

The Single Plan for Student Achievement (SPSA)

School: Westminster High School

District: Huntington Beach Union High School District

County-District School (CDS) Code: 30665483038445

Principal: Joe Fraser

Date of this revision: 1/9/18

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

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

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Position: Assistant Principal

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The District Governing Board approved this revision of the SPSA on Enter Date.



Budget Items Referenced in Funding Source

Title I - \$1,056,369

Personnel - \$793,448

1-A: Instructional - \$359,138

- 6 Sections – Eric Dykes (AVID), Dana Braun (Health Academy), Brian Sira (PRIDE), Julie Grieco (Leadership), Kourtney Karpinski (Algebra Prep)
- Instructional Aides (Diane Anderson, Anthony Saksa, Janet Bryant)
- Substitutes
- Tutors

1-B: Site Programs Administration - \$86,666

- TOSA 0.500 FTE (Michael Vallejo)
- Special Projects Technician (Tanya Williams)

1-C: Guidance and Counseling \$94,309

- 0.500 FTE Counselor (Ashley Nguyen)

1-D: Community Outreach \$123,335

- Community Liaison Specialist 0.7962 FTE (Rebecca Adams)
- Community Outreach Specialist 0.3981 FTE (Thuy Tran)

1-E: Summer School \$130,000

Non-Personnel - \$262,921

1-F: Instructional \$148,271

1-G: Site Program Materials, Professional Services \$50,000

1-H: Parent Involvement \$25,000

1-I: Duplications \$3,650

1-J: Professional Development \$30,000

1-L: Field Trips \$6,000

LCFF - \$512,675

2-A: Personnel \$340,917

- Tanya Williams, Jesus Ortega, Thuy Tran, Anthony Saksa, Kenia Manosalvas, Hanh le, Francisco Lagunas

2-B: Instructional Materials and Equipment \$165,758

- Computer Licenses, Transportation, Software, Instructional Books, Technology

2-C: Postage \$500

2-D: Professional Development \$3,000

2-E: Duplications \$500

2-F: Community Outreach \$2,000

Grants

3-A: Educator Effectiveness Grant \$20,000

3-B: United Way Destination Graduation \$10,000

Form A: Planned Improvements in Student Performance

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

LEA GOAL: 1a English Language Arts (ELA) – All students will reach high standards in Language Arts as measured in the 11th grade by Smarter Balanced Assessments. Students will attain, at a minimum, attaining Standards Met in reading/ELA.

LCAP GOALS:

- Increase student achievement and career readiness.
- Provide rigorous education with interventions that narrow the achievement gap.
- Provide a clean, safe and positive school climate.

LCAP Priority areas:

Conditions of Learning:

Priority 2 - Implementation of State Standards: Implementation of ELA academic contents standards and performance standards adopted by the state board for all pupils, including English Learners, low income and foster youth.

Priority 7 – Course Access: Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Pupil Outcomes:

Priority 4 – Pupil Achievement in ELA: Performance on standardized tests, API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP)

Priority 8 – Other Pupil Outcomes: Other indicators of student performance in required areas of study

SCHOOL GOAL(S): (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Annually increase, by at least 1%, the number of all students, including Low Income (LI), Students with Disabilities (SWD), and English Learner (EL) subgroups, and attain a minimum score of Standard Met in the ELA/Literacy portion of the Smarter Balanced Assessments (SBAC).

What data did you use to form this goal(s)?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal(s)?
2016-2017 baseline SBAC results in ELA. The WHS achievement level performance data, along with the HBUHSD achievement level performance rates were compared across all subgroups.	The RFEP and EL subgroups at WHS outperformed the RFEP and EL subgroups in HBUHSD. A gap still exists between WHS students who scored Standard Met and those who did not, especially apparent with the Students with Disabilities subgroup.	SBAC and EAP data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring, including classroom observations and analysis of remediation programs.

STRATEGY:

- Provide Professional Development opportunities training for staff and students to prepare for the EAP and SBAC assessments.
- Incorporate school-wide WICOR strategies and provide continuous Professional Development opportunities for staff.

