

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
Westview High School	37682963731528	10/25/19	11/14/19

School Vision and Mission

Westview was developed around a clear statement of purpose that continues to drive the decision-making process throughout our learning community. The school’s vision statement is more than just a motto and serves as a reminder to all our stakeholders that Westview is a unique place, and that if we want it to continue to be special, we must continually reflect on the success and failure of our programs, and always be prepared to make changes based upon the needs of our students. The shared decision making model focuses on student voice, needs, and emphasizes with purpose our students are connected, engaged and have opportunities to explore new pathways.

Westview is a thriving learning community to which all members feel connected. At Westview, high academic and personal standards are established, accessed and achieved by all members through collaboration, meaningful activities, and ongoing comprehensive evaluation. The culture of Westview is one of respectful communication and interdependence while still celebrating the uniqueness of each individual.

School Profile

Located in the community of Rancho Peñasquitos, Westview is the centerpiece of an expanding suburban area. Westview opened its doors in the fall of 2002, with the goal of changing from the “Factory Model” to a school that supports personal connectedness. Westview operates on a 4X4 block schedule that allows students to create learning plans to meet their individual academic needs and goals. Connectedness is an integral component of the learning community which is reflected in each student’s involvement in twice weekly tutorial periods, and homeroom classes that are facilitated by most staff, including administration. Westview responds to the diverse needs of its community through facilities that offer state of the art technology, award winning performing and visual arts programs, a full complement of athletic and extracurricular offerings, wellness support programs, special services, NJROTC, AVID, and advanced placement courses, as well as Career and technical education in Business, Computer Programming and Graphic Design as well as the Principles of Engineering. Westview is a learning community that is positive, with high expectations for all learners, including special education and English learners through strong instructional

delivery.

High levels of student and parent involvement contribute to Westview's vision and success. Stakeholders support the vision through involvement in ASB leadership, the Student Senate, PTSA, the Foundation and student/parent participation on school and district decision-making bodies. Westview is supported by an extremely active parent community. The Westview PTSA membership has consistently supported our students and staff with not only their volunteer efforts, but with financial resources in scholarships and teacher grants. Volunteer activities include assistance with Registration, Advanced Placement Testing preparation and proctoring, Clothing and Food drives, Adopt a Family, library support, Student/Staff recognition, Graduation, Grad Night, SAT/ACT Preparation Classes/Mock Testing and Community Wellness.

Westview, with a student enrollment of approximately 2,387, provides students with an array of choices, both in academics and extracurriculars. More than 90% of our graduates enroll in a college. Westview is a community in which students feel safe, supported, included and valued as part of the school community. Our Associated School Body works hard to create and maintain a culture of inclusion and appreciation among the student body and staff. Our students exhibit high levels of enthusiasm toward Westview. The California Department of Education and The Western Association of Schools and Colleges (WASC) jointly accredit the school. WASC commended several key aspects of Westview, including its expertise in providing a learning community that is positive with high expectations for all learners, open access for all students to take Advanced Placement courses, as well as providing a wide variety of courses and electives from which to choose.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

On September 11, 2019, Westview's School Site Council, held its first meeting of the year. During this meeting, the SSC, reviewed the new SPSA format and student achievement data. Last year, we engaged the Westview community and stakeholders to participate in our conversations through our *Thoughtexchange*. *Thoughtexchange* is an online crowd-sourcing tool that allows parents, community and staff to easily engage and provide input using their smartphone/computer. This process, conducted on our website, provided us with insight on the following areas of focus in our school: social-emotional learning, physical and mental health. Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC, and PTA is another organization that provides parents the opportunity to meet and plan supports for our school.

Stakeholders support the vision through involvement in ASB leadership, the Student Senate, PTSA, the Foundation and student/parent participation on school and district decision-making bodies. Westview is supported by an extremely active parent community.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.21%	0.29%	4	5	7
African American	2.2%	2.29%	2.39%	51	54	57
Asian	30.5%	31.17%	31%	717	735	739
Filipino	7.7%	8.06%	7.89%	181	190	188
Hispanic/Latino	9.1%	8.65%	9.23%	215	204	220
Pacific Islander	0.5%	0.51%	0.59%	11	12	14
White	44.2%	43.21%	41.86%	1,040	1019	998
Multiple/No Response	0.4%	0.38%	0.76%	9	9	18
	Total Enrollment			2,352	2358	2,384

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 9	592	583	586
Grade 10	604	601	601
Grade 11	586	603	601
Grade 12	570	571	596
Total Enrollment	2,352	2,358	2,384

Conclusions based on this data:

1. Enrollment data indicates steady and consistent numbers in our demographic groups. Over the last three years, our total enrollment has remained constant.

