

School Year: 2022-23



# School Plan for Student Achievement (SPSA) Template

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

| School Name          | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------|-----------------------------------|--|---------------------------|
| Westview High School | 37682963731528                    | 11/2/2022                              | 12/15/2022                |

## School Vision and Mission

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

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

**Theory of Action:** If we authentically connect with one another through dynamic, interactive exchange of experiences then students are empowered, valued, and safe to examine cultural, ethical and moral issues from diverse perspectives resulting in relevant and intentional student engagement.

**Westview Core Values:**  
 Respect Your Learning  
 Respect Yourself  
 Respect Each Other  
 Respect This Place

# School Profile

Located in the community of Rancho Peñasquitos, Westview is the centerpiece of an expanding suburban area. Westview opened its doors in the fall of 2002, with the goal of changing from the “Factory Model” to a school that supports personal connectedness. Westview operates on a 4X4 block schedule that allows students to create learning plans to meet their individual academic needs and goals. Connectedness is an integral component of the learning community which is reflected in each student’s involvement in twice weekly tutorial periods, and homeroom classes which are facilitated by most staff, including administration. Westview responds to the diverse needs of its community through a myriad of curricular and co-curricular programs. Our state of the art facilities support our award winning performing and visual arts programs, a full complement of athletic and extracurricular offerings, wellness programs, special services, NJROTC, AVID, advanced placement courses, as well as Computer Programming, Graphic Design and Principles of Engineering. In an ongoing effort to prepare students for careers in current or emerging professions, Westview offers a variety of Career and Technical Education in Business (CTE) career courses for students to choose from, including Biomed Design, Finance, Sports Medicine, Photography and many more among 6 different career pathways. Westview is a learning community that is positive, with high expectations for all learners, including special education and English learners through strong instructional delivery. Westview administration annually creates a Theory of Action which guides the focus for the year in order to improve practice. For the 2021/2022 school year members of the Westview community will work to authentically connect with one another through dynamic, interactive exchange of experiences then students are empowered, valued, and safe to examine cultural, ethical and moral issues from diverse perspectives resulting in relevant and intentional student engagement.

High levels of student and parent involvement contribute to Westview's vision and success. Stakeholders support the vision through involvement in ASB leadership, the Student Senate, PTSA, the Foundation and student/parent participation on school and district decision-making bodies. Westview is supported by an extremely active parent community. Westview PTSA membership has consistently supported our students and staff not only in their volunteer efforts, but with financial resources in scholarships and teacher grants. Volunteer activities include assistance with 'Welcome Week', Advanced Placement preparation and proctoring, clothing and food drives, Adopt A Family program, student/staff recognition programs, graduation, Grad Nite, SAT/ACT preparation classes/mock testing and community wellness efforts. PTSA works collaboratively with Westview administration to make a positive impact in the community, and to enhance the culture and overall well-being of its students, staff and families,

Westview, with a student enrollment of approximately 2200, provides students with an array of choices, both in academics and extracurriculars. More than 90% of our graduates enroll in a college. Westview is a community in which students feel safe, supported, included and valued as part of the school community. Our Associated School Body works hard to create and maintain a culture of inclusion and appreciation among the student body and staff. Our students exhibit high levels of enthusiasm toward Westview. The California Department of Education and The Western Association of Schools and Colleges (WASC) jointly accredit the school. WASC commended several key aspects of Westview, including its expertise in providing a learning community that is positive with high expectations for all learners, open access for all students to take Advanced Placement courses, as well as providing a wide variety of courses and electives from which to choose. Westview is the recipient of the 2022 National Blue Ribbon award. The award is based on our school's exemplary academic performance and recognizes Westview as one of the state's highest performing schools as measured by state assessments.

# Educational Partner Involvement

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

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

On September 21, 2022, Westview's School Site Council, held its first meeting of the year. During this meeting, the SSC, reviewed 2021 goals and achievement data. Last year, we engaged the Westview community and stakeholders to participate in our conversations through our *Thoughtexchange*. *Thoughtexchange* is an online crowd-sourcing tool that allows parents, community and staff to easily engage and provide input using their smartphone/computer. This process, conducted on our website, provided us with insight on the following areas of focus in our school: social-emotional learning, equity, physical and mental health. Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC, and PTSA are other organizations that provide parents the opportunity to meet and plan supports for our school. Stakeholders support the vision through involvement in ASB leadership, the Student Senate, Westview United, PTSA, the Foundation and student/parent participation in school and district decision-making bodies. Westview is supported by an extremely active parent community. Lastly, Westview hosts Principal Forums four times a year, or more depending on relevant or pressing issues, to educate and solicit feedback from our community.

The School Site Council suggested our current strengths are:

1. Westview offers a wide range of supports for all students.
2. Students seek out challenging and rigorous courses.
3. Westview has a very high percentage of students meeting or exceeding state ELA and Math standards.

The School Site Council suggested our areas of need are:

1. Our "students at hope" do not access the supports available.
2. Westview has a recognizable disparity in rigor between Advanced Placement classes and regular general education courses.
3. Math D&F rates have risen across all grades post-pandemic.

# School and Student Data

## Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup |                         |       |        |                    |       |       |
|--------------------------------|-------------------------|-------|--------|--------------------|-------|-------|
| Student Group                  | Percent of Enrollment   |       |        | Number of Students |       |       |
|                                | 19-20                   | 20-21 | 21-22  | 19-20              | 20-21 | 21-22 |
| American Indian                | 0.13%                   | %     | 0.13%  | 3                  |       | 3     |
| African American               | 2.19%                   | 2.1%  | 1.66%  | 52                 | 51    | 39    |
| Asian                          | 30.22%                  | 32.4% | 32.54% | 718                | 775   | 765   |
| Filipino                       | 7.7%                    | 7.9%  | 7.40%  | 183                | 188   | 174   |
| Hispanic/Latino                | 10.35%                  | 11.3% | 11.61% | 246                | 270   | 273   |
| Pacific Islander               | 0.51%                   | 0.4%  | 0.30%  | 12                 | 10    | 7     |
| White                          | 37.33%                  | 35.5% | 35.05% | 887                | 849   | 824   |
| Multiple/No Response           | 8.84%                   | 10.5% | 11.27% | 210                | 252   | 265   |
|                                | <b>Total Enrollment</b> |       |        | 2,376              | 2,395 | 2351  |

## Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 19-20              | 20-21 | 21-22 |
| Kindergarten                      |                    |       |       |
| Grade 1                           |                    |       |       |
| Grade 2                           |                    |       |       |
| Grade 3                           |                    |       |       |
| Grade 4                           |                    |       |       |
| Grade 5                           |                    |       |       |
| Grade 6                           |                    |       |       |
| Grade 7                           |                    |       |       |
| Grade 8                           |                    |       |       |
| Grade 9                           | 595                | 637   | 566   |
| Grade 10                          | 581                | 589   | 640   |
| Grade 11                          | 602                | 573   | 572   |
| Grade 12                          | 598                | 596   | 573   |
| <b>Total Enrollment</b>           | 2,376              | 2,395 | 2,351 |

**Conclusions based on this data:**

1. Enrollment data indicates steady and consistent numbers in our demographic groups. While our enrollment was consistent from 2019-2022, Westview experienced a decline in enrollment this year (2022/2023) by @150 students.
2. Our African American student enrollment decreased by 24% while our Hispanic/Latino enrollment has continued to increase over the last three-year period.
3. Our White student enrollment has continued to decrease over the last three year period.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment               |                    |       |       |                     |       |        |
|---|--------------------|-------|-------|---------------------|-------|--------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |        |
|   | 18-19              | 19-20 | 20-21 | 18-19               | 19-20 | 20-21  |
| English Learners                              | 69                 | 57    | 49    | 2.9%                | 2.4%  | 2.00%  |
| Fluent English Proficient (FEP)               | 834                | 844   | 859   | 35.0%               | 35.5% | 35.90% |
| Reclassified Fluent English Proficient (RFEP) | 27                 | 15    | 15    | 39.1%               | 21.7% | 26.30% |

### Conclusions based on this data:

1. Our Reclassified Fluent English Proficient (RFEP) students increased by 10% since 2018. We are seeing an increase in RFEP students whereas our number of Fluent English Proficient students (FEP) has stayed very consistent over the last 3 years (2018-2021).
2. Over the last three years there has been a decrease in our English Learner students from 2.9% to 2.0%.
3. Westview has a diverse English Language Learner population as evidenced by the primary languages spoken by our students and their parents. Languages include Spanish, Russian, Mandarin, Tagalog, Japanese, Urdu, Farsi, Laotian, Korean, Hindi, Cantonese, Taiwanese, Vietnamese, German, Arabic, Ilocano, Thai, Polish, Assyrian, French, Chaldean, Gujrati and Indonesian.