Action/Services

- 1.1 Provide staff development opportunities, including structures for teacher collaboration with colleagues, toward implementation of new teaching strategies (WICOR, SDAIE), and structures to extend and monitor the implementation of these new practices.
- 1.2 Provide collaboration time and instructional rounds for teachers to share best practices.
- 1.3 Utilize the Common Formative Assessment (CFA) process as a tool to support student academic growth and success.
- 1.4 Provide after-school tutoring Monday-Saturday.
- 1.5 Continuing to support and develop our AVID program

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP of Educational Services, MTSS TOSA, PD Committee, Title I/PELL Coordinator 1.2 Principal, AP of Educational Services, MTSS TOSA, Teachers 1.3 AP over English Dept., English Department Coordinator, English District Facilitator, and English Course Leads 1.4 AP of Educational Services, Title I/PELL Coordinator, Title I staff 1.5 Title I/PELL Coordinator, AVID Coordinator, AP over AVID	1.1 Ongoing 1.2 Ongoing 1.3 January 2018; June 2018 1.4 Ongoing 1.5 Ongoing	1.1: 1-A, 1-B, 1-J, 2-D, 3-A 1.2: 1-A, 1-I, 2-E 1.3: No cost 1.4: 1-A, 1-B, 2-A 1.5: 1-A, 1-B, 1-C, 1-D, 2-A (Refer to “Budget Items Referenced in Funding Source” document)

LEA Goal: 1a English Language Arts (ELA)

LEA GOAL: 1b Mathematics - All students will reach high standards in Mathematics as measured in the 11th grade by Smarter Balanced Assessments. All students will attain Standards met or better.

LCAP GOAL:

- Increase student achievement and career readiness.
- Provide rigorous education with interventions that narrow the achievement gap.
- Provide a clean, safe and positive school climate.

LCAP Priority areas:

Conditions of Learning:

Priority 2 - Implementation of State Standards: Implementation of ELA academic contents standards and performance standards adopted by the state board for all pupils, including English Learners, low income and foster youth.

Priority 7 – Course Access: Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Pupil Outcomes:

Priority 4 – Pupil Achievement in ELA: Performance on standardized tests, API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP)

Priority 8 – Other Pupil Outcomes: Other indicators of student performance in required areas of study

SCHOOL GOAL(S): (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Annually increase, by at least 1%, the number of all students, including Low Income (LI), Students with Disabilities (SWD), and English Learner (EL) subgroups, and attain a minimum score of Standard Met in the Math portion of the Smarter Balanced Assessments (SBAC).

<p>What data did you use to form this goal(s)? 2016-2017 baseline SBAC results in ELA. The WHS achievement level performance data, along with the HBUHSD achievement level performance rates were compared across all subgroups.</p>	<p>What were the findings from the analysis of this data? The EL subgroup at WHS outperformed the EL subgroup in HBUHSD. A gap still exists between WHS students who scored Standard Met and those who did not, especially apparent with the Students with Disabilities subgroup.</p>	<p>How will the school evaluate the progress of this goal(s)? SBAC and EAP data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring, including classroom observations and analysis of remediation programs.</p>
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STRATEGY:

- Provide Professional Development opportunities training for staff and students to prepare for the EAP and SBAC assessments.
- Incorporate school-wide WICOR and instructional strategies and provide continuous Professional Development opportunities for staff.

Action/Services

- 1.1 Provide staff development opportunities, including structures for teacher collaboration with colleagues, toward implementation of new teaching strategies (WICOR, SDAIE), and structures to extend and monitor the implementation of these new practices.
- 1.2 Provide collaboration time and instructional rounds for teachers to share best practices.
- 1.3 Utilize the Common Formative Assessment (CFA) process as a tool to support student academic growth and success.
- 1.4 Provide after-school tutoring Monday-Saturday.
- 1.5 Continue to provide a math consultant for math teachers’ professional development in instruction, assessment, professional collaboration, and course/content planning.
- 1.6 Continue to support and develop our AVID program

