



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
Woodcrest Junior High School	36676786111215	May 14, 2024	June 20,2024

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
Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

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.

This plan effectively meets the Every Student Succeeds Act (ESSA) and aligns with the district's three LCAP goals:
LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1, 2, and 7)
LCAP Goal 2: Students, parents, families, and staff are connected an engaged at their school to ensure student success. (Priority 3, 5, and 6)

LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Centralized Services	5
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations.....	7
Analysis of Current Instructional Program.....	8
Educational Partner Involvement	14
Resource Inequities	15
School and Student Performance Data	16
Student Enrollment.....	16
CAASPP Results.....	18
ELPAC Results	22
Student Population.....	24
Overall Performance	26
Academic Performance	28
Academic Engagement	34
Conditions & Climate.....	37
Goals, Strategies, & Proposed Expenditures.....	39
Goal 1.....	39
Goal 2.....	44
Goal 3.....	48
Budget Summary	53
Budget Summary	53
Other Federal, State, and Local Funds	53
Budgeted Funds and Expenditures in this Plan	55
Funds Budgeted to the School by Funding Source.....	55
Expenditures by Funding Source	55
Expenditures by Budget Reference	56
Expenditures by Budget Reference and Funding Source	56
Expenditures by Goal.....	57
School Site Council Membership	58
Recommendations and Assurances	59
Instructions.....	60

Instructions: Linked Table of Contents60

Purpose and Description61

Educational Partner Involvement61

Resource Inequities61

Goals, Strategies, Expenditures, & Annual Review62

Annual Review63

Budget Summary64

Appendix A: Plan Requirements66

Appendix B:69

Appendix C: Select State and Federal Programs71

Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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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).

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-2024 School Quality Survey for parents, students and staff was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents - 33
Students- 316
Staff – 34

In the K12 parent survey, we learned the following about our engagement groups:

1. 94% feel that families are encouraged to attend school-sponsored activities.
2. 100% feel that staff member to whom a student can go for help with a school concern.
3. 94% feel that the principal and/or assistant principal are visible on campus throughout the school day.

Here are three data points that we can celebrate:

1. 91% of students said that this school keeps families informed of their student's academic progress.
2. 100% of staff said that there is a teacher, counselor, or staff member to go to for a personal concern.
3. 93% of parents said that teachers clearly explain learning standards and expectations to all students..

Here are three data points that show our opportunities:

1. 55% of parents said that the school promotes opportunities for families to volunteer.
2. 62% of staff said that this school offers students a variety of extracurricular activities.
3. 59% of students said that teachers successfully show students how lessons relate to life outside of school.

In the 2023-2024 Healthy Kids Survey, Percentage of students who have never tried vaping has decreased since the last test administration at the 9th grade and 11th grade levels.

Grade 7- 95%
Grade 9- 89%
Grade 11- 83%

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 4/10/24, an External TFI completed at Woodcrest reflected 97% implementation of school-wide PBIS implementation for Tier I, 100% for Tier 2, and 94% for Tier 3. The PBIS team the following area(s) of focus for the 24-25 school year: Creating connections with the community and gathering input from community members on our PBIS practices.

An LCAP site engagement meeting was held and opportunities to give input were provided to parents, staff, community and students.

Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

A District Collaborative Learning Round (CLR) made up of a team of District Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis on increased engagement and rigor.

In addition, the school site instructional leadership team, consisting of one teacher from each grade level, planned to walk through classrooms to conduct site level CLRs with the principal. This occurred twice this year in August and February.

Administrators conduct walk-throughs on a regular basis and observations were reflected up the Instructional Leadership Team. Observations of the learning environment were based on District wide observables which were created by the Teaching and Learning Taskforce to align with the District's Yellow Sheet. Specifically, the Chino Feeder group collected evidence of visible learning as observed by our Feeder Group Form which focused on: #5 Clarify for students the essential standards; have students reflect on their learning and #8 100% of grade level or department teams will respond with intervention and extension for at least 4 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2024-2025 school year.

Our feeder group walked classroom at the following sites this year on the following dates:

9/22/23 - Liberty Elementary

10/20/23 - Magnolia JHS

11/3/23 - Cortez Elementary

12/8/23 - Howard Cattle Elementary

1/26/24 - Edwin Rhodes Elementary

2/16/24 - Levi Dickey

3/1/24 - Walnut Elementary

4/12/24 - Woodcrest JHS

5/10/24 - Chino High School

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)

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2023 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data, and to review progress on our site 22-23 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1: On the 2024 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from 56% to 60%, Math will increase from 36% to 40%, and Science will increase from 31% to 36%.

SMART Goal 2: To address Tier 2 TFI point 2.10 by April 2024 we will increase the proportion of students receiving Tier 2 supports from 5% to 7%.

SMART Goal 3: On the 2024 CAASPP, the percent of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from 56% to 60%, Math will increase from 36% to 40%, and Science will increase from 31% to 36%.

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the CVUSD Essential Standards Assessments, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ESA Data for August 2023

Essential Standards Baseline Data Math /August 2023

Grade/ Percent Exceeded or Met standard

7th –27.2%

8th – 17.7%

IM1 – 67.7%

Essential Standards Baseline Data ELA /August 2023

Grade/ Percent Exceeded or Met standard

7th – 36.3%

8th – 41.1%

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

Essential Standards Final Benchmark Data Math /Spring 2024

Grade/ Percent Exceeded or Met standard

7th – 67.9%

8th – 60.2%

IM1– 65.6%

Essential Standards Final Benchmark Data ELA /Spring 2024

Grade/ Percent Exceeded or Met standard

7th – 55.5%

8th – 76.3%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned. We have successfully hired and filled every class with highly qualified teachers.

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

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Teacher Clarity, Student Engagement, and Essential Standards. Support will also be given in ELA/ELD, Math, and Positive Behavior Intervention and Support. Our site will hold PD annually to support the instruction of our English Learners.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coaches model lessons, co-teach, and train teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified in needing support to become proficient: Students with disabilities.

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

Our site adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:

K	36,000
1–3	50,400
4–8	54,000
9–12	64,800

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

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of the following intervention courses of blocks of time: 7/8 Read 180

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

100% of our students have available to them standards-based instructional materials.

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

100% of our students have access to standards-aligned core courses and instructional materials.

Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable under-performing students to meet standards: Read 180, Math 180, Study Skills, and targeted before school Intervention Tutoring.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our students with disabilities continue to be a group that we need to support during Study Skills, Read 180, and Intervention Tutoring. The number of students scoring proficient on the CAASPP declined significantly as shown in the data summary pages of this SPSA. Students with disabilities data will be evaluated annually through the ESA and CAASPP. The three goals within this SPSA plan will monitor the progress of the students with disabilities each year and actions are developed to support implementation towards accomplishing program goals. In order to raise student achievement, the following educational practices are in place: focus on 21st Century learning skills and include performance tasks, technology based tools, project-based learning, close reading, text dependent questions, citing text based evidence, Depth of Knowledge, academic vocabulary, Direct Instruction, checking for understanding, differentiated instruction, gradual release, collaborative learning groups, Thinking Maps, sentences stems/frames, AVID strategies, and digital tools.

