

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willits High School	23-65623-2335487		

## Purpose and Description

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

Schoolwide Program

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

As a community of learners we value our mission statement: "Willits High School staff and students, in partnership with parents and community members, provide a challenging, caring and safe educational environment, which prepares students to be positive members of the community, effective communicators, problem solvers, and lifelong learners". Posted in the library and around the school our community has also adopted the saying "Today Determines Tomorrow", which is echoed through the generations of Willits High School Graduates. As of September 2022, Willits High School enrollment is 415, within a district of 1539 students, in a community that has a population of about 4,820, as of the 2020 census. There are 29 certificated full time teachers, 2 counselors, 1 psychologist, and 7 instructional assistants, 1 campus supervisor, 1 assistant principal, and a principal serving the students of Willits High School.

Willits High School offers course sequences that focus on college and career readiness. The goal is for every student to be "a-g" ready and complete a Career Technical Education (CTE) pathway upon graduation. Our students have the option to pursue 10 CTE pathways comprised of Agriscience, Patient Care, Plant & Soil Sciences, Information Support & Services, Software & Systems Development, Residential & Commercial Construction, Cabinetry Millwork & Woodworking, Ag Mechanics, Design Visual and Media Arts, and Performing Arts. Willits High School currently has football, swimming, basketball, wrestling, track and field, cross country, volleyball, softball, golf, baseball, tennis, cheerleading, and soccer programs. Willits High School has many clubs that students may participate in such as FFA (Future Farmers of America), Peace Club, Travel Club, Spirit Squad, Interact, Latino Club, Native American Club, Journalism, Robotics, and many more.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Willits High School staff and students participated in the most recent California Healthy Kids Survey. The results of the survey were as follows:

- a. Students perceive this campus as safe.
- b. Students have a very positive relationship with adults at this school.
- c. Consumption of marijuana and alcohol are an ongoing concern.
- d. Students underestimate the danger of marijuana use.
- e. Tobacco use has shifted to vaping which is a concern.
- f. A negative finding was that students over-estimate, significantly, the percentage of peers using alcohol and other drugs.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In the 2022-23 school year numerous formal and informal teacher observations have been recorded. The majority of Willits High School staff have either been at the high school over ten years or under 5 years. There is an equal mix of veteran teachers and new teachers. The teachers at Willits High School are very passionate about being at the high school and the institution as a whole. They work in their Professional Learning Communities, and the concepts from the PLC's are evident in their classroom teaching. New teachers receive support through a County Induction Program, and can receive coaching from a peer mentor. Use of digital devices is inherent throughout the campus, with each student issued a chromebook. Use of the online learning platform Canvas, has made the transition to online learning an organized and interactive process.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Smarter Balanced Assessment, now known as the CAASPP test continues to be the annual benchmark state test for math, english and science. The school also administers the PSAT 9,10, & 11, and the ASVAB. Regular classroom assessments are used by all teachers to guide instruction and reteach if necessary.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Each core teacher at Willits High School is required to give end of term assessments, and the teachers are responsible for discussing their results within their respected PLC's. In 9th grade physical education the students take the California Fitness Test. As the CAASPP assessments become more available the results from this assessment will also be discussions in their respected PLC's. Within Canvas, each teacher creates their subject specific assessments that provide real time data in order to monitor student progress. The use of data is common in each teacher's classrooms as they utilize Canvas and it's inherent technology to guide and modify instruction.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at the high school are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers at Willits High School have a wide array of professional development in which they may attend. Teachers may attend county conferences, local conferences, and in state national conferences pertaining to their subject area. The use of Webinar style professional development has become the normal method used during distance education.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned with the current educational standards. Currently, the teachers are attending various conferences about the common core, and how to implement these new standards at a comprehensive high school. Furthermore, WHS is in the process of adopting new textbooks to replace our aging textbooks, these new textbooks better link the Common Core State Standards, and the Next Generation Science Standards. During distance education, more emphasis had been placed on digital curriculum that can be incorporated into the online learning platforms used at the school.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Mendocino County of Education (MCOE) provides content area instructional support and mentors for all teachers within the county. The teachers attend various workshops through out the year at MCOE. Other teachers attend local and state conferences in their specific field of study.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Willits High School participates in Professional Learning Communities. Each community is organized by department. The elective teachers, and the Career Technical Education teachers are either put in with the core teachers, or they have their own PLC depending on the topic. The PLCs are designed to meet once a month. This past year, with the online use of virtual meeting, teachers have met as departments on a more frequent basis. The use of a common prep time has helped departments to coordinate curriculum discussions.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned with local, state, and national standards, and adopted by the Willits Unified School District Board of Trustees.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Over the past 4 years, Willits High School has had a five period day and each period is 72 minutes in length with the school year segmented into three terms of approximately 60 days. Willits High School is well above the recommended time of 62,949 instructional minutes per academic school year. Students are required to have 4 years of English and 2.5 years of math, 2.5 years of science, and three years of social science. The extra 1/2 year of Science and Math is being applied to the graduating class of 2020 and subsequent classes.

In the 20-21 school year with distance learning, the trimester was adapted to 6, 6 week terms with 3 classes per day of 100 minutes each. The daily schedule has also been well above the state minimum requirements.

In the 21-22 school year, the master schedule is back to the five period day, 3 term sequence.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Each teacher at Willits High School has developed a pacing guide which is aligned within the course they teach. Currently, teachers are in the process of developing new pacing guides/curriculum maps that are aligned to the Common Core State Standards. The trimester schedule has allowed Willits High School to offer additional intervention courses throughout the school year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Willits High School is a Williams School. Each student is required to have the access to check out a book for home and at school. All materials are adopted by the Willits Unified School District Board of Trustees.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Due to the constraints of our master schedule, limitations of teachers, and tight scheduling, Willits High School offers ELL services, one period of Math intervention, and one period of English intervention. All materials are created by the teachers through the use of SBE-approved materials. SBE-adopted and standards-aligned instructional materials are used in all core courses.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Willits High School offers intervention classes in math, english, and after school tutoring. Any freshman that is not Algebra ready will be in Bridge to Algebra. If any student is still struggling in math or English, tutoring is offered after school as well as embedded in the school day. To recover credits, students may attend summer school or retake the failed section within the school year if offered. Students may also be enrolled in guided academics in order to provide additional teacher supported services.