# Student Performance Data

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

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 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                               | 560                    |       |       | 535                  |       |       | 535                       |       |       | 95.5                          |       |       |
| All Grades                             | 560                    |       |       | 535                  |       |       | 535                       |       |       | 95.5                          |       |       |

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                             | 2698.            |       |       | 61.31               |       |       | 27.85          |       |       | 5.79                  |       |       | 5.05               |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 61.31               |       |       | 27.85          |       |       | 5.79                  |       |       | 5.05               |       |       |

| Reading<br>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   | 56.82            |       |       | 38.13                 |       |       | 5.05             |       |       |
| All Grades   | 56.82            |       |       | 38.13                 |       |       | 5.05             |       |       |

| Writing<br>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  | 60.00            |       |       | 34.39                 |       |       | 5.61             |       |       |
| All Grades  | 60.00            |       |       | 34.39                 |       |       | 5.61             |       |       |

| Listening<br>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  | 28.22            |       |       | 69.35                 |       |       | 2.43             |       |       |
| All Grades  | 28.22            |       |       | 69.35                 |       |       | 2.43             |       |       |

| Research/Inquiry<br>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   | 51.03            |       |       | 44.67                 |       |       | 4.30             |       |       |
| All Grades   | 51.03            |       |       | 44.67                 |       |       | 4.30             |       |       |

**Alternative Metrics English Language Arts/Literacy (All Students)**  
**Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency**  
**Reading – Fall, Winter (2021-2022)**

|                                 | Reading |                           |   |        |                           |   |
|---------------------------------|---------|---------------------------|---|--------|---------------------------|---|
|                                 | Fall    |                           |   | Winter |                           |   |
|                                 |         | Met or Exceeded Standards |   |        | Met or Exceeded Standards |   |
|                                 | Tested  | #                         | % | Tested | #                         | % |
| All Students                    | 1       | *                         | * | 11     | 0                         | 0 |
| African-American                |         |                           |   |        |                           |   |
| Asian                           |         |                           |   | 4      | *                         | * |
| Caucasian                       |         |                           |   |        |                           |   |
| Filipino                        |         |                           |   | 1      | *                         | * |
| Hispanic                        | 1       | *                         | * |        |                           |   |
| Other                           |         |                           |   | 1      | *                         | * |
| English Learners                |         |                           |   | 1      | *                         | * |
| Students with Disabilities      | 1       | *                         | * | 11     | 0                         | 0 |
| Socioeconomically Disadvantaged |         |                           |   | 1      | *                         | * |
| Foster Youth                    |         |                           |   |        |                           |   |
| Homeless Youth                  |         |                           |   |        |                           |   |

**Grade 11 – Grade Point Average English Language**

|                          | Graduation Course |           |        |           |       |           |        | A-G Course |           |        |           |        |           |       |
|--------------------------|-------------------|-----------|--------|-----------|-------|-----------|--------|------------|-----------|--------|-----------|--------|-----------|-------|
|                          | 2018-2019         | 2019-2020 |        | 2020-2021 |       | 2021-2022 |        | 2018-2019  | 2019-2020 |        | 2020-2021 |        | 2021-2022 |       |
|                          | Avg GPA           | Avg GPA   | Diff   | Avg GPA   | Diff  | Avg GPA   | Diff   | Avg GPA    | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA   | Diff  |
| All Westview High School | 2.902             | 2.899     | -0.036 | 2.954     | 0.054 | 2.813     | -0.141 | 2.959      | 2.906     | -0.052 | 2.769     | -0.137 | 2.853     | .084  |
| Am Indian/Alskn Nat      | 3.156             |           |        |           |       |           |        | 2.983      |           |        |           |        |           |       |
| Asian                    | 3.191             | 3.13      | -0.096 | 3.198     | .066  | 3.017     | -0.189 | 3.215      | 3.105     | -0.11  | 2.98      | -0.126 | 3.044     | 0.064 |
| Black/African Am         | 2.457             | 2.575     | 0.096  | 2.699     | 0.124 | 2.528     | -0.172 | 2.665      | 2.452     | -0.213 | 2.502     | 0.051  | 2.528     | 0.026 |



|                             | Graduation Course |           |        |           |        |           |        | A-G Course |           |        |           |        |           |        |
|-----------------------------|-------------------|-----------|--------|-----------|--------|-----------|--------|------------|-----------|--------|-----------|--------|-----------|--------|
|                             | 2018-2019         | 2019-2020 |        | 2020-2021 |        | 2021-2022 |        | 2018-2019  | 2019-2020 |        | 2020-2021 |        | 2021-2022 |        |
|                             | Avg GPA           | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA    | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA   | Diff   |
| Filipino                    | 2.365             | 2.799     | 0.399  | 2.862     | 0.063  | 2.6       | -0.262 | 2.444      | 2.696     | 0.251  | 2.623     | -0.072 | 2.616     | -0.007 |
| Hispanic                    | 2.446             | 2.650     | 0.163  | 2.674     | 0.024  | 2.342     | -0.331 | 2.451      | 2.633     | 0.183  | 2.516     | -0.118 | 2.496     | -0.02  |
| Missing                     | 3.888             | 3.369     | -0.519 |           |        |           |        | 3.888      | 3.369     | -0.519 |           |        |           |        |
| Multiple                    | 2.951             | 2.922     | -0.061 | 2.842     | -0.081 | 2.587     | -0.254 | 3.03       | 2.99      | -0.04  | 2.714     | -0.276 | 2.587     | -0.127 |
| Nat Hwiin/Other Pac Islndr  | 2.702             | 2.806     | 0.055  | 2.950     | 0.144  | 2.173     | -0.777 | 2.702      | 2.757     | 0.055  | 2.808     | 0.051  | 2.173     | -0.635 |
| Not Reported                |                   |           |        |           |        |           |        |            |           |        |           |        |           |        |
| White                       | 2.901             | 2.779     | -0.149 | 2.874     | 0.094  | 2.888     | 0.015  | 2.967      | 2.82      | -0.146 | 2.703     | -0.117 | 2.924     | 0.221  |
| English Learner             | 2.471             | 2.308     | -0.169 | 1.957     | -0.351 | 2.148     | 0.191  | 2.51       | 1.934     | -0.576 | 1.68      | -0.254 | 2.04      | 0.36   |
| Students with Disabilities  | 1.937             | 2.331     | 0.359  | 2.607     | 0.276  | 2.032     | -0.575 | 1.998      | 2.423     | 0.425  | 2.54      | 0.117  | 2.426     | -0.12  |
| SocioEconomic Disadvantaged | 2.468             | 2.448     | -0.049 | 2.614     | 0.166  | 2.085     | -0.529 | 2.614      | 2.418     | -0.196 | 2.418     | 0      | 2.072     | -0.346 |
| Foster Youth                |                   |           |        |           |        |           |        |            |           |        |           |        |           |        |
| Homeless Youth              | 3.096             | 2.79      | -0.306 | 2.752     | -0.076 | 1.706     | -1.047 | 3.344      | 2.844     | -0.5   | 2.752     | -0.130 | 1.706     | -1.0   |

Datasource – CALPADS and Synergy

**Conclusions based on this data:**

1. The three-year (2018-2022) CAASPP data trend in English Language Arts shows that we have increased from 84.35% to 89.16% of all students "meeting or exceeding standards". The data trend also demonstrates that the percentage of students with disabilities who are "meeting or exceeding" ELA standards has also steadily increased from 62.16% to 63.33%, while the percentage of students who are socioeconomically disadvantaged who are "meeting or exceeding" has decreased from 74.36% to 68.89%.
2. Smarter Balanced 6-year trends in English Language Arts indicate our English Learners have declined in performance from 2521 to 2490 with 80% in 2022 "not meeting or nearly meeting" standards. The same six-year trends show our students with disabilities increasing from 2548 to 2584 with 36.67% in 2022 "not meeting or nearly meeting" standards and 63.37% meeting or exceeding standards.
3. The English Language GPA for all 11th grade students meeting A-G course requirements has increased by .084 since returning to in-person learning for the 2021/2022 school year, while the GPA for all 11th grade students working towards graduation requirements has decreased by 0.141. Our four-year data trend (2018-2022) in English Language Arts GPA for our youth in transition who are working to meet A-G requirements has shown a steep decline from 3.344 to 1.706.

