School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Westmoor High School	41-68924-4137790	12- 16 - 21	

Purpose and Description

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

Schoolwide Program

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

The school plan is to involve all stakeholders in reviewing data and current research to create a plan that ensures all students are learning in a premier learning environment. The stakeholders also participated in the WASC process and confirmed the goals of the school to ensure all students are learning to and through post secondary opportunities. The intent is to utilize all resources available to the site to meet the needs of all students and specifically students with disabilities.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Westmoor's learning community comprised of students, parents, and staff members participate in regular surveys in a variety of areas of the school culture from instruction to wellness. Westmoor recently participated in a WASC self-study which used surveys extensively to provide one of the multiple measures of data that is analyzed to identify areas of need and create action plans. The results of these surveys were compiled and studied in each of the five WASC Focus Groups and is published in the WASC Self-Study.

The District has survey data resulting from responses from their survey gathering data for revisions to our Local Control Action Plan (LCAP). Westmoor's professional learning community analyzes relevant data from the LCAP responses published in the Jefferson Union High School District's LCAP along with other data acquired at the site.

Westmoor teachers received access to Datazone. Trainings facilitated by selected Department Leads were offered to the staff to deepen their understanding of accessing data and using it to make student-centered decisions.

Westmoor sees the use of surveys as a vital and critical for our all five Western Association of Schools and Colleges (WASC) focus groups. Focus Groups may create and administer surveys where the responses provide real-time relevant data they can use to answer prompts. For example; Survey questions may focus on school safety, efficacy of instruction, school climate/culture, curriculum, assessment/accountability, and overall satisfaction with the school's environment.

Westmoor will participate in the California Healthy Kids Survey (CHKS) along with other surveys created by CircleUp and the site.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Westmoor classrooms are observed both formally and informally.

Formal evaluations focus on the California Standards for the Teaching Profession and take place after pre-observation conferences where teachers and administrators discuss specifics of planned learning outcomes including but not limited to state content standards, instructional techniques, use of technology, and assessment tools. Administrators are assigned teachers to observe at the beginning of each school year. Their decisions on choosing teachers to evaluate is based on contractual factors, new program implementation and teacher status. A pre-evaluation conference is held that includes the teacher that is being evaluated and the administrator who is the evaluator, where they discuss courses of study, scope and sequence, identified State standards of focus, State standards and the process of evaluation as per collective bargaining agreements. At least two formative observations will take place during the evaluation year that include a post-observation conference where teachers and administrators share their noted lesson strength and/or may include both sharing a narrative description of the lesson(s) observed and opportunities for teachers to discuss their own perception of strengths and areas for growth in their lesson and in their professional practice.

The school is continuing its professional development in Constructing Meaning. The focus of our work targets student structured talk and engagement. teachers volunteer for this training and each cohort facilitated by the district has included representation from the Westmoor faculty.

Instructional Coaches are Teachers On Special Assignment (TOSA). They work closely with the Principal to support teachers who are new along with veteran teachers who desire to improve their practice. They utilize research-based strategies along with presenting to the whole staff during scheduled collaboration dates. All new teachers are coached and observed by a Beginning Teacher Support & Assessment (BTSA) coach.

The English Language Learner Coordinator provides instructional support to teachers of our Long Term English Language Learners but also the Coordinator assists the Vice Principal in monitoring student fluency performance.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Westmoor uses multiple measures (data) regarding student achievement to identify "gaps' or areas of improvement as well as successes. One primary area of student assessment is the California Assessment of Student Performance and Progress (CAASPP) data which has realized improved growth in both English Language Arts and Mathematics when comparing scores from the 2016-2017 school year in comparison to the 2014-15 and 2015-2016 CAASPP results. Another data source Westmoor monitors is A-G completion and graduation rates for all significant groups. Westmoor staff uses grade level subject assessments as an additional assessment of student learning and instructor efficacy. English/Language Arts uses the Interim Assessment Blocks (IABs) to measure the newly implemented "Scope and Sequence" for 9th and 10th grades this year. All Westmoor Courses of Study utilize end-or-semester-final-exams to measure student standard acquisition – student learning. The results of these examinations and cumulative grades or semester grades are assessments that are disaggregated and used to measure instructor efficacy and student learning. Staff is also provided collaboration time to analyze grades and other pertinent data..

Westmoor utilizes ithe English Language Proficiency Assessments for California (ELPAC) assessments that is used Statewide
All students typically participate in a Collegeboard exam as part of the district's commitment to creating a premier learning environment for students. This data is another assessment used to measure college-career readiness. However, the global pandemic halted some of these plans.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Currently, 9th and 10th grade English and math teachers use the common district-wide curricular program for ELA and math courses. Westmoor teachers use a variety of assessment data to modify curriculum, and instruction. Analysis of student data to increase student achievement is accomplished collaboratively in school-wide staff development sessions as well as department meetings, School-Site Council and other collaborative groups focused on achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the Westmoor teachers meet the NCLB requirement for a highly-qualified staff. The District's Human Resource Department is also a source of information to ensure teachers are working within their appropriate credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Westmoor has 100% of their teachers fully credentialed. Three of these teachers are on intern credentials and supported by a highly qualified, certificated support teacher. Westmoor has a large percentage of highly qualified veteran teachers.

Westmoor is a professional learning community that holds professional development meeting approximately every two weeks on an early dismissal Wednesday. The Jefferson Union High School District provides numerous opportunities for teacher professional development through numerous forums; curriculum council, Instructional Coaches, Scope and Sequence development and other targeted professional development workshops for teachers, staff and administrators. In addition, the district through LCAP has provided Educational technologists opportunities to provide professional development in the areas of Google Apps, Google classroom and other web 2.0 tools to integrate curriculum and instruction. The district has also sent teachers and staff for Youth Mental Health First Aid. Additionally, the site has two Wellness Counselors to support students mental and emotional wellness.
Instructional materials are funded via numerous avenues. Departments may request funding from the site or district resources. The Fine Arts is funded directly from the District through the LCAP. World Languages is funded via the district and site. Some Career Technical Education (CTE) courses of study are funded directly from grants.