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP of Education Services, MTSS TOSA, PD Committee, Title I/PELL Coordinator 1.2 Principal, AP of Education Services, MTSS TOSA, Teachers 1.3 AP over Math Dept., Math Department Coordinator, Math District Facilitator, and Math Course Leads 1.4 AP of Education Services, Title I/PELL Coordinator, Title I staff 1.5 Principal, AP of Education Services, Title I/PELL Coordinator, Math Department Coordinator 1.6 Title I/PELL Coordinator, AVID Coordinator, AP over AVID	1.1 Ongoing 1.2 Ongoing 1.3 January 2018; June 2018 1.4 Ongoing 1.5 Ongoing 2017-2018 school year 1.6 Ongoing	1.1: 1-A, 1-B, 1-J, 2-D, 3-A 1.2: 1-A, 1-I, 2-E 1.3: No cost 1.4: 1-A, 1-B, 2-A 1.5: 1-G, 2-A 1.6: 1-A, 1-B, 1-C, 1-D, 2-A (Refer to “Budget Items Referenced in Funding Source” document)

LEA GOAL: 2 English Learners – All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining Standards Met in reading/language arts and mathematics.

LCAP GOAL:

- Increase student achievement and career readiness.
- Provide rigorous education with interventions that narrow the achievement gap.
- Provide a clean, safe and positive school climate.

Conditions of Learning:

Priority 2 - Implementation of State Standards: Implementation of ELA academic contents standards and performance standards adopted by the state board for all pupils, including English Learners, low income and foster youth.

Priority 7 – Course Access: Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Pupil Outcomes:

Priority 4 – Pupil Achievement in ELA: Performance on standardized tests, API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP)

Priority 8 – Other Pupil Outcomes: Other indicators of student performance in required areas of study

SCHOOL GOAL(S): (Goals should be prioritized, measurable, and focused on identified student learning needs.)

- 1.1 Annually increase academic achievement rates, by at least 1%, in ELA and mathematics for Limited English Proficient (LEP) students on the SBAC.
- 1.2 Continue to meet the CELDT proficiency target set for LEP students.
- 1.3 Annually increase, by at least 1%, LEP students' reclassification rate.
- 1.4 Increase the number of LEP students meeting 'a-g' requirements for graduation and college admissions.

What data did you use to form this goal(s)?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal(s)?
<ul style="list-style-type: none">- CELDT data- SBAC results- EAP data- UC/CSU 'a-g' course completion data	All LEP students have continued to meet the target and annually increase proficiency on the CELDT for the past four years. However, a high percentage of LEP students did not score Standard Met on both the ELA and math portions of the SBAC.	SBAC data, CELDT data, and 'a-g' data will be analyzed by the administrative team, department coordinators, program coordinators, and the School Site Council. Progress towards goals will also be monitored via classroom observations and department discussions.

STRATEGY:

- Provide Professional Development opportunities training for staff and students to prepare for the EAP and SBAC assessments.
- Incorporate school-wide WICOR and instructional strategies and provide continuous Professional Development opportunities for staff.

