School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	Contact Name and Title	Email and Phone
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CDS Code	**School Site Council (SSC) Approval Date**	**Local Governing Board Approval Date**
33736763330354	May 31, 2024	June 27, 2024

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

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

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

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

This plan is being used by West Shores Middle/High School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

West Shores High School is located 30 miles south of the city of Coachella in Salton City, a small community situated on the west shore of the Salton Sea and serves students in grades seven through twelve following a traditional calendar. During the 2023-24 school year, a total of 513 students were enrolled. The school's enrollment was comprised of 94.2% socioeconomically disadvantaged (SED) students, 15.9% students with disabilities (SWD), 15.6% Migrant Students and 26.6 % English Learners (ELs).

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students and our Students with Disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students.

At West Shores High School, we offer a comprehensive education for students in grades 7-12, covering a wide range of subjects, including Language Arts, Math, English Language Development, Science, Social Science, World Languages, Career and Technical Education, Visual and Performing Arts, Physical Education, and Social Emotional Learning. Our academic programs are designed to cater to diverse interests and career aspirations, ensuring that each student receives a well-rounded education.

We are proud to feature a robust AVID program that prepares students for college readiness and success. To support our freshmen, we have implemented the Link Crew program, which helps them transition smoothly into high school. Additionally, our Associated Student Body (ASB) and extensive Athletics program provide numerous opportunities for student involvement and leadership.

Our Wellness Center is staffed with an Intervention Specialist and a Behavior Technician who are dedicated to supporting the mental and emotional well-being of our students throughout the day. This year, we have also inaugurated our College and Career Center, offering resources such as college visits, FAFSA workshops, scholarship applications, and career exploration tools to prepare students for their future endeavors.

To strengthen the connection between families and the school, we have a full-time Parent Liaison who organizes workshops, services, and activities in our Parent Center. West Shores High School is proud to be the first in the district to receive the Community School's Partnership Program Grant, which supports the needs of our community and students.

Our staff members are trained in Transformational Learning and Positive Behavioral Interventions and Supports (PBIS), working diligently to implement our Transformational Model. This model ensures that every child feels welcomed, valued, and appreciated. We provide daily social-emotional learning for all students and facilitate community-building circles to foster a supportive school environment.

We also offer parent information workshops and training sessions throughout the school year to keep families engaged and informed. At West Shores High School, we are committed to the academic and social growth of every member of our community, striving to create an inclusive and nurturing environment for all.

Educational Partner Involvement

How, when, and with whom did your West Shores Middle/High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The planning process for the annual assessment and improvement of the School Plan for Student Achievement (SPSA) integrated numerous avenues for community partner engagement. These included focused group discussions, cabinet team meetings, and departmental gatherings involving Instructional Leadership Teams, School Site Council, and the English Language Advisory Committee (ELAC). The SPSA underwent thorough review by all staff members. Feedback gathered from these interactions was carefully evaluated by the school's Instructional Leadership Team, School Site Council, and ELAC.

Community Partners provided invaluable insights and suggestions:

Teachers advocated for additional funding to enhance professional development in key areas such as academic standards, instructional materials, technology integration, addressing diverse student learning needs, and managing student behaviors.
Teachers expressed the need for additional instructional resources to enhance literacy and mathematics education. They emphasized the importance of having supplemental materials that align with the curriculum and cater to the diverse learning needs of students.
Teachers and parents urged for increased funding to enhance college and career readiness initiatives. This includes organizing college/university field trips and expanding support for the Advancement Via Individual Determination (AVID) program campus-wide, utilizing categorical funds for this purpose.
Students have conveyed a strong interest in broadening the range of elective programs available to them and seeking out more rigorous academic challenges. They are eager for opportunities to explore diverse subjects beyond the core curriculum and to engage in activities that align with their interests and aspirations.
Parents also stressed the importance of increased teacher engagement outside the classroom, particularly for students facing academic challenges.
Parents expressed a strong interest in exploring various avenues to deepen their understanding of academics and improve their ability to effectively support their children's educational journey.
Staff members identified a pressing need to address and improve student attendance rates as part of the overarching efforts to enhance student outcomes.
Parents, teachers and staff advocated for supplementary resources, activities and support aimed at fostering a positive school culture and climate, as well as additional programs to support basic life skills and access to mental health resources.
All stakeholders—students, parents, teachers, and staff members—emphasized the imperative of attracting and retaining credentialed educators.

School Site Council:
The School Site Council meeting addressed several key topics. These included updating the School Plan for Student Achievement, analyzing student performance data, identifying support strategies for English Language Learners and Students with Disabilities, and allocating funds for supplemental programs. Discussions also covered parent and teacher feedback on school climate, planning college readiness initiatives, and exploring additional support for basic life skills and mental health resources. Additionally, there was collaboration on staff professional development needs and policy alignment with school goals and student needs
Meeting Dates:
August 22, 2023
September 27, 2023
October 5, 2023
November 27, 2023
January 8, 2024
February 13, 2024
February 29, 2024
April 17, 2024

English Learner Advisory Committee
The ELAC meetings discussed various key topics. These included reviewing the School Plan for Student Achievement (SPSA), discussions on reclassification criteria for English Language Learners (ELL), analyzing student achievement and attendance data, and strategizing ways to foster a positive school climate. Discussions focused on evaluating the effectiveness of current strategies outlined in the SPSA, ensuring reclassification criteria align with state guidelines,

identifying areas for improvement in student achievement, addressing patterns of absenteeism, and implementing initiatives to enhance overall school climate and student engagement.

Meeting Dates:
October 10, 2023
December 14, 2024
January 30, 2024
April 17, 2024

Instructional Leadership Team meetings:

Meeting Dates:
February 27, 2024
March 12, 2024
March 26, 2024
April 9, 2024
April 23, 2024
May 7, 2024
May 14, 2024
May 21, 2024

Wellness/MTSS Team meetings:
The Wellness team not only engages in comprehensive discussions aimed at cultivating a positive school culture and addressing various aspects of students' mental health but also ensures alignment with the School Plan for Student Achievement (SPSA). This involves analyzing the SPSA to ensure that its objectives and strategies are congruent with the initiatives and interventions being implemented by the team. Additionally, the team collaborates on a range of interventions categorized into tier 1, 2, and 3 levels to effectively manage and support.

Meeting Dates:
Wednesday Weekly Meetings from August, 2023 through June 2024

College & Career Team meetings:
The College and Career Team takes a proactive approach by thoroughly analyzing grades, student transcripts, graduation status, and conducting in-depth root cause analysis. This meticulous examination allows them to identify areas of strength and areas needing improvement, enabling targeted support and intervention strategies. Additionally, they provide guidance in college applications, financial aid, and career exploration, collaborating with educators and community partners to promote college readiness and workforce skills. By aligning their objectives with the School Plan for Student Achievement (SPSA), they play a pivotal role in preparing students for success beyond high school.
Meeting Dates:
Monday Weekly Meetings from August, 2023 through June 2024

Staff
* May 2024 - Shared SPSA plan at Staff Meeting

Professional Learning Community Meetings:
Teachers are organized into PLC teams to discuss assessments, interventions, attendance, and behavior to identify students at-risk and assign appropriate interventions, as well as identify students in need of academic and/or behavioral intervention and develop action plans. These discussions also involve reviewing data from common assessments, collaborating on SMART goals and effective instructional strategies, providing reflections and input for leadership team meetings, and analyzing data from Panorama, CAASPP, ELPAC, and student needs surveys. Additionally, the School Plan for Student Achievement (SPSA) is reviewed and discussed during these sessions to ensure alignment with instructional practices and student support strategies.

