

School Plan for Student Achievement (SPSA)

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
Woodbridge High School	30-73650-3030285	May 7, 2025	June 24,2025

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)

School Wide Program
This plan outlines a Schoolwide Program, designed to impact all students within the school. It details comprehensive strategies, actions, and services intended to improve overall academic achievement and school performance

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

This School wide Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	2024 CAASPP and Dashboard ELA data
Strengths	2024 CAASPP and Dashboard data places Woodbridge High School in the green range, 45.9 points above standard. WHS is designated in the blue range, schoolwide.
Areas for Growth	
Questions & Key Findings	

	Math
Data Analyzed	2024 CAASPP and Dashboard Math data
Strengths	2024 CAASPP and Dashboard data places Woodbridge High School in the yellow range, 0.2 points above standard. Students with disabilities increased by 8.7 points.
Areas for Growth	
Questions & Key Findings	

	SEL/Behavior
Data Analyzed	2024 CAASPP and Dashboard Suspension data
Strengths	2024 CAASPP and Dashboard data places Woodbridge High School in the blue range, 0.5% suspended at least one day, a decline of 0.1% from the year prior. Our suspension rate remains low, and declined from the year prior.
Areas for Growth	
Questions & Key Findings	The use of educational responses and alternatives to suspension have decreased suspensions and missed class time.

	School Climate
Data Analyzed	Thought Exchange (Student Annual Survey)
Strengths	88% of student participants have a least one adult on campus they feel they could talk to if they have a problem. 91% of student participants say the school supports students of different races, ethnicities, and cultures. 85% of student participants say the school supports students of different gender identities and expressions and different sexual orientations. 89% of student participants say the school supports students of different religions, and 91% say the school supports students of different disability statuses. Only 7% of student participants say they don't have a sense of community on campus, and only 3% say they don't have a friend at school. Only 7% of students don't feel safe at school. There was an increase from 59% to 65% of students seeing their culture represented in the school curriculum/activities/ posters/books. There was a notable decrease from 45% to 35% of student participants said they had missed at least one

	School Climate
	day of school due to chronic stress. 81% of students feel they have been encouraged to pursue academically challenging courses. 92% of students who participated reported their teachers use a variety of strategies and activities to help them learn.
Areas for Growth	43% of student participants have witnessed racism at school. 57% of student participants have witnessed or been aware of academic dishonesty. Only 35% of student participants state they have a retake opportunity in their Social Studies class. On average, 20% of students participating report that they did feel their grade accurately reflected what they know in Math, Science and History Social Science.
Questions & Key Findings	The number of participants in the annual survey has incrementally fallen each year, with a high of 3840 in 2018-2019 to a low of 1395 in 2023-2024. For the 2023-2024 survey only 1395 students of 2222 total participated (62.7%).

	College and Career Readiness (High Schools Only)
Data Analyzed	UC and CSU Eligibility Data & 2024 CAASPP and Dashboard College/ Career
Strengths	77% of all students are currently meeting the UC/ CSU eligibility. Schoolwide data is very high when compared to the state averages. 2024 CAASPP and Dashboard data places Woodbridge High School in the blue range with an increase in 8.7%. .
Areas for Growth	There is a gender difference between females and males of 11% for the UC, and 9% for the CSU. There are also significant differences between racial and ethnic groups, with Asian and White students being highest in both, and African American and Hispanic students being significantly lower.
Questions & Key Findings	More outreach, direct guidance and education needs to occur with racial and ethnic subgroups to ensure they are creating academic plans that provide them the most options after high school.

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

Major Student Learner Need: Community

The last six years have been characterized by significant change at Woodbridge High School. During this time, Woodbridge has adjusted to changes in enrollment boundaries, graduation requirements, bell schedules, facilities, blended learning, and a newcomers program. Staff, students and community have engaged in reflective practices throughout each of these transitions to ensure each adjustment is thoughtful and informed. Although these initiatives have been met with success, data has also reinforced that a sense of “belonging” or “community” could be stronger at Woodbridge. For example, data shows that race/ethnicity and socioeconomic status are strong predictors of student performance and access to opportunities at WHS. Anecdotal data from parent and student groups also reveals a perception of not “belonging” as the most common reason for lack of involvement. Woodbridge has embraced different site-specific programs (such as Link Crew, Homeroom Curriculum, Tutorial, Equal Opportunity Schools, Parent Booster Programs, etc.) and district initiatives (such as “Speak Up We Care,” funding PSAT/PACT, etc.) as opportunities to further build a sense of community. Within the classroom, Woodbridge teachers have been engaging in reflective conversations about curriculum to ensure that diverse opinions, perspectives and authors are represented. However, these efforts in both programs and curriculum/instruction could be increased and maintained to further strengthen a sense of belonging for all Woodbridge community members, especially those who may be under-represented in opportunities offered at WHS.