Action/Services

- 1.1 Continue to support LEP students’ classes by maintaining smaller class sizes, placing bilingual instructional aides and college tutors in LEP classes, and creating focused LEP/SDAIE sections in content areas for efficient support.
- 1.2 Continue to support LEP class teachers by providing bilingual call-home support, supplementals/supplies to enhance learning, and pullout days for training/collaboration opportunities and instructional rounds.
- 1.3 Continue to support math LEP teachers with a math consultant.
- 1.4 Support teachers of SPED(special education)-LEP students with a designated TOSA (teacher on special assignment)
- 1.5 Support LEP students identified as at-risk entering 9th grade by maintaining the PRIDE program (continues grades 9-12)
- 1.6 Support LEP students identified as at-risk entering 10th grade by supporting the Health Academy program (continues grades 10-12)
- 1.7 Continually monitor LEP students’ progress towards RFEP-reclassification and completion of a-g course requirements by graduation
- 1.8 Identify and provide support to low performing LEP students via tutoring.
- 1.9 Support the parents of LEP students by offering parent education classes in Spanish and Vietnamese.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP Guidance, Title I/PELL Coordinator, Title I staff, Department Coordinators	1.1 Ongoing	1.1: 1-A, 1-B, 1-C, 1-D, 1-F, 1-E, 1-I, 2-A, 2-B
1.2 Title I staff, Title I/PELL Coordinator, AP Education Services, MTSS TOSA	1.2 Sep 2017 – Jun 2018	1.2: 1-A, 1-B, 1-C, 1-D, 1-F, 1-E, 1-I, 2-A, 2-B, 3-A
1.3 Principal, AP Education Services, Title I/PELL Coordinator, Math Department Coordinators	1.3 Sep 2017 – Jun 2018	1.3: 1-G
1.4 Principal, SPED-TOSA, SPED Department Coordinator, Title I/PELL Coordinator	1.4 Sep 2017 – Jun 2018	1.4: 1-B
1.5 Title I/PELL Coordinator, Counselor, PRIDE Coordinator, AP Guidance	1.5 Ongoing	1.5: 1-A, 1-C, 1-D, 2-A
1.6 Health Academy Coordinator, Title I/PELL Coordinator, AP over Science Dept.	1.6 Ongoing	1.6: 1-A, 2-A, 1-C, 1-D
1.7 Title I/PELL Coordinator, Title I staff, AP of Education Services	1.7 Ongoing	1.7: 1-B, 1-D, 1-E, 2-A
1.8 Title I/PELL Coordinator, Title I staff, AP of Education Services	1.8 Sep 2017 – Jun 2018	1.8: 1-A, 1-C, 1-D, 1-E, 2-A
1.9 Title I/PELL Coordinator, Title I staff, AP of Education Services	1.9 Sep 2017 – Jun 2018	1.9: 1-B, 1-C, 1-D, 1-H, 1-I, 2-A, 2-C, 2-E
		(Refer to “Budget Items Referenced in Funding Source” document)

LEA GOAL: 3 Highly-Qualified Teachers – All students will be taught by highly qualified teachers.

LCAP GOALS;

- Increase student achievement and career readiness.
- Provide rigorous education with interventions that narrow the achievement gap.
- Provide a clean, safe and positive school climate.

LCAP Priorities

Conditions of Learning

Priority 1 - Basic Services – Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credential in the subject areas and for the pupils they are teaching; pupils have access to standards aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).

Priority 2 - Implementation of Common Core State Standards – Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

SCHOOL GOAL(S): (Goals should be prioritized, measurable, and focused on identified student learning needs.)

- 1.1 Improve the quality of instructional programs and services to meet the needs of all students.
- 1.2 Engage faculty and staff in opportunities to be "teacher leaders," to form supportive team partnerships, and share best practices campus-wide.
- 1.3 Ensure access to high quality technology to support teaching and learning.

What data did you use to form this goal(s)?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal(s)?
Three year site data focused on instructional rounds, professional learning communities (PLC's), and Professional Development (PD).	The participation of teachers in learning and growing opportunities has improved over the years; however, there is still a lack of focus on sharing information, follow-up trainings, and ongoing activities. Additional professional development is still required.	Site data focused on instructional rounds, PLC's, and PD will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring, consisting of classroom observations, participation surveys, and technology usage.

STRATEGY:

- Provide Professional Development opportunities training for all staff (e.g. AP Conferences, AVID Summer Institute, Instructional Strategies for all of our subgroups).
- Incorporate school-wide WICOR and instructional strategies and provide continuous Professional Development opportunities for staff.

Action/Services

- 1.1 Provide collaboration time for whole departments, vertical and horizontal teams, cross-curricular teams, and special programs in order to ensure curricular alignment, encourage cross-curricular project-based learning, and foster sharing of best practices.
- 1.2 Ensure all AP teachers have met the College Board's requirements for teaching an AP course, provide opportunities for these teachers to attend AP professional development, and support their completion of AP Course Audit.
- 1.3 Expand AVID program, and opportunities for all teachers to receive professional development in AVID strategies and techniques
- 1.4 Support professional development training opportunities for teachers, including the integration of the Next Generation Science Standards
- 1.5 Continue to use Instructional Rounds methodology, practice, and dialogue to improve instruction and identify best practices.
- 1.6 Provide professional development opportunities for teachers in the use and integration of technology into their classrooms to enhance student learning
- 1.7 Provide math teachers content-specific professional development through use of math consultant