# Student Performance Data

## CAASPP Results Mathematics (All Students)

| Overall Participation for All Students |                        |       |       |                      |       |       |                           |       |       |                               |       |       |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level                            | # of Students Enrolled |       |       | # of Students Tested |       |       | # of Students with Scores |       |       | % of Enrolled Students Tested |       |       |
|  | 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                               | 560                    |       |       | 529                  |       |       | 529                       |       |       | 94.5                          |       |       |
| All Grades                             | 560                    |       |       | 529                  |       |       | 529                       |       |       | 94.5                          |       |       |

\* 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                             | 2700.            |       |       | 50.66               |       |       | 23.25          |       |       | 13.99                 |       |       | 12.10              |       |       |
| All Grades                           | N/A              | N/A   | N/A   | 50.66               |       |       | 23.25          |       |       | 13.99                 |       |       | 12.10              |       |       |

| Concepts & Procedures<br>Applying mathematical concepts and procedures |                  |       |       |                       |       |       |                  |       |       |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level  | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|  | 21-22            | 22-23 | 23-24 | 21-22                 | 22-23 | 23-24 | 21-22            | 22-23 | 23-24 |
| Grade 11   | 55.95            |       |       | 32.14                 |       |       | 11.91            |       |       |
| All Grades   | 55.95            |       |       | 32.14                 |       |       | 11.91            |       |       |

| Problem Solving & Modeling/Data Analysis<br>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   | 45.56            |       |       | 45.94                 |       |       | 8.51             |       |       |
| All Grades   | 45.56            |       |       | 45.94                 |       |       | 8.51             |       |       |

| Communicating Reasoning<br>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   | 47.07            |       |       | 44.99                 |       |       | 7.94             |       |       |
| All Grades   | 47.07            |       |       | 44.99                 |       |       | 7.94             |       |       |

## Alternative Metrics Mathematics (All Students)

### Grades 2-8 and 11 iReady Correlation to Smarter Balance Proficiency Math – Fall, Winter (2021-2022)

|                                 | Math   |                           |   |        |                           |   |
|---------------------------------|--------|---------------------------|---|--------|---------------------------|---|
|                                 | Fall   |                           |   | Winter |                           |   |
|                                 |        | Met or Exceeded Standards |   |        | Met or Exceeded Standards |   |
|                                 | Tested | #                         | % | Tested | #                         | % |
| All Students                    | 2      | *                         | * | 2      | *                         | * |
| African-American                |        |                           |   |        |                           |   |
| Asian                           |        |                           |   | 1      | *                         | * |
| Caucasian                       |        |                           |   |        |                           |   |
| Filipino                        |        |                           |   |        |                           |   |
| Hispanic                        | 2      | *                         | * | 1      | *                         | * |
| English Learners                |        |                           |   |        |                           |   |
| Students with Disabilities      | 2      | *                         | * | 2      | *                         | * |
| Socioeconomically Disadvantaged | 1      | *                         | * |        |                           |   |
| Foster Youth                    |        |                           |   |        |                           |   |
| Homeless Youth                  |        |                           |   |        |                           |   |

### Grade 11 – Grade Point Average Mathematics

|                            | Graduation Course |           |        |           |        |           |        | A-G Course |           |        |           |        |           |        |
|----------------------------|-------------------|-----------|--------|-----------|--------|-----------|--------|------------|-----------|--------|-----------|--------|-----------|--------|
|                            | 2018-2019         | 2019-2020 |        | 2020-2021 |        | 2021-2022 |        | 2018-2019  | 2019-2020 |        | 2020-2021 |        | 2021-2022 |        |
|                            | Avg GPA           | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA    | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA   | Diff   |
| All Westview High School   | 3.162             | 3.131     | -0.031 | 3.174     | 0.043  | 3.244     | 0.024  | 3.375      | 3.164     | -0.21  | 3.193     | 0.029  | 3.224     | 0.031  |
| Am Indian/Alskn Nat        | 3.324             |           |        |           |        |           |        | 4.042      |           |        |           |        |           |        |
| Asian                      | 3.6               | 3.507     | -0.093 | 3.47      | -0.037 | 3.55      | 0.028  | 3.787      | 3.51      | -0.277 | 3.49      | -0.021 | 3.538     | -0.031 |
| Black/African Am           | 2.514             | 2.459     | -0.055 | 2.68      | 0.221  | 2.644     | -0.091 | 2.671      | 2.371     | -0.3   | 2.293     | -0.078 | 2.336     | -0.110 |
| Filipino                   | 2.578             | 2.914     | 0.336  | 3.117     | 0.203  | 3.038     | -0.121 | 2.836      | 2.841     | 0.005  | 3.158     | 0.317  | 2.999     | -0.234 |
| Hispanic                   | 2.737             | 2.809     | 0.072  | 2.788     | -0.021 | 2.709     | -0.086 | 2.935      | 2.837     | -0.098 | 2.813     | -0.024 | 2.704     | -0.146 |
| Missing                    | 3.836             | 3.718     | -0.118 |           |        |           |        | 4.167      | 3.728     | -0.439 |           |        |           |        |
| Multiple                   | 3.105             | 3.131     | 0.026  | 3.175     | 0.044  | 3.107     | -0.105 | 3.404      | 3.131     | -0.273 | 3.205     | 0.074  | 3.072     | -0.193 |
| Nat Hwiin/Other Pac Islndr | 3.347             | 2.928     | -0.419 | 2.729     | -0.199 | 2.648     | -0.206 | 3.275      | 3.222     | -0.053 | 3.167     | -0.055 | 2.225     | -1.108 |
| Not Reported               |                   |           |        |           |        |           |        |            |           |        |           |        |           |        |
| White                      | 3.052             | 2.884     | -0.168 | 3.027     | 0.143  | 3.188     | 0.128  | 3.197      | 2.918     | -0.28  | 3.015     | 0.097  | 3.134     | 0.052  |
| Mathish Learner            | 2.309             | 2.675     | 0.367  | 1.556     | -1.119 | 2.063     | 0.483  | 2.665      | 2.571     | -0.094 | 1.49      | -1.081 | 1.736     | 0.184  |
| Students with Disabilities | 1.997             | 2.302     | 0.305  | 2.501     | 0.199  | 2.457     | -0.056 | 2.215      | 2.364     | 0.149  | 2.53      | 0.166  | 2.767     | 0.147  |

|                             | Graduation Course |           |       |           |        |           |        | A-G Course |           |        |           |        |           |        |
|-----------------------------|-------------------|-----------|-------|-----------|--------|-----------|--------|------------|-----------|--------|-----------|--------|-----------|--------|
|                             | 2018-2019         | 2019-2020 |       | 2020-2021 |        | 2021-2022 |        | 2018-2019  | 2019-2020 |        | 2020-2021 |        | 2021-2022 |        |
|                             | Avg GPA           | Avg GPA   | Diff  | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA    | Avg GPA   | Diff   | Avg GPA   | Diff   | Avg GPA   | Diff   |
| SocioEconomic Disadvantaged | 2.595             | 2.621     | 0.026 | 2.909     | 0.288  | 2.334     | -0.617 | 2.91       | 2.619     | -0.291 | 2.846     | 0.227  | 2.148     | -0.787 |
| Foster Youth                |                   |           |       |           |        |           |        |            |           |        |           |        |           |        |
| Homeless Youth              | 2.497             | 3.148     | 0.651 | 2.834     | -0.313 | 1.317     | -1.517 | 2.519      | 3.107     | 0.588  | 2.659     | -0.448 | 1.617     | -1.042 |

**Conclusions based on this data:**

1. The three-year (2018-2022) CAASPP data trend in Math shows that we have increased from 69.59% in 2018 to 73.91% in 2022 of all students "meeting or exceeding" standards. However, this is a 6% decrease from 2019 to 2022. The data trend also demonstrates that the percentage of students with disabilities who are "meeting or exceeding" ELA standards has also steadily increased from 28.57% to 34.48%, while the percentage of students who are socioeconomically disadvantaged who are "meeting or exceeding" has decreased from 57.69% to 42.86%.
2. Smarter Balanced 6 year trends in Math indicate our English Learners have declined in performance from 2563 to 2468 with 80% in 2022 "not meeting" standards. The same six-year trends show our students with disabilities remaining steady at 2562 with 70% in 2022 "not meeting or nearly meeting" standards.
3. The Math GPA for all 11th grade students meeting A-G course requirements has increased by 0.031 since returning to in-person learning for the 2021/2022 school year, and the GPA for all 11th grade students working towards graduation requirements has increased by 0.071. Our three-year data trend (2019-2022) in Math GPA for our youth in transition who are working to meet A-G requirements has shown a steep decline from 3.107 to 1.617.

