the performance and opportunity gap for all students. This may include, but is not limited to, developing and piloting a Standards Based Grading System which can become a basis for a school-wide momentum for change.</p> <p>1.1 b. WHS will establish and communicate their School Wide Instructional Goal (SWIG).</p> <p>1.1 c. WHS will ensure that technology is used to deliver effective instruction based on student needs.</p> <p>1.1 d. Funding is available for Professional Development</p> <p>1.1 e. Funding is availabl for Materials and supplies</p> <p>1.1 f. Funding is available for providing release time for planning, training, etc.</p>	<p>All students and all subgroups</p>	<p>20,000 Title I 4000-4999: Books And Supplies 1.1 c. new technology 1.1 e. materials and supplies</p> <p>2,000 Title I 5800: Professional/Consulting Services And Operating Expenditures 1.1 d Professional Development 1.1 f. release time for planning</p> <p>6,000 LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Progress Monitoring</p> <p>1.1 a. Review grades school-wide before and after implementation of Standards Based Grading</p> <p>1.1 b. Review minutes of cabinet and staff meetings</p> <p>1.1 c. Classroom observations</p>		
1.2	<p>1.2 a. Academic Interventions: The site will implement and monitor effective academic interventions to ensure successful preparation for College & Career Readiness CPAs (College and Career Paths) including life leveraging CTEs and AP courses.</p> <p>1.2 b. Continue to make data available for staff, including data from content specific technology tools, while taking the next step of using data across the school community to make decisions regarding instruction, programs, and student needs.</p> <p>1.2 c. Provide supplemental pay, resources and/or release time for planning, training, etc., and/or professional development as necessary. Ongoing opportunities for professional development in the most effective strategies for supporting student success and site-based collaboration to significantly increase the achievement of ALL students with a focus on English Learners, Social Economically Disadvantaged, and Students with Disabilities in the subject areas of ELA and Math.</p> <p>1.2 d. Partially fund an FTE to meet with departments and impact teams to share data including standardized tests outcomes and content area support programs statistics, support EL students in the reclassification process, monitor RFEP students to ensure ongoing success, and monitor and use the following student data to support student success:</p> <ul style="list-style-type: none"> -A-G Completion rate -College Admissions Exams: PSAT; SAT; Pre ACT, ACT (participation, scores) -AP Exams (participation, scores) -CAASPP-SBAC/EAP scores -NWEA Map Scores (Fall/Spring) -EL student graduation rate -ELPAC scores -Cabrillo Honors Transfer Program admits -College graduation rates -Attendance rates -CTE pathway completion rate -CPA metrics 	All students and all subgroups	<p>25,000 Title I 0001-0999: Unrestricted: Locally Defined 1.2 a. academic interventions</p> <p>Title I 5000-5999: Services And Other Operating Expenditures 1.2 b. data processing, technology tools</p> <p>Title I 1000-1999: Certificated Personnel Salaries 1.2 c. supplemental pay, professional development 1.2 d. partial FTE 1.2 e1-4. supplemental pay, professional development</p> <p>Title I 3000-3999: Employee Benefits 1.2 d. partial FTE</p> <p>Title I 4000-4999: Books And Supplies 1.2 c. resources 1.2 e 1-4. resources</p> <p>8,000 LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1.2 e. Supplemental pay, resources, release time, and/or professional development will be provided as needed to:</p> <p>1.2 e1. Support collaborative teams in identifying students through common formative assessments to ensure they are meeting expected progress.</p> <p>1.2 e2. Design and implement targeted interventions, including the use of content-specific technology tools.</p> <p>1.2 e3. Provide training on the most effective strategies for promoting student success.</p> <p>1.2 e4. Support site-based collaboration, including through SLCs, to substantially improve the achievement of all students, with a focused emphasis on English Learners, Long-Term English Learners (LTELs), Socioeconomically Disadvantaged students, and Students with Disabilities in English Language Arts (ELA) and Math.</p> <p>Progress Monitoring</p>		
<p>1.3</p>	<p>1.3 Students will have a 4 year academic plan to ensure a successful college and/or career pathway.</p> <p>1.3 a. Implement 4 year plan for grade 9 students: School counselors, English Learner Specialist (ELS), EL Coach (ELC) and Special Education Case Managers (as appropriate) to meet with 9th graders students to create 4 year plans.</p> <p>1.3 b. CTE Counselor will coordinate with Academic Counselors and CTE District Coordinator to support students in accessing and being placed in appropriate CTE classes.</p> <p>1.3 c. All students will engage in career exploration activities using innovative college and career planning tools to assess their interests. Counselors will use this information to guide students in refining their academic and postsecondary plans.</p> <p>1.3 d. School-wide activities that promote a College & Career Readiness culture and mindset.</p> <p>1.3 e. Provide a comprehensive AVID Program for students and professional development for staff. This includes:</p> <p>1.3 e1. AVID tutors</p> <p>1.3 e1. AVID parent nights</p> <p>1.3 e2. Educational field trips</p>	<p>All students and all subgroups</p>	<p>15,000 Title I 5000-5999: Services And Other Operating Expenditures</p> <p>1.3 e. Provide a comprehensive AVID Program for students and professional development for staff. This includes:</p> <p>1.3 e1. AVID tutors</p> <p>1.3 e1. AVID parent nights</p> <p>1.3 e2. Educational field trips</p> <p>1.3 e3. Instructional materials and supplies including books and technology needs</p> <p>1.3 e4. Conference expenses related to teachers' professional development</p> <p>1.3 e5. Exam fees (for low income students)</p> <p>1.3 e6. Providing food for events focusing on honoring a student or a group of students for achievement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1.3 f. Additional supports for all students include:</p> <p>1.3 f1. Instructional materials and supplies including books and technology needs</p> <p>1.3 f2. Conference expenses related to teachers' professional development</p> <p>1.3 f3. Exam fees (for low income students)</p> <p>1.3 f4. Providing food for events focusing on honoring a student or a group of students for achievement</p> <p>1.3 f5. Providing 21st century classroom environment furniture</p> <p>1.3 f6. Professional learning fees</p> <p>1.3 f7. Advanced placement materials and supplies</p> <p>1.3 f8. Intervention materials and supplies</p> <p>Progress Monitoring 1.3 Review Counseling conference note data</p> <p>Review grades across grade level at quarter, and semester</p> <p>Track attendance to parent nights, student events and student field trips</p> <p>Collect survey data a college mind set</p>		<p>3,000 LCFF</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1.3 e6. Providing food for events focusing on honoring a student or a group of students for achievement</p> <p>1.3 e7. Providing 21st century classroom environment furniture</p> <p>1.3 e8. Professional learning fees</p>
1.4	<p>1.4 Establish and maintain CTE Academies and Pathways:</p> <p>1.4 a. Provide certificated and classified salaries and benefits</p> <p>1.4 b. Ensure courses in CTE academies and pathways are aligned with the respective CTE industry sector</p> <p>1.4 c. Ensure that standards are also A-G approved and taught by an appropriately credentialed CTE teacher.</p> <p>1.4 d. Increase A-G opportunities for all students</p> <p>1.4 e. Ongoing monitoring of the WHS Course Catalog and UC Course Management Portal to increase A-G opportunities</p> <p>1.4 f. Provide funding for student virtual/physical field trips to increase A-G engagement</p>	All students and all subgroups	<p>1,000 LCFF</p> <p>12,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>1.4 a. Provide certificated and classified salaries and benefits</p> <p>1.4 c. Ensure that standards are also A-G approved and taught by an appropriately credentialed CTE teacher.</p> <p>1.4 d. Increase A-G opportunities for all students</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1.4 g. Attend PD conferences and provide transportation fees as necessary</p> <p>1.4 h. Provide for CTE parent meetings with counselors for academic planning</p> <p>Progress Monitoring Semester transcript review/ A-G completion tracking</p> <p>meeting minutes for parent, student and community member meetings</p>		<p>1.4 e. Ongoing monitoring of the WHS Course Catalog and UC Course Management Portal to increase A-G opportunities</p> <p>1.4 h. Provide for CTE parent meetings with counselors for academic planning</p> <p>Title I 5700-5799: Transfers Of Direct Costs 1.4 g. Attend PD conferences and provide transportation fees as necessary</p> <p>Title I 5000-5999: Services And Other Operating Expenditures 1.4 b. Ensure courses in CTE academies and pathways are aligned with the respective CTE industry sector</p>