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	87	69	69	3.7%	2.9%	2.9%
Fluent English Proficient (FEP)	797	821	834	33.9%	34.8%	35.0%
Reclassified Fluent English Proficient (RFEP)	18	34	27	23.4%	39.1%	39.1%

Conclusions based on this data:

1. Our Fluent English Proficient and Reclassified Fluent English Speaker (FEP/RFEP) remained consistent in 2017-18 and 2018-19 at 39%.
2. Over the last three-year period, our English Learner percentage has dropped by nearly 10%, from 3.7% to 2.9%.
3. Westview has a diverse English Language Learner population, as evidenced by the primary languages spoken by our students and their parents, including Spanish, Russian, Mandarin, Tagalog, Japanese, Urdu, Farsi, Laotian, Korean, Hindi, Cantonese, Taiwanese, Vietnamese, German, Arabic, Ilocano, Thai, Polish, Assyrian, French, Chaldean, Gujarati, and Indonesian.

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 Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*					
Grade 11	572	593	588	550	543	559	549	543	559	96.2	91.6	95.1
All	573	593	588	550	543	559	549	543	559	96	91.6	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*			*			*		
Grade 11	2661.	2673.	2669.	47.18	51.38	54.74	33.52	32.97	27.01	12.57	10.13	9.84	6.74	5.52	8.41
All Grades	N/A	N/A	N/A	47.18	51.38	54.74	33.52	32.97	27.01	12.57	10.13	9.84	6.74	5.52	8.41

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 8	*			*			*			
Grade 11	53.19	56.72	57.42	38.07	36.46	32.56	8.74	6.81	10.02	
All Grades	53.19	56.72	57.42	38.07	36.46	32.56	8.74	6.81	10.02	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*		
Grade 11	55.47	62.80	53.31	36.13	30.39	38.28	8.39	6.81	8.41
All Grades	55.47	62.80	53.31	36.13	30.39	38.28	8.39	6.81	8.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*		
Grade 11	41.17	41.07	44.54	53.19	50.28	49.37	5.65	8.66	6.08
All Grades	41.17	41.07	44.54	53.19	50.28	49.37	5.65	8.66	6.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*		
Grade 11	48.63	57.27	55.46	42.99	37.02	36.31	8.38	5.71	8.23
All Grades	48.63	57.27	55.46	42.99	37.02	36.31	8.38	5.71	8.23

Conclusions based on this data:

1. Our All Student total for % Met and Exceeded has remained in 80th%, over the last three years.
2. In Reading, our results showed a 3.21% drop, the largest in the last two years.
3. In all ELA strands, our results showed approximately 10% of our students fall below standard.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*					
Grade 11	572	592	588	546	536	561	546	536	561	95.5	90.5	95.4
All	573	592	588	546	536	561	546	536	561	95.3	90.5	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*			*			*		
Grade 11	2686.	2685.	2706.	39.93	42.54	50.45	30.77	27.05	28.70	18.32	22.01	9.45	10.99	8.40	11.41
All Grades	N/A	N/A	N/A	39.93	42.54	50.45	30.77	27.05	28.70	18.32	22.01	9.45	10.99	8.40	11.41

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*		
Grade 11	57.51	58.21	69.34	28.02	28.54	18.00	14.47	13.25	12.66
All Grades	57.51	58.21	69.34	28.02	28.54	18.00	14.47	13.25	12.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*		
Grade 11	41.76	41.04	47.68	47.62	45.52	40.54	10.62	13.43	11.79
All Grades	41.76	41.04	47.68	47.62	45.52	40.54	10.62	13.43	11.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 8	*			*			*		
Grade 11	46.52	47.20	55.26	46.70	45.34	35.29	6.78	7.46	9.45
All Grades	46.52	47.20	55.26	46.70	45.34	35.29	6.78	7.46	9.45

Conclusions based on this data:

1. We made a significant gain in our % of students who "Met/Above standard" with 79.14% from 69.59% previous year.
2. The strand in which we have seen consistent improvement in our students % "Above Standard" in "Concepts & Procedures", which went from 57.51% in '16-'17, and to 58.21% in '17-'18, to 69.34% in '18-'19.
3. Our percentage of students "Below Standard" in "Communicating Reasoning" has dropped 2.67% in the last 3 years.

Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*		*		*		*	17
Grade 10	1543.5		1541.5		1545.1		15	10
Grade 11	1508.0		1501.4		1514.1		16	12
Grade 12	*		*		*		*	14
All Grades							43	53

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*	*	17
10	*	*	*	*	*	*	*	*	15	10
11	*	*	*	*	*	*	*	*	16	12
12		*	*	*	*	*	*	*	*	14
All Grades	32.56	40.0	*	30.	30.23	21.	*	*	43	53

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	70.59	*	*	*	*		*	*	17
10	*	*	*	*	*		*		15	10
11	*	*	*	*		*	*	*	16	12
12	*	*	*	*	*		*	*	*	14
All Grades	44.19		32.56		*		*		43	53

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*	*	*	*	17
10	*	*	*	*	*	*	*	*	15	10
11	*	*	*	*	*	*	*	*	16	12
12		*		*	*	*	*	*	*	14
All Grades	*		25.58		*		34.88		43	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	*		*	*	17	
10	*	*	*	*	*		15	10	
11	*		*	*	*	*	16	12	
12	*	*	*	*	*	*	*	14	
All Grades	34.88		44.19		*		43	53	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	94.12	*		*	*	*	17	
10	*	*	*	*	*		15	10	
11	68.75	*	*	*	*	*	16	12	
12	*	78.57	*	*	*	*	*	14	
All Grades	65.12		*		*		43	53	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	*	*	70.59	*	*	*	17	
10	*	*	*	*	*	*	15	10	
11	*	*	*	*	*	*	16	12	
All Grades	*		27.91		51.16		43	53	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	76.47		*	*	17
10	*	*	*	*	*		15	10
11	*		*	*	*	*	16	12
12	*	*	*	78.57	*	*	*	14
All Grades	27.91		60.47		*		43	53

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

1. Out of 53 students who participated in the ELPAC Summative Assessment in 2018-19, a total of 70% tested either Level 4 (Well developed) or Level 3 (Moderately developed),

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	54	56	57	3	5	5	5.6	9.1	9
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	720	740	739	11	15	27	1.5	2.0	4
Filipino	182	190	171	5	6	10	2.7	3.2	5
Hispanic or Latino	219	211	220	9	18	24	4.1	8.6	10
Did not Report	*	*	18	1	1	0	*	*	0
Pacific Islander	11	12	14	2	2	1	18.2	16.7	7
Two or More Races	127	131	159	5	10	13	3.9	7.8	7
White	1,052	1,039	999	42	67	74	4.0	6.5	8
Male	1,253	1,222		41	71		3.3	5.9	
Female	1,126	1,171		37	54		3.3	4.6	
English Learners	91	76	69	5	7	3	5.5	9.5	5
Students with Disabilities	270	272		28	46	42	10.4	17.1	15
Socioeconomically	282	400	365	19	42	42	6.7	10.6	10
Migrant									
Foster									
Homeless	12	14		1	4		8.3	28.6	
Kindergarten									
Grades 1-3									
Grades 4-6									
Grades 7-8		*			1			*	
Grades K-8		*			1			*	
Grades 9-12	2,379	2,392		78	125		3.3	5.3	
Ungraded Elementary/Secondary									
Total	2,379	2,393	2384	78	125	157	3.3	5.3	6

Conclusions based on this data:

1. Our Chronic Absenteeism Rates for our underserved groups (Low SES, ELL and Students with Disabilities) made an improvement over the past two years.
2. Our highest rates of Chronic Absenteeism are with our Students with Disabilities.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.0	.9

Conclusions based on this data:

1. Our suspension rate has remained consistent over the last three years.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate	97.6	97.4	98.1

Conclusions based on this data:

1. Our graduation rate has remained at or above the 97% in last three years.
2. In 2018-19, our 98.1% included 2 non-grads, 5 certificates and 6 5-year seniors.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Westview will increase overall student performance by 5%, from 79% to 84%, in Mathematics as determined by the number of students identified as "Meeting" or "Exceeding" Standards on the 2020 CAASPP Assessment. In addition, students in our underserved student populations will show an increase in student performance by 7%.