## Student Performance Data ELPAC Results

| ELPAC Summative Assessment Data<br>Number of Students and Mean Scale Scores for All Students |         |        |       |               |        |       |                  |        |       |                           |       |       |
|--|---------|--------|-------|---------------|--------|-------|------------------|--------|-------|---------------------------|-------|-------|
| Grade Level  | Overall |        |       | Oral Language |        |       | Written Language |        |       | Number of Students Tested |       |       |
|  | 18-19   | 20-21  | 21-22 | 18-19         | 20-21  | 21-22 | 18-19            | 20-21  | 21-22 | 18-19                     | 20-21 | 21-22 |
| <b>9</b>   | 1588.1  | 1553.6 | *     | 1608.5        | 1568.6 | *     | 1567.3           | 1537.9 | *     | 17                        | 11    | 8     |
| <b>10</b>  | *       | *      | *     | *             | *      | *     | *                | *      | *     | 10                        | 7     | 7     |
| <b>11</b>  | 1501.8  | 1589.2 | *     | 1501.0        | 1611.7 | *     | 1502.0           | 1566.1 | *     | 12                        | 11    | 5     |
| <b>12</b>  | 1538.6  | *      | *     | 1544.6        | *      | *     | 1532.4           | *      | *     | 14                        | 7     | 10    |
| <b>All Grades</b>  |         |        |       |               |        |       |                  |        |       | 53                        | 36    | 30    |

2019-20 Data:

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

| Overall Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| <b>9</b>  | 58.82   | 36.36 | *     | 23.53   | 18.18 | *     | 11.76   | 27.27 | *     | 5.88    | 18.18 | *     | 17                       | 11    | *     |
| <b>10</b>   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>11</b>   | 25.00   | 54.55 | *     | 16.67   | 18.18 | *     | 41.67   | 18.18 | *     | 16.67   | 9.09  | *     | 12                       | 11    | *     |
| <b>12</b>   | 28.57   | *     | *     | 35.71   | *     | *     | 21.43   | *     | *     | 14.29   | *     | *     | 14                       | *     | *     |
| <b>All Grades</b>   | 39.62   | 34.29 | 33.33 | 30.19   | 28.57 | 43.33 | 20.75   | 20.00 | 23.33 | 9.43    | 17.14 | 0.00  | 53                       | 35    | 30    |

2019-20 Data:

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

| Oral Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|  | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| <b>9</b>   | 70.59   | 54.55 | *     | 17.65   | 27.27 | *     | 5.88    | 9.09  | *     | 5.88    | 9.09  | *     | 17                       | 11    | *     |
| <b>10</b>  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| <b>11</b>  | 33.33   | 54.55 | *     | 8.33    | 27.27 | *     | 41.67   | 9.09  | *     | 16.67   | 9.09  | *     | 12                       | 11    | *     |
| <b>12</b>  | 42.86   | *     | *     | 42.86   | *     | *     | 0.00    | *     | *     | 14.29   | *     | *     | 14                       | *     | *     |
| <b>All Grades</b>  | 52.83   | 48.57 | 50.00 | 26.42   | 28.57 | 43.33 | 11.32   | 11.43 | 6.67  | 9.43    | 11.43 | 0.00  | 53                       | 35    | 30    |

2019-20 Data:

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

| Written Language<br>Percentage of Students at Each Performance Level for All Students |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|   | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19   | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 9   | 11.76   | 9.09  | *     | 35.29   | 36.36 | *     | 41.18   | 36.36 | *     | 11.76   | 18.18 | *     | 17                       | 11    | *     |
| 10  | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 11  | 8.33    | 18.18 | *     | 8.33    | 36.36 | *     | 58.33   | 18.18 | *     | 25.00   | 27.27 | *     | 12                       | 11    | *     |
| 12  | 14.29   | *     | *     | 28.57   | *     | *     | 42.86   | *     | *     | 14.29   | *     | *     | 14                       | *     | *     |
| All Grades  | 13.21   | 8.57  | 3.33  | 26.42   | 34.29 | 43.33 | 43.40   | 28.57 | 40.00 | 16.98   | 28.57 | 13.33 | 53                       | 35    | 30    |

2019-20 Data:

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

| Listening Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 9   | 52.94          | 18.18 | *     | 41.18               | 63.64 | *     | 5.88      | 18.18 | *     | 17                       | 11    | *     |
| 10  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11  | 0.00           | 9.09  | *     | 50.00               | 63.64 | *     | 50.00     | 27.27 | *     | 12                       | 11    | *     |
| 12  | 7.14           | *     | *     | 71.43               | *     | *     | 21.43     | *     | *     | 14                       | *     | *     |
| All Grades  | 24.53          | 11.43 | 10.00 | 56.60               | 60.00 | 83.33 | 18.87     | 28.57 | 6.67  | 53                       | 35    | 30    |

2019-20 Data:

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

| Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level  | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|  | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 9  | 94.12          | 81.82 | *     | 0.00                | 9.09  | *     | 5.88      | 9.09  | *     | 17                       | 11    | *     |
| 10   | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11   | 58.33          | 81.82 | *     | 25.00               | 9.09  | *     | 16.67     | 9.09  | *     | 12                       | 11    | *     |
| 12   | 78.57          | *     | *     | 7.14                | *     | *     | 14.29     | *     | *     | 14                       | *     | *     |
| All Grades   | 81.13          | 77.14 | 86.67 | 9.43                | 11.43 | 13.33 | 9.43      | 11.43 | 0.00  | 53                       | 35    | 30    |

2019-20 Data:

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

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 9   | 23.53          | 18.18 | *     | 70.59               | 36.36 | *     | 5.88      | 45.45 | *     | 17                       | 11    | *     |
| 10  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11  | 8.33           | 18.18 | *     | 66.67               | 54.55 | *     | 25.00     | 27.27 | *     | 12                       | 11    | *     |
| 12  | 7.14           | *     | *     | 71.43               | *     | *     | 21.43     | *     | *     | 14                       | *     | *     |
| All Grades  | 18.87          | 11.43 | 13.33 | 64.15               | 51.43 | 60.00 | 16.98     | 37.14 | 26.67 | 53                       | 35    | 30    |

2019-20 Data:

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

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students |                |       |       |                     |       |       |           |       |       |                          |       |       |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level   | Well Developed |       |       | Somewhat/Moderately |       |       | Beginning |       |       | Total Number of Students |       |       |
|   | 18-19          | 20-21 | 21-22 | 18-19               | 20-21 | 21-22 | 18-19     | 20-21 | 21-22 | 18-19                    | 20-21 | 21-22 |
| 9   | 11.76          | 0.00  | *     | 76.47               | 81.82 | *     | 11.76     | 18.18 | *     | 17                       | 11    | *     |
| 10  | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 11  | 0.00           | 45.45 | *     | 83.33               | 36.36 | *     | 16.67     | 18.18 | *     | 12                       | 11    | *     |
| 12  | 7.14           | *     | *     | 78.57               | *     | *     | 14.29     | *     | *     | 14                       | *     | *     |
| All Grades  | 7.55           | 14.29 | 10.00 | 81.13               | 65.71 | 76.67 | 11.32     | 20.00 | 13.33 | 53                       | 35    | 30    |

2019-20 Data:

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

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

## Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020 and 2021. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. criterion referenced assessments such as common course examinations.

**Conclusions based on this data:**

1. Of 53 students who participated in the ELPAC Summative Assessment in 2019, a total of 70% tested either **Level 4 (Well developed)** or **Level 3 (Moderately developed)**.
2. 2022 ELPAC test results show the highest percentage of students scoring **Level 4 (Well Developed)** in Oral Language and Speaking domains.
3. 2019 ELPAC test results show the highest percentage of students scoring **Level 2(Somewhat Developed/Moderate)** in Written Language and Writing domains.

# Student Performance Data

## Chronic Absenteeism

| Chronic Absenteeism Data          |                       |       |       |                           |       |       |                           |       |       |
|-----------------------------------|-----------------------|-------|-------|---------------------------|-------|-------|---------------------------|-------|-------|
| Student Subgroup                  | Cumulative Enrollment |       |       | Chronic Absenteeism Count |       |       | Chronic Absenteeism Rates |       |       |
|                                   | *19-20                | 20-21 | 21-22 | *19-20                    | 20-21 | 21-22 | *19-20                    | 20-21 | 21-22 |
| <b>African American</b>           | 53                    | 53    | 39    | 6                         | 2     | 9     | 11.32                     | 3.77  | 23.08 |
| <b>American Indian or Alaskan</b> | 3                     | 1     | 3     | 0                         | 0     | *     | 0                         | 0     | *     |
| <b>Asian</b>                      | 752                   | 780   | 770   | 13                        | 5     | 23    | 1.73                      | 0.64  | 2.99  |
| <b>Filipino</b>                   | 187                   | 188   | 176   | 7                         | 4     | 14    | 3.74                      | 2.13  | 7.95  |
| <b>Hispanic or Latino</b>         | 263                   | 281   | 277   | 22                        | 9     | 46    | 8.37                      | 3.2   | 16.61 |
| <b>Did not Report</b>             |                       |       |       |                           |       |       |                           |       |       |
| <b>Pacific Islander</b>           | 11                    | 10    | 8     | 2                         | 0     | *     | 18.18                     | 0     | *     |
| <b>Two or More Races</b>          | 219                   | 259   | 269   | 12                        | 4     | 26    | 5.48                      | 1.54  | 9.67  |
| <b>White</b>                      | 901                   | 846   | 836   | 50                        | 15    | 112   | 5.55                      | 1.77  | 13.4  |
| <b>Male</b>                       |                       |       |       |                           |       |       |                           |       |       |
| <b>Female</b>                     |                       |       |       |                           |       |       |                           |       |       |
| <b>English Learners</b>           | 46                    | 43    | 36    | 1                         | 0     | 7     | 2.17                      | 0     | 19.44 |
| <b>Students with Disabilities</b> |                       | 255   |       | 37                        | 23    |       | 15                        | 9.02  |       |
| <b>Socioeconomically</b>          |                       | 304   | 276   | 24                        | 11    | 57    | 7                         | 3.62  | 20.65 |
| <b>Total</b>                      | 2407                  | 2418  | 2378  | 114                       | 39    | 233   | 4.74                      | 1.61  | 9.8   |

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. Three-year data trends indicate that our chronic absenteeism rates have increased overall and in every student group. 2019/2020 rates include distance learning and 2020/2021 include both distance and hybrid learning. 2021/2022 rates reflect in person learning for an entire school since the onset of COVID.
2. Our highest rates of chronic absenteeism are with our African American and students who are experiencing socioeconomic challenges.



