

School Year: **2023-24**



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 17, 2023 | July 20, 2023 |

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

Woodcrest Junior High School serves as a Title 1 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 and 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)

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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. |
|------------------------------------|---|

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 2022-2023 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 - 28
Students- 302
Staff – 16

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

1. 96% of the parents, feel that the school keeps parents informed of their students' academic progress.
2. 100% of the staff feel that the referral process, for students needing social emotional and behavior supports, is utilized effectively.
3. 94% of the students, feel that admin is responsive and helpful when addressing their concerns.

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. 43% of parents said that the school offers a variety of extracurricular activities.
2. 75% of staff said that this school offers students a variety of extracurricular activities.
3. 38% of students said that his school offers students a variety of activities and courses.

In the 2022-2023 Family Engagement Survey, parents told us that they would like us to offer the following workshops:

1. Microsoft Applications
2. Aeries Parent Portal
3. Positive Behavior Interventions and Supports for school and home

In the 2021-22 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 4/19/23, an External TFI completed at Woodcrest reflected 97% implementation of school-wide PBIS implementation for Tier 1, 100% for Tier 2, and 94% for Tier 3. The PBIS team the following area(s) of focus for the 23-24 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. This was cancelled for this year due to the unique challenges of the pandemic.

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 will continue to be focused on student observables in the learning environment based on District protocol and evidence based on the District's Yellow Sheet. Administration will closely observe the engagement of the EL students in the class in future visits. Specifically, our feeder group collected evidence of teacher clarity through rigorous learning targets, as well as intervention and enrichment.

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

3/2/23 - Walnut Elementary

2/10/23 - Cortez Elementary

1/12/23 - Liberty Elementary

12/9/22 - Howard Cattle Elementary

10/21/23 - Woodcrest JHS

9/26/22 - Magnolia JHS

8/18/22 - Edwin Rhodes Elementary

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 2022 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data, and to review progress on our site 21-22 SMART Goals. Through this collaborative process School-wide SMART Goals were developed in the areas of ELA, Math and PBIS for the 22-23 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: 100% of grade level or department teams will respond with intervention and extension for at least 3 CFAs with Tier 1 and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2023-2024 school year.

SMART Goal 2: To address Tier 2 TFI point 2.10 by April 2022 we will increase the proportion of students receiving Tier 2 supports from 5% to 7%.

SMART 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.

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 2022 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 2022

Essential Standards Baseline Data Math /August 2022

Grade/ Percent Exceeded or Met standard

7th – 23%

8th – 33.3%

IM1 – 66.6%

Essential Standards Baseline Data ELA /August 2022

Grade/ Percent Exceeded or Met standard

7th – 41.7%

8th – 36%

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 2023

Grade/ Percent Exceeded or Met standard

7th – 64.8%

8th – 33.3%

IM1 – 66.6%

Essential Standards Final Benchmark Data ELA /Spring 2022

Grade/ Percent Exceeded or Met standard

7th – 67.7%

8th – 83.3%

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 2023-2024 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement, and Instructional Technology. Support will also be given in ELA/ELD, Math, and Positive School Culture. 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 coach models lessons, co-teaches, and trains 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, English Language Learners, and socio-economically disadvantaged students.

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)

In order to raise student achievement, the following educational practices are in place: Read 180, Math 180, Study Skills, and targeted after 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 English Learners continue to be a group that we need to support during ELD and IELD. The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners 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 (11/2/22, 1/25/23, 3/20/23, 5/17/23)

- B. ELAC (10/13/22, 11/2/22, 1/26/23, 3/2/23, 4/27/23)
- C. Staff Meeting (5/2/23 and 9/5/23)

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 | | 0 | 159 | | 0 | 159 | | 0.0 | 99.4 | |
| Grade 8 | 151 | 172 | | 0 | 170 | | 0 | 170 | | 0.0 | 98.8 | |
| All Grades | 325 | 332 | | 0 | 329 | | 0 | 329 | | 0.0 | 99.1 | |

