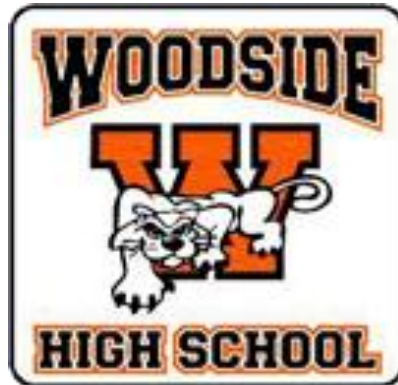


Single Plan for Student Achievement

Woodside High School



A Resource for the School Site Council

School: Woodside High School

District: Sequoia Union High School District

County-District School (CDS) Code: 41690624138053

Principal: **Diane Burbank**

Date of this revision: May 14, 2018 – *Approved by WHS School Site Council*

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: **Diane Mazzei**

Position: Instructional Vice Principal

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WHS WASC Chair: **Gay Buckland**, gbuckland@seq.org

The District Governing Board approved this revision of the SPSA on May 23, 2018.



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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:

Goal 3: Promote and increase school/District and community connectedness by providing quality site and district-wide parent engagement and education opportunities.

Goal 7: Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrument, graduation, dropout, suspension, and expulsion rates.

Goal 1: Continue to hire the most qualified teachers for openings in the District, while seeking to increase the number of teachers who reflect demographically the students we serve.

SCHOOL GOAL: #1 All stakeholders will support the 8 Conditions for developing student aspirations in addition to activities that foster greater spirit, pride, and participation in the school community.

CAN/CSLN: To establish a school culture based on the *8 Conditions* and to build a spirited school community.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • Quaglia School Voice survey May 2017 School is a welcoming & friendly place 75.9% Students respect teachers 51.3% I feel accepted for who I am 77.5% I have a teacher who is a positive role model 83.5% I am proud of my school 61% School is boring 47% • Quaglia School Voice survey May 2016 School is a welcoming & friendly place 72% Students respect teachers 50% I feel accepted for who I am 72% I have a teacher who is a positive role model 81% I am proud of my school 63% School is boring 50% 	<ul style="list-style-type: none"> • Students consistently identify WHS as a welcoming and friendly place (75.9% in 2017 - average over 7 years of 75.4%). • The Panorama Survey result of 3.3/5 overall for School Climate (66%) and 3.0 for School belonging (60%) are lower percentages than similar questions on the Quaglia survey. • There needs to be continued use of follow up focus groups (like the BOSA led groups in 2017-2018) to supply narrative behind the numbers from both Panorama and MyVoice surveys. • Students reported in 2017 that “Teachers believe in me and expect me to be successful” at a 7 year high of 80.3% (7 year average of 77.9%) with 15.8% undecided. • Only 11.4% of students responding disagreed 	<ul style="list-style-type: none"> • SDMC/SSC/DCs will review the data annually and make recommendations and changes • Aspirations Collab 2 will review the data and make recommendations <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> • 2018-19 SUHSD Certificated Staffing Allocation • 2018-19 Site Discretionary Budget • 2018-19 Site Categorical Budget

<ul style="list-style-type: none"> • My Voice student surveys 2011 – 2015 • Panorama Survey Fall 2017 How excited are you about going to your classes? 2.5/5 How connected do you feel to the adults at your school? 2.7/5 How well do people at your school understand you as a person? 2.9/5 How often do you worry about violence? 4.1/5 • BOSA led focus groups 	<p>with “WHS is a community that fosters and supports the 8 Conditions”.</p> <ul style="list-style-type: none"> • There will need to be some calibration between the data points on the MyVoice survey and the Panorama survey. This will become clearer as WHS generates more longitudinal data from Panorama to compare with MyVoice. 	
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STRATEGY 1:
Teachers incorporate the language of the 8 Conditions into their course syllabi and at Back to School Night and Open House and in other publications.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2018	Teachers	Every syllabus will include at least one of the 8 Conditions.	<ul style="list-style-type: none"> • Quaglia \$50,000 (District Fund) • \$1,000 PR materials (Principal’s Discretionary Funds) • \$5,000 timesheet work for the Aspirations Team Leaders (WHSF)
August 2018	Admin/Teachers/DCs	8 Conditions posters will be in each classroom and learning space.	
August 2018	Admin/Student Activities director	Every student planner will have the 8 Conditions listed.	