# Student Performance Data

## Suspension Data

|                         | *2019-20 | 2020-21 | 2021-22 |
|-------------------------|----------|---------|---------|
| <b>Suspensions Rate</b> | 0.58     | 0.08    | 1.47    |

\* Date range August 21,2019 – March 15, 2020

### Conclusions based on this data:

1. Our suspension rate increased significantly in the 2021/2022 school year. 35 suspensions were recorded in the 21/22 school year, 17 in 19/20 and 21 in 18/19.
2. The highest rates of suspensions are recorded to be among our African American students (5.13%) and American Indian/Alaskan Native students (33.33%).

# Student Performance Data

## Graduation Rate

|                        | *2019-20 | 2020-21 | 2021-22 |
|------------------------|----------|---------|---------|
| <b>Graduation Rate</b> | 97.7     | 97.3    | 98.3    |

\* Preliminary Data

### Conclusions based on this data:

1. Our graduation rate has remained at or above the 97% in last three years. After further review, there is no consistent trend in regard to who the 2-3% of students are who are not graduating.
2. In 2022, our 98.3% of graduates included 4 certificates, and 10 5th year seniors.
3. In 2022, our lowest graduation rate (93.3%) is among our African American students.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 1: Mathematics

For the 22/23 school year, Westview will increase overall student performance by 2% from 73.9% to 75.9% in Mathematics as determined by the number of students identified as "Meeting" or "Exceeding Standards" on the 2023 CAASPP assessment. In addition, Westview will work to steadily increase performance by 2-3 points per year over the next 4 years to meet our 2018 performance rate of 84% of all students "Meeting" or "Exceeding" standards.

## Identified Need

This need was identified by looking at our 2022 data from the Math portion of the 2021/2022 California Assessment of Student Performance and Progress (CAASPP) for all students and the specific groups listed below.

## Alternative Metrics

An increase as measured on the California Dashboard (movement from orange to yellow) for our Students with Disabilities.

Growth in students who are enrolled in Math Academic Success as measured by grades on pre-assessment in Integrated I, II and III and summative finals.

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome         | Expected Outcome                |
|--|---------------------------------|---------------------------------|
| <b>School Wide</b>   |                                 |                                 |
| CAASPP Mathematics "met or exceeded" overall rate                  | 73.9% CAASPP Mathematics (2022) | 75.9% CAASPP Mathematics (2023) |
| Average Math GPA (meeting graduation standards)                    | 2.813 (2022)                    | 2.9 (2023)                      |
| Average Math GPA (meeting A-G requirements)                        | 2.853 (2022)                    | 2.95 (2023)                     |
| D&F rates Integrated I, II & III                                   | 13%, 10%, 13% (2022)            | 11%, 8%, 11% (2023)             |
| <b>English Learner</b>   |                                 |                                 |
| CAASPP Mathematics "met and exceeded" rate for our English Learner | 20% CAASPP Mathematics (2022)   | 22% CAASPP Mathematics (2023)   |
| Average Math GPA (meeting graduation standards)                    | 2.063 (2022)                    | 2.1 (2023)                      |
| Average Math GPA (meeting A-G requirements)                        | 1.736 (2022)                    | 1.9 (2023)                      |

| Metric/Indicator   | Baseline/Actual Outcome  | Expected Outcome   |
|--|--|--|
| <b>EDY/Title I</b><br>CAASPP Mathematics "met and exceeded" rate for our Low SES students.<br><br>Average Math GPA (meeting graduation standards)<br><br>Average Math GPA (meeting A-G requirements)                         | 41.86% CAASPP Mathematics (2022)<br><br>2.334 (2022)<br><br>2.138 (2022) | 43.86% CAASPP Mathematics (2023)<br><br>2.4 (2023)<br><br>2.2 (2023) |
| <b>Student with Disabilities</b><br>CAASPP Mathematics "met and exceeded" rate for our students with disabilities.<br><br>Average Math GPA (meeting graduation standards)<br><br>Average Math GPA (meeting A-G requirements) | 30% CAASPP Mathematics (2022)<br><br>2.457 (2022)<br><br>2.767 (2022)    | 32% CAASPP Mathematics (2023)<br><br>2.55 (2023)<br><br>2.8 (2023)   |
| <b>Latino:</b><br>CAASPP Mathematics "met and exceeded" rate for our Latino Demographic students.<br><br>Average Math GPA (meeting graduation standards)<br><br>Average Math GPA (meeting A-G requirements)                  | 52.94% CAASPP Mathematics (2022)<br><br>2.709 (2022)<br><br>2.704 (2022) | 54.94% CAASPP Mathematics (2023)<br><br>2.8 (2023)<br><br>2.8 (2023) |

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

## Strategy/Activity 1

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

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

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

### Strategy/Activity

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

1. Continue to offer the "Academic Success: Math" class for Integrated Math I, II and III both terms.
2. Continue Collaboration Math class both terms: Integrated I (Term 1) & Integrated II (Term 2)
3. Continue to work in Professional Learning Communities (Integrated Math I, II and III team) to:
  - Implement CPM training

- articulate state standards
- analyze assessment data
- research and share best math practices
- define and examine problems of practice
- plan, implement and evaluate interventions based on student need.

Intervention Team and Counselors will monitor student success in the Academic Success, Math section and Integrated Math grades to provide extra support at each grading period. Student personalized intervention logs will be created, monitored and tracked by intervention team.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)  |
|-----------|--|
| 25,964.93 | Educationally Disadvantaged Youth<br>1000-1999: Certificated Personnel Salaries<br>2 sections of Intervention Academic Success Mathematics |
|           | English Learners   |
| 3500      | Educationally Disadvantaged Youth<br>4000-4999: Books And Supplies   |

### Strategy/Activity 2

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

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

Students with learning differences.

#### Strategy/Activity

In order to achieve the desired gains in our students with learning differences we will do the following:

1. Continue to support our Resource Integrated Math I students through offering specific Academic success classes that focus on the Integrated Math 1 and Integrated Math II lessons
2. Continue to offer multiple sections Learning Strategies (LSTRATS)

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

### Strategy/Activity 3

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

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

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

## Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Over the next 4 years Westview will work to steadily increase performance of all students and subgroups by 2-3 points on the CAASPP in order to meet our 2018 performance rates of 84% of all students "meeting or exceeding" standards. This long term goals was established as a result of:

- Declining CAASPP Mathematics scores
- Declining Overall Math GPA
- Increase in D&F rates in Integrated I,II & II over the span of 3 years (during alternative learning environments and returning back to in-person learning)

As a means by which to consider performance in the area of Mathematics, we are able to look at average Math GPA for students meeting A-G requirements and students meeting graduation requirements.

- Average Math GPA for students for students working to meet graduation requirements declined: 2.813 (2022) & 2.954 (2021)
- Average Math GPA for students working to meet A-G requirements declined: 2.853 (2022) & 2.973 (2021)

Another means of by which we measure performance in the area of Mathematics, are the D&F rates in Integrated I,II & II.

- Integrated I D&F rates increased: 9% (2019) & 13%(2022)
- Integrated II D&F rates increased: 7% (2019) & 10% (2022)
- Integrated III D&F rates increased: 8% (2019) & 13% (2022)

The below strategies were effective in supporting Math performance and will continue to be improved upon:

1. Academic Success Math classes for Integrated I, II & III
2. Professional Learning Communities articulating assessments, analyzing data, researching best practices and planning interventions based on students needs.
3. Counseling and Intervention teams monitor students success and the end of each grading period and evaluate interventions based on student need.
4. Learning Strategies classes used for Resource Integrated Math students.
5. Collaboration Math classes and additional certificated Math teacher to push-in.

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

No differences between intended implementation and/or budget expenditures.

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

The EAP will not be used as a metric by which we monitor progress in Math. Westview will continue to use CAASPP performance data, D&F rates and overall Math GPA's to track progress. In addition to these metrics, we will also look at pre-assessment data in Integrated I, II & II and compare this data to final grades at the end of each grading period.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 2: English Language Arts

For the 2022/2023 school year, Westview will increase overall student performance by 2%, from 89.16% to 91%, in English Language Arts as determined by the number of students identified as **"Meeting"** or **"Exceeding Standards"** on the 2022 CAASPP Assessment.