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. We also have multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

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)

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The Action Team for Partnership meets three times per as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs. DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found our on school website and in the lobby of our school office. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities. The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent son PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

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

See SPSA Actions/Services

Fiscal support (EPC)

See SPSA Budget Section

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Woodcrest is committed to meaningful educational partner involvement in developing and gaining input on the development of the SPSA plan. Students, parents/guardians, staff and community were involved in the process. All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from educational partner surveys were included as part of the data review. An analysis of progress toward goals, current data, and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings:

A. School Site Council (10/11/23, 1/18/24, 3/6/24, 5/8/24)

- B. ELAC (10/18/23, 1/23/24, 3/9/24, 5/14/24)
- C. Staff Meeting (5/7/24 and 8/2/24)

Resource Inequities

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

During our comprehensive needs assessment, the School Site Council as well as the entire staff closely analyzes students achievement data to evaluate the needs of our students, school and programs. Through a close study of our data we recognize an underperformance of English Learners, Hispanics and Students with Disabilities in the area of English Language Arts and all student groups in Math on the California Dashboard. As a result, this year, a greater resource will be allocated to targeted interventions with these students. We recognize additional resources are necessary to increase the achievement of these students in ELA and Math. After analyzing the Master Schedule there are inequities for our students who need additional supports in ELA, Math, ELD and Students with Disabilities who need additional interventions. These students have to take an elective that supports their instructional needs instead of an elective of choice. As a solution, teachers of the intervention electives have started incorporating digital tools more and Woodcrest is offering computers, STEAM Lab, band, choir, sports and other activities after school so that all students have the opportunity to participate in activities of their choice. By offering an after school solution students are able to engage in campus activities and connect to the school. The increase in engagement and connectedness will positively impact the students' academic output and attendance at school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	185	161	172
Grade 8	169	181	162
Total Enrollment	354	342	334

Conclusions based on this data:

1. WJHS has had overall declining enrollment for the past 3 years.
2. WJHS's 7th grade has declined by 8 students.
3. WJHS's 8th grade has declined by 45 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	31	32	32	8.80%	9.4%	9.6%
Fluent English Proficient (FEP)	117	93	96	33.10%	27.2%	28.7%
Reclassified Fluent English Proficient (RFEP)	8			25.8%		

Conclusions based on this data:

1. The number of EL students entering Woodcrest Junior High has increased, which is expected with the increase in population.
2. After school targeted interventions are being put in place in order to increase the number of student scoring an overall of 4 on the ELPAC.
3. Targeted After School Interventions are in place to assist students academically. These groups are also targeting reteaching to assist students on increasing their scores on the ESAs and SBAC which will help in their reclassifications.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	174	160	159	0	159	156	0	159	156	0.0	99.4	98.1
Grade 8	151	172	156	0	170	155	0	170	155	0.0	98.8	99.4
All Grades	325	332	315	0	329	311	0	329	311	0.0	99.1	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2563.	2550.		14.47	12.82		43.40	43.59		26.42	23.72		15.72	19.87
Grade 8		2561.	2583.		11.18	21.94		40.00	36.13		28.82	23.87		20.00	18.06
All Grades	N/A	N/A	N/A		12.77	17.36		41.64	39.87		27.66	23.79		17.93	18.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		16.35	19.23		66.67	64.10		16.98	16.67
Grade 8		14.12	21.29		63.53	54.19		22.35	24.52
All Grades		15.20	20.26		65.05	59.16		19.76	20.58

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		25.79	19.23		63.52	61.54		10.69	19.23
Grade 8		17.06	27.74		63.53	56.77		19.41	15.48
All Grades		21.28	23.47		63.53	59.16		15.20	17.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.47	14.10		74.84	72.44		10.69	13.46
Grade 8		14.12	16.13		74.71	73.55		11.18	10.32
All Grades		14.29	15.11		74.77	72.99		10.94	11.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		21.38	18.59		62.26	63.46		16.35	17.95
Grade 8		17.06	23.87		70.59	64.52		12.35	11.61
All Grades		19.15	21.22		66.57	63.99		14.29	14.79

Conclusions based on this data:

1. Overall ELA students had approximately a 3% increase in students who were at or above grade level standards.
2. ELA had increases in the number of students above grade level standards in Writing (+2%), Reading(+5%), Research/Inquiry(+2%) and Listening(+1%).
3. ELA had the least amount of growth in Listening (+1%) of students above grade level and there was a decrease of students at or near the standard.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	174	160	159	0	160	158	0	160	158	0.0	100.0	99.4
Grade 8	151	172	156	0	170	156	0	170	156	0.0	98.8	100.0
All Grades	325	332	315	0	330	314	0	330	314	0.0	99.4	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2547.	2551.		21.25	24.05		20.63	22.78		32.50	26.58		25.63	26.58
Grade 8		2493.	2515.		5.29	12.82		12.35	14.74		31.76	24.36		50.59	48.08
All Grades	N/A	N/A	N/A		13.03	18.47		16.36	18.79		32.12	25.48		38.48	37.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		24.38	33.54		49.38	39.87		26.25	26.58
Grade 8		5.88	14.74		47.06	39.74		47.06	45.51
All Grades		14.85	24.20		48.18	39.81		36.97	35.99

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		19.38	15.19		53.75	56.33		26.88	28.48
Grade 8		7.06	10.26		60.00	49.36		32.94	40.38
All Grades		13.03	12.74		56.97	52.87		30.00	34.39

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		11.25	18.35		70.00	64.56		18.75	17.09
Grade 8		2.94	11.54		67.65	58.33		29.41	30.13
All Grades		6.97	14.97		68.79	61.46		24.24	23.57

Conclusions based on this data:

1. Over 62.74% of students in 7th grade and 8th grade nearly met, met, or exceeded the grade level standard in mathematics.
2. Math had approximately an 10% increase of students who were above grade level standards in Concepts and Procedures and an 8% increase in Communicating Reasoning.
3. Math had a decrease of approximately .25% (significantly less than one percentage point of students) of students who were above grade level standards in Problem Solving and Modeling/Data Analysis.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1496.1	1544.6	1499.4	1483.4	1533.5	1468.4	1508.5	1555.3	1530.0	17	16	14
8	1537.7	1564.5	1585.4	1518.3	1560.3	1589.6	1556.8	1568.3	1580.5	14	15	17
All Grades										31	31	31

Overall 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.76	12.50	14.29	29.41	56.25	21.43	41.18	18.75	28.57	17.65	12.50	35.71	17	16	14
8	14.29	33.33	58.82	35.71	33.33	17.65	42.86	26.67	17.65	7.14	6.67	5.88	14	15	17
All Grades	12.90	22.58	38.71	32.26	45.16	19.35	41.94	22.58	22.58	12.90	9.68	19.35	31	31	31