Major Student Learner Need: Critical Thinking

During this accreditation term, Woodbridge High School has worked to adjust curriculum to be in alignment with the new CCSS and NGSS. PLC teams have worked collaboratively with guidance from the district throughout this process. The adoption of new standards also necessitated the adoption of new textbooks. Math, English Language Arts and History Social Science have engaged with the textbook adoption process and are on an 8 year cycle for renewal. Additionally, adjusted graduation requirements and revised course pathways have allowed students in special education or under-represented groups greater access to rigorous coursework. These adjustments in conjunction with hybrid/online learning during the pandemic have illuminated a need for additional academic supports for students. In response, there has been an increased effort to establish shared classroom policies, common grading practices and universal essential standards/learning targets to ensure equitable experiences at WHS. However, these efforts are still ongoing. Departments vary in the development of common local and district-established essential standards/learning targets, as well as common standards based policies and practices.

Major Student Learner Need: Character

Review of Woodbridge High School data indicates that the most prominent student behavioral issues center around academic honesty, bullying/fighting, and stress/anxiety/mental health. Multiple initiatives have been successful in combating these challenges including but not limited to: Hope Squad, Wellness Events, PBIS, the Say Something App, and an increased focus on integrating social emotional lessons into curriculum and instruction. Progress has been made with a significant decrease in suspensions in recent school years and positive anecdotal data. However, the Covid-19 pandemic has intensified the need to prioritize mental health and revisit the importance of academic honesty. Integrating additional social emotional lessons into curriculum/instruction and monitoring students’ academic honesty with technology such as Blocksi are natural next steps.

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Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

The development of the WHS SPSA was originally rooted in the WASC Self-Study and accreditation process. This process involved the inclusion of all stakeholder groups to help derive a viable action plan for the school at both the 3 and 6 year marks of the accreditation term. During the interim year the WHS School Site Council, ELAC and Leadership Team reviews, provides feedback, and modifies aspects of the Action Plan as necessary. Each single year action plan in this accreditation cycle becomes our annual SPSA.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

For the 2024-2025 school year the following items were implemented, per the 2023-2024 SPSA.

Action Item 1: Creation of an instructional setting, systems of support and schoolwide culture that best supports all racial, ethnic and socioeconomic subgroups in their performance, access to advanced opportunities, and perceived sense of belonging.

This was met through Goals & Objectives where teachers were asked to identify a daily strategy to increase equity and a sense of belonging in the classroom and explain the desired outcome.

Action Item 2: Continued development of essential standards and learning targets, assessment and grading systems, and policies that use Standards Based Grading practices.

This was met through PLC FCs guiding support, our sitewide 6-year plan and also the new onset of Board Policy change and professional development provided for teachers at the site and district level.

Action Item 3: Increase support for student personal and academic growth through the cultivation of a positive school culture and systems of support.

Efforts have been made to cultivate a positive school culture through postcards, a Warrior Store, a Warrior Connect tutorial and Warrior Cash.

Which strategies were most effective? Least effective?

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

For Action Item 2, the potential of a Board Policy change has deepened the conversations and created a greater urgency to make change. There have been multiple site and district offered PD's to discuss and support the transition for teachers to a standards based gradebook that emphasizes the student's proficiency on standards.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

For Action Item 2, there is a shift and greater focus on refining and developing grading practices in alignment with upcoming Board Policy changes that remove behaviors from the gradebook while progressing toward

our sitewide six-year plan to establish common assessments, multiple opportunities to demonstrate proficiency and alignment between standards and assessments.