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. | | | 14.47 | | | 43.40 | | | 26.42 | | | 15.72 | |
| Grade 8 | | 2561. | | | 11.18 | | | 40.00 | | | 28.82 | | | 20.00 | |
| All Grades | N/A | N/A | N/A | | 12.77 | | | 41.64 | | | 27.66 | | | 17.93 | |

| 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 | | | 66.67 | | | 16.98 | | |
| Grade 8 | | 14.12 | | | 63.53 | | | 22.35 | | |
| All Grades | | 15.20 | | | 65.05 | | | 19.76 | | |

| 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 | | | 63.52 | | | 10.69 | |
| Grade 8 | | 17.06 | | | 63.53 | | | 19.41 | |
| All Grades | | 21.28 | | | 63.53 | | | 15.20 | |

| 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 | | | 74.84 | | | 10.69 | |
| Grade 8 | | 14.12 | | | 74.71 | | | 11.18 | |
| All Grades | | 14.29 | | | 74.77 | | | 10.94 | |

| 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 | | | 62.26 | | | 16.35 | |
| Grade 8 | | 17.06 | | | 70.59 | | | 12.35 | |
| All Grades | | 19.15 | | | 66.57 | | | 14.29 | |

Conclusions based on this data:

1. Overall ELA students had approximately a 5% increase in students who were at or above grade level standards.
2. ELA had approximately a 5% increase of students above grade level standards in Writing, Reading, Research and Inquiry.
3. ELA had less than a 3% decrease in students who were above grade level in Listening, however there was approximately a 6% increase in students who were at or near grade level standards.

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 | | 0 | 160 | | 0 | 160 | | 0.0 | 100.0 | |
| Grade 8 | 151 | 172 | | 0 | 170 | | 0 | 170 | | 0.0 | 98.8 | |
| All Grades | 325 | 332 | | 0 | 330 | | 0 | 330 | | 0.0 | 99.4 | |

* 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. | | | 21.25 | | | 20.63 | | | 32.50 | | | 25.63 | |
| Grade 8 | | 2493. | | | 5.29 | | | 12.35 | | | 31.76 | | | 50.59 | |
| All Grades | N/A | N/A | N/A | | 13.03 | | | 16.36 | | | 32.12 | | | 38.48 | |

| 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 | | | 49.38 | | | 26.25 | | |
| Grade 8 | | 5.88 | | | 47.06 | | | 47.06 | | |
| All Grades | | 14.85 | | | 48.18 | | | 36.97 | | |

| 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 | | | 53.75 | | | 26.88 | |
| Grade 8 | | 7.06 | | | 60.00 | | | 32.94 | |
| All Grades | | 13.03 | | | 56.97 | | | 30.00 | |

| 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 | | | 70.00 | | | 18.75 | |
| Grade 8 | | 2.94 | | | 67.65 | | | 29.41 | |
| All Grades | | 6.97 | | | 68.79 | | | 24.24 | |

Conclusions based on this data:

1. Over 61.5% of students in 7th grade and 8th grade nearly met, met, or exceeded the grade level standard in mathematics.
2. Math had approximately an 8% increase of students who nearly met, met or were above grade level standards in Concepts and Procedures.
3. Math also had an increase of approximately 3.7% of students who nearly met, met, or were above grade level standards in Problem Solving and Modeling/Data Analysis. There was a decrease in performance on Communicating Reasoning.