Evidence-based educational practices to raise student achievement

Willits High School utilizes Professional Learning Communities. The staff meets each month to discuss student achievement, benchmark assessments, instructional strategies, updating pacing guides/curriculum maps,, and the implementation of the new Smarter Balanced Assessment (CAASPP). AVID & ELD strategies are imbedded within the courses in order to help raise student acheivement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent, teacher, and student representatives are elected to serve on the Willits High School Site Council, which helps guide school improvement efforts. This year the Site Council is focusing on the development of teaching all parents how to log in to the AERIES online grading system and Canvas to check their students grades.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents are welcome to volunteer in classrooms, serve as guest speakers, help chaperone dances and other school events, and support student learning in other ways. The WHS Boosters club is an excellent way for parents to actively support student activities at WHS. An ELAC committee collaborates to better meet the needs of hispanic students at WHS.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Willits High School is designated as a Schoolwide Title I school. Title I, EIA, and Class Size Reduction funds are utilized to employ certificated teaching staff.

Fiscal support (EPC)

Willits High School receives support from Willits Unified School District, and is considered a Average Daily Attendance (ADA) School. Willits High School also receives monies from the state lottery, WHS Boosters, Willits Educational Fund, Safeway, and other local agencies.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

The annual SPSA update is written by the principal after discussion with the entire staff and approval of the site council. All input is considered and added to the report for clarification of the educational program provided. It is then presented to the board for approval.

# Resource Inequities

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

There is a real need to provide additional resources for students who arrive at WHS with little to no English Language skills. A collective effort districtwide is needed to sequence supports at each grade level.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	6.15%	6.7%	6.93%	26	27	28
African American	0.47%	0.5%	0.25%	2	2	1
Asian	0.95%	0.7%	1.24%	4	3	5
Filipino	0%	0.3%	%	0	1	
Hispanic/Latino	34.04%	36.1%	35.40%	144	146	143
Pacific Islander	0%	%	%	0		
White	47.04%	41.8%	40.59%	199	169	164
Multiple/No Response	2.84%	3.2%	2.23%	12	13	9
Total Enrollment				423	404	404

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Grade 9	136	102	116
Grade 10	94	121	97
Grade 11	107	83	110
Grade 12	86	98	81
Total Enrollment	423	404	404

### Conclusions based on this data:

1. Based upon the data, there are two main student groups, with White at 41% and Hispanic/Latino at 36%.
2. Enrollment continues to stay above 400 consistently year to year, with growth showing in the upcoming grades.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	58	67	42	13.7%	16.60%	10.4%
Fluent English Proficient (FEP)	51	39	65	12.1%	9.70%	16.1%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

### Conclusions based on this data:

1. Covid negatively impacted RFEP numbers.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	105	76	90	88	41	79	88	41	78	83.8	53.9	87.8
All Grades	105	76	90	88	41	79	88	41	78	83.8	53.9	87.8

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2565.	2578.	2527.	15.91	21.95	10.26	26.14	34.15	23.08	34.09	19.51	30.77	23.86	24.39	35.90
All Grades	N/A	N/A	N/A	15.91	21.95	10.26	26.14	34.15	23.08	34.09	19.51	30.77	23.86	24.39	35.90

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	22.73	26.83	14.10	54.55	53.66	64.10	22.73	19.51	21.79
All Grades	22.73	26.83	14.10	54.55	53.66	64.10	22.73	19.51	21.79

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	17.05	14.63	10.26	50.00	51.22	34.62	32.95	34.15	55.13
All Grades	17.05	14.63	10.26	50.00	51.22	34.62	32.95	34.15	55.13

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	14.77	19.51	6.41	70.45	58.54	75.64	14.77	21.95	17.95
<b>All Grades</b>	14.77	19.51	6.41	70.45	58.54	75.64	14.77	21.95	17.95

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	27.27	26.83	10.26	46.59	60.98	67.95	26.14	12.20	21.79
<b>All Grades</b>	27.27	26.83	10.26	46.59	60.98	67.95	26.14	12.20	21.79

2019-20 Data:

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

**Conclusions based on this data:**

1. 33.34% of our students met standards in ELA, with 30.77% near standard and 35.9% not meeting standard.
2. Positive gains in Listening.
3. Slight drops in Writing and Reading scores.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	105	76	90	84	44	79	84	44	79	80	57.9	87.8
All Grades	105	76	90	84	44	79	84	44	79	80	57.9	87.8

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

### 2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2541.	2541.	2505.	3.57	2.27	1.27	11.90	20.45	10.13	39.29	20.45	25.32	45.24	56.82	63.29
All Grades	N/A	N/A	N/A	3.57	2.27	1.27	11.90	20.45	10.13	39.29	20.45	25.32	45.24	56.82	63.29

### 2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	8.33	9.09	2.53	29.76	43.18	35.44	61.90	47.73	62.03
All Grades	8.33	9.09	2.53	29.76	43.18	35.44	61.90	47.73	62.03

### 2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	4.76	4.55	6.33	59.52	81.82	60.76	35.71	13.64	32.91
All Grades	4.76	4.55	6.33	59.52	81.82	60.76	35.71	13.64	32.91

### 2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>Grade 11</b>	8.33	6.82	3.80	57.14	75.00	64.56	34.52	18.18	31.65
<b>All Grades</b>	8.33	6.82	3.80	57.14	75.00	64.56	34.52	18.18	31.65

2019-20 Data:

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

**Conclusions based on this data:**

1. The majority of our students were below standard in math, with an even greater number dropping below standard than in previous years.
2. In all subcategories the drop in scores was significant. Conversely the number of student testing rose from 44 to 79 representing a greater student population at WHS.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	5	8	6
10	*	1533.5	*	*	1521.1	*	*	1545.5	*	6	11	9
11	*	*	1547.7	*	*	1551.8	*	*	1543.1	5	5	12
12	*	*	*	*	*	*	*	*	*	*	4	5
All Grades										18	28	32

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
11	*	*	25.00	*	*	16.67	*	*	16.67	*	*	41.67	*	*	12
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	7.14	18.75	22.22	21.43	21.88	50.00	57.14	25.00	16.67	14.29	34.38	18	28	32

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	54.55	*	*	45.45	*	*	0.00	*	*	11	*
11	*	*	41.67	*	*	16.67	*	*	8.33	*	*	33.33	*	*	12
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	7.14	28.13	44.44	42.86	28.13	22.22	39.29	21.88	11.11	10.71	21.88	18	28	32

2019-20 Data:

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

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*
11	*	*	8.33	*	*	16.67	*	*	25.00	*	*	50.00	*	*	12
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	3.57	3.13	11.11	17.86	21.88	55.56	50.00	37.50	27.78	28.57	37.50	18	28	32