Priority Focus Area (Goal) 1:

Creation of an instructional setting, systems of support and schoolwide culture that best supports all racial, ethnic and socioeconomic subgroups in their performance, access to advanced opportunities, and perceived sense of belonging.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Mark Analysis by Race and FRL Status	2024-2025 Semester 1 Marks		Reduced D/F marks for racial, ethnic and socioeconomic subgroups
AP/Honors Enrollment by Race and FRL Status	2024-2025 Enrollment Data		Increase racial, ethnic and socioeconomic subgroup enrollment
EOS Survey Data	2024-2025 EOS Student Survey Data		Increase perception of belonging, and reduction of identifiable barriers, for racial, ethnic and socioeconomic subgroups
Dashboard Data, CCR Index	2024-2025 Dashboard Data		Increase in % proficiency and CCR Index of racial, ethnic and socioeconomic subgroups
Parent and Student Organizations	Representation of racial, ethnic and socioeconomic subgroups in parent and student organizations on campus during the 2024-2025 school year		More proportional representation of racial, ethnic and socioeconomic subgroups in parent and student organizations on campus

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Where appropriate, identify and implement curriculum that improves cultural competency, promotes inquiry from a diverse set of perspectives, and is representative of the entire community. Identify and implement instructional strategies that promote belonging, honor student identity and experience, and support social and emotional safety.	YEAR 1: LCFF Base Lottery LCFF Supplemental	YEAR 1: 389278 22240 81045	YEAR 1: All Students All Students Racial, ethnic and socioeconomic subgroups Racial, ethnic and	YEAR 1: ELA, HSS, Health, Administration, Counseling Wellness All instructional staff

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Increase underrepresented racial, ethnic, and socioeconomic subgroups access to, and participation in, schoolwide opportunities, advanced coursework, and capstone electives.</p> <p>Improve communication with racial, ethnic, and socioeconomic subgroups to ensure sufficient input into the governance of the school, improve understanding of college and career readiness, and increase engagement.</p> <p>Develop, support, and promote student and parent organizations that increase connections among families, support personal belonging, promote cultural identity, and support the development of schoolwide cultural competency.</p>				socioeconomic subgroups All students	All instructional staff, counseling and administrators Administration, counselors Administration, Counselors, ASB, Parent Organizations
YEAR 2:		YEAR 2: LCFF Base Lottery LCFF Supplemental	YEAR 2: 389278 22240 81045	YEAR 2: All Students All Students Racial, ethnic and socioeconomic subgroups Racial, ethnic and socioeconomic subgroups All students	YEAR 2: ELA, HSS, Health, Administration, Counseling Wellness All instructional staff All instructional staff, counseling and administrators Administration, counselors Administration, Counselors, ASB, Parent Organizations
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	The goal is focused on supporting all racial, ethnic and socioeconomic subgroups in their performance, access to advanced opportunities, and perceived sense of belonging.				
What professional learning will be offered to staff to support these actions? How will the	Year 1:				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
staff be supported during implementation?	Professional development will continue to be provided on the topics of AVID strategies, increasing engagement, and training for trusted adults to support EOS students. Year 2: Professional development will continue to be provided on the topics of AVID strategies, increasing engagement, character development and training for trusted adults to support EOS students. Year3:			

Priority Focus Area (Goal) 2:

Continued development of essential standards and learning targets, assessment and grading systems, and policies and structures that use Standards Based practices.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Curriculum Maps and Year at a Glance Documents	2023-2024 Curriculum Maps and Year at a Glance Documents		Define common essential standards and learning targets for all courses based on previously adopted standards and newly identified curriculum.
PLC and Schoolwide Agreements	2023-2024 Schoolwide Agreements and PLC Norms		2022-2023 all courses will have common essential standards and learning targets, and assessments that align with those learning targets.
Gradebooks	2023-2024 Gradebook Review		Gradebooks will start shifting from curriculum and task oriented, to learning target oriented

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Define common essential standards and learning targets for all courses based on previously adopted standards and newly identified curriculum. Develop common assessment practices that focus on what students know and can do, facilitate opportunities for reteaching, interventions, and differentiation, and provide multiple opportunities to exhibit mastery. Implement homework practices that focus on building fluency and understanding, checking for understanding, and providing feedback. Develop common policies and procedures around late work, assessment retakes, homework, and grade determination that are consistent with the tasks above.	YEAR 1: LCFF Base	YEAR 1: 20000	YEAR 1: All students All students All students All students	YEAR 1: All departments and PLC teams All departments and PLC teams All departments and PLC teams All departments and PLC teams

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 2:		YEAR 2: LCFF Base	YEAR 2: 20000	YEAR 2: All students All students All students All students	YEAR 2: All departments and PLC teams All departments and PLC teams All departments and PLC teams All departments and PLC teams
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	All classrooms will align with the best practices for grading and assessments.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Annual professional development on standards based practices. Year 2: Year3:				

Priority Focus Area (Goal) 3:

Increase support for student personal and academic growth through the cultivation of a positive school culture and systems of support.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey Data	2023-2024 Annual Survey Data		Increased perceptual data on wellness, connectivity to staff, and the value of Homeroom
Discipline Data	2023-2024 Suspension and Infraction Summary		Decrease in suspensions
Counselor, Wellness Counselor, and Risk Assessment Data	2023-2024 data		Increased intervention and evidence of strategic and ongoing support
Attendance Data	2023-2024 data		Improved attendance and increase engagement strategies

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Provide strategic and ongoing individual and small group support designed to service targeted challenges such as, but not limited to, gender identity, grief and loss, anxiety and depression. Develop and implement a comprehensive mental health program that provides schoolwide campaigns and resources, along with strategic support and crisis response. Identify and implement alternatives to suspension, character education opportunities, and restorative practices that teach and support positive student behaviors. Identify and implement explicit and systematic behavior expectation education (PBIS) in alignment with the “Way of the Warrior” motto and the SLOs: Character, Community, and Critical Thinking Identify and implement a strategic plan for students with a demonstrated financial need, either identified	YEAR 1: LCFF Base	YEAR 1: 10000	YEAR 1: Targeted subgroups All students All students All students Socioeconomically disadvantaged students	YEAR 1: Administration, counselors, service providers Administration, counselors, service providers Administration, instructional staff, Administration, Administration,

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
through FRL status or circumstance, to best support them and their families.					counselors, service providers
YEAR 2:		YEAR 2: LCFF Base	YEAR 2: 10000	YEAR 2: Targeted subgroups All students All students All students Socioeconomically disadvantaged students	YEAR 2: Administration, counselors, service providers Administration, counselors, service providers Administration, counselors, service providers Administration All instructional staff, Administration Administration, counselors, service providers
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Discipline and counseling data is disproportionate. By providing these services we will be creating greater equity.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Annual training on PBIS, Mental Health support and initiatives, and specific behavior interventions Year 2: Year3:				

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

Woodbridge High School is utilizing the following LCAP items as described below.

Graduation Support - This FTE supports our Math Foundations course, a tier 2 and 3 intervention that supports students' access to the college preparatory Math I graduation requirement. This FTE is also supporting a tier 3 intervention that supports students' literacy skills.

Intervention Support - This FTE supports our Math Lab course, a tier 2 intervention that supports access to the college preparatory Math II and III classes. This also supports our Academic Seminar course, an intervention for general education students who require additional social emotional , executive functioning and organization, and additional college guidance and academic planning support.

Student Support - This FTE supports our Attendance Dean positions who monitor and intervene with students' tardy and truancy issues prior to the SARB process.

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

ATSI Identified Schools

ATSI Annual Review (2024-2025)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Which strategies were most effective? Least effective?

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

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

WHS is not longer designated as an ATSI school

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$522,563.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Base	\$419,278.00
LCFF Supplemental	\$81,045.00
Lottery	\$22,240.00

Subtotal of state or local funds included for this school: \$522,563.00

Total of federal, state, and/or local funds for this school: \$522,563.00

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
LCFF Base	419,278.00
LCFF Supplemental	81,045.00
Lottery	22,240.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	419,278.00
	LCFF Supplemental	81,045.00
	Lottery	22,240.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	492,563.00
Goal 2	20,000.00
Goal 3	10,000.00
ATSI Goal	

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 .

Attested:

Principal, Linzi Gorzycki on

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:

Linzi Gorzycki School Principal

Angela Bushamie Classroom Teachers

Carlene McCurry Other School Staff

Chris Wong Parent or Community Members

Leah Wong Secondary Students

Name of Members	Role
Vina Shah	Other School Staff
Matthew Perez	Classroom Teacher
Dimitri Kaviani	Classroom Teacher
Jen Rodriguez	Parent or Community Member
Olivia Gomez	Secondary Student
Stephen Miller	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.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.27%	0.27%	4	6	6
African American	3.07%	2.98%	2.43%	69	66	54
Asian	33.73%	34.13%	35.25%	757	757	784
Filipino	3.21%	2.61%	2.61%	72	58	58
Hispanic/Latino	14.22%	14.92%	14.48%	319	331	322
Pacific Islander	0.36%	0.36%	0.36%	8	8	8
White	35.47%	33.81%	33.77%	796	750	751
Multiple/No Response	9.45%	10.46%	10.48%	212	232	233
Total Enrollment				2,244	2218	2224