## Identified Need

This need was identified by looking at our 2022 data from the English portion of the 2021/2022 California Assessment of Student Performance and Progress (CAASPP) for all students and the specific groups listed below.

## Alternative Metrics

An increase as measured on the California Dashboard (from orange to yellow) movement toward blue for our English Learners.

Growth in students who are enrolled in Academic Success as measured by end of quarter grades and Average ELA GPA for all 11th graders.

## Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome   |
|---|--|--|
| <b>School Wide</b><br>CAASPP English Language Arts "met and exceeded" overall rate.<br><br>Average ELA GPA (meeting graduation standards)<br><br>Average ELA GPA (meeting A-G requirements)                     | 89.16% CAASPP English Language Arts (2022)<br><br>2.813 (2022)<br><br>2.853 (2022) | 91% CAASPP English Language Arts<br><br>2.9 (2023)<br><br>2.9 (2023) |
| <b>English Learner</b><br>CAASPP English Language Arts "met and exceeded" rate for our English Learners<br><br>Average ELA GPA (meeting graduation standards)<br><br>Average ELA GPA (meeting A-G requirements) | 20% CAASPP English Language Arts (2022)<br><br>2.14 (2022)<br><br>2.040 (2022)     | 22% CAASPP English Language Arts<br><br>2.2 (2023)<br><br>2.1 (2023) |



| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome  |
|---|--|---|
| <b>EDY/Title I</b><br>CAASPP English Language Arts "met and exceeded" rate for our Low SES students."<br><br>Average ELA GPA (meeting graduation standards)<br><br>Average ELA GPA (meeting A-G requirements)                         | 69.56% CAASPP English Language Arts (2022)<br><br>2.085 (2022)<br><br>2.072 (2022) | 71% CAASPP English Language Arts (2023)<br><br>2.2 (2023)<br><br>2.15 (2023)  |
| <b>Student with Disabilities</b><br>CAASPP English Language Arts "met and exceeded" rate for our students with disabilities.<br><br>Average ELA GPA (meeting graduation standards)<br><br>Average ELA GPA (meeting A-G requirements)  | 63.33% CAASPP English Language Arts (2022)<br><br>2.032 (2022)<br><br>2.426 (2022) | 65.5% CAASPP English Language Arts (2023)<br><br>2.1 (2023)<br><br>3.0 (2023) |
| <b>Latino:</b><br>CAASPP English Language Arts "met and exceeded" rate for our Latino Demographic students with disabilities.<br><br>Average ELA GPA (meeting graduation standards)<br><br>Average ELA GPA (meeting A-G requirements) | 81.48% CAASPP English Language Arts (2022)<br><br>2.342 (2022)<br><br>2.616 (2022) | 83.5% CAASPP English Language Arts (2023)<br><br>3.0 (2023)<br><br>3.2 (2023) |

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

## Strategy/Activity 1

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

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

Through the careful implementation of successful schoolwide strategies designed to improve student achievement in English Language Arts, the school will carefully monitor program implementation and progress for students in the following groups: students who are experiencing socioeconomic challenges and students with learning differences.

### Strategy/Activity

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

1. Continue to monitor and review the Academic Success and English sections through: student grades and attendance. Use the RTI TOSA to examine best practices to meet needs of students identified as English learners, students with disabilities and socioeconomically disadvantaged.
2. Enroll students who are not meeting standards in English Language Arts, in the Academic Success, English Language Arts class to instruct students in a small class setting with an emphasis on executive skills and basic literacy skills.
3. Identify students who are not meeting standards in English Language Arts classes to offer and provide support through Academic tutors, Wolverine time logs and after school tutorial. Also, offering Executive Skills groups during lunch for those identified.
4. Continue to work in Professional Learning Communities (curricular teams).
5. Implement 4.5 period Cross Cultural class to support English Learners in HSE Language Arts class.
6. EL Champion Site team to engage in professional development around supporting English Learners.
7. Continue HSE Collab classes to support the needs of our students with learning differences.

### Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s)   |
|-----------|---|
| 3500      | Educationally Disadvantaged Youth<br>4000-4999: Books And Supplies<br>Academic Success  |
| 1390.76   | English Learners<br>2000-2999: Classified Personnel Salaries<br>EL Before & After School Tutoring                                   |
| 1000      | English Learners<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>EL Teacher Training - Staff Development |
| 2000      | English Learners<br>4000-4999: Books And Supplies   |
| 5722.81   | Educationally Disadvantaged Youth<br>5800: Professional/Consulting Services And<br>Operating Expenditures<br>AVID Conference        |
| 2000      | English Learners<br>2000-2999: Classified Personnel Salaries<br>Testing   |

### Strategy/Activity 2

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

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

All students.

Strategy/Activity

Identify students who are not meeting standards in English Language Arts classes to offer and provide support through Academic tutors, Wolverine time logs and after school tutorial. Send home progress notices to those earning a D or F with notes from counselors which includes a tip sheet. As well as offering Executive Skills groups during lunch for those identified.

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

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

## **ANALYSIS**

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

Westview will continue to support the growth and development of all students in English Language Arts. Although improvement in performance as measured by the increase in all students "meeting or exceeding standards" on the CAASPP ELA, suggests our strategies are effective, we did see a decline in ELA GPA. We will continue to implement and improve upon strategies listed below with a focus on additional strategies to support our English Learners (as listed in above strategies)

As an alternate means by which to consider performance in the area of English Language, we are able to look at average ELA GPA for students meeting A-G requirements and students meeting graduation requirements.

-Average ELA GPA for students for students working to meet graduation requirements declined: 2.8 (2022) & 2.9 (2021)

-Average ELA GPA for students working to meet A-G requirements declined: 2.853 (2022) & 2.973 (2021)

The below strategies were implemented and effective in supporting ELA performance and will continue to be improved upon:

1. Academic Success English classes for students not meeting standards in English Language Arts classes
2. RTI TOSA to identify and plan interventions based on student need. Collect data from RTI console.
3. Professional Learning Communities engaged in professional growth in order to articulate assessments, analyze data, research best practices, and plan interventions based on student need.
4. Counseling and Intervention teams monitored student success at each grading period and evaluated interventions based on student need.
5. Counseling offer of academic tutors, wolverine time logs and executive skills groups during lunch for identified struggling students.

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

No differences between intended implementation and/or budget expenditures.

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

The EAP will not be used as a metric by which we monitor progress in English Language Arts. Westview will continue to use CAASPP performance data and overall Math GPA's to track progress. In addition to these metrics, we will also look at our ELPAC scores and reclassification rates to better determine a baseline for English Language learners.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

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

## Goal 3: Socio-Emotional/Behavior

For the 2022/2023 school year Westview will continue to work towards addressing the chronic stress and anxiety levels of our students by focusing on meaningful relationships and participation in programs, activities, conversation and skill building in order to cultivate a thriving learning environment to which all members feel connected. We will continue to work to decrease our California Healthy Kids indicator "Experiencing Chronic Sadness/Hopelessness" by 7% points over this year and increase the indicator "Meaningful Participation" by 4% points.

### Identified Need

In reviewing our Health Kids Survey (2021), 41% of our 9th and 11th graders reported experiencing chronic sadness/hopelessness, an increase of 15% since 2019. 54% percent of these same students feel connected to the school, a decrease of 12% since 2019. Report findings also show a substantial decrease in academic motivation from 78% in 2019 to 61% in 2021 - quite likely attributed to virtual learning as a result of the COVID-19 pandemic. Data from 2 focus groups (What I Wish My Parents Knew and Student Mental Health) conducted at the end of 2021 also suggested that a large source of their stress is working to manage academic pressure and perceived high expectations, re-build social connections, getting into a good school and life plans beyond Westview.

### Alternative Metrics

What I Wish My Parents Knew Survey  
 Student Focus Group: Mental Health  
 Risk Assessments  
 Panorama Survey

### Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome                                | Expected Outcome                                       |
|---|--|--|
| <b>School Wide</b><br>California Healthy Kids Survey: percentage of students who indicate experiencing chronic sadness/hopelessness as a result of stress and anxiety | 2021 CHKS 41% (Chronic Sadness/Hopelessness Indicator) | 2023 CHKS 36% (Chronic Sadness/Hopelessness Indicator) |
| California Healthy Kids Survey: percentage of students who feel a part of the school  | 2021 CHKS 54 % (Feel Part of School Indicator)         | 2023 CHKS 58% (Feel Part of School Indicator)          |
| <b>English Learner</b>  |  |  |
| <b>EDY/Title I</b>  |  |  |
| <b>Student with Disabilities</b>  |  |  |

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

### Strategy/Activity 1

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

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

All students.