STRATEGY 2:

All school assemblies (three student assemblies, In-coming parent night, Freshman introductory assembly) incorporate the 8 Conditions.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August, October, March (detailed below) August 2018 September 2018 October 2018 March/April 2019	Leadership students Activities Director BOSA student activities BOSA Leadership classes, BOSA, class officers Leadership classes	The students, events, and accomplishments honored at WHS' all school assemblies will have 8 Conditions as part of the assembly theme. Incoming 9th graders' assembly will focus on Sense of Belonging, general WHS details, an introduction to key people on campus, and we hand out tassels to promote four year vision. All school welcome assembly will highlight the "Woodside Way" and the 8 Conditions and introduce new teachers (Heroes). Homecoming Rally focuses on the Sense of Accomplishment to recognize student achievement, National Merit Scholars, and to celebrate WHS. The Spring assembly targets the Spirit of Adventure; it celebrates clubs and cultures at WHS, and Confidence to Take Action in student achievement (Spring sports, for example).	<ul style="list-style-type: none"> <li data-bbox="1598 451 1955 509">• \$800.00 Materials (BOSA Funds)

STRATEGY 3: Students, staff, and parents use technology to promote examples of the 8 conditions at Woodside (PTSA email blast, Wildcat Spirit Instagram, Wildside Snapchat, online voting, revised announcement format, Student/Athlete of the Week initiative).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
PTSA email – (weekly 2018-2019) (On-going) September 2018, March 2019, April 2019 Weekly (2018-2019)	PTSA Leadership Classes Leadership Classes Athletic Director, Leadership classes	Send email to WHS Community every Sunday in the school year. Post student events and highlight student achievements (Belonging & Sense of Accomplishment). Make voting accessible to ALL students to elect student leaders and representatives via online in-class voting. SOW/AOW - Staff will nominate students who embody 8 Conditions in class or in team pursuits. Students will interview and publish write-ups to honor the on-campus student heroes.	<ul style="list-style-type: none"> District General Fund

STRATEGY 4:

Woodside's SOS program promotes positive relationships based on the 8 Conditions through its programs (Big Cat/Little Cat, Freshman Transition, Unity Project, Increase the Peace Week).

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Big Cat/Little Cat August 2018 & September 2018	SOS	Upper classmen will match with new students and send welcome letters, then will meet up with new students at a school event and/or have lunch together.	<ul style="list-style-type: none"> \$70,500 Release periods (2018-19 SUHSD Certificated Staffing Allocation) \$23,500 Release period-SSA (Site Discretionary Funds) \$ 5,000 Training Student Leaders for Conflict Mediation and Safe School Ambassadors (SSA) (Site donation funds)
Unity Project – January 2019	SSA	Students will organize and implement a school-wide paper chain activity to promote unity, community, connections and tolerance within our WHS Sense of Belonging	
Freshman Transition August 2018 –January 2019	SOS	Students will meet in August to plan appropriate activities for the current campus climate. Students will then teach in-class lessons from Aug through January.	

LEA GOAL: Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measureable progress in mastering grade level CCSS.

SCHOOL GOAL: #2 All Woodside High School students will show academic growth on the ELA and Math CAASPP assessments.