The Jefferson Union High School District is continuing with the Constructing Meaning professional development. Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. Based on backward design and the "Gradual Release of Responsibility" model, the Constructing Meaning process prompts teachers to:

1. Understand the role language plays in content learning
2. Decide what language knowledge students need to access content and express understanding
3. Provide appropriate, explicit oral and written language instruction and practice
The bell schedule and some meeting times have changed due to the global pandemic. However, the commitment remains to ensure Westmoor is fostering a productive learning environment.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

In addition to the professional development workshops described above, some teachers have been trained on the Edge program. This training has been provided to ELD teachers and Special Education teachers, and more training is planned. To align staff development to content standards, assessed student performance and professional needs, sheltered content area teachers (science, social studies, Algebra) have been provided training on West Ed research-based techniques for delivery of academic content. Training was also provided by the California Reading and Literacy Project through San Francisco State University to help in addressing student performance and professional needs. Common Core Literacy Standards have been addressed in workshops and training sessions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional Coaches implement District initiatives including Constructing Meaning. Instructional Coaches (IC's) utilize a coaching cycle which focuses on supporting probationary teachers and teachers who seek to improve a specific practice in their classrooms.

New teachers that may not have earned their "Professional Clear" credential also participate in the Beginning Teacher Support and Assessment (BTSA) induction program. The BTSA coach provides individualized support, opportunities for peer observation, collaboration with teachers in the same curricular area, visits to other JUHSD school classrooms, veteran teacher observations, training in assessment, and opportunities to attend conferences. Teachers in the BTSA program also develop a portfolio based on the California Standards for the Teaching Profession (CSTP).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs in departments and in the school's scheduled staff development sessions. These collaborations encourage discussions that focus on instruction, curriculum, and assessment. We use these multiple measures which includes but is not limited to: CAASPP assessments measuring 11th grade English and math student performance, (A-G) completion rates, graduation rates, PSAT and SAT results, semester grades and credits earned, subject and grade level assessments, English language learner assessments (ELPAC), the CHKS, survey, other parent, student and teacher surveys and wellness data. These multiple measures are reviewed and assessed on a continuous basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Westmoor courses are aligned with the adopted California Common Core State Standards (CCSS) content standards. Westmoor teachers have provided studnets with a syllabus to the course. They also create lesson plans that includes the District and the State adopted content and performance standards.

The Westmoor Community recently reviewed the Schoolwide Learner Outcomes. They were reviewed and approved and distributed to all stakeholders.

JUHSD facilitates both Curriculum Council (by Department) as the body or communication form to implement "Scope and Sequence" by subject and grade.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Westmoor adheres to the State mandated instructional minutes for reading/language arts and mathematics. The school's instructional minute total exceeds State requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing and content guides are in place in 9th and 10th grade English and Integrated Math courses. Pacing guides are in development in Social Science courses and are in the planning stages for other courses. ELD courses are rigorous, relevant and supported by the site and district curriculum director.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

JUHSD facilitates communication in curricular areas among the district's schools. Course descriptions for each course are reviewed regularly. State adopted and approved textbooks are purchased and supported via the JUHSD Educational Services Department. Westmoor exceeds all of the minimum standards in the Williams Act.

Westmoor has increases the use of technology in instruction as a means to address the diverse learning styles of students. Additionally, differentiated instruction is supported as a means of providing quality interventions for students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Westmoor adheres to the State Board of Education adopted English Language Arts/English Language Development standards where all students receive standards-aligned instruction in all courses of study.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Westmoor provides peer tutoring and individualized opportunities with teachers to remediate, reteach, review, and deepen understanding of curriculum. Westmoor teachers regularly offer individualized instruction before school, during lunch, and/or after school. Westmoor complies with all elements of the Elementary and Secondary Education Act (ESEA).

Evidence-based educational practices to raise student achievement

On a consistent and continuous basis, Westmoor mines and disaggregates multiple measures of student achievement and wellness data of all students in all significant populations and compares the results with all relevant District, County and State results. We continuously analyze these measures to determine efficacy in nearly all of our many communication forums. The site leaders were trained to use Datazone and all teachers were introduced to this resource.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

There are numerous communication forums where data and findings are shared including School Site Council, the Principal's Cabinet, Department Head Meetings, Department Meetings, English Language Advisory Council meetings, Parent Teacher Student Association meetings, Administration Meetings, Activity Planning Team meetings, PLC – Collaborations, Classified Employees Meetings, Student teams and other collaborative groups.

Our School Site Council (SSC) is one of the primary forums that identifies needs to support our diverse learning populations.

Our English Language Advisory Council identifies area where supports could be provided that address the needs of our long term English language learners.

Our strong relationships with local community-based organizations (CBO's) also help us meet the needs of students, especially our significant population socioeconomically disadvantaged learners which exceeds 40% of our total student enrollment, Daly City Youth Health Devices, the PTSA and other community-connected organization, faith based organizations assist and support members of the Westmoor Learning Community to address a diverse range of needs.

Westmoor also hosts a Kababayan program for all students but targets the school's significant number of students of Philippine ancestry. The Skyline/Westmoor Kababayan partnership is one element that helps the school achieve our goal of increasing our A-G completion rate and graduation rates, within our Filipino community,

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Consolidated Application for Funding Categorical Aid Programs efficacy assessment and evaluation occurs periodically within our established communication forums. Parents, community representatives, teachers, and other school personnel are involved in the school's WASC focus groups. The Site Council at Westmoor is active and has representatives from the school's parent community attend meetings regularly.