<p>1.5</p>	<p>1.5 Interventions for failed coursework - Strategic Academic Support and Credit Recovery Plan. Implement a comprehensive, multi-tiered system of support designed to improve student academic outcomes, increase credit attainment, and close performance and opportunity gaps. This plan will provide targeted opportunities for students earning D/F grades to recover credits, improve GPAs, and address essential learning to meet both graduation and A-G eligibility requirements.</p> <p>Key Components:</p> <p>1.5 a. Provide students with multiple pathways to recover credits, improve their GPA and accelerate learning through:</p> <p>1,5 a1. Saturday School for both academic intervention and attendance recovery (LCFF-funded)</p> <p>1,5 a2. Intersession, Before and After School Credit Recovery Programs (Title I-funded)</p> <p>1,5 a3. Zero Period In-Time Course Work Recovery</p>	<p>All student and all subgroups</p>	<p>12,000 LCFF</p> <p>1,5 a1. Saturday School for both academic intervention and attendance recovery (LCFF-funded)</p> <p>25,000 Title I 1000-1999: Certificated Personnel Salaries 1,5 a2. Intersession, Before and After School Credit Recovery Programs (Title I-funded)</p> <p>1,5 a3. Zero Period In-Time Course Work Recovery</p> <p>1,5 a4. Ongoing Monitoring and Targeted Interventions</p> <p>1.5 b. Monitor student progress within Small Learning Communities</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1,5 a4. Ongoing Monitoring and Targeted Interventions</p> <p>1.5 b. Monitor student progress within Small Learning Communities (SLCs) and/or Academies to identify students who are failing or at risk of failing courses. Students will be strategically assigned to:</p> <p>1.5 b1. Content-specific tutorials</p> <p>1.5 b2. Saturday School academic sessions</p> <p>1.5 b3. FLEX period interventions, leveraging this time as a targeted academic support block for additional instruction and intervention for students with D/F grades.</p> <p>1.5 c. Incoming 9th Grade Transition Support. Implement the Step Up to High School Summer Bridge Program to proactively address learning gaps and support a successful transition into high school, with a focus on eliminating performance and opportunity disparities for all students.</p> <p>Supplemental Supports Include:</p> <p>1.5 c1. After-school tutorials (minimum 10 students per session; attendance tracking required)</p> <p>1.5 c2. Instructional materials, books, and resources to support engagement and accelerated learning, particularly in non-core content areas</p> <p>1.5 c3. Certificated and classified staff compensation (EWRs for salary and benefits)</p> <p>1.5 c4. Supervision for all intervention sessions</p> <p>1.5 c5. Incentives to encourage student engagement and consistent participation</p> <p>Progress Monitoring</p>		<p>(SLCs) and/or Academies to identify students who are failing or at risk of failing courses. Students will be strategically assigned to:</p> <p>1.5 b1. Content-specific tutorials</p> <p>1.5 b2. Saturday School academic sessions</p> <p>1.5 b3. FLEX period interventions, leveraging this time as a targeted academic support block for additional instruction and intervention for students with D/F grades.</p> <p>1.5 c. Incoming 9th Grade Transition Support. Implement the Step Up to High School Summer Bridge Program to proactively address learning gaps and support a successful transition into high school, with a focus on eliminating performance and opportunity disparities for all students.</p> <p>1.5 c3. Certificated and classified staff compensation (EWRs for salary and benefits)</p> <p>1.5 c4. Supervision for all intervention sessions</p> <p>Title I 4000-4999: Books And Supplies 1.5 c2. Instructional materials, books, and resources to support engagement and accelerated learning, particularly in non-core content areas</p> <p>Title I 2000-2999: Classified Personnel Salaries 1.5 c3. Certificated and classified staff compensation</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			(EWRs for salary and benefits)
<p>1.6</p>	<p>1.6 Promote college and career post secondary options through engaging opportunities and provide orientation to the skills that equip students to become college and career ready (Technology, Critical thinking, Collaboration, Communication, Creativity, and Citizenship):</p> <p>1.6 a. Leverage access to guest speakers, Career Technical Education (CTE) pathways, university/college partnerships, college visits, college preparation software 4-year college and career curriculum, etc.</p> <p>1,6 b. Provide promotional materials, posters, supplies, and food for activities and programs.</p> <p>1,6 c. Provide supplemental pay and/or release time for planning, training, etc., and/or professional development as necessary.</p> <p>1.6 d. Materials and supplies for parent outreach, college nights, class nights, etc.</p> <p>Progress Monitoring</p>	<p>All students and all subgroups</p>	<p>20,000 LCFF None Specified</p> <p>25,000 Title I 5000-5999: Services And Other Operating Expenditures 1.6 Promote college and career post secondary options through engaging opportunities and provide orientation to the skills that equip students to become college and career ready (Technology, Critical thinking, Collaboration, Communication, Creativity, and Citizenship):</p> <p>1.6 a. Leverage access to guest speakers, Career Technical Education (CTE) pathways, university/college partnerships, college visits, college preparation software 4-year college and career curriculum, etc.</p> <p>Title I 4000-4999: Books And Supplies 1.6 d. Materials and supplies for parent outreach, college nights, class nights, etc.</p> <p>Title I 1000-1999: Certificated Personnel Salaries 1,6 c. Provide supplemental pay and/or release time for planning, training, etc., and/or professional development as necessary.</p>
<p>1.7</p>	<p>1.7 Increase communication to families and students on college and career topics.</p> <p>1,7 a. Investigate systems to implement group college and career counseling services; leverage university/college partnerships</p>	<p>All students and all subgroups</p>	<p>1,000 LCFF</p> <p>15,000 Title I</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1,7 b. Provide technology and equipment to support communication</p> <p>1,7 c. Provide supplemental pay and/or release time for planning, training, etc. and/or professional development as necessary</p> <p>Progress Monitoring</p>		<p>1000-1999: Certificated Personnel Salaries 1.7 Increase communication to families and students on college and career topics.</p> <p>1,7 a. Investigate systems to implement group college and career counseling services; leverage university/college partnerships</p> <p>1,7 c. Provide supplemental pay and/or release time for planning, training, etc. and/or professional development as necessary</p> <p>700 Parent Involvement</p> <p>Title I 4000-4999: Books And Supplies 1,7 b. Provide technology and equipment to support communication</p>
1.8	<p>1.8 Monitor 9th grade progress and identify students who are failing or at risk of failing a class. Students will be targeted to attend a content specific in time recovery interventions and/or Saturday Academies. Incoming 9th graders will attend Step Up Program (summer bridge). Provide targeted support for Freshmen for "at promise" 9th graders included but not limited to:</p> <p>1.8 a. Counselors will determine students who are not on track to graduate and/or A-G compliant (all grades) and will provide ongoing progress monitoring.</p> <p>1.8 b. Increase the number of students in AVID and academy pathways.</p> <p>1.8 c. Recognize and celebrate students who demonstrate growth.</p> <p>1.8 d. Students will attend identified academic intervention, extended learning, Saturday Academies, and intersessions.</p>	All students and all subgroups	<p>22,000 LCFF</p> <p>22,000 Title I 1000-1999: Certificated Personnel Salaries 1.8 Monitor 9th grade progress and identify students who are failing or at risk of failing a class. Students will be targeted to attend a content specific in time recovery interventions and/or Saturday Academies. Incoming 9th graders will attend Step Up Program (summer bridge). Provide targeted support for Freshmen for "at promise" 9th graders included but not limited to:</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1.8 e. Supplemental resources will be provided for instruction in all courses required for graduation, including content specific technology tools, materials, resources and library skills.</p> <p>1.8 f. Classified support for Saturday Academies and Credit Recovery.</p> <p>Progress Monitoring</p>		<p>1.8 a. Counselors will determine students who are not on track to graduate and/or A-G compliant (all grades) and will provide ongoing progress monitoring.</p> <p>1.8 b. Increase the number of students in AVID and academy pathways.</p> <p>1.8 c. Recognize and celebrate students who demonstrate growth.</p> <p>1.8 d. Students will attend identified academic intervention, extended learning, Saturday Academies, and intersessions.</p> <p>1.8 e. Supplemental resources will be provided for instruction in all courses required for graduation, including content specific technology tools, materials, resources and library skills.</p> <p>Title I 2000-2999: Classified Personnel Salaries 1.8 f. Classified support for Saturday Academies and Credit Recovery.</p> <p>Title I 4000-4999: Books And Supplies 1.8 e. Supplemental resources will be provided for instruction in all courses required for graduation, including content specific technology tools, materials, resources and library skills.</p>
1.9	<p>1.9 a. Counselors will review student transcripts and identify students who are not on track to graduate and/or AG compliant.</p> <p>1.9 b. Supplemental resources will be provided for instruction in core content courses.</p> <p>1.9 c. PE equipment and materials will be provided.</p>	All students and all subgroups	<p>6,000 LCFF</p> <p>8,000 Title I</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>1.9 d. Classified support for Saturday and/or extended learning opportunities.</p> <p>1.9 e. Supports and resources will be provided to new teachers to ensure retention and development. Release time for peer observations. Certificated teacher lead to meet with new teachers to provide ongoing support.</p> <p>1.9 f. AP and CTE honor teachers will monitor student progress and conduct study sessions to increase students passage rates. Advanced placement tutorials.</p> <p>Progress Monitoring</p>		<p>4000-4999: Books And Supplies 1.9 b. Supplemental resources will be provided for instruction in core content courses.</p> <p>1.9 c. PE equipment and materials will be provided.</p> <p>Title I 2000-2999: Classified Personnel Salaries 1.9 d. Classified support for Saturday and/or extended learning opportunities.</p> <p>Title I 1000-1999: Certificated Personnel Salaries 1.9 a. Counselors will review student transcripts and identify students who are not on track to graduate and/or AG compliant.</p>
1.10	<p>Progress Monitoring</p>		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