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	9.09	*	*	90.91	*	*	0.00	*	*	11	*
11	*	*	8.33	*	*	50.00	*	*	41.67	*	*	12
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	3.57	6.25	66.67	82.14	65.63	22.22	14.29	28.13	18	28	32

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	36.36	*	*	63.64	*	*	0.00	*	*	11	*
11	*	*	28.57	*	*	28.57	*	*	42.86	*	*	7
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	77.78	35.71	34.78	16.67	46.43	34.78	5.56	17.86	30.43	18	28	23

2019-20 Data:

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



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	9.09	*	*	63.64	*	*	27.27	*	*	11	*
11	*	*	16.67	*	*	33.33	*	*	50.00	*	*	12
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	7.14	15.63	50.00	57.14	31.25	44.44	35.71	53.13	18	28	32

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	0.00	*	*	81.82	*	*	18.18	*	*	11	*
11	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	10.71	3.13	66.67	67.86	71.88	22.22	21.43	25.00	18	28	32

2019-20 Data:

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

**Conclusions based on this data:**

1. As more year over year data becomes available, the schoolwide trends will become more evident.
2. A more consistent ELPAC testing needs to be in place to test all ELD students.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
404	59.9	10.4	1.0
Total Number of Students enrolled in Willits 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	42	10.4
Foster Youth	4	1.0
Homeless	7	1.7
Socioeconomically Disadvantaged	242	59.9
Students with Disabilities	64	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian	28	6.9
Asian	5	1.2
Filipino		
Hispanic	143	35.4
Two or More Races	9	2.2
Pacific Islander		
White	164	40.6

**Conclusions based on this data:**

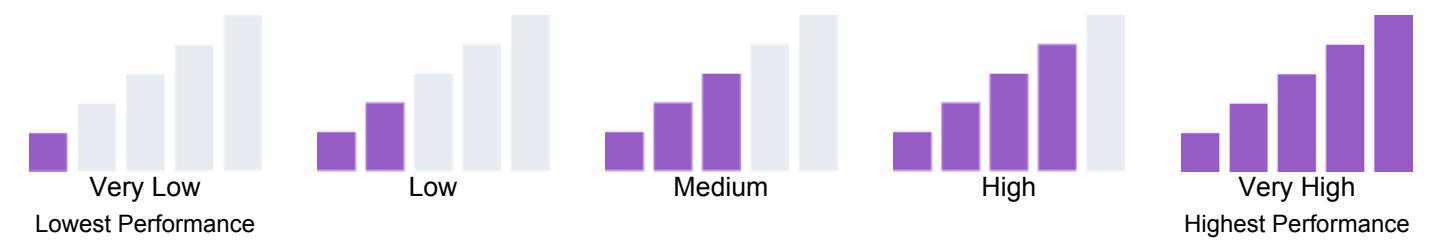
1. A high rate of 59.9% are identified as socioeconomically disadvantaged a growth from previous years.
2. 10.4% of the student body are classified as English language learners, which has decreased from the prior year, yet highlights a needed area of focused support.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Very Low</div>	<div>Graduation Rate</div> <div>High</div>	<div>Suspension Rate</div> <div>High</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

**Conclusions based on this data:**

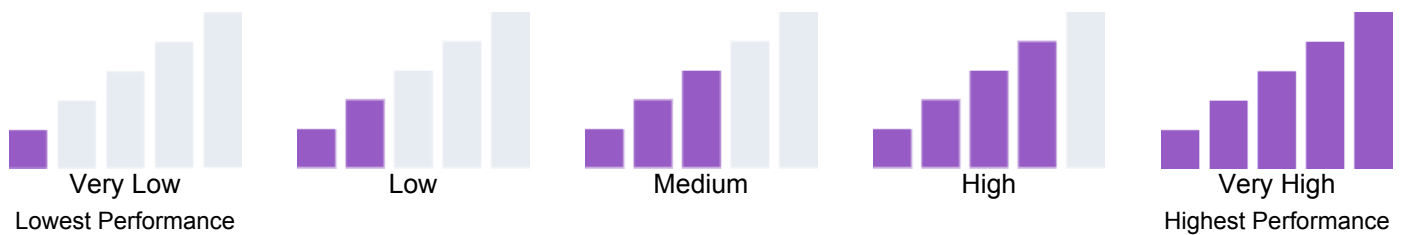
1. Graduation rates are high, while College & Career indicator continues to improve even though no data was reported, which is strange as it is clearly tracked at the site level.
2. Academic performance is still very low.

# School and Student Performance Data

## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

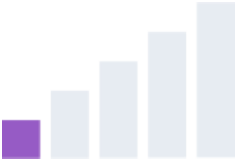



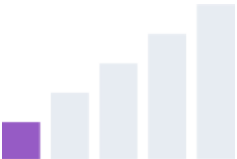

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



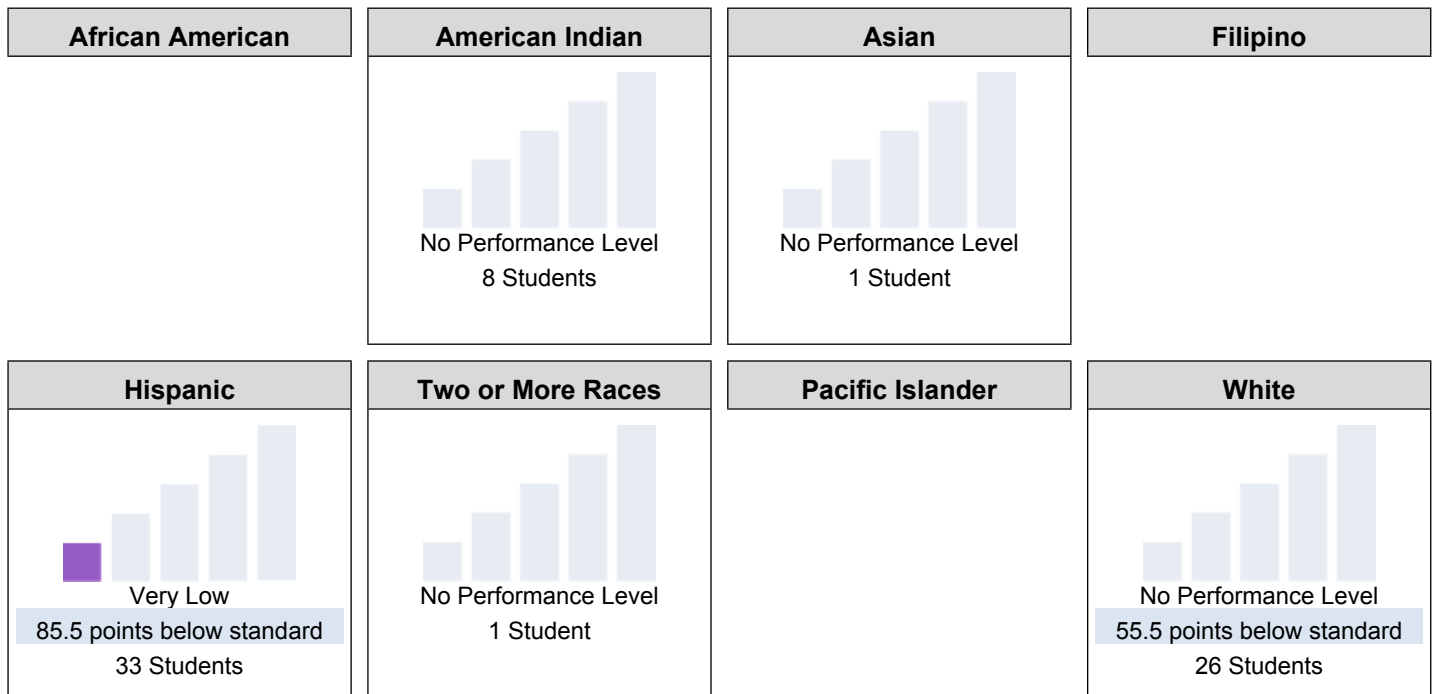
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	0	0