Oral 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.76	31.25	0.00	52.94	43.75	50.00	23.53	18.75	14.29	11.76	6.25	35.71	17	16	14
8	21.43	46.67	70.59	35.71	40.00	17.65	28.57	6.67	5.88	14.29	6.67	5.88	14	15	17
All Grades	16.13	38.71	38.71	45.16	41.94	32.26	25.81	12.90	9.68	12.90	6.45	19.35	31	31	31

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.88	12.50	21.43	23.53	43.75	0.00	35.29	31.25	35.71	35.29	12.50	42.86	17	16	14
8	14.29	13.33	23.53	21.43	40.00	41.18	57.14	40.00	17.65	7.14	6.67	17.65	14	15	17
All Grades	9.68	12.90	22.58	22.58	41.94	22.58	45.16	35.48	25.81	22.58	9.68	29.03	31	31	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	23.53	6.25	0.00	52.94	81.25	42.86	23.53	12.50	57.14	17	16	14
8	7.14	13.33	47.06	71.43	73.33	35.29	21.43	13.33	17.65	14	15	17
All Grades	16.13	9.68	25.81	61.29	77.42	38.71	22.58	12.90	35.48	31	31	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	35.29	62.50	35.71	47.06	31.25	28.57	17.65	6.25	35.71	17	16	14
8	57.14	60.00	82.35	28.57	33.33	11.76	14.29	6.67	5.88	14	15	17
All Grades	45.16	61.29	61.29	38.71	32.26	19.35	16.13	6.45	19.35	31	31	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	17.65	25.00	14.29	23.53	56.25	28.57	58.82	18.75	57.14	17	16	14
8	28.57	26.67	41.18	50.00	40.00	29.41	21.43	33.33	29.41	14	15	17
All Grades	22.58	25.81	29.03	35.48	48.39	29.03	41.94	25.81	41.94	31	31	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	0.00	12.50	21.43	88.24	87.50	50.00	11.76	0.00	28.57	17	16	14
8	7.14	0.00	23.53	85.71	100.00	76.47	7.14	0.00	0.00	14	15	17
All Grades	3.23	6.45	22.58	87.10	93.55	64.52	9.68	0.00	12.90	31	31	31

Conclusions based on this data:

1. 22.5% of students scored a Level 4 on the ELPAC.
2. There is an increase in the percentage of students scoring a Level 3 or Level 4 on the ELPAC.
3. 61.29% of English Learners are scoring in the Well Developed range for the Speaking Domain.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
334	84.4	9.6	0.9
Total Number of Students enrolled in Woodcrest Junior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	9.6
Foster Youth	3	0.9
Homeless	6	1.8
Socioeconomically Disadvantaged	282	84.4
Students with Disabilities	57	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	3.3
American Indian	1	0.3
Asian	10	3
Filipino	6	1.8
Hispanic	276	82.6
Two or More Races	5	1.5
Pacific Islander	1	0.3
White	23	6.9

Conclusions based on this data:

- 54% of these students are socioeconomically disadvantaged.

2. The majority of WJHS's population (76.3%) is Hispanic.
3. WJHS has a students with disabilities population of almost 16.7%.

School and Student Performance Data





Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

- 22.3% of students were considered chronically absent which is largely due to mandated quarantining for COVID related symptoms.
- 6.9% of students were suspended for one or more days. Other means of correction are being used in lieu of suspension.

3. ELA is performing 3.9 points above standard.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	1	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 9.2 points above standard Increased +5.4 points 315 Students	 Orange 53.9 points below standard Decreased -10.3 points 61 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 10 Students	 Yellow 1.8 points above standard Maintained +2.3 points 269 Students	 Red 75 points below standard Decreased Significantly -17.8 points 54 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
10.8 points below standard 11 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1 points above standard Increased +7.2 points 260 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	24.4 points above standard Decreased Significantly - 18.8 points 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.2 points below standard Decreased Significantly -21.1 points 26 Students	24.7 points below standard Decreased Significantly -18.6 points 35 Students	14.6 points above standard Increased +5.7 points 194 Students

Conclusions based on this data:

1. White students performed 43.2 points above standard.
2. Socioeconomically Disadvantaged students performed less than half a point below standards.
3. Overall students performed 3.9 points above standard.

School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 39.1 points below standard Increased Significantly +16.6 points 316 Students	English Learners Orange 97.5 points below standard Increased +9.9 points 62 Students	Foster Youth Less than 11 Students 1 Student
Homeless 105.2 points below standard Maintained +2.4 points 11 Students	Socioeconomically Disadvantaged Yellow 46.5 points below standard Increased +12.3 points 270 Students	Students with Disabilities Red 103.1 points below standard Decreased -3.4 points 55 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
20.5 points below standard 11 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.4 points below standard Increased +14.2 points 261 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	7.8 points above standard Increased Significantly +33.3 points 22 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
144.1 points below standard Increased +8.4 points 27 Students	61.5 points below standard Decreased -13.5 points 35 Students	37 points below standard Increased +7.4 points 194 Students

Conclusions based on this data:

- Overall students performed 55.7 points below standard.
- Current English Learners performed 152.4 points below standard while Reclassified students performed only 48 points below standard.
- Math will be an area of increased need moving forward.

School and Student Performance Data

Academic Performance English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

53.6% making progress towards English language proficiency

Number of EL Students: 28 Students

Performance Level: No Performance Level

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.

2023 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
4	8	0	15

Conclusions based on this data:

1. According to the data 76.7% of student is making progress towards English language proficiency.
2. 13.3% maintained ELPI Levels.
3. 73.3% of students have progressed at least one ELPI Level.

School and Student Performance Data

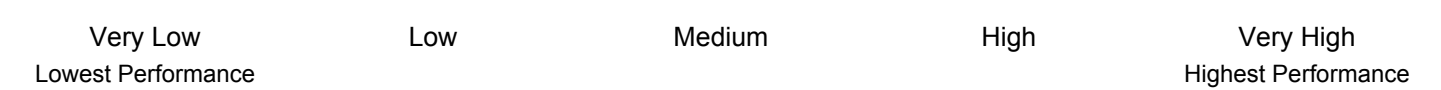
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