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	523	543	525
Grade 10	595	548	565
Grade 11	544	587	549
Grade 12	582	540	585
Total Enrollment	2,244	2,218	2,224

Conclusions based on this data:

1. Minimal Changes in Demographics
2. Slight increase enrollment

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	158	136	162	6.9%	7.0%	7.3%
Fluent English Proficient (FEP)	704	722	746	30.2%	31.4%	33.5%
Reclassified Fluent English Proficient (RFEP)	500	528		37.6%	76.00%	

Conclusions based on this data:

1. Slight increase in English Learners and a larger increase with our Fluent English Proficient students

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	510	565	533	490	549	513	489	547	513	96.1	97.2	96.2
All Grades	510	565	533	490	549	513	489	547	513	96.1	97.2	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2665.	2688.	2629.	47.85	58.14	37.82	30.47	27.24	29.24	13.50	8.78	17.54	8.18	5.85	15.40
All Grades	N/A	N/A	N/A	47.85	58.14	37.82	30.47	27.24	29.24	13.50	8.78	17.54	8.18	5.85	15.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	46.42	50.46	36.06	47.24	43.33	50.88	6.34	6.22	13.06
All Grades	46.42	50.46	36.06	47.24	43.33	50.88	6.34	6.22	13.06

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	48.77	57.33	37.23	38.89	34.80	46.59	12.35	7.88	16.18
All Grades	48.77	57.33	37.23	38.89	34.80	46.59	12.35	7.88	16.18

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	27.20	31.81	20.66	66.46	63.44	67.25	6.34	4.75	12.09
All Grades	27.20	31.81	20.66	66.46	63.44	67.25	6.34	4.75	12.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	40.29	51.01	34.11	53.99	45.16	56.34	5.73	3.84	9.55
All Grades	40.29	51.01	34.11	53.99	45.16	56.34	5.73	3.84	9.55

Conclusions based on this data:

1. Overall decrease in ELA scores

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	510	565	533	478	547	511	478	547	511	93.7	96.8	95.9
All Grades	510	565	533	478	547	511	478	547	511	93.7	96.8	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2634.	2670.	2627.	29.29	40.59	30.72	25.94	22.67	20.16	20.71	20.29	21.72	24.06	16.45	27.40
All Grades	N/A	N/A	N/A	29.29	40.59	30.72	25.94	22.67	20.16	20.71	20.29	21.72	24.06	16.45	27.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	30.33	38.57	27.01	49.58	50.27	53.23	20.08	11.15	19.77
All Grades	30.33	38.57	27.01	49.58	50.27	53.23	20.08	11.15	19.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	30.54	36.75	26.03	57.74	53.38	57.53	11.72	9.87	16.44
All Grades	30.54	36.75	26.03	57.74	53.38	57.53	11.72	9.87	16.44

Conclusions based on this data:

- 1. Overall decrease in Math scores

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1522.4	1556.4	1557.6	1512.5	1552.3	1549.4	1531.8	1559.9	1565.2	39	54	43
10	1572.4	1580.4	1549.7	1576.7	1591.1	1534.1	1567.7	1569.2	1564.8	35	42	43
11	1569.5	1564.3	1560.6	1570.6	1567.1	1550.0	1567.9	1560.9	1570.7	20	30	25
12	1588.3	1572.6	1569.3	1606.2	1587.3	1578.0	1570.1	1557.2	1560.0	19	20	24
All Grades										113	146	135

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.13	24.07	18.60	33.33	29.63	41.86	35.90	25.93	25.58	25.64	20.37	13.95	39	54	43
10	25.71	35.71	16.28	42.86	30.95	39.53	22.86	23.81	30.23	8.57	9.52	13.95	35	42	43
11	25.00	23.33	12.00	30.00	43.33	48.00	30.00	16.67	28.00	15.00	16.67	12.00	20	30	25
12	21.05	25.00	16.67	42.11	35.00	29.17	31.58	15.00	41.67	5.26	25.00	12.50	19	20	24
All Grades	17.70	27.40	16.30	37.17	33.56	40.00	30.09	21.92	30.37	15.04	17.12	13.33	113	146	135

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	15.38	33.33	23.26	38.46	33.33	44.19	30.77	20.37	20.93	15.38	12.96	11.63	39	54	43
10	37.14	45.24	34.88	42.86	30.95	27.91	11.43	14.29	23.26	8.57	9.52	13.95	35	42	43
11	45.00	36.67	24.00	25.00	36.67	48.00	25.00	10.00	20.00	5.00	16.67	8.00	20	30	25
12	42.11	40.00	33.33	52.63	35.00	41.67	5.26	20.00	12.50	0.00	5.00	12.50	19	20	24
All Grades	31.86	38.36	28.89	39.82	33.56	39.26	19.47	16.44	20.00	8.85	11.64	11.85	113	146	135