To drive continuous improvement and student achievement, the use of NWEA/MAP, ELPAC, other standardized assessments, DataQuest, and EduClimber data must be significantly expanded. This data should be systematically analyzed, shared with students to support personalized goal setting, and used to inform targeted instructional strategies. A schoolwide culture of data-driven decision-making will be fostered through regular, collaborative data reviews and professional development. Strategic support will be provided to build staff capacity in leveraging data to enhance instruction, monitor progress, and ensure all students are on a path to academic success.

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

The use of academic labs and independent learning via Edgenuity and other online credit recovery options has awarded students credit but has not strengthened foundational skills in reading, writing, and mathematics. Critical thinking is non-existent in these credit recovery options. Tutorial during Flex time has proved helpful. The results of full year course repeats, implemented this year, are not yet available but show promise.

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.

A continued increase in instructional strategies which lead to deeper critical thinking and analysis in all classrooms. These need to include reading, writing, and verbal skills. The use of a variety of reading materials and instructional strategies will increase engagement. An increase in critical thinking increases the learning expectations.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Learning

WHS will increase academic engagement and achievement for all students and narrow achievement gaps by implementing targeted instructional strategies for English Learners, LTELs, Migrant, socio-economically disadvantaged, transition, and Special Education students, and will seek additional staff to support its large EL population.

By June 2026, increase the percentage of English Learners making progress toward English proficiency from 33% to 50%, as measured by ELPAC with particular attention to the needs of English Learners, Long Term English Learners (LTEL), migrant students, socio-economically disadvantaged students, students in transition, and students receiving Special Education services.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 5: Through a collaborative, improvement-driven approach, PVUSD will provide programs to support all students in achieving at grade level on California State Standards and that achievement gaps are reduced. We will prioritize emerging multilingual students' language acquisition, biliteracy, reclassification, and academic achievement.

Identified Need

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

RFEP students are performing 165.3 points below standard thus increasing their performance by 38 points. ELs perform 185.8 points below standard in mathematics (14.3 point increase) compared with school average of 146.2 (6.9 point increase).

25.1% of ELs taking the ELPAC progressed at least one ELPI level.

Faculty and staff need ongoing opportunities for professional development in the most effective strategies for supporting student success and site-based collaboration to significantly increase the achievement of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities in the subject areas of ELA and Math.