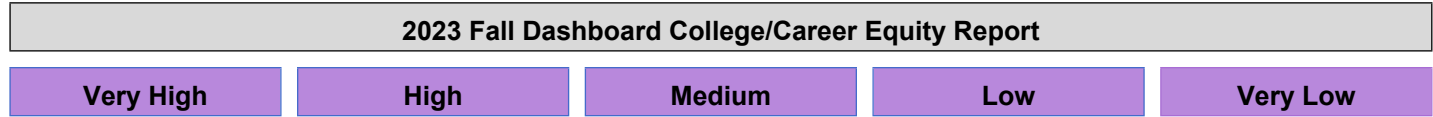
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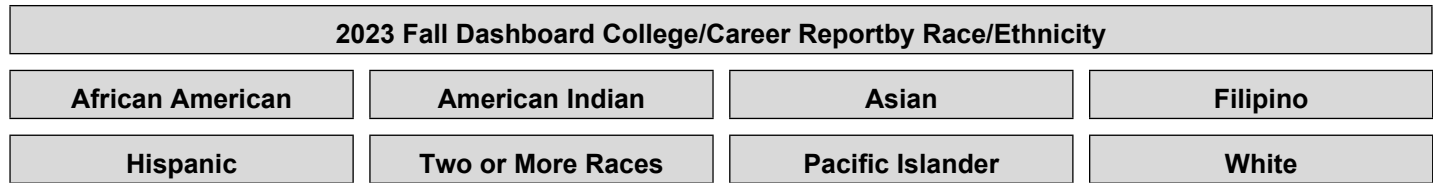
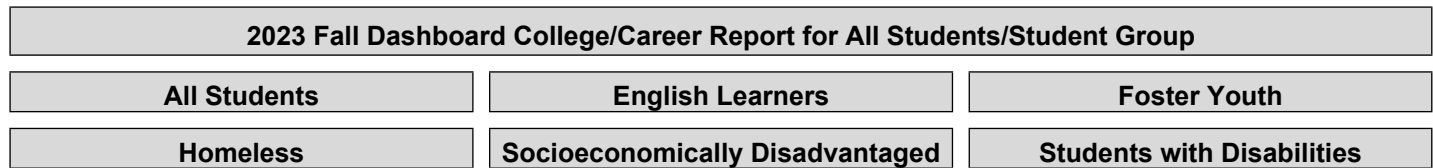
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

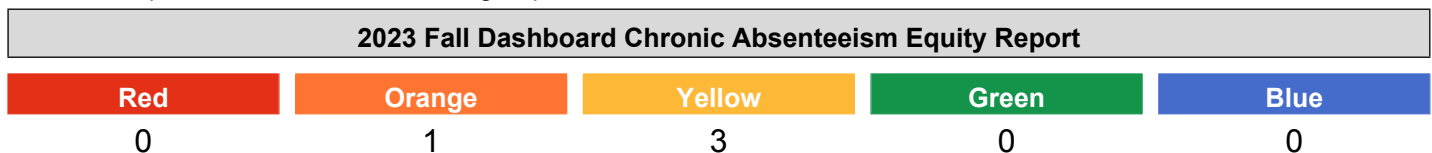
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>16.8% Chronically Absent</p> <p>Declined Significantly -5.6</p> <p>346 Students</p>	English Learners  <p>Yellow</p> <p>14% Chronically Absent</p> <p>Declined -11</p> <p>43 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>3 Students</p>
Homeless <p>26.7% Chronically Absent</p> <p>Declined -13.3</p> <p>15 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>17.1% Chronically Absent</p> <p>Declined Significantly -7.6</p> <p>293 Students</p>	Students with Disabilities  <p>Orange</p> <p>25.4% Chronically Absent</p> <p>Declined -17.2</p> <p>63 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
27.3% Chronically Absent 0 11 Students	Less than 11 Students 1 Student	9.1% Chronically Absent Declined -2.7 11 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.8% Chronically Absent Declined Significantly -7.5 284 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	28% Chronically Absent Increased 10.5 25 Students

Conclusions based on this data:

- 42.6% of Students with Disabilities were considered chronically absent.
- Four student groups had very high levels of chronic absenteeism and one student group had a high level of chronic absenteeism.
- All student groups had an increase in chronic absenteeism due to COVID protocols.

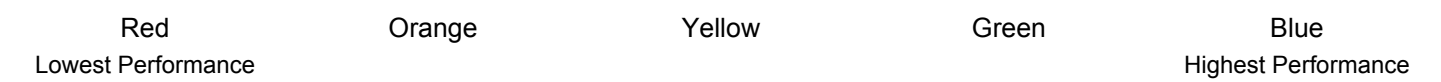
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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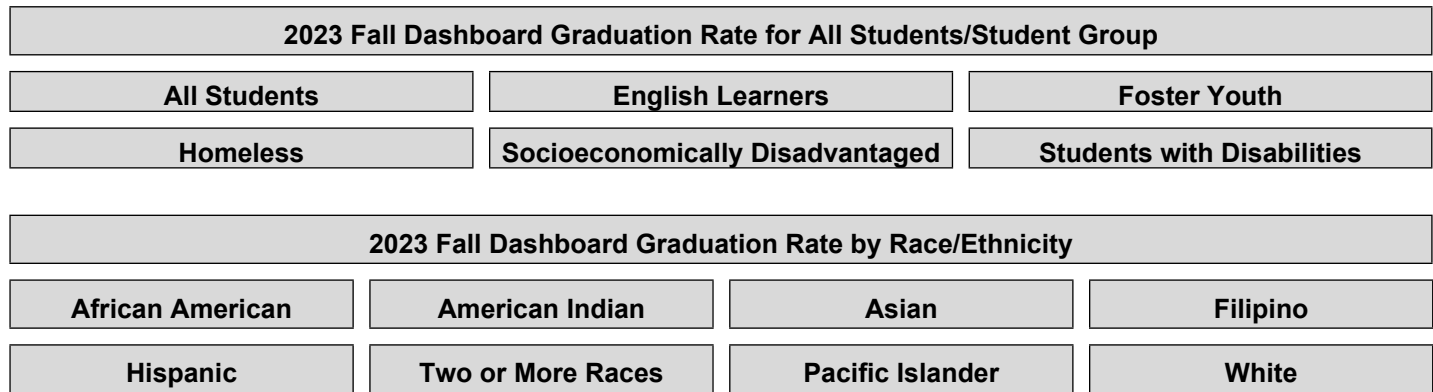
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

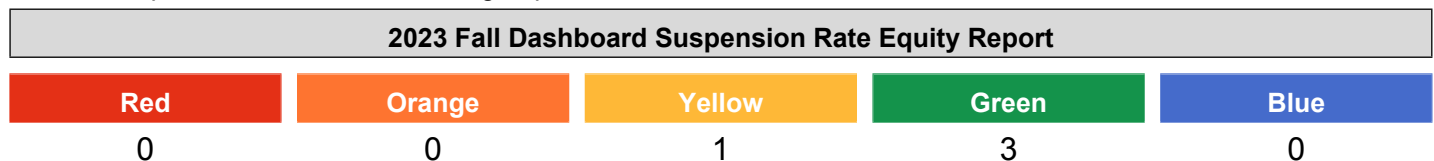
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."




This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 6.2% suspended at least one day Declined -0.7 354 Students	English Learners Yellow 9.3% suspended at least one day Declined -3.9 43 Students	Foster Youth Less than 11 Students 4 Students
Homeless 6.3% suspended at least one day Declined -0.4 16 Students	Socioeconomically Disadvantaged Green 5.7% suspended at least one day Declined Significantly -3.3 300 Students	Students with Disabilities Green 4.5% suspended at least one day Declined -4.4 66 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>8.3% suspended at least one day</p> <p>Increased 8.3 12 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p>Maintained 0 11 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Green</p> <p>6.5% suspended at least one day</p> <p>Declined -0.8 291 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>4% suspended at least one day</p> <p>Declined -8.2 25 Students</p>

Conclusions based on this data:

- 6.9% of students were suspended at least 1 day.
- Student groups fell into the following ranges: Very High (2), High (2) and Medium (1).
- At least one student group had 0% of students suspended during the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

High-Quality Teaching and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]
Priority 1: Credentials, Instructional materials, Facilities
Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards
Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

100% of grade level or department teams will respond with intervention and extension for at least 4 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2024-2025 school year.
100% of grade level or department teams will clarify for students the Essential Standards to engage students in understanding what they are learning and how they will know when they have learned it.