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group					
<b>All Students</b>		<b>English Learners</b>		<b>Foster Youth</b>	
 <p>Very Low</p> <p>66.1 points below standard</p> <p>78 Students</p>		 <p>No Performance Level</p> <p>146.6 points below standard</p> <p>14 Students</p>		 <p>No Performance Level</p> <p>3 Students</p>	
<b>Homeless</b>		<b>Socioeconomically Disadvantaged</b>		<b>Students with Disabilities</b>	
 <p>No Performance Level</p> <p>1 Student</p>		 <p>Very Low</p> <p>84.6 points below standard</p> <p>49 Students</p>		 <p>No Performance Level</p> <p>129.7 points below standard</p> <p>15 Students</p>	

### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
146.6 points below standard 14 Students	0 Students	61.2 points below standard 48 Students

#### Conclusions based on this data:

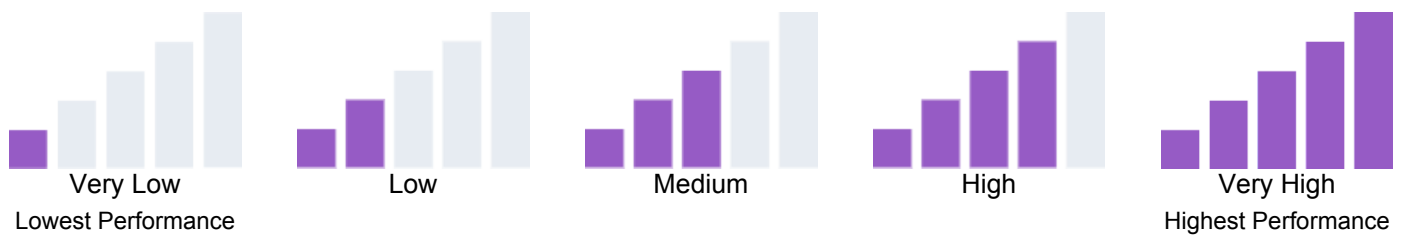
- Overall the scores declined from previous year in the largest subgroups.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

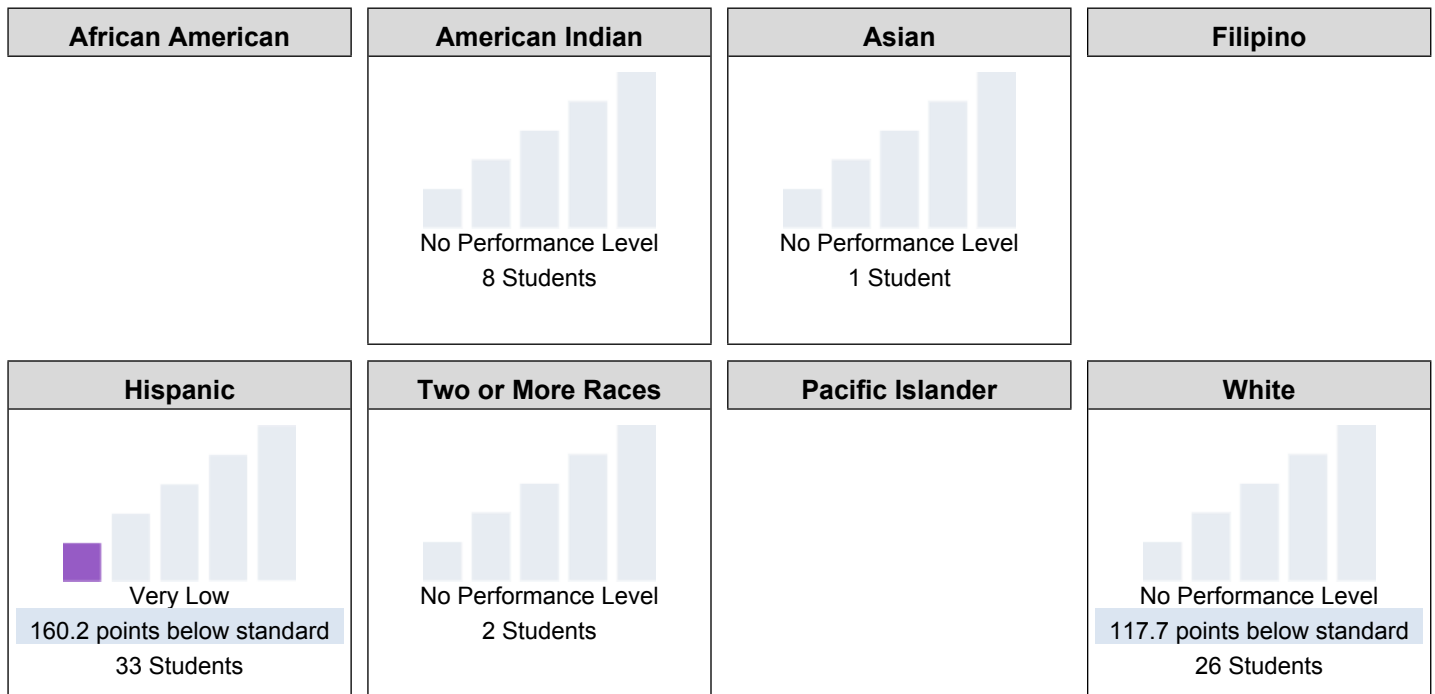
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
2	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>126.9 points below standard</p> <p>79 Students</p>	<p>No Performance Level</p> <p>194.3 points below standard</p> <p>14 Students</p>	<p>No Performance Level</p> <p>3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>1 Student</p>	<p>Very Low</p> <p>141.8 points below standard</p> <p>49 Students</p>	<p>No Performance Level</p> <p>192.7 points below standard</p> <p>15 Students</p>