The PTSA at Westmoor is active and is the largest PTSA in the Jefferson Council PTA. Westmoor's PTSA also has community members (non-parents) who have taken an active role in the school's programs such as fundraisers, cultural gatherings (Island Fiesta, PTSA enrichment night), and college readiness formatted discussions and presentations at their monthly general meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The Jefferson Union High School District provides categorical funding targeted to serve our under performing students to ensure we meet the minimum standards outlined in ESEA.

Fiscal support (EPC)

In addition to the site categorical funds the District supplies base program funding through identified needs via the Local Control Funding Formula and The Local Control Accountability Plan. The school is also supported by "discretionary" general use funding for instructional materials and general operating expenses.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Westmoor Learning Community is comprised of various stakeholders who meet on a monthly basis. The school stakeholders includes the PTSA (Parent, Teacher, Student Association), ELAC, Leadership Team and community to plan and communicate programs and services designed to

support all students. Parents and guardians will receive ongoing communication from the school and will be encouraged to participate on site and district committees. The School Site Council dates are permanently posted at the office entrance. Additionally, the website is regularly updated to inform and encourage parents/guardian and to get involved in their students' education. Students are also informed through bulletin announcements and other forms of communication. The partnership of the PTSA, ELAC, clubs and organizations will continue to be a priority for the principal. The SPSA was reviewed and updated with all stakeholder participation. Local organizations are also encouraged to attend meetings for communication and ongoing feedback. A Principal's Student Council and Principal's Cabinet are also consulted for the review and update of the School Plan. Emails, website postings and meetings are primary modes for communication.

Resource Inequities

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

The needs of students with disabilities, English Language Learners and students disproportionally impacted require additional staff support to ensure academic and social emotional progress. The SSC continues to be committed to ensuring interventions, access and accommodations for students as needed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.07%	0.07%	0.1%	1	1	1
African American	0.59%	0.7%	0.7%	9	10	10
Asian	22.15%	22.63%	23.0%	338	324	321
Filipino	44.63%	42.88%	40.9%	681	614	571
Hispanic/Latino	21.69%	22.7%	23.9%	331	325	334
Pacific Islander	0.52%	0.21%	0.4%	8	3	6
White	5.9%	6.22%	6.5%	90	89	90
Multiple/No Response	3.8%	4.4%	4.4%	58	63	61
			Total Enrollment	1,526	1,432	1,396

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	353	343	346
Grade 10	395	361	343
Grade 11	383	363	353
Grade 12	395	365	354
Total Enrollment	1,526	1,432	1,396

Conclusions based on this data:

1. Westmoor High School has a diverse student body.

2. Enrollment has declined slightly.

3. The Hispanic/Latino group has increased.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	274	257	249	18.0%	17.9%	17.8%
Fluent English Proficient (FEP)	845	793	755	55.4%	55.4%	54.1%
Reclassified Fluent English Proficient (RFEP)	44	58	50	17.1%	21.2%	19.5%

Conclusions based on this data:

1. A significant increase in the number of students reclassified as RFEP.

2. There is a steady number of English Language Learner students each year.

3. Staff must continue efforts to reclassify students and inform stakeholders of the process.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	392	370	343	375	347	199	370	347	198	95.7	93.8	58.0
All Grades	392	370	343	375	347	199	370	347	198	95.7	93.8	58.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2627.	2608.	2661.	34.86	29.11	46.46	35.68	31.99	30.81	17.84	23.05	15.15	11.62	15.85	7.58
All Grades	N/A	N/A	N/A	34.86	29.11	46.46	35.68	31.99	30.81	17.84	23.05	15.15	11.62	15.85	7.58

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	35.05	30.23	40.61	50.00	44.19	52.28	14.95	25.58	7.11
All Grades	35.05	30.23	40.61	50.00	44.19	52.28	14.95	25.58	7.11

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	47.51	41.57	49.75	38.67	43.60	41.12	13.81	14.83	9.14
All Grades	47.51	41.57	49.75	38.67	43.60	41.12	13.81	14.83	9.14

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

Listening Demonstrating effective communication skills									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	26.90	23.34	23.86	61.96	61.96	69.54	11.14	14.70	6.60
All Grades	26.90	23.34	23.86	61.96	61.96	69.54	11.14	14.70	6.60

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

Research/Inquiry Investigating, analyzing, and presenting information									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	47.14	38.08	42.13	42.51	45.06	52.79	10.35	16.86	5.08
All Grades	47.14	38.08	42.13	42.51	45.06	52.79	10.35	16.86	5.08

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

Conclusions based on this data:

1. CAASP Data, compared with other multiple measures (graduation rates, SAT scores, GPA by section, Credit earning in all groups) may not accurately reflect actual cognitive growth experienced by our students.

2. All staff and stakeholder must continue to actively engage in the testing process and understand the benefits of an accurate assessment.

3. The entire Westmoor Learning Community needs to provide the best environment for testing and keep the community informed on assessment results.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	392	370	343	371	349	187	371	349	186	94.6	94.3	54.5
All Grades	392	370	343	371	349	187	371	349	186	94.6	94.3	54.5

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

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2606.	2600.	2643.	20.49	20.92	27.96	25.34	23.50	27.96	23.18	20.06	19.35	31.00	35.53	24.73
All Grades	N/A	N/A	N/A	20.49	20.92	27.96	25.34	23.50	27.96	23.18	20.06	19.35	31.00	35.53	24.73

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	32.16	30.95	35.48	30.54	28.65	48.92	37.30	40.40	15.59
All Grades	32.16	30.95	35.48	30.54	28.65	48.92	37.30	40.40	15.59

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.14	25.86	31.18	46.22	43.10	51.61	28.65	31.03	17.20
All Grades	25.14	25.86	31.18	46.22	43.10	51.61	28.65	31.03	17.20

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	29.11	25.79	27.42	53.10	50.43	61.83	17.79	23.78	10.75
All Grades	29.11	25.79	27.42	53.10	50.43	61.83	17.79	23.78	10.75

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

Conclusions based on this data:

1. CAASPP data for Westmoor will be used in conjunction with other multiple measures to measure efficacy and create action plans. A high percentage of students are participating in the assessment.