Meeting Dates:
Biweekly Meetings from September, 2022 through - May, 2023

Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

The data indicates that English Learner (EL) students and Students with Disabilities (SWD) are achieving notably lower scores in Math and ELA compared to the All student group. These student cohorts require extra instructional assistance. Consequently, supplementary support will be extended to these groups specifically in the domains of language arts and mathematics, both during and after regular school hours.

The analysis of iReady Diagnostic, CAASPP, and Interim Assessment results indicates that English Language Learner (ELL) students and Students with Disabilities (SWD) are not meeting proficiency standards in mathematics or literacy. A further examination highlighted the need for teachers to receive support in establishing high expectations for students and fostering sustained engagement. These disparities disproportionately affect ELL students and SWD.

To address these challenges, additional funds have been allocated to enhance support for ELL students and SWD in the realms of literacy and English Language Arts (ELA). Expenditures will encompass various interventions, including tutoring, access to literacy support resources, clearly defined Individualized Education Program (IEP) goals, availability of supplemental literature, and provision of additional training for educators.

Resource inequities identified as a result of the required needs assessment and stakeholder feedback include:
1. Community Building in the classroom
2. Literacy development for all students
3. Math Support offered to all students.
4. Increased access to College and Career options.

2023 CAASPP Data
ELA:
All Students: 25.97%
English Learners: 7.53%
Hispanic: 26.44%
Socioeconomically Disadvantaged: 25.52%
Students Students with disabilities: 8%

MATH:
All Students: 8.14%
English Learners: 0%
Hispanic: 7.47%
Socioeconomically Disadvantaged: 8.23%
Students with disabilities: 0%

Data indicates that English Learner (EL) students and Students with Disabilities (SWD) are scoring significantly lower in Math and ELA in comparison to the All student group. These student groups are in need of additional instructional support. Additional support will be provided to those two student groups in the areas of language arts and math during and after school.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

West Shores High School has successfully exited from being identified as an ATSI site; this is attributed to the efforts and diligence of implementing data informed practices; this includes determining first best instructions focused on literacy, intervention and intentional tutoring services to increase the number of students to make improvements.

The following state indicators mentioned below have overall performance in the "Orange" performance categories:
- Graduation Rate

- English Language Arts
- Math

There are no Indicators that are Red.

English Language Arts:
According to the California School Dashboard, English Language Learners scored into the "Orange" performance category for English Language Arts. The score increased (11.8) at the current level resulting in a 90.1 points below standard.
Students with Disabilities was a group that cored into the "No performance color" performance category for English Language Arts. The score of this group declined 5.8 points, and shows a large point gap below standard at being 167.9 points away.

Mathematics:
According to the California School Dashboard, a student group that fell in the "Orange" performance category was English Language Learners, where there was an increase of 16.7 points, that resulted in 171.2 points below standard.
The Hispanic student group also fell into the "Orange" performance category where there was an increase of 16.7 points, that resulted in 171.2 points below standard.
The last student group that fell into the "Orange" performance band was students who are Socioeconomically Disadvantaged. This group Increased 15.5 points score that showed the overall performance of being 152.2 below the standard.

Graduation Rate:
According to the California School Dashboard, the Hispanic student group fell into the "Orange" performance category where there was a decline of 7.4% , that resulted in 76% (75 students) percent graduated.
The Socioeconomically Disadvantaged student group fell into the "Orange" performance category where there was a decline of 4 percent, that resulted in 73.5% (83 students) graduated.

Action steps within the SPSA have been implemented to address the needs of specific student groups identified in the "Orange" performance categories. Funds have been allocated to support English Language Learners, Socioeconomically Disadvantaged students, Hispanic students, and Students with Disabilities in Mathematics and English Language Arts. These supports include:

Professional development to enhance Tier I instruction
Additional supports during the school day (e.g., College and Career Math, Studies for Success)
Tutoring opportunities
Access to literacy support
Professional development for math instructors with UCI implementation to build students' conceptual understanding and problem-solving skills
Clearly defined and measurable standards-based IEP goals
Access to supplemental literacy resources
Access to college and career information (e.g., CCGI, AVID)
AP training
Additional training for teachers to enhance a positive and welcoming school-wide culture and climate (e.g., Transformational Model, PBIS implementation)
Additionally, each teacher will participate in the Coaching Cycle with the site's MTSS Coach to address individual needs related to Tier I instruction or other instructional areas.

To address the decline in graduation rates, action steps within the SPSA focus on a:
thorough analysis of student transcripts
MTSS teams
college and career awareness to improve students' college and career readiness.

Academic support for these student groups has been detailed within the goals and action items in the SPSA. These supports include:
Best first instruction for Tier I
Additional supports during the school day
Tutoring for foundational ELA and Mathematics skills, which will positively impact our internal growth measurements for iReady assessments administered three times a year
Administrator-led data review and action planning to support students with the highest academic needs

Professional development opportunities to strengthen the implementation of a Multi-Tiered System of Support (MTSS)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

On the 2023 CA School Dashboard, there are no students that are two or more levels below the All Students group on any of the Dashboard Indicators.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

West Shores High School has successfully exited its designation as an ATSI site, thanks to our dedicated efforts in implementing data-informed practices. This includes identifying and applying effective literacy-focused instruction, targeted interventions, and intentional tutoring services to enhance student improvement.

West Shores High School is committed to supporting the holistic development of each student, including their social, emotional, academic, and behavioral well-being. We will continue to analyze multiple data points to identify the most effective instructional strategies, interventions, and resources to increase the number of students performing at or above grade level in English Language Arts and Mathematics.

Spring iReady - Reading

Reading - Grade 7
8% Students Mid or Above Grade Level
11% Students Early On Grade Level
17% Students One Grade Level Below
13% Students Two Grade Levels Below
51% Students Three or More Grade Levels Below

Reading - Grade 8
12% Students Mid or Above Grade Level
9% Students Early On Grade Level
19% Students One Grade Level Below
9% Students Two Grade Levels Below
52% Students Three or More Grade Levels Below

Reading - Grade 9
1% Students Mid or Above Grade Level
19% Students Early On Grade Level
29% Students One Grade Level Below
6% Students Two Grade Levels Below
44% Students Three or More Grade Levels Below

Reading - Grade 10
10% Students Mid or Above Grade Level
11% Students Early On Grade Level
21% Students One Grade Level Below
13% Students Two Grade Levels Below
45% Students Three or More Grade Levels Below

Reading - Grade 11
2% Students Mid or Above Grade Level
11% Students Early On Grade Level
21% Students One Grade Level Below
10% Students Two Grade Levels Below
57% Students Three or More Grade Levels Below

Reading - Grade 12
0% Students Mid or Above Grade Level

10% Students Early On Grade Level
7% Students One Grade Level Below
4% Students Two Grade Levels Below
78% Students Three or More Grade Levels Below