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.56	11.11	11.63	17.95	25.93	37.21	38.46	35.19	25.58	41.03	27.78	25.58	39	54	43
10	11.43	19.05	13.95	28.57	30.95	23.26	45.71	26.19	41.86	14.29	23.81	20.93	35	42	43
11	10.00	0.00	4.00	20.00	30.00	24.00	40.00	50.00	48.00	30.00	20.00	24.00	20	30	25
12	10.53	0.00	4.17	31.58	25.00	12.50	42.11	50.00	58.33	15.79	25.00	25.00	19	20	24
All Grades	7.96	9.59	9.63	23.89	28.08	25.93	41.59	37.67	40.74	26.55	24.66	23.70	113	146	135

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.13	12.96	9.30	64.10	70.37	72.09	30.77	16.67	18.60	39	54	43
10	8.57	23.81	2.33	82.86	59.52	72.09	8.57	16.67	25.58	35	42	43
11	10.00	20.00	4.00	65.00	60.00	84.00	25.00	20.00	12.00	20	30	25
12	21.05	20.00	12.50	68.42	65.00	66.67	10.53	15.00	20.83	19	20	24
All Grades	9.73	18.49	6.67	70.80	64.38	73.33	19.47	17.12	20.00	113	146	135

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	38.46	64.81	48.84	43.59	22.22	37.21	17.95	12.96	13.95	39	54	43
10	74.29	80.95	60.47	17.14	7.14	23.26	8.57	11.90	16.28	35	42	43
11	55.00	63.33	68.00	40.00	20.00	28.00	5.00	16.67	4.00	20	30	25
12	73.68	70.00	79.17	26.32	25.00	16.67	0.00	5.00	4.17	19	20	24
All Grades	58.41	69.86	61.48	31.86	17.81	27.41	9.73	12.33	11.11	113	146	135

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	12.82	18.52	23.26	38.46	44.44	41.86	48.72	37.04	34.88	39	54	43
10	11.43	30.95	23.26	62.86	45.24	46.51	25.71	23.81	30.23	35	42	43
11	15.00	3.33	8.00	55.00	56.67	60.00	30.00	40.00	32.00	20	30	25
12	15.79	5.00	4.17	52.63	45.00	54.17	31.58	50.00	41.67	19	20	24
All Grades	13.27	17.12	17.04	51.33	47.26	48.89	35.40	35.62	34.07	113	146	135

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.69	1.85	0.00	58.97	83.33	83.72	33.33	14.81	16.28	39	54	43
10	0.00	0.00	0.00	97.14	85.71	79.07	2.86	14.29	20.93	35	42	43
11	15.00	6.67	8.00	65.00	80.00	84.00	20.00	13.33	8.00	20	30	25
12	10.53	0.00	4.17	73.68	80.00	91.67	15.79	20.00	4.17	19	20	24
All Grades	7.08	2.05	2.22	74.34	82.88	83.70	18.58	15.07	14.07	113	146	135

Conclusions based on this data:

1. Decrease in total students tested

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,224	25%	7.3%	0.0%
Total Number of Students enrolled in Woodbridge High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	162	7.3%
Foster Youth	0	0.0%
Homeless	11	0.5%
Socioeconomically Disadvantaged	556	25%
Students with Disabilities	197	8.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	2.4%
American Indian	6	0.3%
Asian	784	35.3%
Filipino	58	2.6%
Hispanic	322	14.5%
Two or More Races	233	10.5%
Pacific Islander	8	0.4%
White	751	33.8%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance







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

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Graduation Rate</div> <div></div> <div>Blue</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Yellow</div>		
<div>English Learner Progress</div> <div></div> <div>Green</div>		
<div>College/Career</div> <div></div> <div>Blue</div>		

Conclusions based on this data:

- | | |
|----|-------------------------------------|
| 1. | College / Career rate increased |
| 2. | Suspension rate continues to be low |
| 3. | ELA and Math scores decreased |