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
194.3 points below standard 14 Students	0 Students	109.1 points below standard 48 Students

#### Conclusions based on this data:

1. Mathematics scores declined slightly versus previous years data.

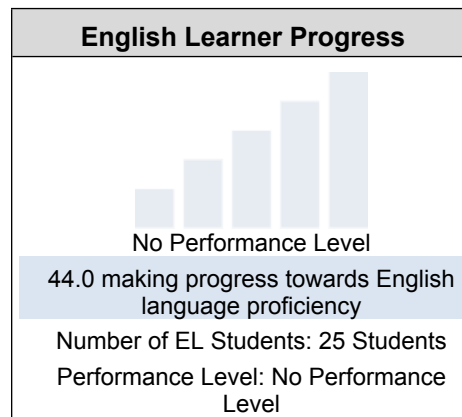
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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.

### 2022 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
16.0%	40.0%	4.0%	40.0%

#### Conclusions based on this data:

1. Additional support is needed to address the low performance.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. We have seen improvements in these key indicators year over year.
2. Continued push by current teachers to earn their CTE credentials, so that the courses count towards state numbers in order to more accurately represent the student achievements.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

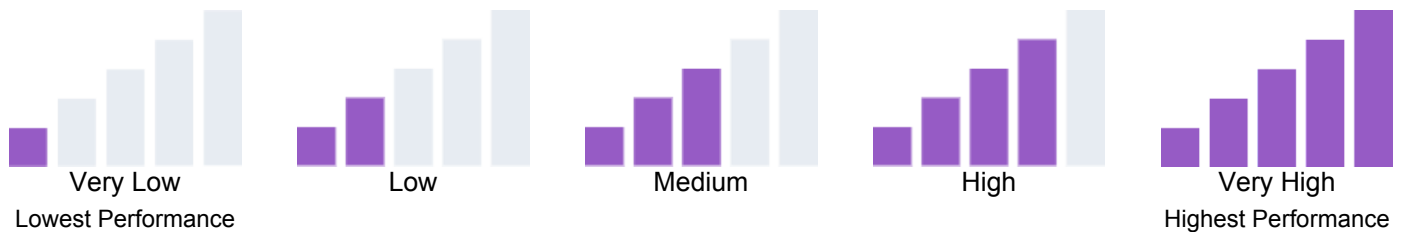
Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



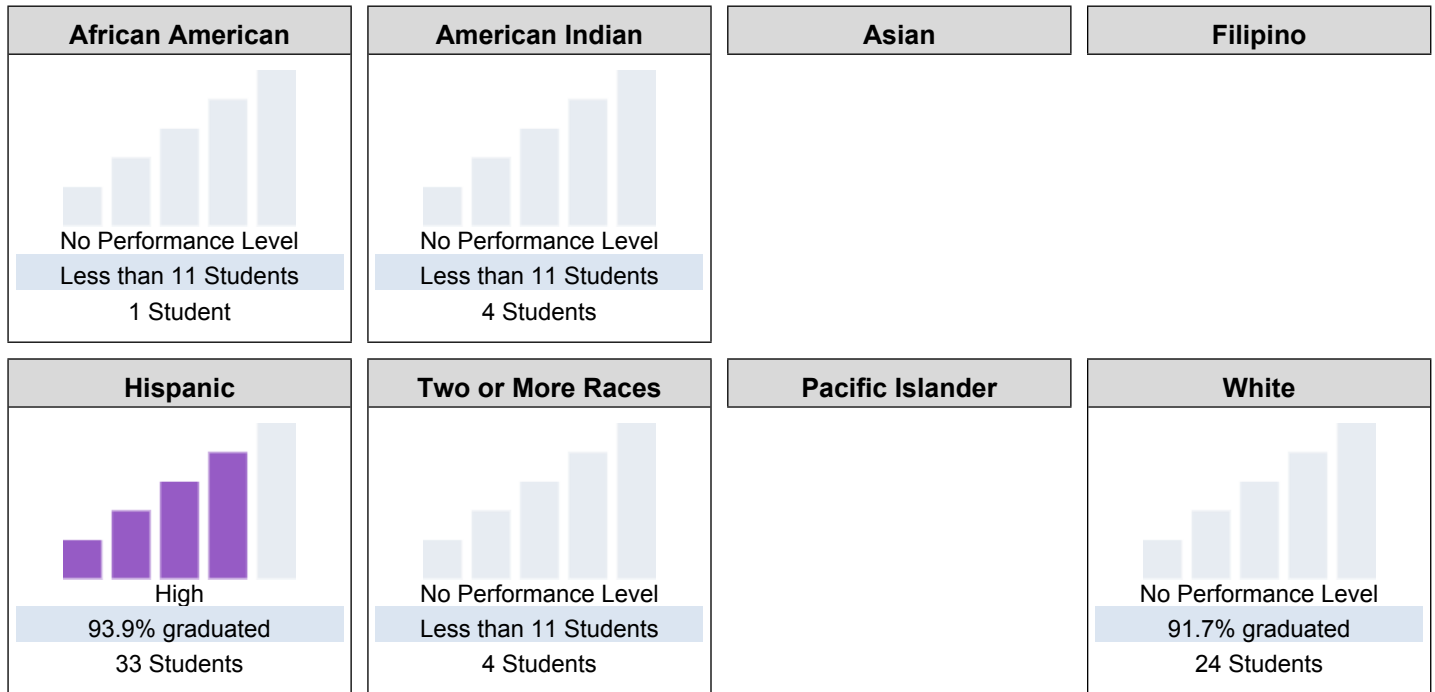
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	2	0

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>High</p> <p>92% graduated</p> <p>75 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>High</p> <p>92.3% graduated</p> <p>52 Students</p>	<p>No Performance Level</p> <p>100% graduated</p> <p>12 Students</p>