Spring iReady - Math

Math - Grade 7
8% Students Mid or Above Grade Level
11% Students Early On Grade Level
17% Students One Grade Level Below
13% Students Two Grade Levels Below
51% Students Three or More Grade Levels Below

Math - Grade 8
12% Students Mid or Above Grade Level
9% Students Early On Grade Level
19% Students One Grade Level Below
9% Students Two Grade Levels Below
52% Students Three or More Grade Levels Below

Math - Grade 9
1% Students Mid or Above Grade Level
19% Students Early On Grade Level
29% Students One Grade Level Below
6% Students Two Grade Levels Below
44% Students Three or More Grade Levels Below

Math - Grade 10
10% Students Mid or Above Grade Level
11% Students Early On Grade Level
21% Students One Grade Level Below
13% Students Two Grade Levels Below
45% Students Three or More Grade Levels Below

Math - Grade 11
2% Students Mid or Above Grade Level
11% Students Early On Grade Level
21% Students One Grade Level Below
10% Students Two Grade Levels Below
57% Students Three or More Grade Levels Below

Math - Grade 12
0% Students Mid or Above Grade Level
10% Students Early On Grade Level
7% Students One Grade Level Below
4% Students Two Grade Levels Below
78% Students Three or More Grade Levels Below

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

West Shores High School students will reach high levels of academic achievement in all classes to be College & Career ready.
1a: Increase A-G Eligibility Rates by 3% yearly
1b: Increase Graduation Rates by 3% yearly
1c: Increase Student Literacy Skills by 3% yearly using the iReady Reading Data and Benchmark Writing for Grades 9 and 10, and using CAASPP Reading and Writing Data for Grade 11.
1d: Increase Student Mathematical Skills by 3% yearly using the iReady Math Data for Grades 9 and 10, and using CAASPP Math Data for Grade 11.
1e: Increase Student English Language Acquisition: Designated English Language Learners will increase a minimum of one Level per year based on language acquisition criteria.
1f: Increase College and Career Indicator by 3% yearly

The Metrics used above will be desegregated for the following subgroups:

- All Students (513 Students)
- English Learners (146 Students)
- Foster Youth (4 Students)
- Homeless Youth (13 Students)
- Native American Students (2 Students)
- Socioeconomically Disadvantaged (483 Students)
- Students with Disabilities (58 Students)

CAASPP ELA Average Distance From Standard for All Students will decrease the baseline of -64.4 (Orange) from 2023 by a total of 21.5 or more (to reach green color on 5 x 5 grid), with a stretch goal of 31.5 or more (to reach blue color on 5 x 5 grid) to end at 30 or higher by the end of the 2026-2027 school year.

CAASPP Math Average Distance From Standard for All Students will decrease the baseline of - 150.8 (Orange) from 2023 by a total of 30.3 or more (to reach green color on 5 x 5 grid), with a stretch goal of 50.3 or more (to reach blue color on 5 x 5 grid) to end at -132.9 or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of - 90.1 (Orange) from 2023 by a total of 30.7 or more (to reach green color on 5 x 5 grid), with a stretch goal of 49.7 or more (to reach green color on 5 x 5 grid) to end at 0 or higher by the end of the 2026-2027 school year

CAASPP Math Average Distance From Standard for English Learners will decrease the baseline of -171.2 (Orange) from 2023 by a total of 30 or more (to reach green color on 5 x 5 grid), with a stretch goal 40 of or more (to reach blue color on 5 x 5 grid) to end at 30 or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for Socio-economically Disadvantaged will decrease the baseline of - 65.5 (Orange) from 2023 by a total of 21.8 or more (to reach green color on 5 x 5 grid), with a stretch goal of 50.7 or more (to reach blue color on 5 x 5 grid) to end at 0 or higher by the end of the 2026-2027 school year

CAASPP Math Average Distance From Standard for Socio-economically Disadvantaged Students will decrease the baseline of -152.2 (Orange) from 2023 by a total of 30.7 or more (to reach green color on 5 x 5 grid), with a stretch goal of 50.7 or more (to reach blue color on 5 x 5 grid) to end at 0 or higher by the end of the 2026-2027 school year.

CAASPP ELA Average Distance From Standard for Students with Disabilities will decrease the baseline of - 167.9 (red) from 2023 by a total of 56 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 56 or more (to reach green color on 5 x 5 grid) to end at 0 or higher by the end of the 2026-2027 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -223.9 (orange) from 2023 by a total of 54.6 or more (to reach yellow color on 5 x 5 grid), with a stretch goal of 74.6 or more (to reach green color on 5 x 5 grid) to end at 0 or higher by the end of the 2026-2027 school year.

ELPAC:
Student performance on the ELPAC will increase:
from 26.42% to 35.42% of students scoring at Level 4 - Well Developed
from 34.59% to 43.59% of students scoring at Level 3 - Moderately Developed
from 22.64% to 13.64% of students scoring at Level 2 - Somewhat Developed
from 16.35% to 7.35% of students scoring at Level 1 - Minimally Developed

CAASPP ELA

All Students

2023 Baseline: -64.4	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	31.5	-32.9	yellow
3 Year Growth	94.5	30	green

English Learner

2023 Baseline: -90.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	30.0	-60.1	orange
3 Year Growth	90	0	green

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Homeless Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Foster Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Socioeconomically Disadvantaged Students

2023 Baseline: -65.5	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	21.8	-43.7	yellow
3 Year Growth	65.4	0	green

Students with Disabilities

2023 Baseline: -90.1	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	30	-60.1	orange
3 Year Growth	90	0	green

CAASPP Math

All Students

2023 Baseline: -150.8	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	30.3	-120.5	orange
3 Year Growth	90.9	-60	green

English Learner

2023 Baseline: -152.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	30.7	-121.5	orange
3 Year Growth	92.1	-60	green

Long Term English Learners

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Homeless Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Foster Students

2023 Baseline: N/A	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	N/A	N/A	N/A
3 Year Growth	N/A	N/A	N/A

Socioeconomically Disadvantaged Students

2023 Baseline: -152.2	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	30.7	-121.5	orange
3 Year Growth	92.1	-60	green

Students with Disabilities

2023 Baseline: -223.9	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	54.6	-169.3	orange
3 Year Growth	163.8	-60	green

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students are in need of extra support in Literacy, Reading Comprehension, Writing, Mathematics, and Language Development in all classrooms. The student groups that require the additional support include Students with Disabilities, English Learners, and Socio-Economically Disadvantaged. English Learners require additional support in Language Development, Reading Comprehension, Vocabulary, Writing, Listening, and Speaking to pass the CAASPP, ELPAC, and to meet reclassification requirements. The number of English Learners who reclassify will increase by 5% each year as measured by the reclassification process. The number of students scoring at proficient and above will increase by 5% in English Language Arts and Mathematics by June 01, 2024 as measured by the Spring CAASPP Assessment.