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 Principal, AP of Educational Services, Title I/PELL Coordinator 1.2 AP of Education Services, Title I/PELL Coordinator 1.3 Principal, AP over AVID, Title I/PELL Coordinator, AVID Coordinator 1.4 AP of Educational Services, Title I/PELL Coordinator, Department Coordinators 1.5 AP of Educational Services, Title I/PELL Coordinator, MTSS TOSA 1.6 AP of Educational Services, Title I/PELL Coordinator, TRT (Technology Resource Teacher) 1.7 Principal, AP of Educational Services, Title I/PELL Coordinator	1.1 Ongoing 1.2 Ongoing 1.3 Ongoing 1.4 Ongoing 1.5 Ongoing 1.6 Ongoing 1.7 Sep 2017 – Sep 2018	1.1: 1-A, 1-B, 1-I, 1-J, 1-G, 2-D, 2-E, 3-A 1.2: 1-J, 2-D 1.3: 1-J, 2-D, 1-G, 3-B 1.4: 1-G, 1-J, 2-D, 3-A 1.5: 1-A, 1-I, 2-E, 3-A 1.6: 1-A, 1-J, 2-B, 2-D, 3-A 1.7: 1-A, 1-G, 3-A (Refer to “Budget Items Referenced in Funding Source” document)

LEA Goal: 3 Highly Qualified Teachers

LEA GOAL: 4 All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

LCAP GOALS:

- Provide a clean, safe and positive school climate.

LCAP Priorities

Conditions of Learning

Priority 1 – Basic Services – Degree to which teachers are appropriately assigned pursuant to Education Code 44258.9, and fully credentials in the subject areas and for the pupils they are teaching; pupils have access to standards aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).

Priority 6 – School Climate – Pupil suspension rates, pupil expulsion rates, and other local measures to include surveys of pupil, parents, and teachers on the sense of safety and school connectedness.

SCHOOL GOAL(S): (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 WHS students will be educated in a learning environment that is safe, drug-free, and conducive to learning.

1.2 WHS will support students' academic, emotional, and physical needs through appropriate supervision, staff training, positive behavior interventions to support and rehabilitate students, and a culture of student engagement.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none">- Attendance data from 2012-13 through 2016-2017.- Suspension and expulsion data from 2012-13 through 2015-2016.- 2014-15 Truancy rate.	<ul style="list-style-type: none">- WHS has made improvements in discipline and attendance data, but the school continues to strive toward finding methods for positive behavior intervention and increased school attendance.- The School Safety Plan is up to date, but it should be revisited and communicated on an ongoing basis.	<p>Attendance, suspension, and expulsion data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring including a presence on campus and in classrooms and analyses of intervention programs.</p>

STRATEGY:

- Provide Professional Development opportunities training for all staff (e.g. MTSS, School Safety Plan, Wellness).
- Provide education and prevention classes to students and parents (e.g. New Beginnings, Parent University, 10 Commandments, Grupo Crecer).
- Continue to promote cultural diversity on campus.

Action/Services

- 1.1 Implement drug and alcohol cessation program, New Beginnings (HBUHSD)
- 1.2 Provide ongoing parent trainings inclusive of drug and alcohol awareness and college and career readiness through Parent University (HBUHSD) and site parent education classes (in Spanish and Vietnamese)
- 1.3 Continue Text-to-Tip and increase student awareness of the program and its benefits
- 1.4 Continue the current student recognition program – SWAG – to encourage positive student behavior in the areas writing, inquiry, collaboration, organization, and reading.
- 1.5 Implement training for teachers in MTSS to support best first instruction and intervention methods to reduce the number of students receiving Ds and Fs.
- 1.6 Analyze and use the results of the 2016 California Healthy Kids Survey to identify at-risk behavior and trends.
- 1.7 Develop and support systems/groups (e.g. ASB, Link Crew, student roter sections) that lead to increased student participation and engagement in extra-curricular activities.
- 1.8 Annually review and communicate safety plan and practice drills.
- 1.9 Work with supervision, Special Projects Administrator, and SPED TOSA to review and revise current discipline practices for special education students.
- 1.10 Conduct training for staff on recognition of students who are using drugs, including updated information on current drug trends in the local community.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP of Supervision, Director of Student Services (district)	1.1 Sep 2017 – Jun 2018	1.1 District LCFF
1.2 Director of Student Services (district), AP of Educational Services, Title I/PELL Coordinator, Title I Staff	1.2 Ongoing	1.2 District LCFF, 1-A, 1-B, 1-C, 1-H, 1-I, 2-E
1.3 AP of Supervision	1.3 Ongoing	1.3 District LCFF
1.4 AP of School Culture	1.4 Sep 2017 – Jun 2018	1.4 1-I, 2-E
1.5 AP of Educational Services, Title I/PELL Coordinator, MTSS TOSA	1.5 Sep 2017 – Jun 2018	1.5 District LCFF, 1-I, 2-E, 3-A
1.6 Principal, AP of Supervision, School Site Council	1.6 Fall 2017	1.6 No cost
1.7 AP of School Culture	1.7 Sep 2017 – Jun 2018	1.7 1-D, 2-A
1.8 AP of Supervision	1.8 Fall 2017	1.8 No cost
1.9 AP of Supervision, Special Programs Administrator, SPED TOSA	1.9 May 2018	1.9 1-B
1.10 AP of Supervision, AP of Educational Services	1.10 Feb 2018 – May 2018	1.10 No cost
		(Refer to “Budget Items Referenced in Funding Source” document)