- Materials, books and supplies
- Technology needs

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP CA Dept. of Education Dashboard ELA 2023	<p>2023 44% of ELs are making progress towards English proficiency. 32% of ELs decreased one ELPI level. 31% of ELs increased one ELPI level</p> <p>ELs are 138 points below standard. Increased 57.2 points RFEP 64.8 points below standard. RFEPs increased 112.5 points. EO 45.5 points below standard. increased 81.9 points.</p> <p>2024 33% of ELs are making progress towards English proficiency (steady from prior year).</p> <p>33.4% of ELs decreased one ELPI level.</p> <p>25.8% of ELs increased one ELPI level</p>	CAASPP increased 57.2 points for ELs in 2023. 2024 Goal is to increase 10% in each subgroup.
CAASPP CA Dept. of Education Dashboard Math 2023	<p>ELs are 185.8 points below standard (a 14.3 point increase).</p> <p>RFEP 165.3 points below standard. RFEPs increased 16.4 points. EO 45.4 points below standard. 0 growth.</p>	Increase CAASP by 10% in each subgroup.
Academic Engagement - Graduation Rate 2023	83.3% of ELs graduated within four years of entering high school (an increase of 5.6%) compared with 90.3% rate for all students..	Increase by 5.6% points.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>2.1 All students will have access to approved curriculum and quality initial instruction that is differentiated, includes appropriate strategies for English Learners, Students with Disabilities, and the socio-economically disadvantaged with the ELD Roadmap Principles at the forefront:</p> <p>Principle 1: Assets-Oriented and Needs-Responsive Schools Principle 2: Intellectual Quality of Instruction and Meaningful Access Principle 3: Systems Conditions that Support Effectiveness</p>	English Learners, Long Term English Learners, Migrant, Socio-Economically Disadvantaged, Students-in-transition, Special Education	<p>6,000 Title I 1000-1999: Certificated Personnel Salaries 2.1 d — Release time for teachers to engage in job-embedded PD, collaboration, and classroom observation</p> <p>2.1 e — Extra Work Requests (EWRs) for certificated staff to attend extended PD sessions beyond duty hours</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Principle 4: Alignment and Articulation Within and Across Systems</p> <p>2.1 a. Students placement:</p> <p>2.1 a1.SDAIE course offerings to number of EL’s (to the extend possible)</p> <p>2.1 a2. SDAIE courses in alignment with district EL plan</p> <p>2.1 b. Other:</p> <p>2.1 b1. Increase of Biliteracy Seal earning students</p> <p>2.1 b2. Increase messaging regarding SBAC scores for Biliteracy Seal and college placement</p> <p>2.1 c. Professional/consulting services and operating procedures</p> <p>2.1 d. Professional development-Release time for teachers to collaborate with teacher and observe highly effective instruction.</p> <p>2.1 e. EWRs for Certificated Staff PD</p> <p>2.1 f. Travel and conferences</p> <p>2.1 g. Virtual PD</p> <p>2.1 h. Learning Walks</p> <p>2.1 i. Conferences</p> <p>2.1 j. PLC Collaboration</p> <p>2.1 k. Materials, books and supplies for teachers and students</p> <p>2.1 l. Food for PD</p> <p>Progress Monitoring</p>		<p>2.1 h — Conduct Learning Walks with staff to observe, reflect on, and calibrate high-quality instruction</p> <p>2.1 j — PLC collaboration time for data analysis, lesson design, and intervention planning targeting Title I students</p> <p>7,105 LCFF</p> <p>Title I 4000-4999: Books And Supplies 2.1 b1 — Materials to support Seal of Biliteracy academic supports and student recognition</p> <p>2.1 b2 — Outreach materials and informational resources for SBAC score messaging and academic readiness</p> <p>2.1 d — Instructional materials, books, and supplies for differentiated instruction and interventions for ELs, SWD, and socio-economically disadvantaged students</p> <p>2.1 k — Materials and supplies for PD, teacher collaboration, and academic programs</p> <p>Title I 5000-5999: Services And Other Operating Expenditures 2.1 b2 — Parent workshops, student messaging events (if outsourced or external services needed)</p> <p>2.1 b1 — Light refreshments or services for recognition</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>events supporting academic outcomes (if applicable)</p> <p>2.1 g — Virtual PD services, platform subscriptions, or webinar access fees</p> <p>2.1 d — Costs for parent outreach activities and college nights (if services involved, like translation or facilitation)</p> <p>Title I 5700-5799: Transfers Of Direct Costs 2.1 f — Registration, travel, and conference fees for instructional staff attending academic achievement and ELD-focused conferences</p> <p>2.1 i — Additional conferences for instructional strategies supporting ELs, SWD, and at-risk students</p>
<p>2.2</p>	<p>2.2 English Language Specialist (ELS) and additional support staff (EI Coach).</p> <p>2.2 a. Maintain an ELS and funding for additional staff to provide:</p> <p>2.2 a1. Coaching and professional development on the EL Roadmap and effective instructional practices for English Learners.</p> <p>2.2 a2. Ongoing progress monitoring, targeted interventions, and PD on ELPAC domains, with an emphasis on task types and descriptors.</p> <p>2.2 a3. Shift Impact Teams from lesson creation and department standards to data-driven analysis of student performance on content standards and formative assessments.</p> <p>To support this transition:</p> <p>2.2 b. Provide professional development on designated and integrated ELD implementation, aligned with best instructional practices.</p> <p>2.2 c. Offer additional collaboration, training, and release time to strengthen the ELD program and expand integrated ELD across all content areas.</p>	<p>English Learners, Long Term English Learners, Migrant, Socio-Economically Disadvantaged, Students-in-transition, Special Education</p>	<p>13,000</p> <p>Title I 1000-1999: Certificated Personnel Salaries 2.2 a — Maintain ELS and additional support staff (Certificated positions)</p> <p>2.2 a1 — Coaching and PD on EL Roadmap and instructional practices</p> <p>2.2 a2 — Progress monitoring, interventions, ELPAC-focused PD</p> <p>2.2 a3 — Shift Impact Teams to data-driven analysis work</p> <p>2.2 b — PD on designated and integrated ELD implementation (release time/extra duty pay)</p> <p>2.2 c — Additional collaboration, training, and release time for ELD program expansion</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>2.2 d. Facilitate teacher collaboration in Impact and Academy meetings to deliver effective instruction and interventions, with a focus on closing achievement and opportunity gaps for Students with Disabilities (SWDs), English Learners (ELs), and Socioeconomically Disadvantaged (SED) students.</p> <p>2.2 e. Use common formative assessments to identify students needing support and design responsive interventions.</p> <p>2.2 f. Provide release time or compensation for teachers to collaboratively develop CCSS- and EL Roadmap-aligned lesson plans and assessments, using results to drive instruction and advance EL Roadmap principles.</p> <p>Progress Monitoring</p>		<p>2.2 d — Teacher collaboration in Impact/Academy meetings for interventions and instructional planning</p> <p>2.2 e — Time for analyzing formative assessments and designing interventions</p> <p>2.2 f — Release time or extra duty pay for developing aligned lessons and assessments</p> <p>11,000 LCFF</p> <p>Title I 3000-3999: Employee Benefits benefits for additional EL Coach</p> <p>Title I 5700-5799: Transfers Of Direct Costs 2.2 b — Travel/registration fees for off-site PD on ELD or EL Roadmap implementation</p> <p>Title I 5800: Professional/Consulting Services And Operating Expenditures 2.2 c — Outside facilitators for ELD-focused PD or coaching (if applicable)</p> <p>2.2 b — PD sessions delivered by external providers</p>
<p>2.3</p>	<p>2.3 Reclassification process, support, and communication</p> <p>2.3 a. Reclassification event, food, decorations, added expenses as a result</p> <p>2.3 b. Advertisement, mailings</p> <p>2.3 c. Incentives</p>	<p>English Learners, Long Term English Learners, Migrant, Socio-Economically Disadvantaged, Students-in-transition, Special Education</p>	<p>2000 Title I</p> <p>600 Parent Involvement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>2.3 d. EWRs for classified salary and benefits for after hours</p> <p>2.3 e. Materials and supplies</p> <p>2.3 f. ELS and/or additional staff will meet with SPED Impact Team to review the Individualized Pathway to Reclassification process.</p> <p>2.3 g. ELS and/or additional staff will continue current practice in identifying barriers to reclassification including promotion of State Reclassification criteria.</p> <p>2.3 h. ELS and/or additional staff will continue educating parents on criteria for reclassification and modify practice based on feedback received from parents.</p> <p>2.3 i. Improve teacher, student and parent understanding of reclassification criteria.</p> <p>2.3 j. Impact Teams will support the reclassification of EL students and the attainment of course level proficiency of previously reclassified students.</p> <p>Progress Monitoring</p>		6,500 LCFF
2.4	<p>2.4 a. Support services for English Learners: Provide administrative and student/parent support services - District pays for salary and benefits for ELS</p> <p>2.4 b. Strategic Administrative, Instructional, and Family Support for English Learners:</p> <p>2.4 b1. The ELD team, with additional support staff, will play a key role in advancing the school's English Learner program by providing comprehensive services that promote academic success and equitable access to instructional opportunities. Together, they will assist the administration in the strategic coordination of programs for English Learners, including oversight and support for required state and local assessments.</p> <p>2.4 b1. To build instructional capacity, the ELD staff and additional personnel will deliver targeted coaching, model effective instructional strategies, and collaborate with teachers to enhance classroom practices that support language development and content mastery.</p> <p>2.4 b2. They will proactively monitor English Learner academic performance, identify areas for</p>	English Learners, Long Term English Learners, Migrant, Socio-Economically Disadvantaged, Students-in-transition, Special Education	<p>2000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>2.4 a. Support services for English Learners: Provide administrative and student/parent support services - District pays for salary and benefits for ELS</p> <p>2.4 b. Strategic Administrative, Instructional, and Family Support for English Learners:</p> <p>2.4 b1. The ELD team, with additional support staff, will play a key role in advancing the school's English Learner program by providing comprehensive services that promote academic success and equitable access to instructional opportunities. Together, they will assist the administration in the strategic coordination of programs for English Learners, including</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>intervention, and engage in regular data reviews to inform instructional planning.</p> <p>2.4 b3. Additionally, the team will strengthen family-school partnerships by maintaining consistent, culturally responsive communication with parents and guardians, ensuring families are informed, engaged, and supported.</p> <p>2.4 b4. ELD staff and additional support personnel will actively participate in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings in partnership with the Assistant Principal overseeing the English Learner program, contributing to data-driven program decisions and continuous improvement efforts.</p> <p>Progress Monitoring</p>		<p>oversight and support for required state and local assessments.</p> <p>2.4 b1. To build instructional capacity, the ELD staff and additional personnel will deliver targeted coaching, model effective instructional strategies, and collaborate with teachers to enhance classroom practices that support language development and content mastery.</p> <p>2.4 b2. They will proactively monitor English Learner academic performance, identify areas for intervention, and engage in regular data reviews to inform instructional planning.</p> <p>2.4 b3. Additionally, the team will strengthen family-school partnerships by maintaining consistent, culturally responsive communication with parents and guardians, ensuring families are informed, engaged, and supported.</p> <p>2.4 b4. ELD staff and additional support personnel will actively participate in School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings in partnership with the Assistant Principal overseeing the English Learner program, contributing to data-driven program decisions and continuous improvement efforts.</p> <p>2000 LCFF</p>
2.5	2.5 Supplemental resources and materials will be provided for EL and RFEP students to promote academic success and to incentive/recognize progress:	English Learners, Long Term English Learners, Migrant, Socio-Economically Disadvantaged,	5000 Title I 4000-4999: Books And Supplies 2.5 Supplemental resources and materials will be provided