Targeted action items have been created within the SPSA to address the needs of each specific student groups, including but not limited to the allocation of funds to support English Learners, those students affected by low socioeconomic circumstances, and Students with Disabilities in the areas of English Language Arts and Mathematics. The expenditures include professional development to enhance best practices for Tier I instruction, additional supports during the school day, tutoring, access to Literacy support, teachers going through the coaching cycle with the site's MTSS Coach, professional development for Mathematics teachers utilizing UCI strategies, clearly identified standards-based IEP goals, access to supplemental literacy resources like NEWSELA, and additional training for teachers to enhance and strengthen PBIS implementation to create positive school-wide culture and climate. In addition, a targeted attendance team will look at to support students with the greatest levels of need, and parent engagement opportunities and workshops focusing on the importance of daily school attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 25.97% EL: 7.53% LTEL: N/A HOM: No data -fewer than 11 students tested FY: No data -fewer than 11 students tested SED: 25.52% SWD: 8%	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 34.97% EL: 16.53% LTEL: HOM: FY: SED: 34.2% SWD: 17%
CAASPP Math (Priority 4) CA Dashboard % of students that met or exceeded the standard	CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 8.14% EL: 0% LTEL: N/A HOM: No data -fewer than 11 students tested FY:No data -fewer than 11 students tested SED: 8.23% SWD: 0%	CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 17.14% EL: 9% LTEL: HOM: FY: SED: 17.23% SWD: 9%
English Learner Progress Indicator (ELPI)	ELPI 2023 CA School Dashboard: 55%	ELPI 2026 CA School Dashboard: 64%

(Priority 4) CA Dashboard		
ELPAC (Priority 4)	2023 ELPAC: Level 4 – Well Developed: 26.42% Level 3: Moderately Developed: 34.59% Level 2: Somewhat Developed: 22.64% Level 1: Beginning to Develop: 16.35%	2026 ELPAC: Level 4 – Well Developed: 35.42% Level 3: Moderately Developed: 43.59% Level 2: Somewhat Developed: 13.64% of Level 1: Beginning to Develop: 7.35%
EL Reclassification Rate – DataQuest – when Available (Priority 4)	2022-23 Percent of Students Reclassified:	2025-26 Percent of Students Reclassified:
EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – local data: 14.7 %	EL Reclassification Rate – local data:
Graduation Rate (Priority 5) CA Dashboard	2023 Graduation Rate: All: 73.8% EL: 73.7% LTEL: N/A HOM: N/A FY: N/A SED: 73.5% SWD: 56.3%	Graduation Rate (Priority 5) 2026 CA Dashboard All: 88.8% EL: 88.7% LTEL: HOM: FY: SED: 88.5% SWD: 71.3%
Percentage of students who met UC/CSU	2023 – A-G Completion CA Dashboard – Additional Reports: All: 31.0% EL: 15.8% LTEL: N/A HOM: N/A FY: N/A SED: 30.1% SWD: 0 %	Percentage of students who met UC/CSU requirements (A-G) (Priority 4) 2026 CA Dashboard – Additional Reports All: 46% EL: 30.8% LTEL: HOM: FY: SED: 45.1% SWD: 10%
College Career Indicator (CCI) (Priority 4) CA Dashboard	2023 – CCI CA Dashboard: All: 19% EL: 10.5% LTEL: N/A HOM: N/A	College Career Indicator (CCI) (Priority 4) 2026 CA Dashboard All: 24% EL: 15.5% LTEL: HOM:

	FY: N/A SED: 18.1% SWD: 0%	FY: SED: 23.1% SWD: 5%
Percentage of students completing CTE programs (Priority 8)	2023 CTE Completion 2023 CA Dashboard – Additional Reports: All: 6.3% EL: 0.0% LTEL: HOM: FY: SED: 6.7% SWD: 0.0%	Percentage of students completing CTE programs (Priority 8) All: 11.3% EL: 5% LTEL: HOM: FY: SED: 11.7% SWD: 5%
Percentage of students completing (A-G) Requirements AND CTE program(s) (Priority 4) CA Dashboard – Additional Reports	2023 A-G and CTE Completion 2023 CA Dashboard – Additional Reports: All: 3.6% EL: 0.0% LTEL: HOM: FY: SED: 3.6% SWD: 0.0%	Percentage of students completing (A-G) 2026 Requirements AND CTE program(s) (Priority 4) All: 8.6% EL: 5% LTEL: HOM: FY: SED: 8.6% SWD: 5%
Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) CA Dashboard – Additional Reports	AP Exams – with a score of 3 or higher 2023 CA Dashboard – Additional Reports: All: 18.8% EL: 50.0% LTEL: HOM: FY: SED: 20.0% SWD: 0.0%	Percentage of students completing AP Exams with a score of 3 or higher (Priority 4) 2026 All: 23.8% EL: 55% LTEL: HOM: FY: SED: 25% SWD: 5%
Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS CA Dashboard – Additional Reports	2023 Students Receiving State Seal of Biliteracy 2023 CA Dashboard – Additional Reports: All: 50.0% EL: 100.0% LTEL: HOM: FY: SED: 53.3% SWD: 0.0%	Percentage of Students receiving the State Seal of Biliteracy (Priority 8) Local SIS 2026 All: 55% EL: 100% LTEL: HOM: FY: SED: 53.3% SWD: 5%
Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS CA Dashboard – Additional Reports	Students receiving College Credit for Dual Enrollment 2023 CA Dashboard – Additional Reports: All: 0% EL: 0%	Percent of students receiving College Credit for Dual Enrollment (Priority 8) Local SIS. 2026 All: 5% EL: 5% LTEL:

	LTEL: HOM: FY: 0% SED: 0% SWD: 0%	HOM: FY: SED: 5% SWD: 5%
SEL - School Climate Survey My school sets high expectations for my academic achievement. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 85%	SEL - School Climate Survey (Spring 2027) My school sets high expectations for my academic achievement. Strongly Agree/Agree: 94%
SEL - School Climate Survey My teachers understand my learning needs and work to address them. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 77%	SEL - School Climate Survey (Spring 2027) My teachers understand my learning needs and work to address them. Strongly Agree/Agree: 86%
SEL - School Climate Survey (Spring 2024) I regularly participate in hands-on learning activities or lessons that connect to the real-world.	SEL - School Climate Survey (Spring 2024) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 67%	SEL - School Climate Survey (Spring 2027) I regularly participate in hands-on learning activities or lessons that connect to the real-world. Strongly Agree/Agree: 76%
SEL - School Climate Survey (Spring 2024) My teachers talk to me about my academic progress. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) My teachers talk to me about my academic progress. Strongly Agree/Agree: 79%	SEL - School Climate Survey (Spring 2027) My teachers talk to me about my academic progress. Strongly Agree/Agree: 88%
SEL - School Climate Survey (Spring 2024) I have access to choose from a variety of high school courses. Strongly Agree/Agree:	SEL - School Climate Survey (Spring 2024) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 48%	SEL - School Climate Survey (Spring 2027) I have access to choose from a variety of high school courses. Strongly Agree/Agree: 58%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Teacher Collaboration, Planning, and Learning Walks	Teacher Collaboration, Planning, and Learning Walks - Release time for or extra services for, but not restricted, to cross-content collaboration, department collaboration, English Language Development, and coaching for the implementation of District programs to improve student outcomes and academic achievements, and learning walks. Funds to pay for subs, prep pay, extra service hours, stipends to provide the release time. Additional funds may be used as they come available.	Student Groups: All EL SWD SED FY HY LTEL	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	1,680 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.1b
2	Tutoring Services	Tutoring Services - School-based tutoring services for students who are underperforming in ELA, Math, and ELD to cover extra service pay, prep time, substitute pay, and classified staff member extra services/overtime.	Student Groups: All EL SWD SED FY HY LTEL	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	3,900 Title I 3010 1000-1999: Certificated Personnel Salaries 1.2a
3	After School Credit Recovery: Online Learning	Extra service hours for students to have access to online earning credit recovery after school and classified staff to support communication and student attendance.	Student Groups: All EL SWD SED FY HY LTEL	Graduation Rate will increase 5% per year. A-G Rate will increase 5% per year.	4,200 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.3b 1,400 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 1.3b
4	A-G Transcript Review and Graduation Progress	A-G completion and graduation progress-Data Processing extra service hours for teachers and classified staff.	Student Groups: All EL SWD SED FY HY LTEL	Graduation Rate will increase 5% per year. A-G Rate will increase 5% per year.	1,800 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.4b