School and Student Performance Data

Academic Performance English Language Arts

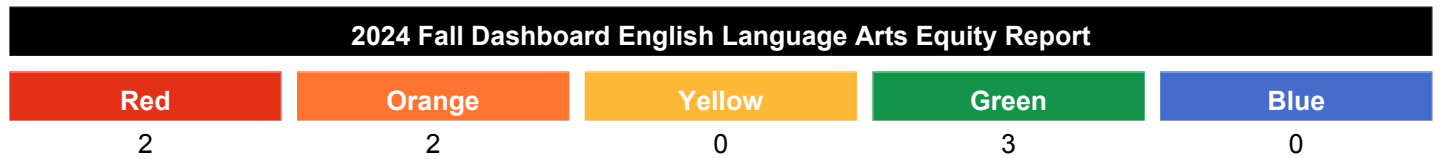
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>45.9 points above standard</div> <div>Declined 61.4 points</div> <div>512 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>57.5 points below standard</div> <div>Declined 69.3 points</div> <div>76 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>78.9 points below standard</div> <div>12 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>14.1 points below standard</div> <div>Declined 89.4 points</div> <div>143 Students</div>

Students with Disabilities  Red 93 points below standard Maintained 1.5 points 44 Students	African American  No Performance Color 71.1 points below standard Declined 108.3 points 15 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Green 74.3 points above standard Declined 54.7 points 184 Students	Filipino  No Performance Color 52.4 points above standard Declined 116.1 points 16 Students	Hispanic  Orange 12.9 points below standard Declined 57.3 points 76 Students
Two or More Races  Green 60.5 points above standard Declined 75.8 points 51 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Green 45.7 points above standard Declined 53.3 points 165 Students

Conclusions based on this data:

1. Student with disabilities

School and Student Performance Data

Academic Performance Mathematics

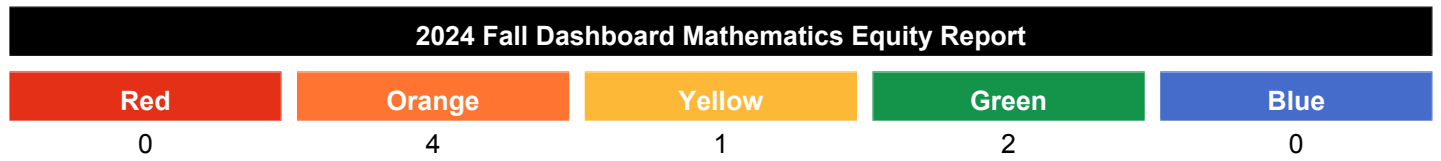
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>0.2 points below standard</div> <div>Declined 45.8 points</div> <div>509 Students</div>	<div>English Learners</div> <div> Orange</div> <div>68.5 points below standard</div> <div>Declined 54.5 points</div> <div>79 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>174.8 points below standard</div> <div>12 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>65.3 points below standard</div> <div>Declined 62.2 points</div> <div>141 Students</div>

Students with Disabilities  Orange 181.6 points below standard Increased 8.7 points 44 Students	African American  No Performance Color 125.9 points below standard Declined 37.9 points 15 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian  Green 52.9 points above standard Declined 55.7 points 184 Students	Filipino  No Performance Color 33.3 points below standard Declined 131.2 points 16 Students	Hispanic  Orange 91.8 points below standard Declined 33.3 points 76 Students
Two or More Races  Green 10 points above standard Declined 42.9 points 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Yellow 7.3 points below standard Declined 28.3 points 163 Students

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
55.6% making progress.	37% making progress.
Number Students: 108 Students	Number Students: 27 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.4%	25%	0.9%	52.8%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

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

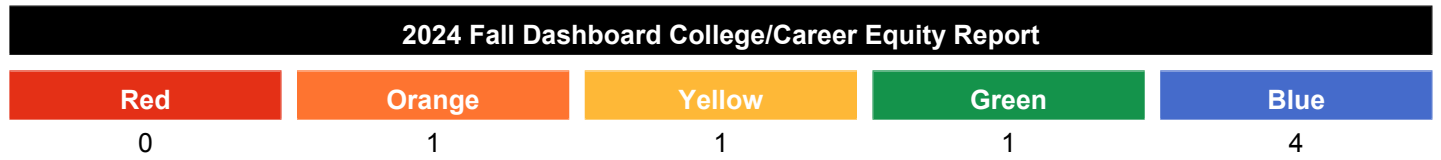
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>74 Prepared</div> <div>Increased +8.7</div> <div>592 Students</div>	<div>English Learners</div> <div> Orange</div> <div>37.5 Prepared</div> <div>Declined -4</div> <div>64 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>27.8 Prepared</div> <div>Increased +5.6</div> <div>18 Students</div>
<div>Foster Youth</div> <div> No Performance Color Less than 11 Students 0</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color Less than 11 Students 0</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>60.5 Prepared</div> <div>Increased +11.1</div> <div>185 Students</div>