Identified Need

Currently 100% of teachers completed at least 3 PLC cycle including tiered interventions and extensions which led to:

On the 2024 ELA ESA 3, students scored at Meets/Exceeds standard overall as follows:

Grade 7: 55.5% Meets/Exceeds Grade 8: 76.3% Meets/Exceeds

Students with disabilities:

Grade 7: 22.2% Meets/Exceeds Grade 8: 27.3% Meets/Exceeds

On the 2024 Math ESA, students scored a Meets/Exceeds standard overall as follows:

Grade 7: 67.9% Meets/Exceeds Grade 8: 60.2% Meets/Exceeds. Integrated 1: 65.6% Meets/Exceeds

Students with disabilities:

Grade 7: 40.7% Meets/Exceeds Grade 8: 40.9% Meets/Exceeds

During the 2024-2025 school year, teachers will complete at least 4 PLC cycles that include tiered interventions and extensions. Additionally, teachers will continue to clarify the Essential Standards and students will be able to articulate what they are learning and how they will know they have learned it at 100% accuracy rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Essential Standards Assessment: ELA	40% of students meet or exceed the standards on ESA #1	65% of students meet or exceed the standards on ESA #3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<ul style="list-style-type: none"> Students with disabilities: 11.5% of students meet or exceed the standards on ESA #1 	<ul style="list-style-type: none"> Students with disabilities: 24.75% of students meet or exceed the standards on ESA #3
Essential Standards Assessment: Math	25% of students meet or exceed the standards on ESA #1 <ul style="list-style-type: none"> Students with disabilities: 7.9% of students meet or exceed the standards on ESA #1 	45% of students meet or exceed the standards on ESA #3 <ul style="list-style-type: none"> Students with disabilities: 40.8% of students meet or exceed the standards on ESA #3
Chino Feeder Walk-through Form - Visible Learning	75% of classrooms utilize visible learning techniques	100% of classrooms utilize visible learning techniques
Chino Feeder Walk-through Form - Intervention/Extension	100% of teachers responded with interventions/extensions to at least 3 CFA	100% of teachers have responded with interventions/extensions to at least 4 CFAs

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)

Strategy/Activity

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.

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

Woodcrest Junior High School will support this goal by providing miscellaneous repair and accessories necessary to keep our technology running well for student and teacher use.

Woodcrest Junior High School will also purchase technology (devices, programs, supplemental

materials) that will increase the rigor in classrooms and ensure the development of 21st Century 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)
5000.00	Title I Part A: Allocation 4000-4999: Books And Supplies 1.1a. Technology infrastructure, programs and support will increase student engagement and provide ongoing support to increase the rigor of instruction, curricula and 21st Century Skills as measured by school site assessments. Update school site technology devices and accessories that were identified to support all areas of curriculum and testing prior to the end of the year.
113648	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title IV District money will cover the cost a Tech Coach/TOSA that will support staff with the integration of technology into instructional programs.

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

Woodcrest Junior High School will support this goal by providing release time for teachers to collaborate together and/or attend professional development opportunities centered around student learning, engagement strategies, Professional Learning Communities, Microsoft trainings, Inclusion of Special Education student, ELD strategies, data driven decision making, assessment, restorative practices, and PBIS.

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)
8780.00	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.2a. Teachers will be given release time or time sheeted for after school time to collaborate and

	attend professional development opportunities which will enable teachers to increase rigor and bridge gaps in student learning that were identified through benchmark, SBAC, and other assessments. . These opportunities will allow teachers to disaggregate data from benchmarks, SBAC, ESA, and common assessments and plan to bridge learning gaps to improve student test scores. Teachers can attend professional development opportunities that will increase their knowledge on re-engagement strategies, Microsoft applications, PLCs, data, high level teaching practices, restorative practices, PBIS and other classroom topics.
18033.81	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.2b. Teachers will be given release time or time sheeted for after school time to collaborate and attend professional development opportunities which will enable teachers to increase rigor and bridge gaps in student learning that were identified through benchmark, SBAC, and other assessments. These opportunities will allow teachers to disaggregate data from benchmarks, SBAC, ESA, and common assessments and plan to bridge learning gaps to improve student test scores. Teachers can attend professional development opportunities that will increase their knowledge on re-engagement strategies, Microsoft applications, PLCs, data, high level teaching practices, restorative practices, PBIS and other classroom topics.
290,506	District Funded 1000-1999: Certificated Personnel Salaries Title I and Title III District money will cover the cost of an Access and Equity Instructional Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies were fully implemented in Goal 1:

Strategy 1: Technology infrastructure (repair, accessories, programs). Programs such as IXL and EdPuzzle, as well as repairing devices and purchasing accessories, occurred this year. This strategy will continue for next year.

Strategy 2: Professional Development for PLCs. Teacher teams met as departments for a total of 16 days to engage in PLC release time to disaggregate data from SBAC, ESAs, and common formative assessments, as well as discuss best practices and plan how to intervene and/or extend with students. This will continue for next year.

The following strategies continue to be effective in reaching checkpoints on our goals:

Strategy 1 - Technology is in good repair ensuring access to curriculum and support materials provided online for students. Additional programs were purchased to support intervention and extensions in class and at home. The additional supports yielded results on the Essential Standards assessments that helped to reach checkpoints and the final metric set. Next year this strategy will continue since it was effective.

Strategy 2 - Professional Development for PLCs. Teacher release time to communicate and collaborate about student learning, engagement and how/when to intervene and extend. Due to teachers meeting on a regular basis, we noticed continued growth on the ESA assessments and the Feeder Group Feedback Form. There was increased alignment between the essential standards, posted learning targets and the learning activities. Next year this strategy will continue since it was effective.

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

Strategy 1: Technology Infrastructure and programs. There were no material differences once the intervention/extension programs were purchased.

Strategy 2: Professional Development for PLCs. The material differences in Strategy 2 is due to using funds from one source completely before assigning additional funding sources.

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.

For the upcoming school year, our metrics (observables) will be adjusted after meeting with our school site ILT team to determine our schools areas of focus. Based on the needs assessment findings we will look for consultation services to provide teachers PD in the areas of Math/CAP, ELA, classroom management, and IELD. Funding sources will be adjusted to ensure money is available to cover PD under Title 2.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connections to and Engagement at School Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]

Priority 3: Parent Involvement

Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism

Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

By May 1, 2024, Woodcrest will increase community participation by providing opportunities to give input into the implementation and growth of PBIS on and around the school campus.