					450 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 1.4b
5	Newcomer Academy Extension	Extra service hours for newcomer English learner students to receive additional support after school by a credentialed teacher.	Student Groups: English Learners	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	4,200 Title I 3010 1000-1999: Certificated Personnel Salaries 1.5a
6	Materials and Supplies	Literacy Support - Materials and other instructional items to improve Literacy of English Learners and RFEP students to include Scholastic, Accelerated Reading, classroom libraries, periodicals, and online reading resources, apps.	Student Groups: All EL SWD SED FY HY LTEL	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	5,500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.6b
7	College and Career Field Trips	College and Career Field Trips - Facilitate College and Career Readiness for all students through visits to local universities. Expenditures to include transportation cost.	Student Groups: All EL SWD SED FY HY LTEL	Graduation Rate will increase 5% per year. A-G Rate will increase 5% per year.	2,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.7b
8	College and Career Events/Activities	Develop, Plan, and implement College & Career opportunities for students to improve A-G success. Students will attend FAFSA Nights Activities, National College Commitment Day Event, Career Day Event, College Kick Off Event, ASVAB Events.	Student Groups: All EL SWD SED FY HY LTEL	Graduation Rate will increase 5% per year. A-G Rate will increase 5% per year.	500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.8b
9	STEAM Development	STEAM Development - Provide students with STEAM opportunities to include supplemental materials, substitute pay, and extra services for AP Sciences.	Student Groups: All EL SWD SED FY HY LTEL	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	2,000 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.9b

10	Classroom Technology	Classroom Technology - Purchase of technology including but not limited to screens, computers, iPads, response systems, headphones, audio receiver, speakers. Additional funds may be used as they come available	Student Groups: All EL SWD SED FY HY LTEL	CAASPP ELA and Math Scores will increase 3% per year. ELPI percentage to increase 3% per year.	1,200 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 1.10b
11	WASC	WASC - Provide extra services to revise and refine practices to improve and support academic success through the implementation, analysis, and refinement schoolwide WASC Action Plan.	Student Groups: All EL SWD SED FY HY LTEL	WASC Six-year Accreditation Status	1,175 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.11b

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Last year this was goal #2. Throughout the year, the School Site Council (SSC) members, Cabinet Team, and the Instructional Leadership Team (ILT) met to evaluate West Shores' SPSA Plan and made modifications to actions as needed.

1.1 (2.1) Yes: After School Tutoring - Three teachers were paid extra services to provide two hours of tutoring per week for middle and high school students. The three teachers that tutored for the middle school and high school Math, Science, English and History subjects were effective because students that regularly attended received C or higher grades.

1.2 (2.2) Yes: Learning Walks Implementation - Funds were used for AVID the AVID team, College and Career Team, and teachers to participate in learning walks in West Shores and Desert Mirage.

1.3 ((2.3) Yes:Professional Development - Yes: Funds were used to pay for teachers to attend AVID institute during the summer, substitutes to release teachers to attend professional development during the school year.

1.4 (2.4) No: Grammarly Online Writing Support Platform - Grammarly was not be utilized for the school year. Instead, students relied on the embedded tools available in the Google Suite and AI applications for their writing and grammar needs. Funds were reallocated funds were used to increase After School Tutoring and After School Credit Recovery.

1.5 (2.5) No: MTSS Implementation Team Meetings - The College and Career Team and Wellness team were established and met during the regular work day. Collaboration between both teams occurred to support students academically. Reallocated funds were used to increase staff support for parent engagement.

1.6 (2.6) Yes: A-G Transcript Review and Graduation progress - Staff members met to review transcripts throughout the school year.

1.7 (2.7) Yes: Reading Program Implementation - Accelerated Reader subscription and books were purchased to support the implementation of a reading program using Lexile level.

1.8 (2.8) Yes: After School Credit Recovery: Online Learning - A teacher offered online credit recovery for two hours every week.

1.9 (2.9) Yes: Newcomer Academy Extension - A teacher provided Newcomer students with support after school for three hours every week.Remaining funds were used to pay for professional development for teachers.

1.10 (2.10) Yes: Supplementary Digital Subscriptions - Funds were used to purchase for subscriptions to support the Freshmen Seminar class.

1.11 (2.11) Yes: Supplementary Instructional Materials - Funds were used to purchase Science lab materials, art materials, music instruments, and order UCI math copy materials.

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

Several elements of the original plan were not completed as intended:

After analyzing attendance data and student feedback, the leadership team and the School Site Council decided to bring in an additional teacher to provide after-school tutoring. Middle school students indicated a preference for receiving support from a teacher within their grade level, which increased their comfort and willingness to participate.

Feedback from both teachers and students led to the decision that Grammarly would not be utilized for the school year. Instead, students would rely on the embedded tools available in the Google Suite and AI applications for their writing and grammar needs. Funds were reallocated funds were used to increase After School Tutoring and After School Credit Recovery. Reallocated funds were used to increase staff support for parent engagement.

Additionally, the MTSS (Multi-Tiered System of Supports) Implementation Team was not formed due to the limited availability of substitute teachers. To address this gap, a College and Career Team was established to operate during contracted hours, ensuring that students receive guidance and support in their academic and career planning despite the challenges with staffing.

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.

Based on the data, WSHS will continue to prioritize Goal 1 by developing and monitoring all related actions throughout the school year. To support this effort, professional development will be enhanced through participation in the AVID Summer Institute, and Direct Instruction which will equip the team with the skills to provide effective professional development opportunities for all staff, focusing on instructional academic discourse.

Furthermore, to improve academic support for all student groups and specifically target students with disabilities (SWD) and English Language Learners (ELL), tailored support strategies will be implemented to help these students meet graduation requirements. These strategies will include literacy enhancement techniques and test-taking strategies, which will be regularly monitored and refined as needed.