CAN/CSLN: To close the achievement gap through an emphasis on the development of literacy skills.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> 11th grade ELA SBAC scores & results (Dashboard - 2017) ELA 2015-2016 377 students tested 56.8% met or exceeded ELA 2016-2017 395 students tested 69.6% met or exceeded ELA 2015-2016 EL/RFEP 143 students tested 35.7% met or exceeded	<ul style="list-style-type: none"> Overall in ELA there was growth from 56.8% to 69.6% meeting or exceeding standards. EL/RFEP showed promising gain from 35.7% to 47.4% meeting or exceeding standards in ELA. Overall in Math there was growth from 34.5% meeting or exceeding standards to 43.9%. 	WHS IVP and DCs regularly evaluate progress and make adjustments and changes when necessary. Where can a budget plan of the proposed expenditures for this goal be found? <ul style="list-style-type: none"> 2018-19 SUHSD Certificated Staffing Allocation 2018-19 Site Discretionary Budget 2018-19 Site Categorical Budget

<p>ELA 2016-2017 EL/RFEP 137 students tested 47.4% met or exceeded</p> <ul style="list-style-type: none"> • 11th grade Math SBAC scores & results (Dashboard - 2017) <p>Math 2015-2016 380 students tested 34.5% met or exceeded</p> <p>Math 2016-2017 396 students tested 43.9% met or exceeded</p> <p>Math 2015-2016 EL/RFEP 149 students tested 18.1% met or exceeded</p> <p>Math 2016-2017 EL/RFEP 139 students tested 23% met or exceeded</p>	<ul style="list-style-type: none"> • EL/RFEP showed a gain from 18.1% to 23% meeting or exceeding standards in Math (5% growth). 	
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STRATEGY 1:
WHS teachers will periodically do sample questions and activities that model task expectations on the ELA and Math CAASPP assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2018 – March 2019	<p>Asst superintendent Google Drive</p> <p>Teachers develop questions</p>	<p>Using the District generated sample questions or those developed for individual subject areas, teachers will give students model questions for preparation of the CAASPP.</p> <p>Teachers will integrate these questions into lessons in a natural method to promote familiarity and fluency in task development.</p>	<ul style="list-style-type: none"> • Collaboration Time built into the WHS bell schedule • \$4,500 Teacher timesheet to develop curriculum (WHSF)

STRATEGY 2:

Math and English teachers will provide interim assessments as a model to prepare students for the CAASPP testing.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
November - December 2018 on-going (2018 – 2019)	IVP, Math DC, English DC, Teachers of ELA, Teachers of math	Students will be prepared for and participate in an interim assessment. Include sample questions periodically throughout units for teachers to use; shared in Google Drive.	<ul style="list-style-type: none"> District provided CASSPP practice questions

STRATEGY 3: Core departments will have ongoing release days by grade level or by course to align curriculum, assessments, and common units.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September 2018 - February 2019	English, Math, Social Studies, Science Dept Chairs IVP	All Core Dept have received training to implement Common Core strategies to meet CC standards. They now need time to design lessons, units, and assessments.	<ul style="list-style-type: none"> District funded release days \$12,500 timesheet curriculum development and assessment calibration (WHSF) \$16,500 Department release days (Principal discretionary funds, WHSF, donations)

LEA GOAL: Goal 5: Access to and be encouraged to enroll in a rigorous course of study, enabling them to graduate prepared for college and/or career as measured by A-G and/or CTE pathway completion.

Goal 8: Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population. Goal 6: Student access to and encouragement to enroll in AP/IB courses.

SCHOOL GOAL: #3 The number of graduates meeting the UC/CSU A-G requirements will increase by a minimum of 5% in all sub groups over the 2016-2017 baseline.