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>2.5 a. Advertising; informing stakeholders of program; promote enrollment</p> <p>2.5 b. Student consumable materials</p> <p>2.5 c. Software licensing</p> <p>2.5 d. Technology needs for students</p> <p>2.5 e. Fieldtrips</p> <p>2.5 f. Food for students</p> <p>2.5 g. Incentives/rewards for students</p> <p>2.5 h. Instructional materials</p> <p>2.5 i. Parent informational nights:</p> <p>2.5 i1. Food</p> <p>2.5 i2. Materials and supplies</p> <p>2.5 j. Reclassification, Principal Awards, Honor Roll Ceremonies and SSC/ELA snacks/food</p> <p>Progress Monitoring</p>	Students-in-transition, Special Education	<p>for EL and RFEP students to promote academic success and to incentive/recognize progress:</p> <p>2.5 a. Advertising; informing stakeholders of program; promote enrollment</p> <p>2.5 b. Student consumable materials</p> <p>2.5 c. Software licensing</p> <p>2.5 d. Technology needs for students</p> <p>2.5 e. Fieldtrips</p> <p>2.5 f. Food for students</p> <p>2.5 g. Incentives/rewards for students</p> <p>2.5 h. Instructional materials</p> <p>2.5 i. Parent informational nights:</p> <p>2.5 i1. Food</p> <p>2.5 i2. Materials and supplies</p> <p>2.5 j. Reclassification, Principal Awards, Honor Roll Ceremonies and SSC/ELA snacks/food</p> <p>8,000 LCFF</p>
2.6	<p>2.6 Site will implement and monitor a comprehensive and consistent English Learner Program to eliminate the performance and opportunity gap for English Learners with the support of EL Program Coordinator and Director of State & Federal Programs: International Academy 9-12</p> <p>2.6 a. For Newcomer students who are Spanish-speaking and enter with transcripts indicating recent courses completed approaching or at academic grade level work.</p> <p>2.6 b. For Newcomer students who enter without prior formal education, limited formal literacy education in L1 or interrupted formal education.</p>	Newcomers and English Learners	<p>15,000 LCFF</p> <p>30,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>2.6 Site will implement and monitor a comprehensive and consistent English Learner Program to eliminate the performance and opportunity gap for English Learners with the support of EL Program</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>2.6 c. For Newcomer students who are not Spanish-speaking and enter with a transcript indicating coursework approaching or at academic grade level.</p> <p>2.6 d. For Newcomer students with educational gaps WHS will offer an International Academy to accelerate their English language development and/or school skills.</p> <p>2.6 e. Work with PVUSD EL department to develop district wide placement criteria/strategic placement of EL and LTEL students based on district criteria and student needs/performance on ELPAC:</p> <p>2.6 e1. Allocate a partial FTE to support newcomer students by connecting them and their families to essential community services and resources, ensuring a smooth and healthy transition that promotes both academic success and overall well-being.</p> <p>2.6 e2. Instructional Aides will provide supplemental instructional support for English Learners during core content classes and extended learning for targeted students who are struggling to master course content.</p> <p>2.6 f. Materials and supplies</p> <p>2.6 g. Salary and benefit hours for certificated staff for after hours or during push in support for instructional aides</p> <p>2.6 h. Salary and benefit hours for classified staff for after hours or during push in support for instructional aides</p> <p>2.6 i. Field trips</p> <p>2.6 j. Newcomer intake meeting supplies</p> <p>Progress Monitoring</p>		<p>Coordinator and Director of State & Federal Programs: International Academy 9-12</p> <p>2.6 a. For Newcomer students who are Spanish-speaking and enter with transcripts indicating recent courses completed approaching or at academic grade level work.</p> <p>2.6 b. For Newcomer students who enter without prior formal education, limited formal literacy education in L1 or interrupted formal education.</p> <p>2.6 c. For Newcomer students who are not Spanish-speaking and enter with a transcript indicating coursework approaching or at academic grade level.</p> <p>2.6 d. For Newcomer students with educational gaps WHS will offer an International Academy to accelerate their English language development and/or school skills.</p> <p>2.6 e. Work with PVUSD EL department to develop district wide placement criteria/strategic placement of EL and LTEL students based on district criteria and student needs/performance on ELPAC:</p> <p>2.6 e1. Allocate a partial FTE to support newcomer students by connecting them and their families to essential community services and resources, ensuring a smooth and healthy transition that promotes both academic success and overall well-being.</p> <p>2.6 e2. Instructional Aides will provide supplemental instructional support for English Learners during core content classes and extended</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>learning for targeted students who are struggling to master course content.</p> <p>2.6 g. Salary and benefit hours for certificated staff for after hours or during push in support for instructional aides</p> <p>2.6 h. Salary and benefit hours for classified staff for after hours or during push in support for instructional aides</p> <p>Title I 4000-4999: Books And Supplies 2.6 f. Materials and supplies</p> <p>2.6 j. Newcomer intake meeting supplies</p> <p>Title I 5700-5799: Transfers Of Direct Costs 2.6 i. Field trips</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The school implemented multiple strategies to support ELs, including professional development, coaching, and reclassification support. While some gains were made in graduation rates and CAASPP scores, ELPI progress declined, indicating mixed effectiveness.

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

Most strategies were implemented as planned. Clarification of the role of the International Academy is needed for continued support by the Newcomer Counselor is crucial.

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.

Instructional strategies for language development may need to be adjusted due to slower ELPI growth. Greater clarity and support for newcomer programs, targeted math interventions, and improved RFEP tracking are recommended.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Culture

WHS will provide a clean, safe, equitable, and engaging learning environment that nurtures student success, fosters collaboration, and supports academic achievement. In addition to increasing attendance rates (Goal 1), we will reduce the suspension rate from 3.5% to 2% and expand targeted supports for Students with Disabilities, Homeless, and Socio-Economically Disadvantaged students. Efforts will include strengthening PBIS, maintaining and improving campus facilities, enhancing signage and landscaping, upgrading technology, and ensuring timely maintenance to create a more conducive learning environment. To further support student engagement, WHS will broaden opportunities for student voice and choice and incorporate meaningful feedback opportunities to elevate student agency and ownership of learning.

By June 2026, improve school climate by reducing the suspension rate, lowering chronic absenteeism, decreasing office referrals, and increasing the percentage of students reporting feeling safe on campus by 10% each, as measured by school climate surveys and discipline data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 6: Create a culture where all adults provide a safe, supportive and positive school environment, grounded whichi is culturally and linguistically responsive teaching, that encourages positive behavior, provides more opportunities for students' sense of connectedness and increases engagement.

Identified Need

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

Youth Truth Student survey data 2024:

Engagement 60th Percentile

Relationships 37th Percentile

Culture 49th Percentile

Academic Challenge 58th Percentile

Belonging and Peer Collaboration 54th Percentile

College & Career Readiness 71st Percentile

Youth Truth Student survey data 2024:

Engagement: 60th Percentile

Relationships: 37th Percentile

Culture: 49th Percentile

Academic Challenge: 58th Percentile

Belonging and Peer Collaboration: 54th Percentile

College & Career Readiness: 71st Percentile

A positive school culture is key to supporting all students: English Learners, Social Economically Disadvantaged, and Students with Disabilities. To reach these goals, students need to be safe and engaged in school as measured by high attendance and positive relationships with peers and staff. Indicators include low office discipline referrals and suspensions. A robust system of PBIS for Tier 1, 2, and 3 is critical to creating a positive school culture. Additionally, extra curricular activities such as athletics, VAPA, and clubs create a sense of belonging and security.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Student Survey Themes: Engagement Relationships Culture Academic Challenge College & Career Readiness	Refer to actuals in "Identified Need" section	Increase to the 60% percentile < in all survey themes
Student suspensions	4.9% of all students were suspended at least one day (1.4% increase). 5.9% of ELs were suspended at least one day (1% increase). 8.5% of students with disabilities were suspended at least one day (2.5% increase).	Decrease to 2% of students suspended at least one day?
Chronic Absenteeism	No performance level available	Reduce chronic absenteeism to <3%
Attendance percentage grade break down	2023 - 2024 attendance rate by grade level (TBD post June 7th)	Increase the attendance rate to a minimum of 95% for all grade levels