2. CAASPP Data shows we need to continue focusing on students meeting state standards.

3. CAASPP Data shows that the special populations are more adversely impacted than other students in terms of demonstrated proficiency.

School and Student Performance Data

ELPAC Results

	Overall			Oral Language			Written Language			Number of Students Tested		
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**												
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	1493.2	1522.4	1533.5	1483.9	1509.8	1509.7	1502.0	1534.5	1556.8	75	70	57
10	1511.5	1549.6	1543.8	1506.2	1548.8	1541.8	1516.5	1550.0	1545.3	60	68	51
11	1516.0	1478.7	1543.4	1504.5	1456.3	1548.6	1527.2	1500.6	1537.8	42	43	48
12	1539.0	1454.6	1567.7	1537.0	1437.5	1562.9	1540.6	1471.2	1571.9	48	36	31
All Grades										225	217	187

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

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Overall Language **Percentage of Students at Each Performance Level for All Students**															
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	*	12.86	18.42	25.33	35.71	31.58	25.33	22.86	21.05	36.00	28.57	28.95	75	70	38
10	21.67	23.53	21.05	26.67	23.53	26.32	21.67	27.94	31.58	30.00	25.00	21.05	60	68	38
11	*	2.33	26.19	28.57	9.30	28.57	28.57	39.53	23.81	28.57	48.84	21.43	42	43	42
12	22.92	2.78	21.74	25.00	11.11	39.13	35.42	41.67	26.09	*	44.44	13.04	48	36	23
All Grades	17.78	12.44	21.99	26.22	22.58	30.50	27.11	30.88	25.53	28.89	34.10	21.99	225	217	141

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

	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Oral Language **Percentage of Students at Each Performance Level for All Students**															
Grade Level	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
9	26.67	25.71	26.32	29.33	31.43	36.84	*	12.86	7.89	30.67	30.00	28.95	75	70	38
10	33.33	38.24	34.21	21.67	22.06	26.32	20.00	16.18	21.05	25.00	23.53	18.42	60	68	38
11	26.19	4.65	33.33	45.24	16.28	35.71	*	41.86	11.90	*	37.21	19.05	42	43	42
12	43.75	8.33	56.52	37.50	19.44	26.09	*	36.11	8.70	*	36.11	8.70	48	36	23
All Grades	32.00	22.58	35.46	32.00	23.50	31.91	13.33	23.50	12.77	22.67	30.41	19.86	225	217	141

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	8.57	15.79	14.67	15.71	15.79	22.67	44.29	39.47	60.00	31.43	28.95	75	70	38
10	*	4.41	13.16	25.00	26.47	21.05	23.33	44.12	31.58	41.67	25.00	34.21	60	68	38
11	*	2.33	0.00	*	11.63	19.05	38.10	37.21	52.38	40.48	48.84	28.57	42	43	42
12	*	0.00	4.35	*	11.11	26.09	33.33	36.11	47.83	43.75	52.78	21.74	48	36	23
All Grades	4.89	4.61	8.51	19.11	17.51	19.86	28.00	41.47	42.55	48.00	36.41	29.08	225	217	141

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	16.00	8.57	3.03	44.00	67.14	60.61	40.00	24.29	36.36	75	70	33
10	25.00	11.76	10.81	33.33	70.59	67.57	41.67	17.65	21.62	60	68	37
11	*	0.00	0.00	52.38	23.26	68.29	35.71	76.74	31.71	42	43	41
12	27.08	0.00	0.00	41.67	33.33	72.73	31.25	66.67	27.27	48	36	22
All Grades	20.00	6.45	3.76	42.22	53.92	66.92	37.78	39.63	29.32	225	217	133

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	52.00	54.29	51.52	20.00	11.43	21.21	28.00	34.29	27.27	75	70	33
10	55.00	61.76	68.97	20.00	13.24	6.90	25.00	25.00	24.14	60	68	29
11	61.90	34.88	75.00	*	32.56	9.38	*	32.56	15.63	42	43	32
12	77.08	41.67	90.00	*	22.22	5.00	*	36.11	5.00	48	36	20
All Grades	60.00	50.69	69.30	19.56	17.97	11.40	20.44	31.34	19.30	225	217	114

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	10.00	18.92	18.67	45.71	37.84	76.00	44.29	43.24	75	70	37
10	*	8.82	18.92	35.00	57.35	43.24	51.67	33.82	37.84	60	68	37
11	*	2.33	0.00	33.33	41.86	62.50	64.29	55.81	37.50	42	43	40
12	*	0.00	8.70	35.42	44.44	60.87	60.42	55.56	30.43	48	36	23
All Grades	6.67	6.45	11.68	29.33	48.39	50.36	64.00	45.16	37.96	225	217	137

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	10.00	6.06	60.00	64.29	72.73	32.00	25.71	21.21	75	70	33
10	23.33	7.35	0.00	53.33	70.59	72.22	23.33	22.06	27.78	60	68	36
11	26.19	4.65	15.38	50.00	62.79	64.10	*	32.56	20.51	42	43	39
12	*	2.78	13.04	77.08	61.11	86.96	*	36.11	0.00	48	36	23
All Grades	16.89	6.91	8.40	60.00	65.44	72.52	23.11	27.65	19.08	225	217	131

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

Conclusions based on this data:

1. The ELPAC is a relatively new assessment and staff is reviewing the results to determine next steps towards proficiency.

2. There is a significantly higher number of 9th graders who are English Learners and taking the ELPAC.

3. Overall, significant interventions are necessary to support students to achieve the 'well-developed' level for English proficiency.