#### Strategy/Activity

Our comprehensive school **Counseling Program** supports all students in their academic, personal/social, and college/career needs. The counseling department maximizes learning for every student in a caring and supportive environment addressing the student's individual potential, as well as their academic achievement and social-emotional well-being. Below are the services the counseling department will continue to provide in support of student Social Emotional well-being:

**Student Support Services:** Peer counseling provides individual and small group tutoring in various subjects throughout the day and after school. They offer mentoring to provide academic and personal/social supports. Peer Counselors also work to provide awareness about topics including: suicide prevention, Red Ribbon week, healthy relationships and other relevant topics to our student body. The Student Services Specialist will work with 9<sup>th</sup> grade students who are having a challenging time connecting to campus get acquainted with the resources and clubs on campus through connections workshops. The Student Services Specialist supports the PBIS program by promoting and rewarding positive student behavior.

**Classroom Lessons:** Counselors present social/emotional lessons to all 9<sup>th</sup> grade students in ENS about managing stress/anxiety. Counselors are working with other departments to push into other grade levels to deliver school-wide lessons on social/emotional health.

**Support Groups:** Identified students meet once a week to share mutual support on a shared area of difficulty (Resiliency and Empowerment, Study Skills, Executive Functioning, Substance Abuse, Grief).

**Mending Matters:** The social worker through Mending Matters provides support for students individually, in groups, and by providing a regulation space. (Referred by counselor)

**Wolverine Parent Academy:** Specialized parent education workshops targeting information needed at all different grade levels (Student Success Tools, Developing a Balanced 4 Year Plan, College & Career Planning & Search).

**Athletics Coaches (team sports):** Counselors are working with athletic director to provide training for all coaches around mental health resources and supports to better equip them when students are having mental health struggles.

**All Staff:** Time is built into staff professional growth sessions for staff to engage in wellness activities as well as learn strategies to prioritize their own well-being, combat burnout and set healthy boundaries.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

### Strategy/Activity 2

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

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

All students.

## Strategy/Activity

Our comprehensive **Activity Program** (Associated Student Body) strives to give students the opportunity to unplug from the pressure and stress of academics by offering ways to connect, explore and engage in activities and unique events in an effort to enhance the total high school experience for all students. Our ASB also works to create a safe and welcoming campus culture by increasing student awareness. Below are the specific strategies used by ASB to enhance our student Social Emotional well-being:

**Human Relations Events:** Our sophomore and juniors will work with a guest speaker to create a culture of connection, empathy, value, inclusiveness, appreciation and respect.

**Class specific Assemblies:** Each class will come together to create connections within the class.

**Sandy Hook Promise:** "Start with Hello" and "See Something, Say Something" campaigns will be held throughout the year to help enforce a safe school climate. This program brings awareness to the growing epidemic of social isolation.

**Awareness Campaigns:** "No Place For Hate", "Mental Health" and "Gender & Sexuality Awareness" campaigns will be held over the course of the school year to continue building a culture of understanding, inclusion and celebration of diversity.

**Clubs and extracurricular Programs:** ASB offers over 75 clubs for students to join in order to connect with others of similar interest. Club Rush and Culture Rush both support connecting students to all our offerings.

**Link Crew:** Mentor program for our 9th graders which begins during "Welcome Week" and works to transition and connect freshmen to our campus. Events include the 100' Banana Split, Cocoa & Cram study sessions, freshman tailgate etc.

**Lunch Time De-stress Activities:** PTSA works with ASB to offer de-stress activities on the lawn once every 2 weeks.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 3

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

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

All students.

## Strategy/Activity

All students are enrolled in a **Homeroom** for the four years they attend Westview. The homeroom teacher serves as the point of contact for the student regarding the dissemination of school information. The goal is that the student will develop a connection to the homeroom teacher, providing an adult on campus the student can go to. Below are specific strategies used in homeroom/SSH to support student social emotional well-being:

**Mindful Minute:** Students and staff engage in the mindful moment at the start of SSH every Tuesday and Thursday. Students are encouraged to put away all devices.

**The Wolverine Way:** Our school wide expectations (CARE) are discussed and addressed in homeroom. Students gain a clear understanding of what desired behaviors in our school setting look like.

**Meaningful Relationships:** All school lessons regarding anti-bias and identity are occasionally conducted in homeroom or period 2.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

### **Strategy/Activity 4**

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

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

All students.

#### **Strategy/Activity**

At Westview High School the **Intervention TOSA** works closely with the intervention counselor to use data to identify students who are struggling academically and develop systems of support for these students. Data includes D/F grades, attendance, past grades from transcripts, and with specific students, standardized testing information. Demographic data (gender, race/ethnicity, when entered PUSD, EL classification) were also used to identify trends of students needing extra support. A bi-weekly meeting was established to discuss systems and specific students and was attended by a larger intervention team. In terms of all staff, the counselor and TOSA presented intervention information and the did an activity on the importance of connections.

The TOSA also supported Academic Success classes by offering training, curriculum, surveying students, and by “pushing in” to the classes. TOSA met with a small group of students with a study skills focus, and met with these students at lunch to discuss topics such as self-advocacy, the importance of sleep, and also monitored their grades.

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

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

Amount(s) Source(s)

### **Strategy/Activity 5**

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

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

Incoming 9th graders identified as needing early connection to high school

#### **Strategy/Activity**

Our summer Bridges Program will support the transition of struggling 8th graders from our feeder middle schools and connect them to teachers and student leaders who will help them navigate high school. The program will help them acclimate to the social and academic expectations of a high school student.

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

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

Amount(s) Source(s)



# Annual Review

## SPSA Year Reviewed: 2021-22

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

### ANALYSIS

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

While our strategies to support the social emotional needs of students are in place to support all students, we will work closely with our Intervention TOSA, counseling and administrative teams to track the needs of our most at-risk students in regards to discipline, other means of correction, attendance and counseling needs. Our 9th and 11th grade students will be completing the CHKS this fall in order to track school connectedness progress.

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

No differences between intended implementation and/or budget expenditures.

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

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

## Goal 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

For the 2022/2023 school year, Westview will continue to foster a climate of inclusion and belonging as measured by the California Health Kids Survey. We will continue to work to improve the CHKS indicator "Feeling a Part of the School" by 3% points over this year, increase the indicator "Safety at School" by 5% points and decrease the indicator "Harassed or Bullied at School: by 3% points.

### Identified Need

The Board approved the Poway Unified School District's comprehensive Racial Equity and Inclusion Plan, Resolution 116-2020 entitled "Reaffirming Poway Unified School District's Commitment to Fight Racism and Correct Systemic Inequity," (approved June 25, 2020 Board meeting) .The plan includes input from the above resolution, student leaders, staff, as well as other representative diverse parent and community groups working to fight racism and support inclusion for students and staff of color.

### Alternative Metrics

"No Place For Hate" Surveys  
Westview's Hate, Harassment & Racism Reporting Form

### Annual Measurable Outcomes

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome   |
|---|---|--|
| <p><b>School Wide</b><br/>Westview staff and students will engage in activities that address equity, inclusion, diversity and bias in order to create conditions in which all students feel valued and welcome at school.</p> | <p>Participation in ASB and homeroom activities, professional development, parent and student forums or focus groups.</p> | <p>Increase participation rate in all activities and examine which are optional vs. school wide.<br/>Increased staff voice in Equity team and site professional development conversations around equity and inclusion.</p> |
| <p>Increase "Feel a Part of the School" indicator on CHKS by 3% points.</p>   | <p>2021 CHKS reported 54% "agree" or "strongly agree" they feel they part of the school.</p>                              | <p>2023 CHKS "Feel a Part of the School" indicator: 57% "agree" or "strongly agree"</p>  |
| <p>Increase "Safety at School" indicator on CHKS by 5% points.</p>  | <p>2021 CHKS reported 76% "feel safe" or "very safe" when at school.</p>  | <p>2023 CHKS "Safety at School" indicator: 81% "feel safe" or "very safe"</p>  |
| <p>Decrease "Harassed or Bullied at School" indicator on CHKS by 3% points.</p>   | <p>2021 CHKS reported 25% have been harassed or bullied on school property in the last 12 months.</p>                     | <p>2023 CHKS "Harassed or Bullied at School" indicator: 22% have been harassed or bullied on school property in the last 12 months.</p>  |

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| Maintain or increase enrollment numbers in our Multicultural Literature English section and Ethnic Studies section. | Multicultural Literature English - 1 section 21/22<br>Ethnic Studies - 2 sections 21/22 | Multicultural Literature English - 1 or 2 sections<br>Ethnic Studies - 3 sections |
| <b>English Learner</b>  |   |   |
| <b>EDY/Title I</b>  |   |   |
| <b>Student with Disabilities</b>  |   |   |

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

## Strategy/Activity 1

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

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

All students will benefit from improved culturally competent practices and policies that are designed to accommodate differences in students' contexts for their learning and experience.