The progress and effectiveness of these initiatives will be tracked and reflected in the LCAP (Local Control and Accountability Plan) Survey to ensure continuous improvement and accountability.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

West Shores High School will provide a safe, clean, and academically enriching environment.
West Shores High School will provide a safe, clean, and academically enriching environment for all students, including SWD, EL, SED, HY, staff, and community members. West Shores is committed to fostering a positive school climate and environment where students
feel welcome as being a part of the school school community as measured by the data and metrics listed below

The Metrics used above will be desegregated for the following subgroups:

- All Students (513 Students)
- English Learners (146 Students)
- Foster Youth (4 Students)
- Homeless Youth (13 Students)
- Native American Students (2 Students)
- Socioeconomically Disadvantaged (483 Students)
- Students with Disabilities (58 Students)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is an ongoing need for community building in all classrooms to support All student(s) groups. Student groups, including English Learners,Socio-Economically Disadvantaged, and Students with Disabilities have a higher percentage rate of being chronically absent from All Students (46.6 %). English Learners have an increase of 3.7% (50.3%), Socio-Economically Disadvantaged Students have an increase of 0.8% (47.4%), and Students with Disabilities have an increase of 16.1%(62.7%). Overall, Suspension Rates have decreased -2.6% to reflect a total of 4.2 % as measured by the 2023 California Dashboard. West Shore's At-Promise students need additional support and interventions inside and outside of the classroom. The Wellness and Transformational Model Team continues to support All students with positive behavior and intervention supports for all three Tiers, that include restorative conversations, mediations, groups/circles, and working with Administration to identify students who would benefit from interactions with the Wellness Center.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
High School Dropout Rate (Priority 5)	2023 High School Dropout Rate 2023 CA School Dashboard Additional reports All: 19 % EL: 10.5 % LTEL: N/A HOM: N/A FY: N/A SED: 19.3 % SWD: 43.8 %	2026 High School Dropout Rate 2026 CA School Dashboard Additional reports All: 10% EL: 5.5% LTEL: N/A HOM: N/A FY: N/A SED: 10.3% SWD: 63%
Suspension Rate (Priority 6)	2023 Suspension Rate CA School Dashboard All: 4.2 % EL: 4.3 % LTEL: N/A HOM: N/A FY: N/A SED: 4.2 % SWD: 7 %	2026 Suspension Rate CA School Dashboard All: 1.2% EL: 1.3% LTEL: N/A HOM: N/A FY: N/A SED: 1.2% SWD: 3%
Expulsion Rate (Priority 6)	2023 Expulsion Rate: DataQuest All: 0 % EL: 0 % LTEL: 0 % HOM: 0 % FY: 0 % SED: 0 % SWD: 0 %	2026 Expulsion Rate: DataQuest All: 0 % EL: 0 % LTEL: 0 % HOM: 0 % FY: 0 % SED: 0 % SWD: 0 %
Attendance Rate (local measure) (Priority 5)	2023-24 Attendance Rate August 24, 2023 – March 1, 2024 A. Regular Program School Attendance rate: 88.59% B. Special Education Program School Attendance rate: 73.87% C. Overall Average Attendance Rate: 81.23%	2026-27 Attendance Rate August, 2026 – March 1, 2027 A. Regular Program School Attendance rate: 97.59% B. Special Education Program School Attendance rate: 82.87% C. Overall Average Attendance Rate: 90.23%
Chronic Absenteeism (local measure)	2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 39.60%	2026-27 Chronic Absenteeism (local measure) August, 2026 – March 1, 2027: 30.60%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel respected, accepted and welcomed at school.	SEL - School Climate Survey (Spring 2027) I feel respected, accepted and welcomed at school.

	Strongly Agree/Agree: 77%	Strongly Agree/Agree: 86%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel I am valued at school. Strongly Agree/Agree: 72%	SEL - School Climate Survey (Spring 2027) I feel I am valued at school. Strongly Agree/Agree: 81%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I feel safe at school. Strongly Agree/Agree: 70%	SEL - School Climate Survey (Spring 2027) I feel safe at school. Strongly Agree/Agree: 79%
SEL Survey (local measure) (Priority 6)	SEL - School Climate Survey (Spring 2024) I have access to a safe place at school. Strongly Agree/Agree: 75%	SEL - School Climate Survey (Spring 2027) I have access to a safe place at school. Strongly Agree/Agree: 84%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	PBIS Awards, Recognition, Materials and Supplies	Fund school-wide activities to promote a positive school climate, including rewards for engagement and social-emotional learning. Support the PBIS plan with awards and recognition incentives. Provide materials and supplies to address academic, behavioral, and social-emotional needs to effectively support students. This includes but is not limited to purchasing PBIS store items, funding promotional speakers and purchase orders for other incentive materials.	Student Groups: All EL SWD SED FY HY LTEL	Increase Attendance Rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	1,225 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.1b
2	Certificated Staff to Support TM	Transformational Model Activities - funding for teachers to provide daily activities in the areas of morning structured play time, academic clubs, opportunities - Joven Noble, Girasol Restorative Groups to school climate and engagement to include the purchase of teacher prep time, extra service pay, substitute pay.	Student Groups: All EL SWD SED FY HY LTEL	Increase Attendance Rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension	2,250 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 2.2b

				Rate 1% per year. Increase SEL Survey 3% per year.	
3	Classified Staff to Support TM	Transformational Activities - Funding for classified employees to support daily activities in the areas of morning structured-activities, academic support, and STEM opportunities - Joven Noble, Xinachtli, Girasol, Restorative Practice Groups to improve school climate, engagement, and attendance. Resources to include purchase of teacher prep time, extra service pay. *Classified personnel salaries	Student Groups: All EL SWD SED FY HY LTEL	Increase Attendance Rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	1,350 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 2.3b
4	Materials and Supplies to Support TM	Transformational Materials and Supplies - Funding for materials and supplies to provide daily activities in the areas of morning and lunch structured-activities, academic support, and STEM opportunities - Joven Noble, Xinachtli, Restorative Practice Groups to improve school climate, engagement, and increase attendance. *Resources to include purchase of Materials.	Student Groups: All EL SWD SED FY HY LTEL	Increase Attendance Rate 3% per year. Decrease Chronic Absenteeism 3% per year. Decrease Suspension Rate 1% per year. Increase SEL Survey 3% per year.	500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 2.4b

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Last year this was goal #1. Throughout the year, the School Site Council (SSC) members, Cabinet Team, and the Instructional Leadership Team (ILT) met to evaluate West Shores' SPSA Plan and made modifications to actions as needed.

2.1 (1.1) Yes: Motivational Activities - Funds were used to provide motivational activities to Freshman students through Link Crew support.

2.2 (1.2) Yes: Implementation of Transformational Model - TM Implementation: An addendum was made since only one staff member used the extra services to plan a PBIS activity. The topics to plan an annual calendar and PBIS activities were discussed during Wellness Team, Cabinet, ILT, College and Career Team Meetings during the contracted day or other action items.

2.3 (1.3) Yes: PBIS, Restorative Justice practices, and JN/Xinatchli Cohorts (80 hours) - Funds were used for staff members to meet with students in Xinachtli groups. An addendum was made to include classified staff, since a classified staff member received the training during the summer and wanted to provide the services to students.

2.4 (1.4) Yes: Provide teachers and staff with supplementary resources - Funds were used to purchase items for the PBIS store, to recognize student's positive attendance, and other PBIS activities.

2.5 (1.5) No: Attendance Awareness - Attendance Campaign: An attendance committee was formed from the Wellness Team and College and Career Team collaboration. Home visits and communication about the importance of attendance was conducted during regular contracted hours.

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

2.2 (1.2) Extra services for Transformational Model implementation were not used. The topics to plan an annual calendar and PBIS activities were discussed during Wellness Team, Cabinet, ILT, College and Career Team Meetings during the contracted day or other action items. Funds were reallocated to Provide teachers and staff with supplementary resources, Supplementary Instructional Materials and A-G Transcript Review and Graduation Progress.