School and Student Performance Data
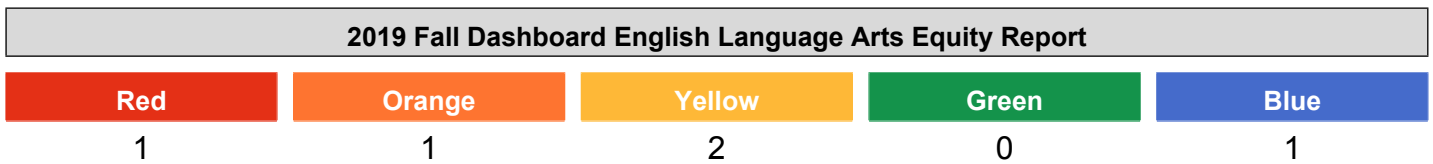
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1396	**33.5**	**17.8**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	249	17.8
Foster Youth	3	0.2
Homeless	11	0.8
Socioeconomically Disadvantaged	468	33.5
Students with Disabilities	88	6.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	0.7
American Indian or Alaska Native	1	0.1
Asian	321	23.0
Filipino	571	40.9
Hispanic	334	23.9
Two or More Races	61	4.4
Native Hawaiian or Pacific Islander	6	0.4
White	90	6.4

Conclusions based on this data:

1. Westmoor has a large number of students who are socioeconomically disadvantaged.

2. College and career information should be continuous throughout the school year.

3. Westmoor Learning Community is diverse and should seek opportunities to be responsive and culturally inclusive.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** Green	**Suspension Rate** Green
Mathematics Yellow		
College/Career Orange		

Conclusions based on this data:

1. Westmoor must incorporate other means of correction for disciplinary offenses. Also, develop social capital opportunities for all stakeholders.

2. Guidance efforts to ensure students get to and through post secondary options must be continuous.

3. Pro Social Skill and Tutorial options must be increased along with classroom student engagement strategies.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
26.2 points above standard	96.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -18 points	Declined Significantly -22.3 points	2
340	65	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
0 Students	4.4 points above standard	99.7 points below standard
	Declined Significantly -17.8 points	Declined -10.5 points
	111	24

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy	0 Students	85.9 points above standard	23.4 points above standard
2		Maintained ++2.6 points	Declined Significantly -22.5 points
		83	166
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
36.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	14.1 points below standard
Declined Significantly -34.1 points	10	2	Increased ++8.4 points
58			19

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
153.7 points below standard	25.9 points below standard	40.6 points above standard
Declined Significantly -17.6 points	Increased ++3.5 points	Declined Significantly -22.5 points
36	29	97

Conclusions based on this data:

1. Westmoor must continue to focus on academic supports for the English Learner population.

2. All students must continue to improve in English Language Arts

3. Students who are socioeconomically disadvantaged must continue to be supported in their academic growth in English Language Arts

School and Student Performance Data

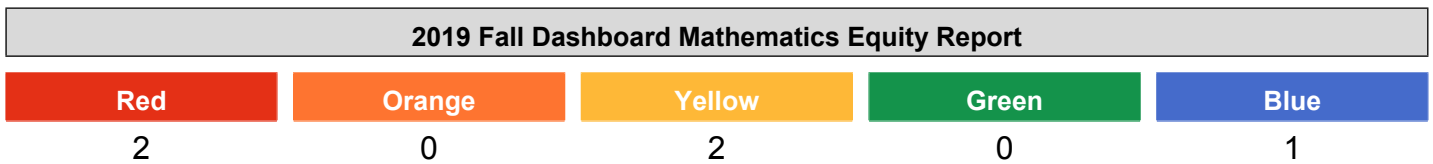## Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	2	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	No Performance Color
26 points below standard	130.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.4 points	Maintained -2.2 points	
		2
342	68	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	No Performance Color
	46.5 points below standard	180.1 points below standard
	Declined -3.5 points	Increased Significantly ++30.2 points
	113	25

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy		73.7 points above standard	30.4 points below standard
		Increased ++14.9 points	Declined -12.5 points
2		84	166
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	No Performance Color
134.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	66.3 points below standard
Declined Significantly -46.9 points	10	2	Increased Significantly ++38 points
60			18

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
190.6 points below standard	54.9 points below standard	22.6 points below standard
Maintained -2.5 points	Increased Significantly ++27.8 points	Declined Significantly -16.6 points
38	30	96

Conclusions based on this data:

1. English Learners must be supported to increase their academic achievement in mathematics.

2. All students must continue to improve in their achievement towards the mathematic standards

3. Students disproportionally impacted must receive academic interventions to develop and improve in their academic achievement in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
42.3 making progress towards English language proficiency
Number of EL Students: 163
Performance Level: Low
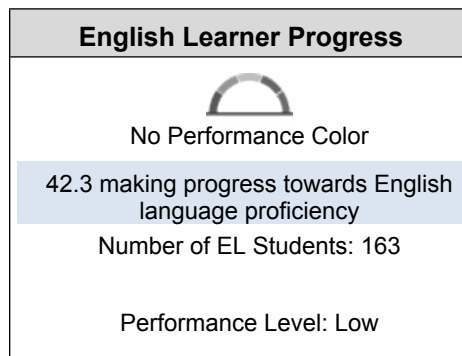
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.6	38.0	1.8	40.4

Conclusions based on this data:

1. A significant number of students have not reached proficiency in the ELPAC assessment

2. Westmoor must support English Learners academic achievement in developing their language art proficiencies.

3. Westmoor has a large population of English Learners who are at various stages in their language development

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	358	100
African American	2	0.6
American Indian or Alaska Native		
Asian	78	21.8
Filipino	154	43
Hispanic	87	24.3
Native Hawaiian or Pacific Islander		
White	24	6.7
Two or More Races	13	3.6
English Learners	73	20.4
Socioeconomically Disadvantaged	192	53.6
Students with Disabilities	26	7.3
Foster Youth	3	0.8
Homeless	6	1.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	41	11.5
African American		
American Indian or Alaska Native		
Asian	22	28.2
Filipino	13	8.4
Hispanic	2	2.3
Native Hawaiian or Pacific Islander		
White	2	8.3
Two or More Races	2	15.4
English Learners	0	0
Socioeconomically Disadvantaged	11	5.8
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	9	2.5
African American		
American Indian or Alaska Native		
Asian	3	3.8
Filipino	1	0.6
Hispanic	5	5.7
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	4	2.1
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	134	37.4
African American		
American Indian or Alaska Native		
Asian	46	59
Filipino	61	39.6
Hispanic	18	20.7
Native Hawaiian or Pacific Islander		
White	4	16.7
Two or More Races	5	38.5
English Learners	4	5.5
Socioeconomically Disadvantaged	60	31.3
Students with Disabilities	1	3.8
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	3	0.8
African American		
American Indian or Alaska Native		
Asian	2	2.6
Filipino	0	0
Hispanic	1	1.1
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	0	0
Socioeconomically Disadvantaged	2	1
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	17	4.7
African American		
American Indian or Alaska Native		
Asian	1	1.3
Filipino	10	6.5
Hispanic	2	2.3
Native Hawaiian or Pacific Islander		
White	2	8.3
Two or More Races	2	15.4
English Learners	3	4.1
Socioeconomically Disadvantaged	8	4.2
Students with Disabilities	1	3.8
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	3	0.8
African American		
American Indian or Alaska Native		
Asian	1	1.3
Filipino	0	0
Hispanic	1	1.1
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	1	7.7
English Learners	0	0
Socioeconomically Disadvantaged	1	0.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	12	3.4
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino	0	0
Hispanic	12	13.8
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races	0	0
English Learners	1	1.4
Socioeconomically Disadvantaged	10	5.2
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Westmoor must continue to encourage college and career readiness for all students.

2. Westmoor has significantly improved the number of students prepared for college and career.

3. English Learners and Students with Disabilities must continue to receive academic support to become college and career ready.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
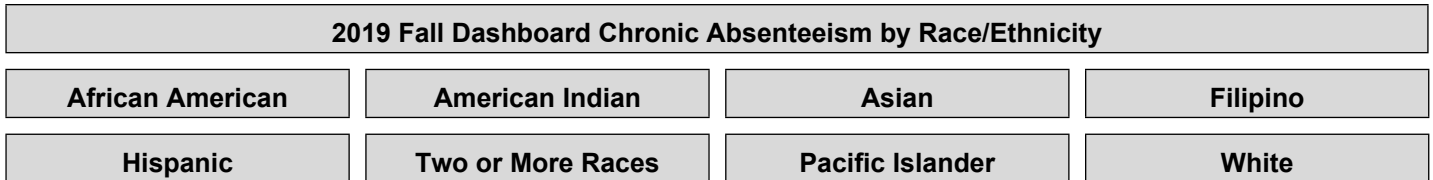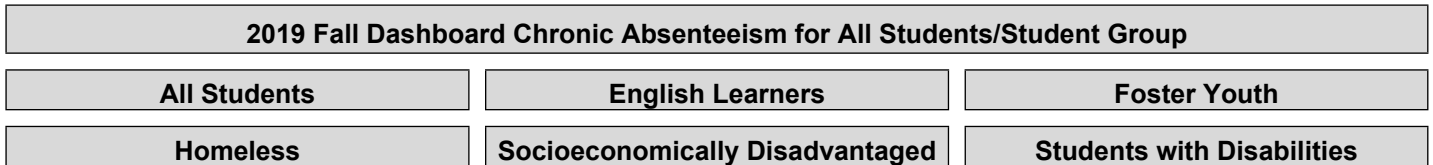
Conclusions based on this data:

1.

School and Student Performance Data

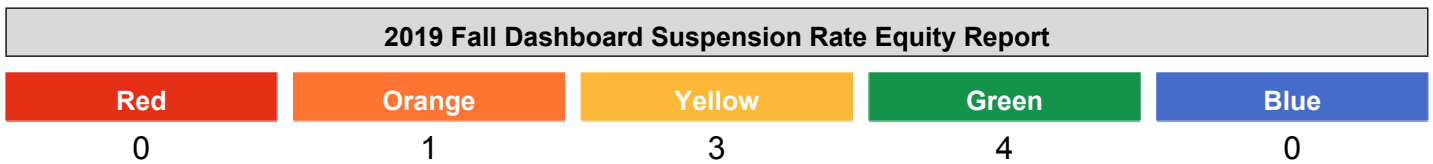## Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	358	337	1	94.1
English Learners	73	63	1	86.3
Foster Youth	3		0	
Homeless	6		0	
Socioeconomically Disadvantaged	192	176	1	91.7
Students with Disabilities	26	24	1	92.3
African American	2		0	
American Indian or Alaska Native				
Asian	78	76	0	97.4
Filipino	154	149	0	96.8
Hispanic	87	76	1	87.4
Native Hawaiian or Pacific Islander				
White	24	22	0	91.7
Two or More Races	13	13	0	100

Conclusions based on this data:

1. Students with Disabilities need additional interventions and academic support to achieve.

2. English Learners need additional interventions and academic support to achieve graduation status.

3. Students who are socioeconomically disadvantaged must continue to receive interventions and support to achieve graduation status.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	3	4	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
3.4	8.6	Less than 11 Students - Data Not
Declined Significantly -2.5	Declined -1.6	6
1586	301	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
0	3.9	9.1
Declined -4.5	Declined Significantly -3.7	Declined -6.1
12	591	99

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Green	Green
9.1	Less than 11 Students - Data 1	1.2	2.1
Increased +9.1		Declined -1.2	Declined -1.6
11		341	704

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Green	No Performance Color	Orange
6.4	3.9	Less than 11 Students - Data 7	7.9
Declined Significantly -6.5	Declined -4.2		Increased +2.2
345	76		101

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.9	3.4

Conclusions based on this data:

1. Other means of correction for disciplinary offenses will be utilized

2. Continue to provide academic support and wellness support for students.

3. All students will receive guidance on CCGI (College & Career Guidance Initiative) information to get to and through post secondary options.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase Student Achievement and close the achievement gap for all students.