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>3.1 j. A Tier 1 Intervention Team (Wellness Team) composed of an administrator, counselor, teachers and other support personnel (as needed) will maintain a target list of students who need more frequent check-ins.</p> <p>3.1 k. Annual presentations/assemblies to explicitly teach school-wide positive behavioral expectations.</p> <p>3.1 l. Stipends for community presenters that promote PBIS values and school unity.</p> <p>3.1 m. Incentives for community presenters that promote PBIS values and school unity.</p> <p>3.1 n. Implement and evaluate school-wide behavioral consequence system for not following school-wide expectations.</p> <p>3.1 o. PBIS Wildcatz Days</p> <p>3.1 p. Community building activities via ASB and SLCs throughout the year.</p> <p>3.1 q. Culturally relevant events - Raza Day, Dia de Los Muertos, El Dia del Nino, Back to School Night/Open House, community outreach.</p> <p>3.1 r. Supplies and materials for display of behavioral expectations</p> <p>3.1 s. Financial support for drama productions including licensing and publicity.</p> <p>3.1 t. Student leadership in decision-making (SSC, ASB)</p> <p>3.1 u. Support the 9th grade cohort (middle to high school transition)/Step Up to High School Program</p> <p>3.1 v. Graduation</p> <p>3.1 w. Advertising, brochures informing students and parents of programs and events</p> <p>3.1 x. Consumable materials for students</p> <p>3.1 y. Athletic Uniforms</p> <p>3.1 z. Carnivals/fairs expenses for decorations, prizes for students and parents</p> <p>3.1 aa. Communication expenses</p> <p>3.1 ab. Field trips</p> <p>3.1 ac. Graduation supplies and activities</p>		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Progress Monitoring		
3.2	<p>3.2 Social-Emotional Supports: Build and sustain systems to address the needs of the Whole Child: academic, social-emotional, and behavioral wellness. This initiative will also be supported by the Committee Schools Grant.</p> <p>3.2 a. Provide safety and Whole Child professional development opportunities that are centered around positive school climate and safety.</p> <p>3.2 b. Work closely with social-emotional counselor, and mental health clinicians to support students, parents, and staff with socio-emotional and behavioral needs.</p> <p>3.2 c. Ensure that staff is aware of services and protocols for responding to pupils non-academic needs.</p> <p>3.2 d. Referral system to Site Wellness Team (Wildcatz' Care).</p> <p>3.2 e. Engage students in extracurricular activities to provide enrichment opportunities that tap into the social-emotional and behavioral needs.</p> <p>3.2 f. Monthly classroom presentations based on a list of topics correlated amongst PBIS and SEL.</p> <p>3.2 g. Provide resources, materials and supplies in support of students' social-emotional well-being.</p> <p>Progress Monitoring</p>	All students; all subgroups	<p>5,000 LCFF</p> <p>12,500 Title I 1000-1999: Certificated Personnel Salaries 3.1 f — Staff training around PBIS and school-wide safety (if academic, school climate-focused, or student achievement-related)</p> <p>3.1 l — Stipends for community presenters promoting PBIS values and unity (if supporting academic achievement or SEL engagement outcomes)</p> <p>3.1 j — Tier 1 Intervention Team time for student wellness monitoring (if extra duty or stipend involved)</p> <p>3.1 i — Counseling team student check-ins (if beyond contracted hours)</p> <p>Title I 4000-4999: Books And Supplies 3.1 d — Materials, supplies, signage for recognizing students with strong attendance and positive behaviors</p> <p>3.1 e — Materials and resources for attendance and behavior incentives (if promoting engagement in academic programs)</p> <p>3.1 r — Supplies and materials for display of behavioral expectations</p> <p>3.1 w — Advertising, brochures informing students and parents of programs/events (if academic engagement-related)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>3.1 x — Consumable materials for students (if for academic-focused programs/interventions)</p> <p>3.1 ab — Graduation supplies and activities (if only for Title I student recognition or supplemental academic ceremonies — very restricted use)</p> <p>Title I 5000-5999: Services And Other Operating Expenditures 3.1 l — Stipends or fees for community presenters (if hired as vendors/services)</p> <p>3.1 m — Incentives for community presenters (if allowable under event guidelines)</p> <p>3.1 z — Carnivals/fairs expenses for decorations, prizes (if academic engagement-focused and well documented)</p> <p>3.1 w — Advertising, brochures and materials (if promoting academic services/programs)</p> <p>3.1 aa — Communication expenses (if for parent and student outreach related to academic programs)</p> <p>3.1 ab — Field trips (if academic-focused with documentation)</p> <p>Title I 5800: Professional/Consulting Services And Operating Expenditures professional development as needed to enact strong PBIS</p>
3.3	3.3 Safe School Campus: Annually evaluate the school incident command structure which outlines responsiveness to fire, earthquake, shelter-in-place, lockdown, and violent activity drills.	All students; all subgroups	42,000 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>3.3 a. Train the staff on procedures for the Incident Command Structure which will respond to fire, earthquake, shelter-in-place, lockdown, and violent activity drills.</p> <p>3.3 b. Evaluate and improve upon each drill set for fire, earthquake, shelter-in-place, lockdown, and violent activity drills.</p> <p>3.3 c. For violent activity on campus, communicate/train latest recommendations, and procedures for ALICE (Alert, Lockdown, Inform, Counter, Evacuate)</p> <p>3.3 d. Campus Security Officers will establish rapport with students, as well as monitor the campus before, during, and after school. They will work with the Administrative team to monitor safety data to identify areas of improvement.</p> <p>3.3 e. Safety materials and supplies will be adequate to ensure a safe and warm school climate.</p> <p>3.3 f. Provide professional development training resources and materials as needed.</p> <p>3.3 g. Purchase campus security gear and/or needed resources</p> <p>Progress Monitoring</p>		<p>3.3 a — Train staff on emergency drills (if general safety — not academic PD)</p> <p>3.3 b — Evaluate and improve drills</p> <p>3.3 c — ALICE training (if general school safety and emergency response)</p> <p>3.3 d — Campus security staffing, monitoring, rapport building, safety data monitoring</p> <p>3.3 e — General safety supplies (e.g. radios, vests, cones, lockdown gear)</p> <p>3.3 g — Campus security gear/resources (radios, carts, safety barriers, etc.)</p> <p>15,000</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3.3 a — Train staff on emergency procedures (Only Title I-allowable if tied to academic-focused PD like trauma-informed practices; otherwise LCFF)</p> <p>3.3 c — ALICE training (only Title I-allowable if part of academic learning environment safety supports; typically LCFF)</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>3.3 f — Professional development training resources/materials (if PD directly addresses academic learning conditions for Title I students)</p> <p>3.3 e — Safety materials and supplies (Only Title I-allowable if for student learning environments — like classroom emergency supplies in academic intervention rooms. Otherwise LCFF)</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I 5000-5999: Services And Other Operating Expenditures 3.3 f — Contracted PD providers for trauma-informed, SEL, or PBIS-related safety training (if improving academic outcomes for Title I students)
3.4	<p>3.4 Continue school-wide programs and activities to foster the development of the whole student. This includes, but is not limited to:</p> <p>3.4 a. Site Wellness Team (Wildcatz' Care)</p> <p>3.4 b. Develop Wellness Alley - covered by the Community Schools Grant</p> <p>3.4 c. Staff training on LGBTQ information and education</p> <p>3.4 d. Provide release time/extra work agreements for staff to attend LGBTQ and other trainings on topics that promote a positive school climate</p> <p>3.4 e. Support our school band with materials and supplies not provided by VAPA grant to enable students to have access to musical instruments.</p> <p>Progress Monitoring</p>	All students; all subgroups	<p>10,000 LCFF</p> <p>8,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>3.4 d. Provide release time/extra work agreements for staff to attend LGBTQ and other trainings on topics that promote a positive school climate</p> <p>Title I 4000-4999: Books And Supplies</p> <p>3.4 e. Support our school band with materials and supplies not provided by VAPA grant to enable students to have access to musical instruments.</p>
3.5	<p>3.5 School Connectedness:</p> <p>3.5 a. Foster and sustain a welcoming and supportive atmosphere for all students and families.</p> <p>3.5 b. Encourage and promote all students to become involved in school-wide activities: use link crew, ASB, Leadership and Academies, AVID to implement transitional plan for all incoming freshmen and encourage them to participate in the sports programs, clubs and activities.</p> <p>3.5 c. Provide translation services at parent meetings</p>	All students; all subgroups	<p>7,000 LCFF</p> <p>15,000 Title I 2000-2999: Classified Personnel Salaries</p> <p>3.5 c. Provide translation services at parent meetings</p> <p>1,071 Parent Involvement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>3.5 d. Provide food for family events that promote student academic achievement and supports.</p> <p>3.5 e. Purchase awards to honor and recognize academic achievement, positive behavior, attendance, and community service.</p> <p>3.5 f. Purchase rewards to honor and recognize academic achievement, positive behavior, attendance, and community service.</p> <p>Progress Monitoring</p>		<p>Title I 4000-4999: Books And Supplies 3.5 d. Provide food for family events that promote student academic achievement and supports.</p> <p>3.5 e. Purchase awards to honor and recognize academic achievement, positive behavior, attendance, and community service.</p> <p>3.5 f. Purchase rewards to honor and recognize academic achievement, positive behavior, attendance, and community service.</p>
<p>3.6</p>	<p>3.6 Develop/sustain an acknowledgement system that recognizes behavior consistent with the school-wide expectations.</p> <p>3.6 a. Purchase incentive rewards to support our PBIS program. Examples include: Principal for the day, Catz Gear, Admission to sporting events, dances and other school events, and homework passes.</p> <p>3.6b. Purchase Wilcatz' wear</p> <p>3.6 c. Promotional materials including posters, banners, stickers, etc. to be displayed at school to promote PBIS, Wildcatz.</p> <p>3.6 d. Provide light refreshments and supplies/materials for meetings</p> <p>3.6 e. Provide supplemental pay and/or release time for planning, training, etc. and/or professional development as necessary.</p> <p>3.6 f. Purchase school spirit apparel with school logos</p> <p>Progress Monitoring</p>	<p>All students; all subgroups</p>	<p>25,500 LCFF</p> <p>9,400 Title I 4000-4999: Books And Supplies 3.6 a. Purchase incentive rewards to support our PBIS program. Examples include: Principal for the day, Catz Gear, Admission to sporting events, dances and other school events, and homework passes.</p> <p>3.6b. Purchase Wilcatz' wear</p> <p>3.6 c. Promotional materials including posters, banners, stickers, etc. to be displayed at school to promote PBIS, Wildcatz.</p> <p>3.6 d. Provide light refreshments and supplies/materials for meetings</p> <p>3.6 f. Purchase school spirit apparel with school logos</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I 1000-1999: Certificated Personnel Salaries 3.6 e. Provide supplemental pay and/or release time for planning, training, etc. and/or professional development as necessary.
3.7	<p>3.7 Promote attendance and monitor absences</p> <p>3.7 a. Maintain Community Liaison to support with home to school communication and supports, make parent contacts</p> <p>3.7 b. Continue partnership with PVPISA; conduct home visits of habitual truants, track and report attendance data and work cooperatively with administration, attendance clerks, and Counselors</p> <p>3.7 c. Provide student incentives for good/improved attendance</p> <p>Progress Monitoring</p>	All students; all subgroups	<p>8,000 LCFF</p> <p>9,000 Title I 2000-2999: Classified Personnel Salaries 3.7 b. Continue partnership with PVPISA; conduct home visits of habitual truants, track and report attendance data and work cooperatively with administration, attendance clerks, and Counselors 3.7 a. Maintain Community Liaison to support with home to school communication and supports, make parent contacts</p> <p>1,000 Parent Involvement</p> <p>Title I 4000-4999: Books And Supplies 3.7 c. Provide student incentives for good/improved attendance</p>
3.8	<p>3.8 Reduce the amount of substance abuse on campus</p> <p>3.8 a. Work in partnership with our school resource officer and mental health clinician, campus supervisors, staff, and community to eliminate drugs.</p> <p>3.8 b. Identify problem areas for use and/or distribution and focus efforts on eliminating.</p>	All students; all subgroups	<p>1000 LCFF</p> <p>300 Parent Involvement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>3.8 c. Work in partnership with PVPSA to provide outside referrals and build partnerships with outside organizations</p> <p>3.9 d. Provide school-wide information/assemblies on making safe and healthy choices</p> <p>3.9 e. Provide materials and supplies</p> <p>Progress Monitoring</p>		<p>Title I 1000-1999: Certificated Personnel Salaries</p> <p>3.8 a. Work in partnership with our school resource officer and mental health clinician, campus supervisors, staff, and community to eliminate drugs.</p> <p>3.8 b. Identify problem areas for use and/or distribution and focus efforts on eliminating.</p> <p>3.8 c. Work in partnership with PVPSA to provide outside referrals and build partnerships with outside organizations</p> <p>3.9 d. Provide school-wide information/assemblies on making safe and healthy choices</p> <p>3.9 e. Provide materials and supplies</p> <p>Title I 4000-4999: Books And Supplies</p> <p>3.9 e. Provide materials and supplies</p>
<p>3.9</p>	<p>3.9 Reduce bullying and intimidation</p> <p>3.9 a. Work in partnership with our school resource officer and mental health clinician , students, staff, and community to decrease the incidence of bullying.</p> <p>3.9 b. Implement district protocols regarding the documentation, reporting and response to bullying.</p> <p>3.9 c. Continue to implement and promote the use of our app text-a-tip program to provide students a way to easily and anonymously report misconduct.</p> <p>3.9 d. Materials and supplies</p> <p>Progress Monitoring</p>	<p>All students; all subgroups</p>	<p>14,000 LCFF</p> <p>Title I 2000-2999: Classified Personnel Salaries</p> <p>3.9 a. Work in partnership with our school resource officer and mental health clinician , students, staff, and community to decrease the incidence of bullying.</p> <p>3.9 b. Implement district protocols regarding the documentation, reporting and response to bullying.</p> <p>3.9 c. Continue to implement and promote the use of our app text-a-tip program to</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			provide students a way to easily and anonymously report misconduct. Title I 4000-4999: Books And Supplies 3.9 d. Materials and supplies Title I 5000-5999: Services And Other Operating Expenditures 3.9 c — App/text-a-tip program subscription fees
3.10	Progress Monitoring		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Parents and Community