2.5 (1.5) Attendance Awareness campaign occurred during the contracted hours. Funds were reallocated to increase professional development for staff, implement concurrent enrollment and increase the motivational activities funds.

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.

To ensure a safe and supportive environment for both students and staff, WSHS will continue to implement transformational practices and Positive Behavioral Interventions and Supports (PBIS), Girasol curriculum, and Restorative Practices with full fidelity. This commitment includes continuous monitoring and necessary refinements to maintain effectiveness.

In the 2024-25 school year, a fully dedicated Transformational Team will be organized to enhance the implementation of the positive behavior intervention system. This team will be responsible for overseeing the integration of PBIS strategies, ensuring that they are consistently applied and adapted to meet the evolving needs of the school community. Through these efforts, WSHS aims to foster a positive and inclusive school climate where every student and staff member feels safe and valued.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

West Shores High School will increase Parent and Community Engagement.
West Shores High School will focus on increasing Parent Engagement through multiple lines of communications, school committees, grade reports, classroom happenings, school events, workshops, and through several survey feedback results. Our Parent/Community Liaison was hired full time this year and will continue supporting parents and the community through communications, organizing workshops and other informational meetings to build relationships. A dedicated space has been established as a formal Parent Center as a tool to bring parents and community to campus

The Metrics used above will be desegregated for the following subgroups:

- All Students (513 Students)
- English Learners (146 Students)
- Foster Youth (4 Students)
- Homeless Youth (13 Students)
- Native American Students (2 Students)
- Socioeconomically Disadvantaged (483 Students)
- Students with Disabilities (58 Students)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the analysis of survey data and the California Dashboard, parent engagement was an identified area to build systems of support for All students. West Shores is looking to increase the use of the Parent/Community Liaison and Staff members to hold workshops, send timely communications to parents/community, make sure that all information is Aeries is updated, and other pieces to increase parent/community engagement.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back to School Night	2023-24 Attendance at Back to School Night: 41	2026-27 Attendance at Back to School Night: 82
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops: 18 average	2026-27 Attendance at Parent Liaison Workshops: 36 average
Attendance at Coffee with the Principal	2023-24	2026-27

	Attendance at Coffee with the Principal: 15 average	Attendance at Coffee with the Principal: 30 average
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: 8 average	2026-27 Attendance at ELAC Meetings: 10 average
LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly.	Spring 2024 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 90%	Spring 2027 LCAP Family Survey My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 93%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 97%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 92%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 95%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 94%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 97%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Classified Staff Extra Services	Classified Staff Extra Services - Extra services or overtime for classified staff to support through school wide effort to increase parent and student engagement. This may include Back to School, Parent Conferences, School Site Council, after school school parent meetings, or other events.	Student Groups: All EL SWD SED FY HY LTEL	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	2,000 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 3.1b
2	Parent Engagement Support	Parent Engagement Support - Classified support services related to parent and community event. Such as but not limited to translation and childcare.	Student Groups: All EL SWD SED FY HY LTEL	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	1,300 Title I 3010 2000-2999: Classified Personnel Salaries 3.2a
3	Materials and Supplies for Parent Workshops	Parent Liaison - Materials and Supplies for parent liaison to improve communication and increase parent participation.	Student Groups: All EL SWD SED FY HY LTEL	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	500 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 3.3b
4	School-Home Communication	School-home Communication - Materials to improve school-home communication including costs associated with the Copy Center, Newsletter, flyers, and agendas for students.	Student Groups: All EL SWD SED FY HY LTEL	Attendance at Parent Engagement nights increase 3% per year. Family Survey Results increase 1% per year.	2,000 Title I 3010 4000-4999: Books And Supplies 3.4a 2,620 LCFF Supplemental/Concentration 0701 4000-4999: Books And Supplies 3.4b

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Throughout the year, the School Site Council (SSC) members, Cabinet Team, and the Instructional Leadership Team (ILT) met to evaluate West Shores' SPSA Plan and made modifications to actions as needed.

3.1 - Parent Engagement - Yes: Classified Extra Services. Money was used to pay our parent liaison extra services to support parent engagement. For example, our parent liaison organized and hosted parent workshops and meetings. This will not continue due to parent liaison being an 8-hour position.

3.2 - Parent Engagement: Staff support - Yes: Money was used to pay classified staff to provide support for parent engagement activities. For example, staff got paid for translating, babysitting and other duties, during Student Registration, Award Nights, College & Career Nights, ELAC Meetings, Parent/Teacher Conferences and other parent engagement events.

3.3 - CABE Conference for Parents - No: Parents and staff attended using district funding and other parent were unable to attend due to scheduling difficulties.

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

3.1 - Parent Engagement - There wasn't a difference in planned and actual implementation. Our parent liaison worked on our parent engagement component; this will not continue due to parent liaison being an 8-hour position.

3.2 - Parent Engagement: Staff support - There wasn't a difference in planned and actual implementation. Funds were used to support parent activities.

3.3 - CABE Conference for Parents - CABE Conference: Parents were unable to attend conference due to scheduling conflicts. Funds were transferred to professional development for staff.

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.

Based on the analysis of the data from the LCAP Survey and the California School Dashboard, parent engagement has been identified as a critical area for building systems of support for all students. To address this, we plan to continue leveraging the expertise of our Parent Liaison to establish and strengthen effective community partnerships.

The LCAP Survey results indicate that parents feel welcomed at the school, which is a positive foundation for providing students and their families with the necessary resources. To further enhance parent engagement, we will continue to utilize thought exchanges, facilitate ongoing collaborative discussions, and add an action item to support the purchase of materials for the Parent Center. These efforts aim to create a more inclusive and supportive environment, ensuring that parents are actively involved in their children's education and well-being.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

West Shores High School will provide professional learning opportunities to build the capacity of all staff to enhance student learning.
There are about 18 professional development opportunities provided for West Shores High School to train, build capacity, and enhance the staff's knowledge and skills. A few of the day are focused on required compliances such as mandated reporter training, suicide prevention, ELPAC and CAASPP testing. The other 10-12 professional development sessions are about an hour long and are used strategically to plan for topics that will move our classified and certificated team members forward to maximize student achievement.

Our focus areas for the 2024-2025 school year will be growing our students' academic skills in Literacy and Mathematics through the MTSS model. Administration and teachers will continue to build on the Direct Interactive Instructional model for the design and delivery of instruction to ensure Tier I - First Best Instruction increases teaching and learning on campus.

Three specific academic outcomes from the implementation of the MTSS model include:
1. Grow the Professional Learning Community's Cycle of Inquiry
2. Increase student academic discourse and engagement in all classes
3. Utilize Thinking Maps to improve student retention, recall, transference, and understanding of content and skills in all academic classes. Thinking Maps also assist students with their higher-order thinking skills, as well as to accelerate learning and of all students regardless of their background and abilities.