Goal 1

All students will participate in a rigorous, relevant, and engaging instructional environment, aligned to 21st Century Standards, that promotes academic achievement.

Identified Need

Based on the dashboard indicator rate, we determined our area of focus is all students and specifically SWD and ELL.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G completion Rate	45.1% A-G completion (Class of 2018)	47.1% A-G Completion Rate (Class of 2019) 49.1 % A-G Completion Rate (Class of 2020) 51.1% A-G Completion Rate (Class of 2021)
Graduation Rate	90% Graduation Rate (Class of 2018)	92% Graduation Rate (Class of 2019, 2020, 2021)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student groups

Strategy/Activity

After-school and peer tutoring programs will support student learning by strengthening individual students' core skills.

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

Amount(s)	Source(s)
8500	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated Hourly Salary - After School Tutoring or Academic Workshops
	3000-3999: Employee Benefits Certificated Benefits for After School Tutoring or Workshops
	2000-2999: Classified Personnel Salaries Certificated/Classifed Hourly Salary for the Before and After School Supervisor and Stipends
	3000-3999: Employee Benefits Certificated/Classified Hourly Benefits for the Before and After School Supervisor

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in collaboration each Wednesday of the month to support Instructional leadership in the classroom: First Wednesday (in-house PD), Second Wednesday (P.L.C'S), Third Wednesday (Department Meetings, and Fourth Wednesday (PL.C.'s). In-house PD will be provided by Instructional coaches/administration on teacher classroom Instruction and PLC's development, P.L.C's will focus on sharing best practices driven by student common assessments. A focused PD will cover strategies for closing the achievement gap with our SWD and ELL students.

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

Amount(s)	Source(s)
5500	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated Salary for one section and/or collaboration time for course alike
	3000-3999: Employee Benefits Certificated Benefits for one section or collaboration time for course alike

	LCFF Supplemental 2000-2999: Classified Personnel Salaries

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase classroom student engagement and student talk opportunities. Develop lessons utilizing multiple modalities including off-campus activities and other research-based engagement strategies. Collaborative Pairs, small Group projects, presentation.

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

Amount(s)	Source(s)
22,000	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Stipends as approved by SSC. Theater program.
	2000-2999: Classified Personnel Salaries
	3000-3999: Employee Benefits

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Strategic planning and academic reviews. Workshops, study skill groups and other research-based interventions. College and Career Workshops.

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

Amount(s)	Source(s)
5500	LCFF Supplemental 1000-1999: Certificated Personnel Salaries

	Staff stipends and salary
	3000-3999: Employee Benefits Staff
	2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

An increase in student engagement activities to keep students connected to school and involved.

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

Pandemic halted some of the activities that were scheduled toward latter part of the 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.

Study skills strategies and other intervention workshops supported by the College and Career Center will be added

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase school connectedness by improving student engagement, parent involvement and school climate.

Goal 2

Increase our Connections and Communications with All Stake-Holders in a Timely, Consistent and Relevant Manner.

Identified Need

Principal News Letter Family and Community, Blackboard messages weekly, and Staff Memo weekly

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Planned Informational Workshops for Stakeholders AP Parent Night Financial Aid Workshop College Awareness Night EL Parent Workshop	Attendance at WHS Informational Events AP Parent Night--100 Attendance Financial Aid Informational College Awareness Night EL Parent Workshops	Increase attendance at site based informational/Workshops (2019-2021)
Classroom Walk-Through Analysis	50% Student Engagement Strategies	80% Student Engagement Strategies (2019-2021)
School Surveys	Stakeholder Survey Satisfaction	80% Overall Stakeholder Satisfaction (2019-2021)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase and develop partnerships with staff, parents, guardians, students and community organizations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	No Additional Cost No Additional Cost Associated--Covered by AFT Contract and District Agreement

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as At-Promise

Strategy/Activity

Improve response to intervention regarding communication with students and parents whenever a student is failing or has shown a significant decrease in their ability to achieve at or above grade-level
Utilize the SAT Team and the Student Study Team as an intervention for At-Promise learners. Tier 1 supports. Communication with families about site-based academic supports. Provide organizational tools and items to support school connection.

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000-4999: Books And Supplies Mailers, flyers and other modes of communication to stakeholders

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Promote school-wide staff and stakeholder participation in the Parent, Teacher, Student Association or other activities to encourage families being connected to the school. Increase attendance and consider alternate meeting times. Utilize social media and other modes for communication.

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

Amount(s)	Source(s)
2000	LCFF Supplemental 4000-4999: Books And Supplies Community outreach to encourage participation and feedback, hospitality, evening tutors

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Student tutors were added to the homework center to encourage peer to peer support. Purchase of organizational materials and culturally relevant reading materials to support academic achievement.

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

Additional workshops were added after school as well as evening hours. Saturday workshops were added.

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.

A more focused effort to encourage stakeholder collaboration. Utilizing Zoom for meetings to encourage attendance and build social capital.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase Student Support Services.

Goal 3

Increase Student Support Services that includes safety, mindfulness, social and emotional wellness.