Identified Need

On the 2023 Year End Tiered Fidelity Inventory, Woodcrest scored a 97% in Tier 1, 100% in Tier 2, and 94% in Tier 3. The PBIS team will continue to develop Tier 2 interventions that can be layered for Tier 2 and Tier 3 students and look for ways for the community to give input into the development of PBIS on and near campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K12 Parent Insight Survey	This school offers opportunities for families to learn about programs and additional learning supports for students. Parents: 57% Teachers: 88% Students: 65%	Increase the percentage of educational partners who feel that they are adequately communicated with by 5%.
Tiered Fidelity Inventory	2023 Tier 1: 97% Tier 2: 100% Tier 3: 94%	Maintain scores.

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

Woodcrest Junior High School will support the implementation of Positive Behavior Interventions and Supports and increase student connectedness to the school through events for students, parents and community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
2.1a. Bilingual personnel will be time sheeted to support parent engagement during events to bridge the gap between the school and non-English speaking community.

901.19

Title I Part A: Parent Involvement
0000: Unrestricted
2.1b. Resources to provide community participants with the opportunity to meet with administration and staff members, informally, during events such as Breakfast with Administration to build positive working relationships and increase parent participation as measured by sign in sheets. Events will discuss school procedures, academics, attendance, school safety, College and Career readiness, end of year summative assessments and PBIS.

2700

Title I Part A: Allocation
4000-4999: Books And Supplies
2.1c. Money will be used to pay for entrance fees, transportation, equipment or supplies to increase student connectedness and engagement with the school.

900

Activities – General Fund
4000-4999: Books And Supplies
2.1d. Money will be used to pay for entrance fees, transportation, equipment or supplies so that students who are excelling academically and behaviorally can participate in extracurricular activities.

200

Title I Part A: Parent Involvement
2000-2999: Classified Personnel Salaries

	2.1e. Personnel will be time sheeted to support parent engagement during events to bridge the gap between the school and parents.
5000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 2.1 f Money will be used to pay for assemblies that promote a positive school culture, anti-bullying, and drug and alcohol prevention.
21,084.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.1 g Community Liaison will support the school and surrounding community for 25hrs/week to promote parent involvement and positive school climate for all education partners as measured by community and parent surveys.

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

Band

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)

3600.00

Source(s)

Band – General Fund
4000-4999: Books And Supplies
Staff will be provided with materials, resources, and time to support the Band program.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies were fully implemented in Goal 2:

Strategy 2: Band - materials, resources, and repairs. Funds were used to ensure that band instruments were fully functional and that additional materials and resources were available for students.

The following strategies were partially implemented in Goal 2:

Strategy 1: PBIS - Increase student, parent, and community engagement. This strategy will continue with adjustments.

The following strategies have been effective in reaching checkpoints:

Strategy 1: Woodcrest Junior High School will support the implementation of Positive Behavior Interventions and Supports and increase student connectedness to the school through events for students, parents and community. This strategy will continue.

Strategy 2: Band will continue to keep instruments in good repair so that students can remain engaged in the program. This strategy will continue.

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

Expenditures projected to be spent were \$5000, however the assemblies cost approximately \$2500. Adjustments to the allotment of money will be made. Furthermore the Community Liaison was not hired during this time, once the position is hired for the expenditures will be on track.

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.

When looking at our expected outcome for this goal, we met all outcomes listed. As a result of this analysis there will be an increased focus on mental health, behavior supports, and parent communication to support the number of discipline referrals this school year. We will add a focus in the metrics on discipline referrals/suspensions, we plan to keep all other metrics.

Our 24-25 Goal 2 SMART goal will be: By May 1, 2025, Woodcrest will work to pilot layering of Tier 3 supports. The Tier 3 team will continue to work and build site capacity for intervening with Tier 3 students.

Additionally, Woodcrest is aiming to increase family participation and communication by increasing attendance to site advisory committees, training/ workshop attendance, response to surveys and attendance to community engagement events as measured by attendance sheet.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]

Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC

Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

On the 2023 CAASPP, the percent of students scoring "Standards Met" and "Standards Exceeded" (combined) in ELA and Math will increase by 4%.

English Learners - Reclassify 10% of ELD students during to '23-'24

Identified Need

On the 2023 ELA SBAC, students scored at Near/Above standard overall as follows:

Grade 7: 55% Near/Above Grade 8: 57% Near/Above

On the 2023 Math SBAC, students scored a Meets/Exceeds standard overall as follows:

Grade 7: 46% Near/Above Grade 8: 26% Near/Above

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Below 2.0 GPA list run at progress report and trimester reporting period	80% of 8th grade students were at or above a 2.0 GPA at the end of the 3rd trimester	Increase the percentage of 8th grade students at or above 2.0 GPA to 96%
Reclassification Rate	10% of students reclassified	Increase the percentage of students who are reclassified by 5%
Essential Standards Assessment ELA	56% Met/Exceeded	65% Met/Exceeded
Essential Standards Assessment Math	36% Met/Exceeded	45% Met/Exceeded

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 Learner Students (inclusive of all populations example Special Education students and General Education students who are English Learners)

Strategy/Activity

Interventions and supports to increase achievements of our students who are English learners.

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)

19000.00

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
3.1a. The bilingual aid will assist with increasing English Learner student achievement by supporting students, teachers and parents in engaging with academic information in their first language. The bilingual aid will work with students on increasing their academic English vocabulary and comprehending their classwork to increase their chances of reclassifying as measured by the results of the ELPAC and reclassification rates.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All student populations including, but not limited to, Special Education, English Learners

Strategy/Activity

Interventions and enrichment for all students to improve academic achievement.

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)

31,000

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
3.2a. The Intervention Counselor will continue to work with students on academic achievement deficits by monitoring grades, attendance, and behavior and keeping parents informed of the progress. Intervention counselor will also work with students on their social emotional behaviors.

40,423.91	<p>AMIM / 0000</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3.2b. The Intervention Counselor will continue to work with students on academic achievement deficits by monitoring grades, attendance, and behavior and keeping parents informed of the progress. Intervention counselor will also work with students on their social emotional behaviors.</p>
8,000	<p>Perkins</p> <p>4000-4999: Books And Supplies</p> <p>3.2c Provide increased learning opportunities for students, engaging and enriching lessons and activities through extensions to the standards which will be measured on summative assessments. These opportunities will include field trips to locations that incorporate real life experiences and interactions as related to CTE standards.</p>
1286.00	<p>Lottery: Instructional Materials</p> <p>4000-4999: Books And Supplies</p> <p>3.2d. Purchase supplemental instructional materials and supplies needed to increase access to core curriculum, including all A - G requirements, and increase student success and progress monitoring using CVUSD assessments.</p>
14404	<p>District Funded</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Provide 24/7 online tutoring to all 3-6 grade students with language support for English learners at the rate of \$45 per student using Title I carry over</p>
2140.00	<p>GATE</p> <p>0000: Unrestricted</p> <p>3.2e Provide increased learning opportunities for GATE students, engaging and enriching lessons and activities through extensions to the standards which will be measured on summative assessments. These opportunities will include field trips to locations that incorporate real life experiences and interactions as related to Common Core State Standards and Next Generation Science Standards.</p>
7,000	<p>Title I Part A: Allocation</p> <p>2000-2999: Classified Personnel Salaries</p>

	3.2f The Instructional aids will be time sheeted for an additional hour per day to assist with increasing student achievement by supporting students, teachers and parents. The Instructional aid will work with students on increasing their academic vocabulary and comprehending their classwork to increase their chances of reaching proficiency as measured by the results of the ESAs.
9796.00	AVID 0001-0999: Unrestricted: Locally Defined 3.2g. Money will be used to supply items for parent and/or student engagements activities and workshops put on by AVID teachers and students and/or field trips that expose students to college and career opportunities.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies were partially implemented in Goal 3:

Strategy 1: Interventions and supports: The Bilingual aide has not been hired, however a sub has been in the position for the school year and has assisted in reclassifying 39% of EL students.