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 | | 1483.4 | 1533.5 | | 1508.5 | 1555.3 | | 17 | 16 | |
| 8 | 1537.7 | 1564.5 | | 1518.3 | 1560.3 | | 1556.8 | 1568.3 | | 14 | 15 | |
| All Grades | | | | | | | | | | 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 | | 29.41 | 56.25 | | 41.18 | 18.75 | | 17.65 | 12.50 | | 17 | 16 | |
| 8 | 14.29 | 33.33 | | 35.71 | 33.33 | | 42.86 | 26.67 | | 7.14 | 6.67 | | 14 | 15 | |
| All Grades | 12.90 | 22.58 | | 32.26 | 45.16 | | 41.94 | 22.58 | | 12.90 | 9.68 | | 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 | | 52.94 | 43.75 | | 23.53 | 18.75 | | 11.76 | 6.25 | | 17 | 16 | |
| 8 | 21.43 | 46.67 | | 35.71 | 40.00 | | 28.57 | 6.67 | | 14.29 | 6.67 | | 14 | 15 | |
| All Grades | 16.13 | 38.71 | | 45.16 | 41.94 | | 25.81 | 12.90 | | 12.90 | 6.45 | | 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 | | 23.53 | 43.75 | | 35.29 | 31.25 | | 35.29 | 12.50 | | 17 | 16 | |
| 8 | 14.29 | 13.33 | | 21.43 | 40.00 | | 57.14 | 40.00 | | 7.14 | 6.67 | | 14 | 15 | |
| All Grades | 9.68 | 12.90 | | 22.58 | 41.94 | | 45.16 | 35.48 | | 22.58 | 9.68 | | 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 | | 52.94 | 81.25 | | 23.53 | 12.50 | | 17 | 16 | |
| 8 | 7.14 | 13.33 | | 71.43 | 73.33 | | 21.43 | 13.33 | | 14 | 15 | |
| All Grades | 16.13 | 9.68 | | 61.29 | 77.42 | | 22.58 | 12.90 | | 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 | | 47.06 | 31.25 | | 17.65 | 6.25 | | 17 | 16 | |
| 8 | 57.14 | 60.00 | | 28.57 | 33.33 | | 14.29 | 6.67 | | 14 | 15 | |
| All Grades | 45.16 | 61.29 | | 38.71 | 32.26 | | 16.13 | 6.45 | | 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 | | 23.53 | 56.25 | | 58.82 | 18.75 | | 17 | 16 | |
| 8 | 28.57 | 26.67 | | 50.00 | 40.00 | | 21.43 | 33.33 | | 14 | 15 | |
| All Grades | 22.58 | 25.81 | | 35.48 | 48.39 | | 41.94 | 25.81 | | 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 | | 88.24 | 87.50 | | 11.76 | 0.00 | | 17 | 16 | |
| 8 | 7.14 | 0.00 | | 85.71 | 100.00 | | 7.14 | 0.00 | | 14 | 15 | |
| All Grades | 3.23 | 6.45 | | 87.10 | 93.55 | | 9.68 | 0.00 | | 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

| 2021-22 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 342 | 54.1 | 9.4 | Students whose well being is the responsibility of a court. |
| 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. | |

| 2021-22 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 32 | 9.4 |
| Foster Youth | | |
| Homeless | 6 | 1.8 |
| Socioeconomically Disadvantaged | 185 | 54.1 |
| Students with Disabilities | 57 | 16.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 2.6 |
| American Indian | 2 | 0.6 |
| Asian | 17 | 5.0 |
| Filipino | 7 | 2.0 |
| Hispanic | 261 | 76.3 |
| Two or More Races | 4 | 1.2 |
| Pacific Islander | 1 | 0.3 |
| White | 39 | 11.4 |

Conclusions based on this data:

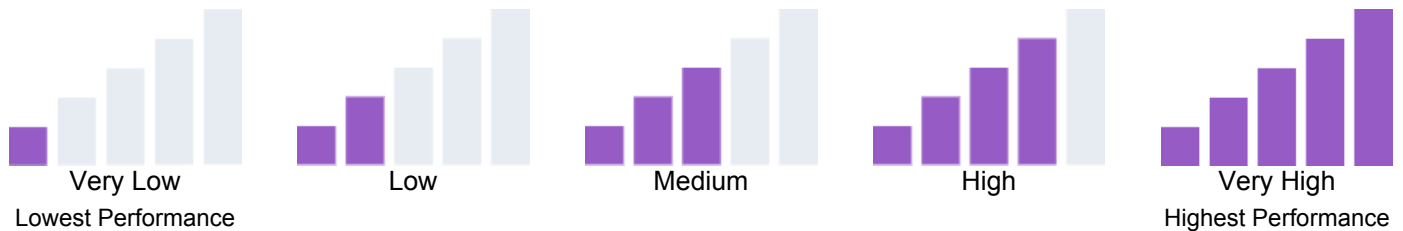
1. 54% of these students are socioeconomically disadvantaged.
2. The majority of WJHS's population (76.3%) is Hispanic.
3. WJHS has a students with disabilities population of almost 16.7%.