Identified Need

After reviewing data from CAASPP, A-G completion, D/F rates, and EAP College Readiness, our Low SES students are not achieving the same high level of success as our Non-disadvantaged students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>School Wide CAASPP Mathematics "met and exceeded" overall rate.</p> <p>Early Assessment Program "conditionally and college ready" rate</p>	<p>79% CAASPP Mathematics</p> <p>79% Early Assessment Program (EAP)</p>	<p>84% CAASPP</p> <p>84 % EAP</p>
<p>English Learner CAASPP Mathematics "met and exceeded" rate for our English Learners (no significant data was report in 2018-19).</p> <p>Early Assessment Program "conditionally ready" rate (data represents only 13 students in 2017-18)</p>	<p>N/A CAASPP</p> <p>15% (13 students only)</p>	<p>N/A CAASPP</p> <p>23% EAP</p>
<p>EDY/Title I CAASPP Mathematics "met and exceeded" rate for our Low SES students.</p> <p>Early Assessment Program "conditionally and college ready" rate</p>	<p>65% CAASPP</p> <p>71 % EAP</p>	<p>72% CAASPP</p> <p>778% EAP</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Student with Disabilities CAASPP Mathematics "met and exceeded" rate for our students with disabilities.</p> <p>Early Assessment Program "conditionally and college ready" rate</p>	<p>19% CAASPP</p> <p>40% EAP</p>	<p>26% CAASPP</p> <p>47% EAP</p>
<p>Latino: CAASPP Mathematics "met and exceeded" rate for our Latino demographic students.</p> <p>Early Assessment Program "conditionally and college ready" rate for our Latino demographic students.</p>	<p>60% CAASPP</p> <p>71% EAP</p>	<p>67% CAASPP</p> <p>78% EAP</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students who are not meeting standards in Integrated Math I and II.

Strategy/Activity

In order to achieve the desired gains in student achievement in mathematics, we will implement the following strategies:

1. Continue to offer the "Academic Success, Math" class for Integrated Math I and II.
2. Continue to work in Professional Learning Communities (Integrated Math I, II and III team) to:
 - articulate common core assessments,
 - analyze assessment data;
 - research and share best math practices;
 - define and examine problems of practice;
 - plan, implement and evaluate interventions based on student need.

3. Intervention Team and Counselors will monitor student success in the Academic Success, Math section and Integrated Math grades to provide extra support at each grading period.

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)
13000.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities.

Strategy/Activity

Continue to support our Resource Integrated Math I students through offering specific Learning Strategies classes that focus on the Integrated Math 1 lessons and continue to push-in Resource Instructional Assistants to General Education Integrated Math collaborative classes.

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students not meeting standards in Integrated Math I or II at the end of each quarter.

Strategy/Activity

Enroll students who are not meeting standards in either Integrated Math I or II, in the Academic Success, Math class and the appropriate Integrated I or II, simultaneously in order to "front-load" curriculum while instructing students in small class setting with an emphasis on Executive skills.

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)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

5. Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement.

Goal 2: English Language Arts

Westview will increase overall student performance by 5%, from 73% to 78%, in English Language Arts as determined by the number of students identified as "Meeting" or "Exceeding" Standards on the 2020 CAASPP Assessment. In addition, students in our underserved student populations will show an increase in student performance by 7%.

Identified Need

After reviewing data from CAASPP, A-G completion, D/F rates, and EAP College Readiness, our Low SES students are not achieving the same high level of success as our Non-disadvantaged students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide CAASPP English Language Arts "met and exceeded" overall rate. Early Assessment Program "conditionally and college ready" rate.	82% CAASPP 82% EAP	89% CAASPP 89% EAP
English Learner CAASPP English Language Arts "met and exceeded" rate for our English Learners (only 9 students tested in 2018-19).* Early Assessment Program "conditionally ready" rate (only 7 students tested in 2018-19)	9% CAASPP 7% EAP	16% 14%*
EDY/Title I CAASPP English Language Arts "met and exceeded" rate for our Low SES students."	71% CAASPP 71% EAP	79% CAASPP 79% EAP

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Early Assessment Program "conditionally and college ready" rate in English Language Arts.		
<p>Student with Disabilities CAASPP English Language Arts "met and exceeded" rate for our students with disabilities.</p> <p>Early Assessment Program "conditionally and college ready" rate in English Language Arts.</p>	<p>40% CAASPP</p> <p>40% EAP</p>	<p>47% CAASPP</p> <p>47% EAP</p>
<p>Latino: CAASPP English Language Arts "met and exceeded" rate for our Latino demographic students.</p> <p>Early Assessment Program "conditionally and college ready" Language Arts rate for our Latino demographic students.</p>	<p>70% CAASPP</p> <p>71% EAP</p>	<p>77% CAASPP</p> <p>79% EAP</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Through the careful implementation of successful schoolwide strategies designed to improve student achievement in English Language Arts, the school will carefully monitor program implementation and progress for students in the following underserved groups: All, English Learner, EDY and Latino.