LEA Goal 5: All students will graduate from high school.

LCAP Goals:

- **Increase student achievement and career readiness.**
- **Provide rigorous education with interventions that narrow the achievement gap.**
- **Provide a clean, safe and positive school climate.**

LCAP Priority areas:

Conditions of Learning:

Priority 7 – Course Access: Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Pupil Outcomes:

Priority 4 – Pupil Achievement: Performance on standardized tests, API, number of students college & career ready, number of students passing the Advance Placement exam with 3 or higher, number of students determined prepared for college by the Early Assessment Program (EAP)

Engagement:

Pupil Engagements

Priority 5 - School attendance rates, chronic absenteeism rates, high school dropout rates, high school graduation rate.

Priority 6 – School Climate – Pupil suspension rates, pupil expulsion rates, other local measure including surveys of pupil, parents, and teacher on the sense of safety and school connectedness.

SCHOOL GOAL(S): (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Increase annually the overall graduation rate, as well as the number of students who graduate from WHS completing 'a-g' coursework requirements by at least 1%.

1.2 Continue to provide moderate to severe SWD opportunities to learn appropriate independent living skills and prepare for life through the VOICES program.

<p>What data did you use to form this goal(s)?</p> <ul style="list-style-type: none">- Graduated Students Deficient in UC/CSU from 2013-14 through 2015-16.- WHS Class of 2016 Non-Grad data.- Subject Area Deficiencies for Class of 2016 Non-Grad data.- Graduation rate from 2012-13 through 2014-15.	<p>What were the findings from the analysis of this data?</p> <p>The graduation rate has gradually increased over the past few years; however a gap exists between all students when compared to the SWD subgroup. It was noted that WHS serves a moderate to severe disabled population for whom graduation is often not a reality. However, the VOICES program focuses on giving every opportunity for these students to learn life skills imperative for their future.</p>	<p>How will the school evaluate the progress of this goal(s)?</p> <p>Graduation and 'a-g' data will be analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring including classroom observations and analysis of remediation/intervention programs.</p>
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STRATEGY:

- Provide Professional Development opportunities training for all staff and students.

- Incorporate school-wide WICOR and instructional strategies and provide continuous Professional Development opportunities for staff.

Action/Services

- 1.1 Expand awareness and enrollment in college readiness testing to prepare students for college entrance exams and career exploration.
- 1.2 Implement intervention programs and classes that support students in achieving success in rigorous courses (e.g. K11 Tutoring, UCLA Project HOPE, CSUF Writing Lab, Passport to Success, and Upward Bound).
- 1.3 Continue to implement and expand rigorous alternative education classes (e.g. credit recovery).
- 1.4 Provide multiple learning pathways for students to engage with the curriculum, and explore career opportunities.
- 1.5 Continue to build and support student access to Chromebooks so that teachers can increasingly use technological rigor and engagement strategies from ongoing PD to increase student achievement.