## 2022 Fall Dashboard Graduation Rate by Race/Ethnicity



### Conclusions based on this data:

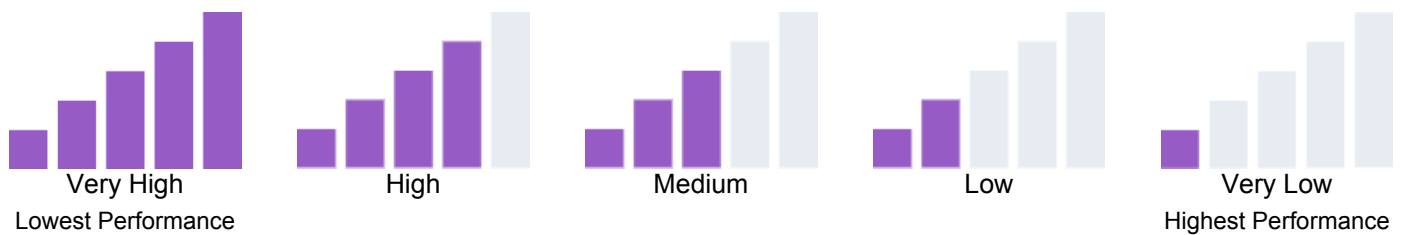
1. Graduation rate continues to remain high.

# School and Student Performance Data

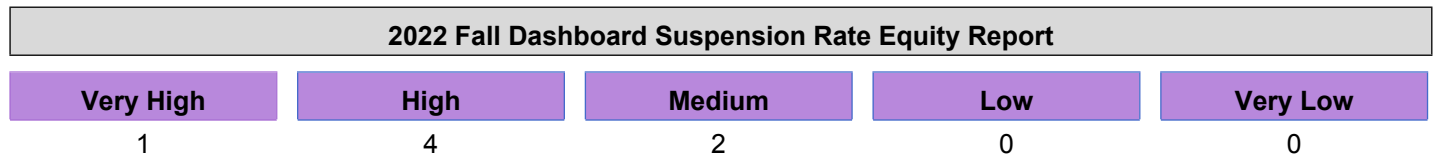
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

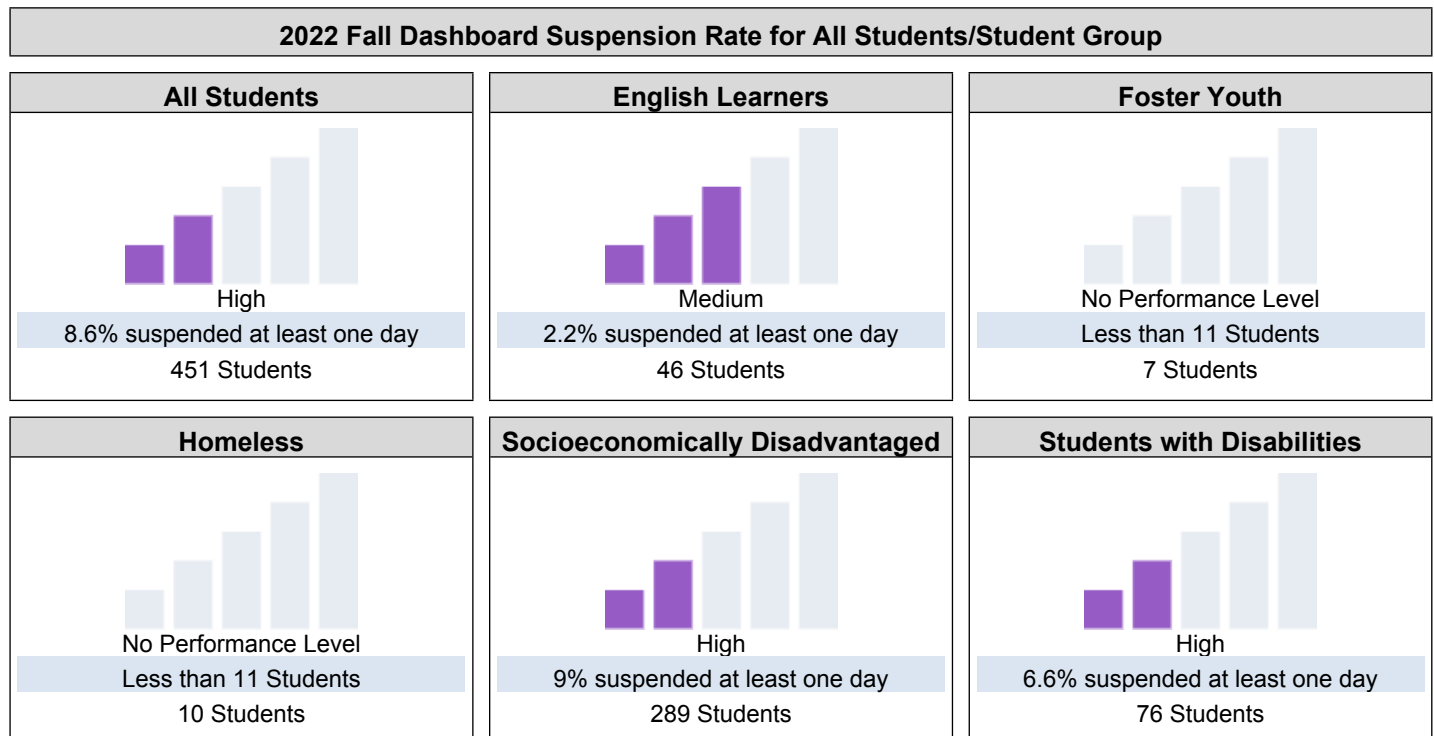
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