Students with Disabilities  Yellow 13.3 Prepared Increased +8.6 45 Students	African American  No Performance Color 50 Prepared Increased +22.2 16 Students	American Indian  No Performance Color 0 Students
Asian  Blue 82.5 Prepared Maintained -0.3 211 Students	Filipino  No Performance Color 80 Prepared Maintained +1.4 20 Students	Hispanic  Green 53.6 Prepared Increased +3.1 69 Students
Two or More Races  Blue 87.7 Prepared Increased +17.9 57 Students	Pacific Islander  No Performance Color Less than 11 Students 0 1 Student	White  Blue 69.9 Prepared Increased +12.6 216 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

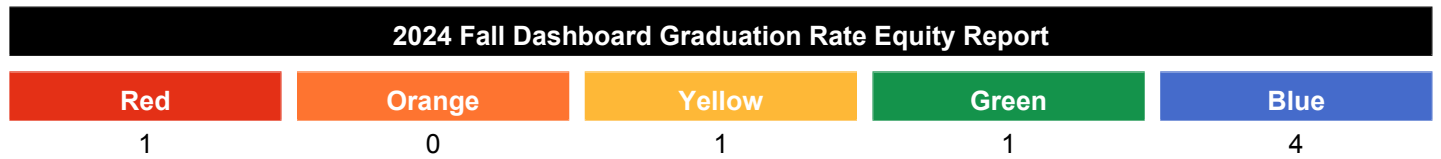
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>95.8% graduated</div> <div>Increased 2%</div> <div>593 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>95.3% graduated</div> <div>Increased 6.1%</div> <div>64 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>94.4% graduated</div> <div>Maintained 0%</div> <div>18 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>93% graduated</div> <div>Maintained 0.8%</div> <div>185 Students</div>

Students with Disabilities  Red 67.4% graduated Maintained -0.9% 46 Students	African American  No Performance Color 81.3% graduated Declined 2.1% 16 Students	American Indian  No Performance Color 0 Students
Asian  Blue 96.7% graduated Increased 2.6% 212 Students	Filipino  No Performance Color 95% graduated Declined 5% 20 Students	Hispanic  Yellow 94.2% graduated Declined 1.4% 69 Students
Two or More Races  Blue 98.2% graduated Increased 2% 57 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Blue 95.8% graduated Increased 3.6% 216 Students

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

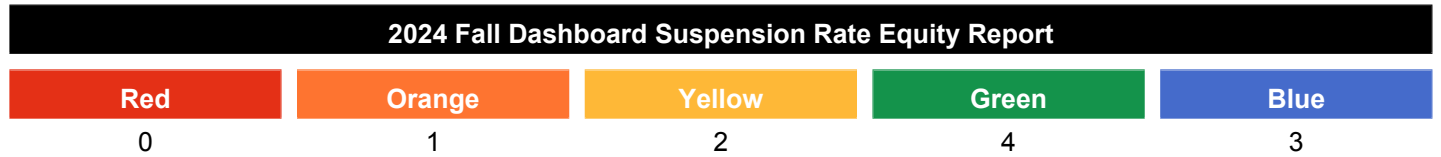
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0.5% suspended at least one day</div> <div>Maintained -0.1%</div> <div>2281 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>1.7% suspended at least one day</div> <div>Maintained -0.2%</div> <div>181 Students</div>	<div>Long-Term English Learners</div> <div> Green</div> <div>4.3% suspended at least one day</div> <div>Declined 0.5%</div> <div>46 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 5.6%</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>1.4% suspended at least one day</div> <div>Declined 0.6%</div> <div>630 Students</div>

Students with Disabilities  Orange 2.5% suspended at least one day Increased 2% 204 Students	African American  Green 1.7% suspended at least one day Declined 3.9% 58 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Asian  Blue 0.5% suspended at least one day Maintained 0.2% 800 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 59 Students	Hispanic  Yellow 1.2% suspended at least one day Increased 0.3% 329 Students
Two or More Races  Green 0.4% suspended at least one day Increased 0.4% 246 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Blue 0.3% suspended at least one day Declined 0.3% 773 Students

Conclusions based on this data:

1.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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