The Metrics used above will be desegregated for the following subgroups:

- All Students (513 Students)
- English Learners (146 Students)
- Foster Youth (4 Students)
- Homeless Youth (13 Students)
- Native American Students (2 Students)
- Socioeconomically Disadvantaged (483 Students)
- Students with Disabilities (58 Students)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Through a well designed Site and District sponsored Professional Development plan, teachers will grow in their delivery of First Best Instructional practices and curriculum content to improve teaching practices and student success within the classroom. MTSS Coaches will attend District sponsored Professional Development for Cognitive Coaching in Literacy and Mathematics for design and delivery of content to support the teaching staff in maximizing student achievement. Gary Soto, an outside consultant, will work with the District to build an Instructional Framework to create a success-oriented school system. The Instructional Framework will guide and be used as a decision making tool that meets the needs of the school district, sites, and students. This work will also help identify what Tier I instruction looks like, how to implement training and support with the MTSS Coach, and then provide expectations to hold administrators accountable for student success.

Other opportunities and needs for West Shores High School include:
1. AVID Summer Institute: This three day professional learning opportunity that promotes interactive community experiences featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway for student success. By attending AVID training, administrators and teachers will focus on college and career readiness for out students and how to improve teaching practices for student success within the classroom.

2. Instructional Leadership Team Meetings: Site administration and teacher teams participate in District-guided sessions that focus on the MTSS model, data analysis, and First Best Instruction on identified focus areas.

3. The UC Irvine Math Project will continue to partner with the District to provide pedagogical content based Professional Development and general support to West Shore's Math Team. Their work includes increasing the access for students to meet California's Common Core State Standards, Mathematical Practice Standards, and to utilize the State's Math Framework. By attending District sponsored UCI Math training, teachers will focus on improving teaching practices for hands-on, conceptual understanding of all math skills for all students and to improve student success within the classroom.

4. A Standards Institute will take place in the optional August Professional Development offerings for teachers. This PD will focus on teachers understanding their content standards in terms of learning progressions that includes vertical articulations, breaking down the standards into measurable objectives, and assessments that align to standards.

5. AP Professional Development will provide staff to continue to develop practices to support students to thrive in AP courses and prepare students to take the AP Courses offered at WSHS.

Based on the LCAP survey results from classified and certificated employees, staff would like to receive professional development in the following topics.

1) Academic standards and instructional materials
2) Technology
3) Supporting the learning needs and challenges of students
4) Managing student behaviors
5) Teaching strategies
6) Conflict Management
7) Deescalation tactics
8) Employee emotional needs
9) Safety

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Wednesday 45 min PD sessions will focus on MTSS DII Framework to support Literacy and Math Skill Development.	2023 - 2024 Currently, 80% of the staff attends professional development sessions.	2026-2027 The goal is for 95% of the staff will attend professional development sessions.
All Day PD Days are planned and supported by site admin, district admin, and MTSS Coach. Staff Feedback will be > 85% positivity	2023 - 2024 October 3, 2023 = 63% March 6, 2024 = 77%	2026-2027 Oct PD = 95% March PD = 95%
Conferences and professional growth opportunities will be provided to classified staff throughout the year.	2023 - 2024 New Goal - No Current Base Line 1) Conflict Management - 0% 2) Deescalation tactics - 0% 3) Employee emotional needs - 0% 4) Safety - 0%	2026-2027 Percentage of staff trained by 26-27: 1) Conflict Management - 90% 2) Deescalation tactics - 90% 3) Employee emotional needs - 90% 4) Safety - 90%
Conferences will be encouraged for teachers to grow in their professional content area and networking.	2023 - 2024 Currently 25% have attended the AVID Conference.	2026-2027 The goal is that 40% of staff will have attended the AVID Conference.
ELA & Math CAASPP	CAASPP ELA – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 25.97% EL: 7.53% LTEL: N/A HOM: No data -fewer than 11 students tested FY: No data -fewer than 11 students tested SED: 25.52% SWD: 8% CAASPP Math – 2023 CA School Dashboard: % of students that met or exceeded the standard All: 8.14% EL: 0% LTEL: N/A HOM: No data -fewer than 11 students tested FY:No data -fewer than 11 students tested SED: 8.23% SWD: 0%	CAASPP ELA – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 34.97% EL: 16.53% LTEL: HOM: FY: SED: 34.2% SWD: 17% 2026-2027 CAASPP Math – 2026 CA School Dashboard: % of students that met or exceeded the standard All: 17.14% EL: 9% LTEL: HOM: FY: SED: 17.23% SWD: 9%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1	Professional Development - Certificated	Conferences (in-person/virtual), and Workshops (in person/virtual) *PD to support students in need of Reading Comprehension, Literacy, Mathematics, Behaviors, Social- Emotional, AVID Summer Institute, Advanced Placement Institutes, RCOE trainings. *Items included - registration fees, travel expenses (meal, hotel, parking, mileage, etc..)	Student Groups: All EL SWD SED FY HY LTEL	Increase number of teachers to grow professionally by 3% each year. Increase Staff Survey Results by 3% per year.	8,000 Title I 3010 1000-1999: Certificated Personnel Salaries 2,000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries
2	Professional Development - Classified	Conferences (in-person/virtual), and Workshops (in-person/virtual)*PD to support students, systems, and processes. *Items included - registration fees, travel expenses (meal, hotel, parking, milage, etc...)	Student Groups: All EL SWD SED FY HY LTEL	Increase number of classified staff members to grow professionally by 3% each year. Increase Staff Survey Results by 3% per year.	1,000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures
3	Substitutes, Stipends, Extra Services	To plan, present/share new learners from PD opportunities *Substitutes for releasing teachers to attend PDs, plan, present/share new information.	Student Groups: All EL SWD SED FY HY LTEL	Increase number of teachers to grow professionally by 3% each year. Increase Staff Survey Results by 3% per year.	1,400 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This is a new goal for the 2024-2025 School Year.

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

This is a new goal for the 2024-2025 School Year.

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.

This is a new goal for the 2024-2025 School Year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$56,150
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$56,150.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental/Concentration 0701	$36,750.00
Title I 3010	$19,400.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $56,150.00

Total of federal, state, and/or local funds for this school: $56,150.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	36,750.00
Title I 3010	19,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	30,605.00
2000-2999: Classified Personnel Salaries	6,500.00
4000-4999: Books And Supplies	16,045.00
5000-5999: Services And Other Operating Expenditures	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	14,505.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	5,200.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	14,045.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	3,000.00
1000-1999: Certificated Personnel Salaries	Title I 3010	16,100.00
2000-2999: Classified Personnel Salaries	Title I 3010	1,300.00
4000-4999: Books And Supplies	Title I 3010	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,005.00
Goal 2	5,325.00
Goal 3	8,420.00
Goal 4	12,400.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Olivia Mejorado	Principal
Mirna Covarrubias	Other School Staff
Brian Dominguez	Classroom Teacher
Renee Miletic	Classroom Teacher
Carlos Vieyra	Classroom Teacher
Veronica Martinez	Secondary Student
Jennifer Sarabia	Secondary Student
Nancy Del Castillo	Parent or Community Member
Claudia Ortega	Parent or Community Member
Jose Alejandro Ortega	Parent or Community Member
Veronica Martinez (Alternate)	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

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

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

This SPSA was adopted by the SSC at a public meeting on 05/17/2024.

Attested:

	Principal, Olivia Mejorado on 5/31/2024
	SSC Chairperson, Mirna Covarrubias on 5/31/2024