WHS will cultivate a caring and inclusive relationship with parents and the community by engaging families as active participants and leaders in student learning. To ensure equitable access to learning, WHS will implement consistent instructional practices, including effective differentiation through Universal Design for Learning (UDL), consistent grade reporting, and meaningful feedback to support all learners—especially English Learners (ELs) and Students with Disabilities (SWD). Additionally, WHS will offer multiple, meaningful, and accessible opportunities for parents to participate in school committees, events, and educational workshops to strengthen their involvement in school culture and activities. Further WHS will seek to increase student agency and voice across campus.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By June 2026, increase parent and family engagement by expanding participation in school committees, events, and parent education workshops by 25%, as measured by attendance records and parent feedback surveys.

2024 LCAP Goal 2: PVUSD is committed to fostering a collaborative, improvement-driven culture that prioritizes the creation of engaging, relevant, and rigorous learning environments. Through the cultivation of effective school site systems, programs, and practices, we strive to nurture positive and safe school climates conducive to student academic growth, emotional resilience, and overall wellness. Our aim is to instill attitudes of empathy, respect, and acceptance within the PVUSD community, ensuring that every student thrives and reaches their full potential. Additionally, we prioritize family engagement, fostering strong partnerships between schools and families to support student success and development.

Identified Need

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

There is a need to continue to improve school to home communication with parents/guardians to make student success and social well-being a priority for all stakeholders. Based on survey results, the following areas are identified as areas of need:

Youth Truth Survey Data (Family) 2024:

Engagement 57th Percentile

Relationships 21st Percentile

Culture 19th Percentile

Communication & Feedback 48th Percentile

School Safety 28th Percentile

Resources 47th Percentile

Culture and School Safety.

There is a need to continue to improve school to home communication with parents/guardians to make student success and social well-being a priority for all stakeholders. Based on survey results, the following areas are identified as areas of need:

Youth Truth Survey Data (Family) 2024:

Engagement: 57th Percentile

Relationships: 21st Percentile

Culture: 19th Percentile

Communication & Feedback: 48th Percentile

School Safety: 28th Percentile

Resources: 47th Percentile

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Student Survey Themes: Engagement Relationships School Culture Communication & Feedback School Safety Resources	Based on data collected in each area	Increase to the 70% percentile < in all survey themes
Attendance to school sponsored events	Use 5 Start to Check in Parents to any event and/or use Google Meet virtual meeting attendance sheets	To have at least 60% of stakeholders attend school events