Strategy/Activity

In order to achieve the desired gains in student achievement in English Language Arts, we will implement the following strategies:

1. Continue to monitor and review the Academic Success, English, and Math sections through: student grades and attendance. Use the RTI TOSA to examine best practices to meet needs of underserved students.
2. Enroll students who are not meeting standards in English Language Arts, in the Academic

Success, English Language Arts class to instruct students in a small class setting with an emphasis on executive skills and basic literacy skills.

3. Identify students who are not meeting standards in English Language Arts classes to offer and provide support through Academic tutors, Wolverine time logs and after school tutorial. Also, offering Executive Skills groups during lunch for those identified.

4. Continue to implement the RtI Console as a means to monitor student progress in English courses. Use data to identify students in need of additional support and as a basis to develop plans for intervention and success.

5. Continue to work in Professional Learning Communities (curricular teams) to:
 articulate common core assessments,
 analyze assessment data;
 research and share best practices in ELA;
 define and examine problems of practice;
 plan, implement and evaluate interventions based on student need.

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)
3220.00	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
5520.00	English Learners 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ELL students.

Strategy/Activity

A trained, credentialed Impact Teacher will work with targeted EL student, 2 hours a day, on language and reading skills in order to promote and increase academic participation of this targeted EL group.

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)
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7040.00

Educationally Disadvantaged Youth
1000-1999: Certificated Personnel Salaries

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

Identify students who are not meeting standards in English Language Arts classes to offer and provide support through Academic tutors, Wolverine time logs and after school tutorial. As well as offering Executive Skills groups during lunch for those identified.

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)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Westview is a thriving learning community in which we work to have all members feel connected, to raise our California Healthy Kids Survey indicator "Safety at School" 5% points and raise our "Personal Safety and Security" results 2% percentage points on the Senior Exit Survey, will enhance the culture of Westview continue to be a place of respectful communication and interdependence while still celebrating the uniqueness of the individual.

Identified Need

Reviewing our Healthy Kids Survey and attendance data, we have seen an increase in students' anxiety and stress levels which can be attributed to students either not being connected or feeling safe at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide California Healthy Kids Survey: percentages of students who indicate positive indicators, such as opportunities for meaningful participation at their school and overall supports and engagement. Seniors participate in an Exit Survey before Graduation which provides feedback on a variety of services and issues.	2018 CHKS 72% 2018 SES 78%	2020 CHKS 75% 2020 SES 80%
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Provide a variety of Associated Student Body activities designed to increase student awareness of services, and participation in activities which provide connectedness to our school community through the following:

Encourage, train and offer strategies to students and staff on ways to maximize the impact of the daily "Mindful Moment".

Recruit and train staff in Restorative Practices as a means of promoting a positive, healthy, and orderly school environment,

This school year we have continued working with the Sandy Hook Promise and have brought the "Start with Hello Campaign". This program brings awareness to the growing epidemic of social isolation at schools and it encourages students to create a positive school culture through inclusion.

"No Place for Hate" Week activities and discussion This program is designed to build a healthy school climate and create a culture where everyone helps each other.

All Sophomores participate in "Unity Days": Speaker assembly and small group debriefing activities.

Mental Health Awareness Week: Speaker assembly, Self-care Assessment, and small group debriefing 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)

Source(s)

Educationally Disadvantaged Youth

English Learners

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

Link Crew activities during Welcome Week and specific activities throughout the school year;

Welcome Week activities for specifically freshmen and transfer students to connect students on campus'

Sponsoring "Cocoa and Cram" sessions after school before final exam days to provide additional tutoring and a place for students to join others in studying for common finals.

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)

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

Counselors and Counseling office will provide:

Counselors provide strategies for anxiety and stress (socio-emotional needs) in presentations to all of our Exercise and Nutritional Science classes first and second terms;

Peer Counseling

-Tutoring: PCs provide individual and small group tutoring in various subjects. Tutoring opportunities are offered throughout the day and after school. Students can be assigned or access help on a drop-in basis.

-Mentoring: Mentors are paired up with students to provide academic or personal/social supports. Building a relationship is key to developing trust and helping the student achieve their goals. Mentors also support new students to Westview.