CAN/CSLN: To close the achievement gap through an emphasis on the development of literacy skills.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> Infinite Campus Formative Attendance A-G completion rates (Dashboard - 2017) <p>2013 - 353 graduates 53.3% A-G 2014 - 308 graduates 51.9% A-G 2015 - 347 graduates 57.9% A-G 2016 - 378 graduates 61.9% A-G</p> <p>SPED 2013 - 20.9% 2014 - 14.3% 2015 - 27.8% 2016 - 13.3%</p> <p>EL/RFEP 2013 - 27.8% 2014 - 34.3% 2015 - 34.4% 2016 - 35.3%</p> <p>AVID 2013 - 93.5% 2014 - 82.2% 2015 - 78.4% 2016 - 84.6%</p> <p>Academies 2013 - 31.8% 2014 - 34.4% 2015 - 45.9% 2016 - 37.5%</p> <p>Compass 2013 - 55.3% 2014 - 29.5% 2015 - 42.9%</p>	<ul style="list-style-type: none"> There has been a four year increase in overall A-G completion rates 53.3% in 2013 to 61.9% in 2016. RFEP/EL increased from 27.8% A-G completion in 2012 to 35.3% in 2016. SPED decreased from 20.9% A-G completion in 2012 to 13.3% in 2016. Special programs have strong A-G completion rates but have seen a decline (AVID in 2012 93.5% A-G compared to 2016 84.6%. Compass in 2012 55.3% A-G to 2016 21.4%). Most sub-groups have shown increases in A-G completion rates, however the gap between certain groups, though narrowing, persists. 	<p>WHS IVP, counselors, and program leads evaluate progress and make adjustments and changes when necessary</p> <p>SDMC/SSC monitors and makes recommendations</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> 2018-19 SUHSD Certificated Staffing Allocation 2018-19 Site Discretionary Budget 2018-19 Site Categorical Budget

<p>2016 - 21.4%</p> <p>African/American 2016 11 graduates</p> <ul style="list-style-type: none"> • 27.3% A-G completion <p>2017 8 graduates</p> <ul style="list-style-type: none"> • 50% A-G completion <p>Asian 2016 10 graduates</p> <ul style="list-style-type: none"> • 90% A-G completion <p>2017 12 graduates</p> <ul style="list-style-type: none"> • 91.7% A-G completion <p>Hispanic/Latino 2016 181 graduates</p> <ul style="list-style-type: none"> • 44.2% A-G completion <p>2017 208 graduates</p> <ul style="list-style-type: none"> • 47% A-G completion <p>White 2016 104 graduates</p> <ul style="list-style-type: none"> • 83.7% A-G completion <p>2017 135 graduates</p> <ul style="list-style-type: none"> • 83.7% A-G completion <ul style="list-style-type: none"> • School Profile 		
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STRATEGY 1:
Guidance department meets with all 9th graders to develop a four year plan using an A-G template.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
February - April 2019	Guidance counselors	Each student will form their schedule through discussion and encouragement using a course selection template that clearly identifies A-G requirements to create a rigorous course of study.	<ul style="list-style-type: none"> • \$8,000 Naviance License (Principal's discretionary Funds)

STRATEGY 2: Summer school courses will be promoted and recommended to those students earning Ds and Fs in the spring semester in A-G courses (math, science, English, social studies) to re-align to a four year A-G plan.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
March 2019 – April 2019	Teachers Guidance counselors (Summer school staff)	<p>Teachers and counselors inform and enroll students in summer school who earned Ds or Fs.</p> <p>Counselors will meet with students to ensure access to summer school requirements.</p> <p>Summer school staff will make individual contact with students not in attendance.</p>	<ul style="list-style-type: none"> \$ 100,000 Summer School Staffing (District Funding)

STRATEGY 3:
Guidance department reviews and adjusts the A-G completion plan with each student during their class scheduling meetings in the spring.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
February 2019 – April 2019	Guidance IVP Director of Technology (District)	<p>Counselor will review the previous course selection template for A-G completion with each student and update it accordingly.</p> <p>IVP will work with District Director of Technology on adjusting IC to allow students to interact with their A-G completion plan.</p>	<ul style="list-style-type: none"> \$2,500 Release days (WHSF)

LEA GOAL:

Goal 1: Continue to hire the most highly qualified teachers for openings in the District, while seeking to increase the numbers of teachers who reflect demographically the students we serve.

Goal 2: Access to a rich, well-rounded curriculum that is aligned to Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and ELD Standards, and will make measurable progress in mastering grade level CCSS.

Goal 4: Improve overall the learning outcomes of English Learners, specifically those identified as Long Term English Learners (LTEL) or at risk of becoming LTEL.