Strategy 2: Interventions and enrichment: The use of instructional aides to support students during class and after school is still in progress. Before school intervention is being funded by an alternate source. All metrics were met.

The following strategies were effective:

Strategy 1: Interventions and supports to increase achievements of our students who are English learners. Metrics were met. This strategy will continue next year.

Strategy 2: Interventions and enrichment for all students to improve academic achievement. Metrics were met. This strategy will continue next year.

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

Strategy 1:

The Bilingual aide has not been hired, however a sub has been in the position for the school year.

Strategy 2:

Currently we are working to determine the amount of money spent on instructional aides additional hour per day from each of the accounts (ESSR or Title 1). Expenditures for field trips (entrance fees and transportation) will be coming during 3rd trimester.

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.

When looking at our expected outcome for this goal, we have exceeded our metric checkpoints. As a result of this analysis, we plan to keep all activities the same and may make revisions to the SPSA after we receive the CAASPP data in the Fall. We will be adjusting the funding source for salaries as ESSER III will no longer be available.

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	\$110,119.00
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	\$603,602.91

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 (\$)
Perkins	\$8,000.00
Title I Part A: Allocation	\$109,017.81
Title I Part A: Parent Involvement	\$1,101.19
Title II Part A: Improving Teacher Quality	\$8,780.00

Subtotal of additional federal funds included for this school: \$126,899.00

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 (\$)
Activities – General Fund	\$900.00
AMIM / 0000	\$40,423.91
AVID	\$9,796.00
Band – General Fund	\$3,600.00
District Funded	\$418,558.00
GATE	\$2,140.00
Lottery: Instructional Materials	\$1,286.00

Subtotal of state or local funds included for this school: \$476,703.91

Total of federal, state, and/or local funds for this school: \$603,602.91

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	109,017.81	0.00
Title II Part A: Improving Teacher Quality	8,780.00	0.00
GATE	2,140.00	0.00
Title I Part A: Parent Involvement	1,101.19	0.00
Lottery: Instructional Materials	1,286.00	0.00
Activities – General Fund	900.00	0.00
Band – General Fund	3,600.00	0.00
General Fund	33,305.00	33,305.00
AVID	9,796.00	0.00
LCFF - Supplemental	0.00	0.00
AMIM / 0000	40,423.91	0.00
Perkins	8,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Activities – General Fund	900.00
AMIM / 0000	40,423.91
AVID	9,796.00
Band – General Fund	3,600.00
District Funded	418,558.00
GATE	2,140.00
Lottery: Instructional Materials	1,286.00
Perkins	8,000.00
Title I Part A: Allocation	109,017.81
Title I Part A: Parent Involvement	1,101.19
Title II Part A: Improving Teacher Quality	8,780.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,041.19
0001-0999: Unrestricted: Locally Defined	9,796.00
1000-1999: Certificated Personnel Salaries	502,391.72
2000-2999: Classified Personnel Salaries	47,484.00
4000-4999: Books And Supplies	21,486.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	14,404.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Activities – General Fund	900.00
1000-1999: Certificated Personnel Salaries	AMIM / 0000	40,423.91
0001-0999: Unrestricted: Locally Defined	AVID	9,796.00
4000-4999: Books And Supplies	Band – General Fund	3,600.00
1000-1999: Certificated Personnel Salaries	District Funded	404,154.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	14,404.00
0000: Unrestricted	GATE	2,140.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,286.00
4000-4999: Books And Supplies	Perkins	8,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	49,033.81
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	47,284.00
4000-4999: Books And Supplies	Title I Part A: Allocation	7,700.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000.00
0000: Unrestricted	Title I Part A: Parent Involvement	901.19

2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	200.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	8,780.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	435,967.81
Goal 2	34,585.19
Goal 3	133,049.91

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
- 4 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Ashley Barnett	Principal
Timothy Yurk	Principal
Angelica Ramos	Other School Staff
Scot Drew	Classroom Teacher
Isabel Torres	Classroom Teacher
Sarah Wagner	Classroom Teacher Parent or Community Member
Samantha Villegas	Other School Staff
Amy Escobedo	Parent or Community Member
Ana Cristina McGrath	Parent or Community Member
Natalie Ramirez	Parent or Community Member
Edana Garrett	Parent or Community Member
Andrea Romo	Secondary Student

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

Attached

English Learner Advisory Committee

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 5/15/24.

Attested:

Attached

Principal, Ashley Barnett on 5/15/24

Attached

SSC Chairperson, Edana Garrett on 5/15/24

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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 Educational Partner 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 (Educational Partner 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/guidanceusesinvestment.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 (Educational Partner 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/guidanceusesinvestment.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

Recommendations and Assurances

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



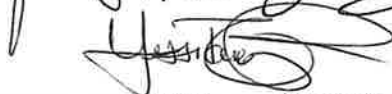
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name

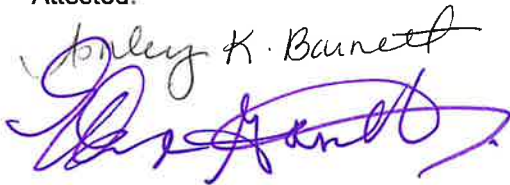
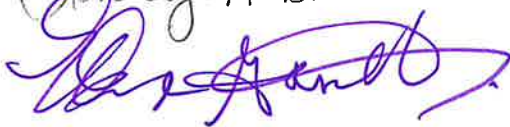
	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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 5/15/24.

Attested:

Principal, Ashley Barnett on 5/15/24

SSC Chairperson, Edana Garrett on 5/15/24

Chino Valley Unified School District

Woodcrest Junior High Parent and Family Engagement Policy 2024-2025

School Policy Engagement:

Woodcrest Junior High recognizes that **parents and family members are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. Woodcrest Junior High shall jointly develop with, and distribute to, parents of Title 1 and Non-Title 1 students a written parental engagement policy, agreed upon by such parents and updated periodically to meet the needs of parents and the school. This policy shall be an addendum component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community.

Title I schools will convene an **annual meeting to inform parents** the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. The parents of participating students will be involved in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parent and family engagement policy and school-parent compact. The school will offer a flexible number of meetings and provide, if requested, parents' opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. The parent and family engagement policy and school-parent compact will be posted on the school website and distributed to all parents through regular means of communication.