Identified Need

Wellness Counselors classroom presentations, Wellness room for students to sit and reflect

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SST Interventions	SST Referrals (2018)	Document use of site resources SST 2019 SST 2020 SST 2021
Discipline Incident Data	Discipline Incidents 2018	Decrease number of incidents by 20% Discipline Incidents 2019 Discipline Incidents 2020 Discipline Incidents 2021
Attendance Data	Attendance Data 2018	Increase attendance for all grade levels Attendance 2019 Attendance 2020 Attendance 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students snd students who present as At Promise

Strategy/Activity

Support classified personnel to assist with stakeholder coordination of wellness and academic worskhops

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

Amount(s)	Source(s)
3000	LCFF Supplemental 2000-2999: Classified Personnel Salaries Classified Salary for staff meetings
600	LCFF Supplemental 3000-3999: Employee Benefits Classifeid benefits
	.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Prepare a Safety, response plan for disasters and School Crisis resulting from natural disasters as well as catastrophic events that may affect or students or staff utilizing the before or after school Crisis Response Team (CRT) plan

- Develop school wide response plans that address natural disasters or catastrophic events.

- Develop school wide communication plans that can provide real time information while responding to natural disasters or catastrophic events.

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

Amount(s)	Source(s)
600	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly salaries for before or after school meetings of the CRT
200	LCFF Supplemental

	2000-2999: Classified Personnel Salaries Classified hourly salaries for before or after school meetings of the CRT
200	LCFF Supplemental 3000-3999: Employee Benefits Benefits for Certificated and Classified members of the CRT

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ensure a safe and confidential area for wellness and for students who are in crisis, and peer support advocates

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

Amount(s)	Source(s)
1500	LCFF Supplemental 4000-4999: Books And Supplies A conference table or movable desks

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Positive School Culture Team to develop and facilitate best practices and restorative justice interventions. Purchase school planners/organizational resources for students

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

Amount(s)	Source(s)
5000	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated Mentor hourly salary
1000	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated Stipend and/or meeting expenses

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Students are aware of the various resources available to them for wellness and academic support

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

The Positive School Culture Team will be intentional about the restorative justice practices to ensure equity for all students. This mission will be added to their planned activities for the 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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase Student Achievement and close the achievement gap for all students

Goal 4

Westmoor High School will increase academic progress and the graduation rates for Students with Disabilities and students disproportionally impacted.

Identified Need

Review all student data and focus on student with Disabilities and Students disproportionally impacted

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students with Disabilities (SWD) Graduation rate	SWD 63.3% Graduation Rate 2018	Increase graduation rate by 2% 2019 Increase graduation rate by 2% 2020 Increase graduation rate by 2% 2021
CAASPP Data	CAASPP Data 2018	CAASPP Data ELA Improvement 2019 CAASPP Data ELA Improvement 2020 CAASPP Data ELA Improvement 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified as having an IEP, 504, foster youth, homeless, socio-economically disadvantaged, or At Promise

Strategy/Activity

Increase use of technology and academic resources for students that addresses all modalities of learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	LCFF Supplemental 2000-2999: Classified Personnel Salaries Support staff to develop plans to increase technology use and training
	LCFF Supplemental 4000-4999: Books And Supplies Study Skill and tutorial resources for academic recovery
	LCFF Supplemental 1000-1999: Certificated Personnel Salaries Special Education Staff collaboration and implementation of tiered supports for academic support

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Workshops and assignment of chromebook or laptop to identified students to ensure access to school assignments and other apps and tools to support progress.

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

Purchasing laptops for At Promise and Student w/Disabilities. Currently the site loans out chromebooks to all students with no access to various technological tools.

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.

n/a

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase Student Achievement and close the achievement gap for all students

Goal 5

Westmoor High School will increase the English Language Learner graduation rates.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	ELL Graduation Rate 2018	Increase in Graduation Rate 2019 Increase in Graduation Rate 2020 Increase in Graduation Rate 2021
ELPAC Assessment	ELPAC Results 2018	ELPAC Results 2019 ELPAC Results 2020 ELPAC Results 2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Increase student engagement to include use of technology, academic resources and Constructing Meaning strategies and Blended Learning.

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

Amount(s)	Source(s)
9,900	LCFF Supplemental 4000-4999: Books And Supplies Research-based academic supports for resources that directly impact target students
6000	2000-2999: Classified Personnel Salaries ELL pro social and tutorial support after school, evenings or Saturdays

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Monitor the progress of ELLs and provide support to ELLs to attain annual growth and reach proficiency status. Hire a counselor for a .2 to support EL communication and work closely with EL Team.

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

Amount(s)	Source(s)
11,000	LCFF Supplemental 1000-1999: Certificated Personnel Salaries
4,000	LCFF Supplemental 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Focused support for Students Learning English. A counselor was hired as a .2 to work closely with the EL Administrator and teachers to increase awareness of resources for academic support

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

The intended implementation is the same and has not changed. Increasing social capitol through various modes of communication of existing site-based resources.

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.

n/a

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,500.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

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 ($)
	$6,000.00
LCFF Supplemental	$87,500.00
No Additional Cost	$0.00

Subtotal of state or local funds included for this school: $93,500.00

Total of federal, state, and/or local funds for this school: $93,500.00

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

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Brockton Ahrens	Principal
Lawrence Gotanco	Parent or Community Member
Michelle Mangubat	Parent or Community Member
Kristina Brower	Classroom Teacher
Gary Irwin	Classroom Teacher
Chloe Chov	Secondary Student
Nikka Fernandaz	Secondary Student
Maria Collado	Classroom Teacher
Stephanie Oliver	Other School Staff
Randy Ortiz	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
[signature]	Other: Westmoor Communication Forums: Focus Groups in our self-study for the Western Association of Schools and Colleges, Principal's Leadership Team, Parent Teacher Student Association, Children At Risk in Education (CARE) Team, Positive School Culture, School Wide Activities Planning Team, Administration Team, School Wide Collaboration Team. Student Government & Leadership, Principal's Cabinet, Leadership Team, Administrative Team.

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 12/16/21.

Attested:

	Principal, Brockton Ahrens on 12/16/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019