SCHOOL GOAL: #4 Those English Learners consistently enrolled in WHS courses during 2017-18 will advance at least one level of proficiency as measured by the total score on the Spring 2018 ELPAC Exam.

CAN/CSLN: To close the achievement gap through an emphasis on the development of literacy skills.

<p>What data did you use to form this goal?</p> <p>CELDT Data Reports (WHS SPSA 3/15/2017 pg 113-114)</p> <p>2017 - 232 tested: 24 Advanced 10% 78 Early Adv 34% 63 Intermediate 27% 29 Early Int 13% 38 Beginner 16%</p> <p>2016 - 275 tested 30 Advanced 12% 88 Early Adv 32% 69 Intermediate 25% 28 Early Int 10% 60 Beginner 22%</p> <p>GMRT Results (Site April 2017) AMAO's SUHSD Demographic Dashboard Data Reports -</p> <p>2017-2018 251 EL In CA schools: less than 6 years 86 6 yrs or more 165</p> <p>2016-2017</p>	<p>What were the findings from the analysis of this data?</p> <ul style="list-style-type: none"> • Approximately 66% of our current EL students have been in US schools for six or more years and are in English Support classes if they are reading below grade-level. • The percentage of LTEL has increased over the past four years. • The change in LTEL population requires additional training for teachers in strategies for language acquisition. • 35% of our EL students matriculate from Kennedy Middle School. • There is a need for articulation with our Redwood City schools to improve EL curriculum. • A higher percentage of ELs scored Intermediate or above on the CELDT in 2017 (71%) than in 2016 (69%). • Though WHS has seen modest level advances in proficiency levels on the CELDT, ELAC expressed interest and 	<p>How will the school evaluate the progress of this goal?</p> <p>WHS BRT/IVP and SDMC/SSC regularly evaluate progress of ELs and make adjustments and changes when necessary.</p> <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> • 2018-19 SUHSD Certificated Staffing Allocation • 2018-19 Site Discretionary Budget • 2018-19 Site Categorical Budget
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<p>233 EL In CA schools: less than 6 years 90 6 yrs or more 143</p> <p>2015-2016</p> <p>193 EL In CA schools: less than 6 years 97 6 yrs or more 96</p> <p>2014 - 2015</p> <p>212 EL In CA schools: less than 6 years 152 6 yrs or more 60</p>	<p>concern in tracking the changes the ELPAC will bring to identification of EL language ability.</p>	
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STRATEGY 1:
WHS will increase the percent of students meeting reclassification criteria by 10% (LEA and Site goal) from 2017 ELPAC levels by Spring of 2019.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>2018-2019 BRT tasks & staff roles</p>	<p>BRT, IVP, Teachers</p>	<p>Collect and analyze school-level summative and formative ELA and English learner data.</p> <p>Identify students from each grade level for reading interventions and their specific literacy needs.</p> <p>Continue to identify and monitor students who are close to reclassification. Share information gathered with staff.</p> <p>Continue to share ELPAC “type” questions with staff-transfer into classroom activities.</p>	<ul style="list-style-type: none"> • \$94,000 Bilingual Resource Teacher .8 FTE (District Funds) • Collaboration Time built into the bell schedule • \$4,500 Teacher timesheet to develop curriculum (WHSF)

STRATEGY 2:

WHS will reach 100% participation in EL Achieve training for core content teachers and 75% of all certificated and administrative staff by 2020.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Master Plan Design August-December 2018	Dept. Chairs, Admin, District, Certificated Teachers, BRT	2018-19 school year: Increase literacy skills for our EL population. Implement a master plan to train certificated staff in EL Achieve.	<ul style="list-style-type: none"> District Professional Development Training

STRATEGY 3:

WHS will continue to heterogeneously group its long-term English Learners in core content classes with EL Achieve trained teachers using aligned curriculum and common assessments.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Curriculum 2018-19 School Year.	Principal, IVP, Dept. Chairs	Align curriculum and common assessments in core subject areas to CCSS, NGSS, and ELD standards <ul style="list-style-type: none"> Partner with the District to research and secure materials for newcomers. Partner with the District to research and secure common core aligned textbooks specifically designed for ELD students. 	<ul style="list-style-type: none"> \$10,500 timesheet curriculum development and assessment calibration (WHSF) \$6,500 Department release days (Principal discretionary funds, WHSF, donations)

LEA GOAL:

Goal 7: Promote positive learning environments that will result in students maintaining positive behavior and engaging in their educational experiences as measured by credit accrual, graduation, dropout, suspension, and expulsion rates.