Shared Responsibilities for High Student Academic Achievement:

The staff of Woodcrest Junior High in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of supporting their child's learning. The school-family compact of strategies to increase parental/guardian, family engagement outlines how the parents/guardians, teachers, and students will share the responsibility for improved student academic and behavioral achievement. Woodcrest Junior High will provide parents/guardians with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Through an *Action Team for Partnership* process school staff, parents/guardians, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed below (*Epstein's Six Types of Parental Involvement*). The annual school-family compacts will specify partnership activities for as many of the six types of engagement as possible. The school-parent compact will list district and school improvement goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. **Woodcrest Junior High's goals will focus on providing quality first best instruction and targeted intervention utilizing instructional strategies and evidence-based programs to ensure that all under performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents/guardians to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by

staff and parents/guardians, based on formal and informal data. Also, annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's home-school-community partnership activities and celebrate successes. This **shared responsibility** will help the school and parents/guardians build and develop a partnership to help children reach or exceed the grade level standards.

Woodcrest Junior High will support these home-school partnerships by using the following **six types of engagement**:

1. ***Parenting.*** We will promote and support parenting skills and the family's primary role in encouraging a child's learning at each age and grade level, and all staff members will work effectively with our diverse families. Woodcrest Junior High will host classes to build parents' toolboxes in conjunction with the Family Engagement Center and Partnership for Learning Network.
2. ***Communication.*** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through two-way, meaningful, timely and effective methods. At a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities will be provided to parents and family members. Woodcrest Junior High will continue to utilize Parent Square, emails, phone calls, agendas, the school website, teacher websites and Teams to communicate with stakeholders.
3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Woodcrest Junior High will continue to host events that parents can participate in such as student showcase opportunities, lunch time activities, rallies, assemblies, and after school activities.
4. ***Learning at Home.*** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. Woodcrest Junior High will continue to use technology to assist parents/guardians and students on being up to date on assignments and grades. Teachers will continue to give parents helpful sites that students and parents can interact with.
5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians and family members in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Woodcrest Junior High will strive to have higher participation rates at School Site Council, ELAC, and aim to restart our PFA along with other volunteer opportunities for parents on campus.
6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Woodcrest Junior High will continue to partner with various outreach programs to introduce our students to volunteer organizations, along with partnering with local businesses to promote family engagement events.

Building Capacity for Parent Engagement

The Woodcrest Junior High school staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment and how to monitor and improve the achievement of their children
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school and support parents in more fully participating in the education of their children
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand
- provide such other reasonable support for parental engagement activities under this section as parents may request

Accessibility

Our school, Woodcrest Junior High and our LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and, to the extent practicable, in a language such parents understand.

(revised 2023-2024)

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement.
- **Focus** on student learning skills.
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment.
- **Share** strategies parents can use at home.
- **Explain** how teachers and parents will communicate about student progress.
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom.

DISTRICT PARENT RESOURCES

**Family Engagement Center
Adult School, Room 25**

12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:
ENGLISH LEARNER PARENT ACADEMY
PARENTS AS PARTNERS
LEARNING TO READ
NURTURING PARENTS

SUPPORT WITH:
STUDENT ENROLLMENT
DATA CONFIRMATION
TECHNOLOGY
AERIES PARENT PORTAL

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

**909 628-1201 ext. 5601/5604
(English/Spanish)**

909 628-1201 ext. 5602 (Chinese)

FAMILY PARTICIPTION

Activities to Build ENGAGEMENT

Student Learning

- Open Forum Conferences
- Back-to-School Night
- Microsoft Showcase Night
- LCAP Stakeholder Engagement Meeting
- PBIS Kickoff & Renaissance Assemblies
- AVID, College and Career Days
- Feeder Group Walkthroughs
- Cowboy Corral: Future Freshmen Night

Social-Emotional Development and Growth

- MTSS/ B Second Step Lessons
- Healthy Minds Lessons
- Social Skill Guidance Lessons
- Kaiser Social Emotional Assemblies
- Self-Reflection Opportunities
- School Spirit Days

Volunteering Opportunities

If you would like to volunteer, participate in, and/or observe a classroom, please contact your teacher. Observations must be cleared through the teacher and principal with at least 48-hour notice.

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - Student agenda
 - School website
 - Weekly newsletter
 - Microsoft Teams & OneNote
 - Parent Square/Aeries Parent Portal
 - Progress Reports & Report Cards
- **Home to School**
 - In-person/ phone conferences
 - Email & Aeries Parent Portal
 - Parent/guardian-teacher meetings
 - STEP intervention meetings
 - Request for Support form online

<https://www.chino.k12.ca.us/Woodcrest>

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Grades 7-8

"Always walk-through life as if you have something new to learn and you will."

Vernon Howard

Woodcrest Junior High School

**2725 S. Campus Ave.
Ontario, CA., 91761
(909) 923- 3455**

Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

GOAL 1: 100% of grade level or department teams will respond with intervention and extension for at least 3 CFA's with Tier 1 and Tier 2 instruction, as measured by artifacts showing intervention and extension plans by the end of the 2024/ 25 school year.

GOAL 2: By May 1, 2025 Woodcrest will increase community participation by providing opportunities to give input into the implementation & growth of PBIS on and around school campus.

GOAL 3: 100% of grade level or department teams will clarify for students the Essential Standards to engage students in understanding what they are learning and how they will know when they have learned it.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

As a Woodcrest Junior High teacher, I will engage all students with a vibrant learning climate and high-quality instruction. Listed below are some of the student learning strategies your child will use this year.

ELA/ ELD:

- A. Sentence frames and Stems
- B. Annotating and CLOSE reading strategies
- C. Peer editing
- D. Academic language and answering questions using complete sentences

MATH:

- A. Make sense of problems and persevere while problem solving
- B. Reason Abstractly and quantitatively
- C. Construct viable arguments
- D. Model mathematically
- E. Use appropriate tools strategically
- F. Attend precision
- G. Look for and make use of structure
- H. Look for and express regularity in repeated reasoning

ALL ACADEMIC AREAS:

- A. Chunking information
- B. Checking for understanding using various techniques that allow for processing time and touch on different modalities
- C. Use of complete sentences academic language while responding to questions

Woodcrest is a 6-Time Microsoft Showcase School

Microsoft applications and technology are integrated into every subject area to increase engagement and further student learning

At Home

Here are some ideas of how families can support students' success:

- Utilize the Aeries Parent Portal to access your child's grades.
- Be present! Establish time at home to discuss school, daily experiences, and positive interactions.
- Structure routine for your child that fosters attention to completing homework, maintaining a healthy lifestyle, and attending school on a daily basis.
- Read, Read, Read! And Talk, Talk, Talk! Model this for your child and create an environment where books, magazines, etc. are accessible. Make time for reading, discussion, and sharing of what is read. This builds academic language!
- Check your child's schoolwork, school supplies, Office 365 account, agenda, and backpack routinely to establish an expectation of success.
- Participate in parent groups such as SSC and ELAC.
- Attend school events with your student.