### Strategy/Activity

Westview's Equity team, consisting of staff, teachers and administrators, will continue to attend SDCOE equity team training to build leadership for equity skills in order to support the training, learning and conversation amongst staff and students. This team will lead professional development for staff, host student focus groups to collect data and continue to identify where investments in equity/inclusion need to be established. This team will also support the work of select teachers on campus as they engage in teaching and learning using themes presented in the text "Grading for Equity". The team will include more teacher voice by seeking out representation from all departments.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 2

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

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

All students will benefit from access to broad knowledge of histories, culture and societies.

### Strategy/Activity

The Humanities department will continue to review PUSDs Core Literature List and make revisions to curriculum. Curricular teams will continue to develop diverse curriculum and meaningful activities in order to diversify our narrative. The English department will diversify the voices of the sources in texts in order to make it more engaging for all students. They will add diverse sources through books, short stories, poems, music, TED talks, etc. which students will use to work collaboratively in order to highlight experiences, contributions and relevance of our diverse community.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 3**

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

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

All students will benefit from PBIS as an approach to promote and enforce our schoolwide behavior expectations.

#### **Strategy/Activity**

Establish and use restorative practices to help students negotiate conflict, practice respectful listening and express themselves in a healthy manner. Restorative practices will also be used as a preventative measure when possible. Westview staff will continue to engage in training on restorative practices while simultaneously reminding students what "The Wolverine Way" (or schoolwide expectations) looks like in the classroom, outside of the classroom and in the community. The Wolverine Store (launched last year) will now be available to students every 2 weeks. Students can redeem earned "Wolverine Bucks" as a reward system for positive schoolwide behavior.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 4**

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

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

All students will benefit from a reporting tool as the conflicts that are reported will illuminate key issues affecting our student body.

#### **Strategy/Activity**

Westview provides the means for students to report incidents of hate, harassment and racism via an anonymous online reporting tool. This will be monitored and reviewed daily by administration. This tool stands to support our work in conjunction with the "Sandy Hook Promise - See Something, Say Something" campaign we run on campus every year.

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

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

Amount(s)

Source(s)

### **Strategy/Activity 5**

## Students to be Served by this Strategy/Activity

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

All students will benefit from building respectful relationships, connections and belonging.

## Strategy/Activity

Westview staff and administration will continue to solicit feedback by meeting with various student and parent groups (Black Student Union, Peer Counselors, Associated Student Body, Diversify Our Narrative, No Place For Hate, Gay Straight Alliance) regarding curricular and co-curricular student experiences. This feedback will drive planning for No Place For Hate activities and lessons as well as conversation regarding school culture and policies.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Westview's equity team continued to attend virtual training sessions throughout the 2021/2022 school year. The training was effective in supporting a plan to build capacity in staff to host dynamic interactive exchange of experiences. This training combined with the work of our Humanities department (to diversify our literature) and select teachers (who engaged in professional development around "Grading For Equity"), has increased the dynamic conversations around equity on our site. Our current Ethnic Studies courses are full and gaining popularity every year. Our plan has been effective in managing and monitoring our "Hate, Harassment & Racism" reporting tool as we addressed 12 instances of bullying using restorative practices. Overall our strategies were effective in laying a foundation in the work that needs to be done to strengthen and maintain a safe, healthy and positive learning environment.

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

No differences between intended implementation and/or budget expenditures.

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

While we have adjusted our strategies to be school wide, will take a closer look at discipline, attendance and truancy data of our subgroups to further identify areas of connection needs in order to make sure all students feel valued at Westview.

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Safe and Inclusive Learning Environments: Engage students and staff with social emotional wellness supports in order to create safe, positive and healthy learning environments that demonstrate value for the individual; and advance each and every student toward their greatest potential.

## Goal 5: Chronic Absenteeism

During the 2022/2023 school year, Westview will work to decrease our overall chronic absenteeism rate by 1% point from 9.8% (2022) to 8.8% with particular focus on our African American students and socioeconomically disadvantaged students. We will also work to increase our attendance rates in our underserved student populations.

## Identified Need

This need was identified by looking at our district data around attendance.

## Alternative Metrics

California Healthy Kids Survey

## Annual Measurable Outcomes

| Metric/Indicator   | Baseline/Actual Outcome       | Expected Outcome            |
|--|-------------------------------|-----------------------------|
| <b>School Wide</b><br>Chronic Absenteeism<br>Attendance Rate     | 9.8% (2022)<br>96.9% (2019)   | 8.8% (2023)<br>97% (2023)   |
| <b>English Learner</b><br>Chronic Absenteeism<br>Attendance Rate | 19.44% (2022)<br>96.5% (2019) | 18.44% (2023)<br>97% (2023) |
| <b>EDY/Title I</b><br>Chronic Absenteeism<br>Attendance Rate     | 20.65% (2022)<br>95.2% (2019) | 19.6% (2023)<br>96% (2023)  |
| <b>Student with Disabilities</b>                                 |                               |                             |

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

## Strategy/Activity 1

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

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

All students with an emphasis on students who are socioeconomically challenged and African American students will benefit from Westview's plan on how to identify and intervene early with consistently absent or truant students.

### Strategy/Activity

Our counseling team will work with our attendance office to detail the process of identifying students who are habitually truant or absent. The process will further outline how, when and who will work to make contact with the family, schedule conferences with the student and family to discuss student experience and identify barriers to school attendance. Included in the process are multiple ways to connect and partner with the families (phone calls, letters, home visits). Once system and family barriers are identified, our counseling team will work to set up interventions and supports. Student performance will then be monitored by team of teachers, counselor and administrator.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Educationally Disadvantaged Youth

English Learners

### Strategy/Activity 2

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

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

All students with an emphasis on students who are socioeconomically challenged and African American students will benefit from an increased focus on engaging instruction in which members authentically connect with one another through dynamic, interactive exchange of experience.

### Strategy/Activity

Administration and staff will engage in weekly learning walks which include visits to classrooms in order to get a measure of student engagement and gauge equity practices. Learning walks will serve to inform staff on the culture of engaging instruction with culturally responsive teaching in our classrooms.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

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

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

All students with an emphasis on socioeconomically challenged students and African American students will benefit from a positive, caring and inclusive school culture and climate.

## Strategy/Activity

We will conduct an annual school climate survey (No Place For Hate or CHKS) to measure our school's conditions for learning. Our ASB will work to create a safe and welcoming environment by increasing student awareness and connection opportunities through co-curricular activities. Our counseling department will provide services in support of student social emotional well being which includes support groups, mentoring, and awareness programs. Lastly, our staff will work to nurture positive relationships with students and families by way of homeroom, parent groups, hosting Back To School Nights, partnering with volunteers, and soliciting feedback from families on student experience.

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

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

Amount(s)

Source(s)



# Budget Summary

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

## Budget Summary

| Description   | Amount      |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$          |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$45,078.50 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs           | Allocation (\$) |
|-----------------------------------|-----------------|
| Educationally Disadvantaged Youth | \$38,687.74     |
| English Learners                  | \$6,390.76      |

Subtotal of state or local funds included for this school: \$45,078.50

Total of federal, state, and/or local funds for this school: \$45,078.50

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

## Expenditures by Funding Source

| Funding Source                    | Amount    |
|-----------------------------------|-----------|
| Educationally Disadvantaged Youth | 38,687.74 |
| English Learners                  | 6,390.76  |

## Expenditures by Budget Reference

| Budget Reference  | Amount    |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries                        | 25,964.93 |
| 2000-2999: Classified Personnel Salaries                          | 3,390.76  |
| 4000-4999: Books And Supplies                                     | 9,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | 6,722.81  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference  | Funding Source                    | Amount    |
|---|-----------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries                        | Educationally Disadvantaged Youth | 25,964.93 |
| 4000-4999: Books And Supplies                                     | Educationally Disadvantaged Youth | 7,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | Educationally Disadvantaged Youth | 5,722.81  |
| 2000-2999: Classified Personnel Salaries                          | English Learners                  | 3,390.76  |
| 4000-4999: Books And Supplies                                     | English Learners                  | 2,000.00  |
| 5800: Professional/Consulting Services And Operating Expenditures | English Learners                  | 1,000.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 29,464.93          |
| Goal 2      | 15,613.57          |

# 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.

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.

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review.

# Recommendations and Assurances

Your site's School Site Council (SSC) must recommend your SPSA and the proposed expenditures to PUSD's Board for approval. In addition, the SSC must assure 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 English Language Advisory Committee (EC Section 64001[c])

Directions: Download PUSD's School Site Council Membership/Recommendations & Assurances Form by [clicking here](#), complete, and return to LSS for review. Be sure your site's ELAC chair has signed and dated the form. Lastly, both the principal and SSC chair must sign the Assurances section agreeing that:

The SSC has reviewed the content requirements for school plans of programs included in this SPSA and believe all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. Further, they agree that the SPSA is based on a thorough analysis of student academic performance and that the actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

Upon completion, return to LSS for review.

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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