Goal 8: Foster youth will have access to academic resources and supports on at least an equal basis as other students, and their educational outcomes will mirror that of the general population.

Goal 6: Student access to and encouragement to enroll in AP/IB courses.

SCHOOL GOAL: #5 The percentage of freshman who complete at least 50 credits with a C or better by the end of their freshman year (post summer school) will increase by 5% from the 2016-17 baseline.

CAN/CSLN: To close the achievement gap through an emphasis on the development of literacy skills.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> • Infinite Campus 9th grade Formative GPA & Credits (Dashboard 2017) <p>9th grade overall</p> <p>'13-'14 463 students</p> <ul style="list-style-type: none"> • 2.83 GPA • 78% 60 credits or more <p>'14-'15 465 students</p> <ul style="list-style-type: none"> • 2.95 GPA • 82% 60 credits or more <p>'15-'16 466 students</p> <ul style="list-style-type: none"> • 2.95 GPA • 84.2% 60 credits or more <p>'16-'17 475 students</p> <ul style="list-style-type: none"> • 2.9GPA • 79.6% 60 credits or more <p>EL/RFEP</p> <p>'13-'14 259 students</p> <ul style="list-style-type: none"> • 2.45 GPA • 71.5% 60 credits or more <p>'14-'15 247 students</p> <ul style="list-style-type: none"> • 2.41 GPA • 66.7% 60 credits or more <p>'15-'16 289 students</p> <ul style="list-style-type: none"> • 2.52 GPA • 73.1% 60 credits or more 	<ul style="list-style-type: none"> • Only 43.9% of LTEL completed 50 credits in 2017. • There has been a 32.7% to 41% increase in credit completion in the SAAP program over the four-year spread. • On-site programs like AVID, Compass, and BUILD continue to have high percentages of 9th graders earning 50 credits or better. • Current and former EL students are significantly behind the general population in both GPA and credits. • Though WHS has a variety of programs that are having success at increasing credit completion (Compass, BUILD, AVID), the achievement gap between sub-groups persists. 	<ul style="list-style-type: none"> • Continue to annually measure 9th grade credit completion. • Leaders of SAAP and AVID will monitor, evaluate, and make changes. • SDMC/SSC will monitor, analyze and make recommendations <p>Where can a budget plan of the proposed expenditures for this goal be found?</p> <ul style="list-style-type: none"> • 2018-19 SUHSD Certificated Staffing Allocation • 2018-19 Site Discretionary Budget • 2018-19 Site Categorical Budget