-Awareness: PCs spread awareness about various topics including: suicide prevention, Red Ribbon Week, healthy relationships, and other topics relevant to our campus.

Outreach: PCs volunteer throughout the community with various organizations.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Low SES.

Strategy/Activity

Intervention/CTE Counselor will organize and facilitate Student Support groups for students who have been identified atypical socio-emotional 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)

650.00

Source(s)

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 4: (Optional)

Increase student a-g completion rates by 5 percentage points for all students, with particular focus on our economically disadvantaged students who are currently 25% below our overall school completion rates for A-G and our Students with Disabilities who are 68% below our overall school completion for A-G rates in order to create a culture and conditions to empower student success.

Identified Need

After reviewing data from CAASPP, A-G completion, D/F rates, and EAP College Readiness, our Low SES and students with Disabilities, are not achieving the same high level of success as our Non-disadvantaged students, particularly in the A-G requirements.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Graduates meeting A-G requirements.	83%	88%
English Learner Graduates meeting A-G requirements.	9% (9 students)	14%
EDY/Title I Graduates meeting A-G requirements.	58% Low SES and 83% overall	64%
Student with Disabilities Graduates meeting A-G requirements.	32%	37%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Low SES students.

Strategy/Activity

In order to determine which courses are creating the ineligibility in the completion of A-G, we will perform a transcript audit beginning with the current senior class.

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)
3000.00	Educationally Disadvantaged Youth 4000-4999: Books And Supplies
	English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, emphasis on Low SES students and Students with Disabilities.

Strategy/Activity

Analyze the findings of the Senior transcripts and complete Transcript audits for the 11th grade students (using EDY identified). Admin and Counseling discuss findings (which subject area do students stop meeting A-G?);

Identify which areas create that create ineligibility for A-G completion and create an action plan to target those areas with the appropriate support.

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)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, emphasis on Low SES and Students with Disabilities.

Strategy/Activity

Share information/data with CADRE (department chairs), discuss next best steps with regards to instruction. Specifically, reviewing UDL strategies and grading practices in our PLCs as well as training in instructional best practices.

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)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, emphasis on Low SES and Students with Disabilities.

Strategy/Activity

Use our PLC time to review A-G findings and discuss the impact of current grading practices and level of supports in A-G areas.

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)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Low SES and Students with Disabilities.

Strategy/Activity

Administrators complete "walk-throughs" and provide "targeted" feedback to teachers our theory of action "Connect, Engage and Explore".

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with Disabilities.

Strategy/Activity

Examine our learning strategies practices and how to best utilize these to reinforce students' executive skills and applying these to empower student achievement.

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)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disabilities.

Strategy/Activity

Use Academic tutors and Peer Counselors in Learning Strategies classes to provide additional academic student support.

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)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Freshmen/Sophomore and Junior students who are not meeting standards in one or more classes at grading periods.

Strategy/Activity

Intervention/CTE Counselor and our District Intervention TOSA will organize and facilitate Student Support groups for students who have identified needs in study skill development and executive skills.

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)

130.00

Educationally Disadvantaged Youth
4000-4999: Books And Supplies

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$32,560.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$27,040.00
English Learners	\$5,520.00

Subtotal of state or local funds included for this school: \$32,560.00

Total of federal, state, and/or local funds for this school: \$32,560.00

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
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Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	27,040.00
English Learners	5,520.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,780.00
4000-4999: Books And Supplies	3,780.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	23,260.00
4000-4999: Books And Supplies	Educationally Disadvantaged Youth	3,780.00
1000-1999: Certificated Personnel Salaries	English Learners	5,520.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,000.00
Goal 2	15,780.00
Goal 3	650.00
Goal 4	3,130.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role	Date	Signature
David Barboza	Classroom Teacher		
Katherine Bell	Classroom Teacher		
Jeanne Cavanagh	Classroom Teacher		
Mitch Donnelly	Classroom Teacher		
Susan May	Parent or Community		
Marcella Nino	Parent or Community		
Cyndy Payne	Parent or Community		
Priscilla Nguyen	Secondary Student		
Sarina Oshiro	Secondary Student		
Andrea Wang	Secondary Student		
Daniel Shaw	Secondary Student		
Wendy Brown	Other School Staff		
Tina Ziegler	Principal		
Alicia Graeff	Other School Staff		

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

Recommendations and Assurances

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

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

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

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

Signature

Date

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2019.

Attested:

Principal, Tina Ziegler on October 25, 2019

SSC Chairperson, Alicia Graeff on October 25, 2019

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.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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