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP Educational Services, AP Guidance, College and Career Specialist, Title I/PELL Coordinator 1.2 AP Educational Services, Title I/PELL Coordinator, Title I Staff 1.3 AP of Education Services, AP of Guidance, Counselor 1.4 Principal, AP of Education Services, Department Coordinators, College and Career Specialist, ROP Specialist 1.5 AP of Education Services, Title I/PELL Coordinator, Network Technician	1.1 Ongoing 1.2 Ongoing 1.3 Ongoing 1.4 Sep 2017 – Jun 2018 1.5 Sep 2017 – Jun 2018 1.6 Jan 2017 – Apr 2018	1.1 1-D, 1-H, 2-A 1.2 1-A, 1-B, 1-C, 1-D, 1-E, 1-G, 2-A 1.3 1-C, 1-E, 2-A 1.4 1-A, 2-B 1.5 1-F, 2-B (Refer to “Budget Items Referenced in Funding Source” document)

LEA GOAL: 6 Parent & Community Participation (Including representation from our unduplicated student population)

LCAP GOAL:

- **Increase opportunities for parent/guardian engagement in matters related to students' academic endeavors, as well as site and district decision making.**

SCHOOL GOAL(S): (Goals should be prioritized, measurable, and focused on identified student learning needs.)

1.1 Increase opportunities for parent/guardian and community engagement in matters related to student academic endeavors and site decision making.

1.2 Increase opportunities for community relations, partnerships, and support.

What data did you use to form this goal(s)?

- Hispanic Parent Workshop data
- Vietnamese Parent Workshop data
- College and Career Center data

What were the findings from the analysis of this data?

Although WHS offers valuable workshops and programs for parents and attendance has been increasing, there may be a need to expand programs to additional subgroups of parents while continuing to provide the information in parents' native languages. Community partnerships with United Way and College Pathway Partners are proving to be valuable to the school. Expanding business and community partnerships will enable WHS to continue to provide meaningful and relevant opportunities to students.

How will the school evaluate the progress of this goal(s)?

Designated community liaisons and the College and Career Center personnel will continue to collect data pertaining to each event. The data will be shared with administration and analyzed annually by all stakeholders including staff, parents, and students. Progress will be evaluated through ongoing administrative monitoring and reporting.

STRATEGY:

- Provide Professional Development opportunities training for parents and community (e.g. PTSA, Parent University, 10 Commandments of Education, Grupo Crecer, Registration training for parents).

Action/Services

- 1.1 Increase awareness of and participation in all parent education courses offered (eg. Grupo Crecer, Ten Commandments of Education, Parent University) in order to help families better understand the education process
- 1.2 Work with PTSA to increase parent participation and attendance in PTSA meetings.
- 1.3 Increase and maintain business partnerships to provide additional career building skills and programs for all students.
- 1.4 Provide training on how to navigate the parent/student portal to increase use of online tools to monitor students' academic progress.
- 1.5 Increase outreach efforts to encourage parental participation in workshops and decision-making.
- 1.6 Build and support strategies to increase communication to community

Person(s) Responsible	Target Date	Cost and Funding Source (Itemize for Each Source)
1.1 AP of Educational Services, Title I/PELL Coordinator, Title I Staff, Community Resource Coordinator 1.2 Principal, Community Resource Coordinator 1.3 Administration, College and Career Specialist, Title I Staff, Community Resource Coordinator 1.4 AP of Educational Services, Title I/PELL Coordinator, Title I Staff, Community Resource Coordinator, TRT 1.5 AP of Educational Services, Title I Staff, Community Resource Coordinator 1.6 AP of School and Community Culture, AP of Educational Services	1.1 Sep 2017 – Jun 2018 1.2 Sep 2017 – Jun 2018 1.3 Sep 2017 – Jun 2018 1.4 Sep 2017 – Jun 2018 1.5 Sep 2017 – Jun 2018 1.6 Sep 2017 – Jun 2018	1.1 1-B, 1-D, 1-H, 1-I, 2-A, 2-E, District LCFF 1.2 No cost 1.3 1-A, 1-D, 2-A, 2-C 1.4 1-A, 1-B, 1-C, 1-D, 1-H, 2-A 1.5 1-D, 1-I, 2-A, 2-E 1.6 2-F (Refer to “Budget Items Referenced in Funding Source” document)