'16-'17 286 students

- 2.23 GPA
- 63.7% 60 credits or more

AVID

'16-'17 52 students

- 3.06 GPA
- 92.3% 60 credits or more

Compass

'16-'17 87 students

- 2.26 GPA
- 73.5% 60 credits or more

Build

'16-'17 15 students

- 2.53 GPA
- 80% 60 credits or more

SAAP

'15-'16 56 students

- 1.54 GPA
- 32.7% 60 credits or more

'16-'17 69 students

- 1.55 GPA
- 41% 60 credits or more

African/American

'15-16 9 students

- 2.5 GPA
- 55.6% 60 credits or more

'16-'17 10 students

- 2.98 GPA
- 90% 60 credits or more

Asian

'15-16 23 students

- 3.57 GPA
- 95.5% 60 credits or more

'16-'17 15 students

- 3.63 GPA
- 92.9% 60 credits or more

<p>Hispanic/Latino '15-16 264 students</p> <ul style="list-style-type: none"> • 2.6 GPA • 76.6% 60 credits or more <p>'16-'17 238 students</p> <ul style="list-style-type: none"> • 2.43 GPA • 70.4% 60 credits or more <p>White '15-16 156 students</p> <ul style="list-style-type: none"> • 3.44 GPA • 96.8% 60 credits or more <p>'16-'17 197 students</p> <ul style="list-style-type: none"> • 3.41 GPA • 89.4% 60 credits or more 		
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STRATEGY 1:
WHS will continue to identify underperforming 9th graders at the end of each progress report and/or via disciplinary referrals to provide them with SAAP intervention, in addition to already identified incoming 9th graders.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
September 2018 monitor progress reports	SAAP advocate, Counselors	Identify underperforming students for SAAP services. Ensure underperforming students are enrolled in relevant summer school/support programs.	<ul style="list-style-type: none"> • \$ 117,500 SAAP Coordinator 1.0 FTE (District General Fund and District donation)

STRATEGY 2:

WHS will continue to offer the COMPASS summer program for incoming freshmen identified as academically at risk.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
April 2018 - May 2018 April 2019 - May 2019	Counselors	Identify and enroll students needing summer support to transition from 8 th grade to 9 th grade. Work to achieve a maximum enrollment of 100 students.	<ul style="list-style-type: none"> District Funded Program \$6,000 Ropes Course (Principal's Discretionary Funds)

STRATEGY 3:

Increase 9th graders completing A-G by 5% in targeted programs BUILD and AVID.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
May 2018 May 2019	AVID coordinator BUILD Teacher Counselors	Identify all 9th graders in their program who are deficient in credits at the end of 1st semester. Ensure all 9th graders in their program who are deficient in credit are enrolled in summer school.	<ul style="list-style-type: none"> \$141,000 AVID Teacher 1.2 FTE (District General Fund) \$10,000 AVID materials and supplies (District Funded) \$35,000 ALEARN Program (Site donation)
May 2018	BRT'S	Train teachers in core content areas in ELA language acquisition skills. Design interventions/support/incentives for reclassification for ELs in BUILD or AVID.	

STRATEGY 4:

Implement the use of Elevation's online data resource to monitor LTELs for graduation progress.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
August 2018 August – November 2018	BRT'S	Train teachers on resource utilization via Elevation program. Design interventions, supports, and incentives to promote and encourage reclassification	<ul style="list-style-type: none">• District Funded

Form C: Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site. If none describe your site, check no boxes.:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).**
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.**
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.**
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.**

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$ 48,800	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.) CPA-Green Academy (e.g., Career and Technical Education [CTE], etc.) CPA-Business Technology Academy (e.g., Career and Technical Education [CTE], etc.)	\$145,900 \$125,790	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$319,690	

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 212,922 (Projected)	
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Carl Perkins Purpose: CTE Programs-purchase materials and supplies	\$58,500	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$271,422	
Total amount of state and federal categorical funds allocated to this school		\$591,112	

Form D: School Site Council Membership

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Diane Burbank	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Mazzei	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Gay Buckland, Kathleen Coughlin	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jascha Dolan, Amy Hanson	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cara Klackle, Sarah Lefort	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meghan O'Holleran, Matt Sahagun	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chuck Velschow, Leslie With	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penelope Cifuentes, Denise Hines	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>
Stefan Sujansky, Evan Farrar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Emma McDowell, Kaitlin Raynor, Michael Sacco	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
Karen Peterson, Amanda Le Blanc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Patricia McBrayer, Bill Steinmetz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Numbers of members in each category	1 <input type="checkbox"/>	10 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: Monday, May 14, 2018

Attested:

<u>Diane Burbank</u> Typed name of School Principal	_____ Signature of School Principal	<u>05/14/2018</u> Date
<u>Matt Sahagun</u> Typed name of SSC Chairperson	_____ Signature of SSC Chairperson	<u>05/14/2018</u> Date