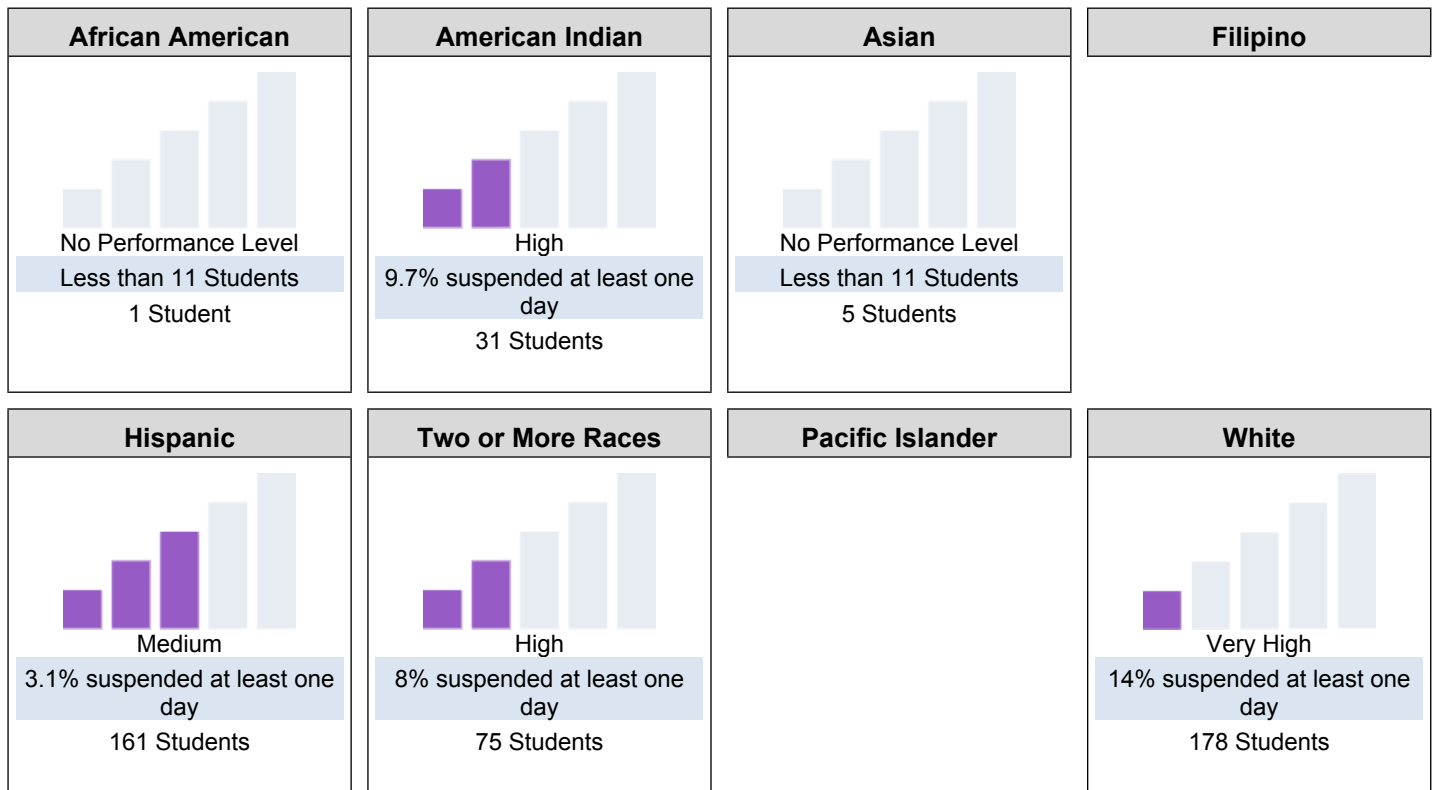
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Suspension rates in most sub groups has declined year over year and continues to demonstrate a positive outcome for school climate.
2. Low suspension rates indicate a positive school climate and culture.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

STANDARDS –BASED STUDENT LEARNING: CURRICULUM, INSTRUCTION & ASSESSMENT AND ACCOUNTABILITY

## LEA/LCAP Goal

LCAP Goal #1: Students will be prepared to be college and or career ready.

## Goal 1

All staff members will consistently demonstrate researched based instructional best practices.

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Establish a Professional Development Committee

## Proposed Expenditures for this Strategy/Activity

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

### Amount(s)

1000

### Source(s)

Title I

### Resources

- personnel- extra duty pay
- time

	Assess: Admin & teacher leaders will meet to establish PD planning committee
	Report: Committee formed Minutes from meeting.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Develop a schedule for interested staff to present Best Practices in a seminar setting and provide handouts for all staff.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

None Specified

Resources:

- time

one work-day at beginning of year on the calendar

0

None Specified

Assess:

Best Practice Seminars in various curricular areas

Shared teaching methodologies

Shared strategies for all students

0

None Specified

Report:

Schedule for Professional Development  
Seminars  
Binder of teaching methodologies & strategies

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Promote Instructional strategies school-wide with a focus on Avid & EL strategies

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

None Specified

Resources

- time
- technology

0

None Specified

Assess:

Create a staff google classroom to share information & instructional practices

Post all relevant PD videos on uses of chromebooks

Teacher leaders teaching staff on implementing best practices with Chromebooks

Implement faculty wide use of specifics apps in order to engage students with standardized practices

0

None Specified

Report:

Staff Google Classroom created  
Classroom Observations

All staff creating google classrooms  
Staff PD meeting notes

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**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All Students
--------------

**Strategy/Activity**

Enhance the RTI process at WHS.
---------------------------------

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Title I  Resources <ul style="list-style-type: none"> <li>• Instructional Strategies Training</li> <li>• Instructional Strategies material</li> <li>• PD Time</li> </ul>
0	None Specified  Provide professional development for all teachers in the WHS RTI process.
0	None Specified  Assess: Staff developed Instructional strategies binder Instructional strategies evident in teacher observations Professional Development time allotted for Instructional Strategies
0	None Specified  Report: Instructional Strategies in use in all classrooms PD meeting notes Classroom observation data Student Survey Teacher Survey

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Support teacher professional growth through peer observation.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

1500

0

0

#### Source(s)

Title I

Resources:

- Time
- Substitutes salary and benefits

Calendar

None Specified

Assess:

Create calendar

Provide substitutes for class coverage

Identify strategies to look for during observation

Provide Collaboration time between teachers to discuss quality first instruction

None Specified

Report:

Observation notes

Collaborative Feedback notes

Collection of schoolwide evidence from observations

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

A continued focus of staff teaching staff and focused sharing of resources and knowledge has been effective at providing students a common set of instructional strategies schoolwide. The past two years it has been very difficult to keep a steady flow of sharing due to distance learning and not meeting in person. As we have transitioned back to on site learning this has helped the staff refocus their efforts on improving instructional strategies.

Briefly 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 Subject

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

## LEA/LCAP Goal

LCAP Goal #2. Students will be provided academic support to promote language and mathematical and technology literacy.