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>4.1 In order to promote and strengthen home to school connections and parent involvement, offer parent workshops, trainings, and informational meetings about, but not limited to, school requirements, programs, learning standards, assessments, and technology.</p> <p>4.1 a. Hire support personnel</p> <p>4.1 b. Provide supplemental pay</p> <p>4.1 c. Purchase parent incentives</p> <p>4.1 d. Purchase materials and resources</p> <p>4.1 e. Purchase services</p> <p>4.1 f. Provide light refreshments</p> <p>4.1 g. Provide childcare</p> <p>Examples include:</p> <p>4.1 h. Training of parents on Synergy to access grade book, attendance, calendar, homework, and school policies</p> <p>4.1 i. Hold family info events</p> <p>4.1 j. Information on PBIS practices with materials and resources in the language understood by the parents</p> <p>4.1 k. Encourage parent participation in programs such as ETS, EAOP, GEAR UP, ELP</p> <p>4.1 l. Educate parents on opportunities to support classroom teachers/WHS in and out of the classroom</p> <p>4.1 m. Offer parent education based on parent interest/concerns (Town Hall meetings)</p> <p>4.1 n. Provide a community liaison to advocate for and support parents in school issues</p> <p>4.1 o. Counselors to inform parents of the post-secondary opportunities and financing options</p> <p>4.1 p. Back to School and Open House Events</p> <p>4.1 q. Graduation</p> <p>4.1 r. Freshman Parent Orientation</p>	All students and all subgroups	<p>4,000 Parent Involvement</p> <p>9,000 LCFF</p> <p>4.1 k — Encourage parent participation in ETS, EAOP, GEAR UP, ELP LCFF or site LCAP Goal-aligned, unless those services are Title I-funded</p> <p>4.1 l — Educating parents on volunteer opportunities LCFF</p> <p>4.1 q — Graduation</p> <p>10,000 Title I 1000-1999: Certificated Personnel Salaries</p> <p>4.1 b — Provide supplemental pay (for teachers, counselors leading family workshops/trainings)</p> <p>4.1 o — Counselors informing parents about post-secondary opportunities and financing options (if extra time involved)</p> <p>Title I 2000-2999: Classified Personnel Salaries</p> <p>4.1 a — Hire support personnel (community liaison, translators, event assistants)</p> <p>4.1 n — Community liaison to advocate for/support parents in school issues</p> <p>4.1 r2 — Translators available as necessary</p> <p>Title I</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>4.1 r1. Materials and supplies, communication, mailings will be supported for Freshman Parent Orientation</p> <p>4.1 r2. Translators available as necessary</p> <p>4.1 r3. Mileage for community liaison and/or accountant when assisting with events and/or mailings</p> <p>4.1 r4. Quarterly newsletters, postage, printing and mailing supplies for parent/student communications</p> <p>Progress Monitoring</p>		<p>4000-4999: Books And Supplies</p> <p>4.1 c — Purchase parent incentives (small incentives allowable for academic engagement — like books, academic materials, modest refreshments)</p> <p>4.1 d — Purchase materials and resources (handouts, flyers, workbooks for workshops)</p> <p>4.1 h — Training materials for Synergy access workshops</p> <p>4.1 j — PBIS practices information and resources in parents' languages</p> <p>4.1 r1 — Materials, supplies, communication, mailings for Freshman Parent Orientation</p> <p>4.1 r4 — Newsletters, postage, printing, mailing supplies for parent/student communications</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4.1 e — Purchase services (outside presenters, childcare providers, venue expenses)</p> <p>4.1 f — Provide light refreshments (for academic-focused family engagement events — per Title I PFE rules, modest and documented)</p> <p>4.1 g — Provide childcare (for parents attending academic-focused workshops/events)</p> <p>4.1 i — Family info events (if venue, service costs, or presenter fees involved)</p> <p>4.1 m — Parent education events (Town Halls — if</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			<p>services contracted or refreshments purchased)</p> <p>4.1 p — Back to School and Open House Events (only academic portions — allowable if tied to academic achievement and Title I engagement goals)</p> <p>4.1 q — Graduation (only Title I-allowable if connected to Title I-funded student academic recognition — usually LCFF-funded)</p> <p>4.1 r3 — Mileage for community liaison/accountant for mailings, events (allowable transportation cost under Title I for family engagement activities)</p>
<p>4.2</p>	<p>4.2 Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with the administrative team; conduct school stakeholder meetings for the purpose of soliciting and receiving input.</p> <p>4.2 a. Advertising/communication/mailings</p> <p>4.2 b. Banquets, luncheons</p> <p>4.2 c. Incentives/prizes for participation</p> <p>4.2 d. Engagement activities</p> <p>Progress Monitoring</p>	<p>All students and all subgroups</p>	<p>3,000 Title I 4000-4999: Books And Supplies</p> <p>4.2 Provide a variety of planned/advertised opportunities for stakeholders to engage in two-way communication with the administrative team; conduct school stakeholder meetings for the purpose of soliciting and receiving input.</p> <p>4.2 a. Advertising/communication/mailings</p> <p>4.2 b. Banquets, luncheons</p> <p>4.2 c. Incentives/prizes for participation</p> <p>4.2 d. Engagement activities</p> <p>2,000 LCFF</p> <p>353 Parent Involvement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.3	<p>4.3 Town hall meetings and training opportunities for parents as a means of working with the school to increase awareness of all the available programs and to inform parents about the US Educational System and district/site expectations.</p> <p>4.3 a. Parent liaison to work with assigned administrator to identify parents and students to participate in the different events.</p> <p>4.3 b. Parent liaison to coordinate monthly parent meetings to provide training based on parent needs</p> <p>4.3 c. EWRs for additional classified hours to support with parent events and engagement during after hours</p> <p>4.3 d. Childcare for parents attending meetings as appropriate</p> <p>4.3 e. Conferences/parent training or educational services</p> <p>4.3 f. Food for parent engagement</p> <p>4.3 g. Parent meeting supplies</p> <p>Progress Monitoring</p>	All students and all subgroups	<p>0 Parent Involvement</p> <p>3,000 LCFF</p> <p>2,000 Title I 2000-2999: Classified Personnel Salaries 4.3 Town hall meetings and training opportunities for parents as a means of working with the school to increase awareness of all the available programs and to inform parents about the US Educational System and district/site expectations.</p> <p>4.3 a. Parent liaison to work with assigned administrator to identify parents and students to participate in the different events.</p> <p>4.3 b. Parent liaison to coordinate monthly parent meetings to provide training based on parent needs</p> <p>4.3 c. EWRs for additional classified hours to support with parent events and engagement during after hours</p> <p>4.3 d. Childcare for parents attending meetings as appropriate</p> <p>4.3 e. Conferences/parent training or educational services</p> <p>Title I 4000-4999: Books And Supplies 4.3 f. Food for parent engagement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4.3 g. Parent meeting supplies
4.6	Progress Monitoring		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$815,559.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$635,029.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$326,900.00

Subtotal of additional federal funds included for this school: \$326,900.00

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 (\$)
LCFF	\$300,105.00
Parent Involvement	\$8,024.00

Subtotal of state or local funds included for this school: \$308,129.00

Total of federal, state, and/or local funds for this school: \$635,029.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	277,539	-22,566.00
Parent Involvement	7,824	-200.00
Title I	360,850	33,950.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	300,105.00
Parent Involvement	8,024.00
Title I	326,900.00

Expenditures by Budget Reference

Budget Reference	Amount
	14,000.00
0001-0999: Unrestricted: Locally Defined	25,000.00
1000-1999: Certificated Personnel Salaries	170,500.00
2000-2999: Classified Personnel Salaries	26,000.00
4000-4999: Books And Supplies	45,400.00
5000-5999: Services And Other Operating Expenditures	43,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,000.00
None Specified	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	277,105.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
None Specified	LCFF	20,000.00
	Parent Involvement	8,024.00

	Title I	18,000.00
0001-0999: Unrestricted: Locally Defined	Title I	25,000.00
1000-1999: Certificated Personnel Salaries	Title I	170,500.00
2000-2999: Classified Personnel Salaries	Title I	26,000.00
4000-4999: Books And Supplies	Title I	45,400.00
5000-5999: Services And Other Operating Expenditures	Title I	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	248,700.00
Goal 2	108,205.00
Goal 3	244,771.00
Goal 4	33,353.00

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

Name of Members	Role
Joseph Gregorio	Principal
June Ponce	Parent or Community Member
Monica Melendez (ELAC also)	Parent or Community Member
David Rocha	Parent or Community Member
Marisol Gutierrez	Parent or Community Member
Sue Rodriguez	Other School Staff
Ben Akiyama	Classroom Teacher
Sunny Castro	Classroom Teacher
Catherine Anderson	Classroom Teacher
Carmona-Betancourt Fatima	Secondary Student
Sostenes-Flores Emilio	Secondary Student
Denise Avalos	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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 May 8, 2025.

Attested:



Principal, Joseph Gregorio on May 8, 2025

SSC Chairperson, June Ponce on May 8, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023