## Goal 2

All students will be provided a consistently supportive environment in order to achieve academically

## Identified Need

## Annual Measurable Outcomes

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Update student manual

## Proposed Expenditures for this Strategy/Activity

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

### Amount(s)

0

### Source(s)

None Specified

#### Resources:

- time
- staff input
- student input

	<ul style="list-style-type: none"> <li>Admin input</li> </ul>
0	None Specified  Assess: Staff will be provided staff collaborative time to edit student manual Administration will review edited manual Student council will review edited manual
0	None Specified  Report: Revised and updated student manual

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Increase student & parent participation in school extracurricular activities - no charging of gate fees

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

42,000

#### Source(s)

LCFF - Supplemental

Resources:

- funds

Publicize the success of the school events  
Increase in number of clubs schoolwide  
Increase the number of students in extracurricular activities  
Create a single Athletic Clearance packet & Student -Athlete handbook  
School clubs are led by a teacher & community member



	Continue to keep entrance fees free to community Create halftime activities that involve students & community during sporting events
	Articles in the local newspapers Quarterly School newspaper Halftime activities Growth in team size Increased number of school clubs Business sponsorship of halftime activities

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Trimester Scheduling Refinement

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

None Specified

#### Resources:

- time
- budget
- personnel
- community support

0

None Specified

#### Assess:

Professional development in instructional strategies  
 Curriculum course work on scope and sequence  
 AERIES training for admin on scheduling

0	None Specified  Report: Trimesters schedule implemented in 2018/19 school year
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## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Online Learning Component -Canvas

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	Extended Learning Opportunity  Resources: <ul style="list-style-type: none"> <li>Professional Development</li> <li>Scheduling training</li> <li>Time</li> </ul> * Canvas Program Cost
	Assess: Professional development in instructional strategies Curriculum course work on scope and sequence AERIES training for admin on scheduling
	Report: Trimesters schedule implemented in 2018/19 school year

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide an intervention program for students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Resources:

Time

- Budget
- Added personnel
- Classroom

0

None Specified

Assess:

Allocate a staff member to manage intervention program

1,000

Title I

Report:

Provide after school intervention- salary and benefits

Provide in school intervention

Provide Saturday intervention

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide support for coaches to meet student needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified <div> Resources: <ul style="list-style-type: none"> <li>time</li> <li>funds</li> </ul> </div>
0	None Specified <div> Assess: Standardize coaching expectations &amp; coaching practices </div>
0	None Specified <div> Report: Creation of coaching manual </div>

**Strategy/Activity 7**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity  
Provide summer intervention program for students.

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

Amount(s)	Source(s)
16,562	Extended Learning Opportunity <div> Resources: Time <ul style="list-style-type: none"> <li>Budget</li> <li>Added personnel</li> <li>Classroom</li> </ul> </div>
0	None Specified

	<b>Assess:</b> Allocate a staff member or multiple teachers to manage intervention program
0	None Specified  <b>Report:</b> Provide after school intervention option Provide in school intervention sections Provide Summer School intervention option

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

The student manual helps define a common set of expectations for students as they progress through high school. The implementation of the trimester schedule has helped students balance their coursework and find a healthy mix of core subjects, CTE and elective courses. The online learning platform Canvas has helped students access and turn in assignments all from a single portal. This has truly made a significant difference when a student experience an absence for class due to sickness or quarantine periods this school year.

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

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 Subject

SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

## LEA/LCAP Goal

LCAP Goal #3: Student and families will be supported and encouraged to advocate healthy lifestyle choices.

## Goal 3

WHS campus and facilities will be clean well maintained for all stakeholders, with classrooms organized and free of clutter.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Reassign or hire personnel to increase staffing in grounds/maintenance

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

None Specified

Resources:

- time
- staff organization
- budget

70,528	Unrestricted  Assess: Maintain a custodial position to support a clean environment.
0	None Specified  Report: Personnel hired

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Create section within teacher manual that addresses standards for classroom organization & cleanliness - common set of expectation within all classrooms.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

0	None Specified  Resources: <ul style="list-style-type: none"> <li>Time</li> </ul>
0	None Specified  Assess: Faculty and staff will maintain a well-organized clean environment
0	None Specified  Report: Faculty & Staff survey Student Survey Site Inspection reports

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Develop student expectations for a clean campus

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

None Specified

Resources:  
Time

0

None Specified

Assess:  
Staff develop student expectations for a clean campus

0

None Specified

Report:  
Expectations are posted throughout campus & in classrooms

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Implement Community Service Campus Clean up through club activities

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0

#### Source(s)

None Specified



	Resources: <ul style="list-style-type: none"> <li>Time</li> <li>Materials &amp; Supplies</li> </ul>
0	None Specified  Assess: Faculty & Staff will host campus clean up days for students to earn community service hours or work off detention hours
0	None Specified  Report: Saturday Campus Clean Up sign-up sheets List of activities performed Write up in school newspaper

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

#### Strategy/Activity

Expand and Promote CTE Pathways schoolwide

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0
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#### Source(s)

None Specified  Resources: <ul style="list-style-type: none"> <li>Time</li> <li>Materials &amp; Supplies</li> <li>Teacher</li> </ul>
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0
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None Specified  Assess: <ul style="list-style-type: none"> <li>Expanded sections in Master schedule</li> <li>Enrollment in CTE Pathway</li> </ul>
---

0

None Specified

Report:

- CTE completion rates

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

Staffing shortages has made this goal difficult, but not impossible. Expansion of CTE pathways continues as teachers acquire CTE credentials. Schoolwide expectations are displayed in every classroom.

Briefly 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 Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

### Strategy/Activity

Data Collection of Implementation of AVID

### Proposed Expenditures for this Strategy/Activity

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

### Amount(s)

### Source(s)

Throughout the 2016/17 school year classroom, data will be collected through the use of focus walks to determine the use of AVID strategies and practices



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$11,055
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$136,090.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$4,500.00

Subtotal of additional federal funds included for this school: \$4,500.00

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 (\$)
Extended Learning Opportunity	\$19,062.00
LCFF - Supplemental	\$42,000.00
None Specified	\$0.00
Unrestricted	\$70,528.00

Subtotal of state or local funds included for this school: \$131,590.00

Total of federal, state, and/or local funds for this school: \$136,090.00

# 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
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	19,062.00
LCFF - Supplemental	42,000.00
None Specified	0.00
Title I	4,500.00
Unrestricted	70,528.00

## Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extended Learning Opportunity	19,062.00
	LCFF - Supplemental	42,000.00
	None Specified	0.00
	Title I	4,500.00
	Unrestricted	70,528.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,500.00

Goal 2
Goal 3

62,062.00
70,528.00



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

Name of Members	Role
Michael Colvig	Principal
Timothy Fischer	Classroom Teacher
Carolyn Bakewell	Classroom Teacher
Nicole Burke	Other School Staff
Tara Moratti	Parent or Community Member
Jennifer Drew	Parent or Community Member
Adrian Rabano	Secondary Student
	Secondary Student
Karen Thiel	Other School Staff
	Parent or Community Member

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 02/08/2023.

Attested:

Principal, Michael Colvig on 02/08/2023
SSC Chairperson, Tim Fischer on 02/08/2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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