School and Student Performance Data

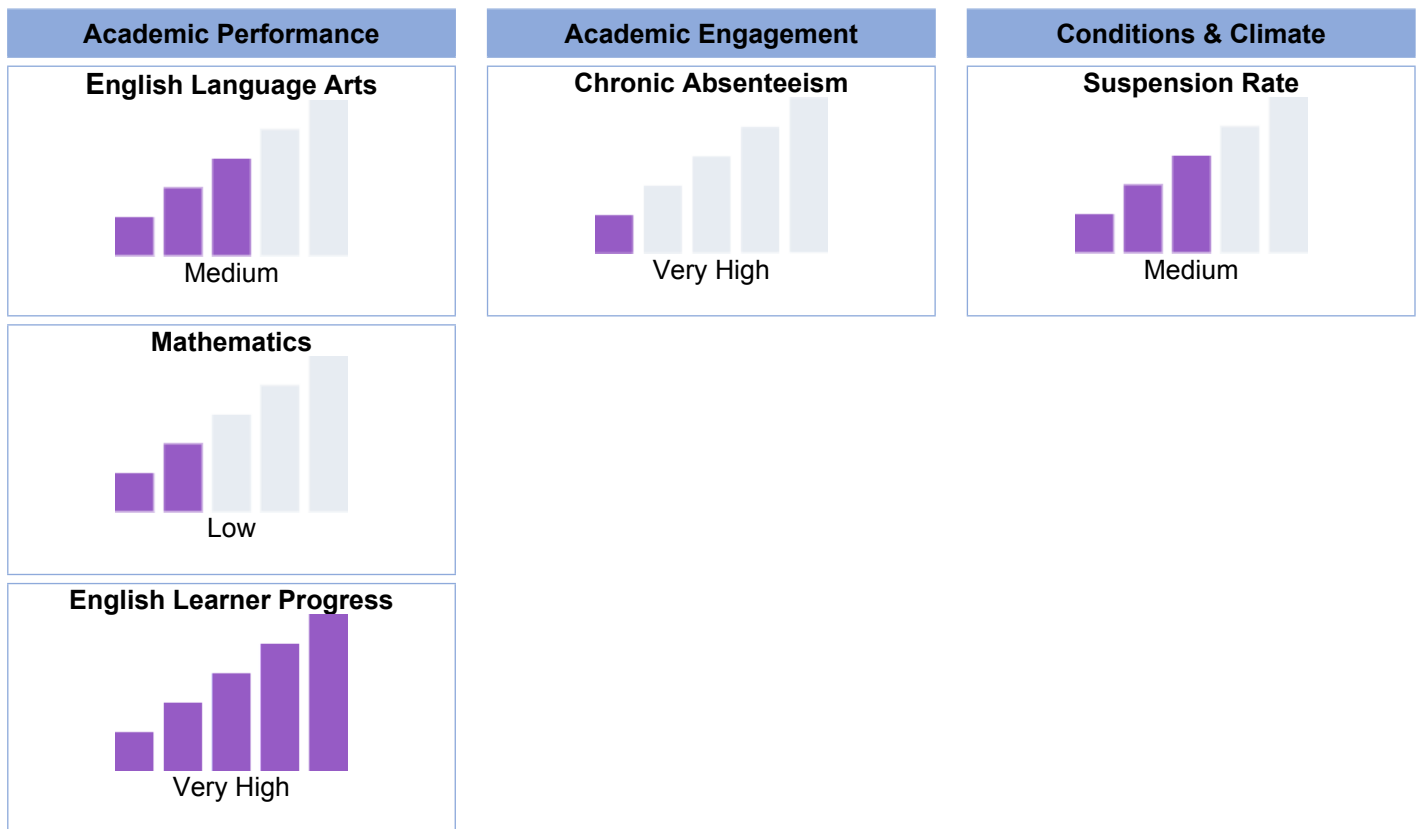
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



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.

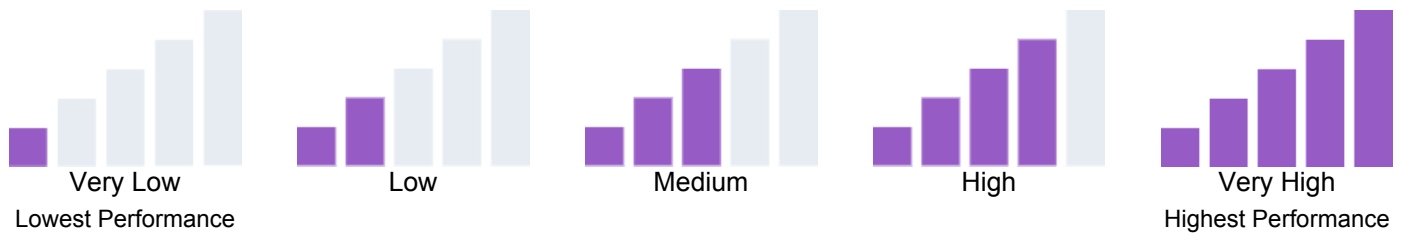
3. ELA is performing 3.9 points above standard.

School and Student Performance Data

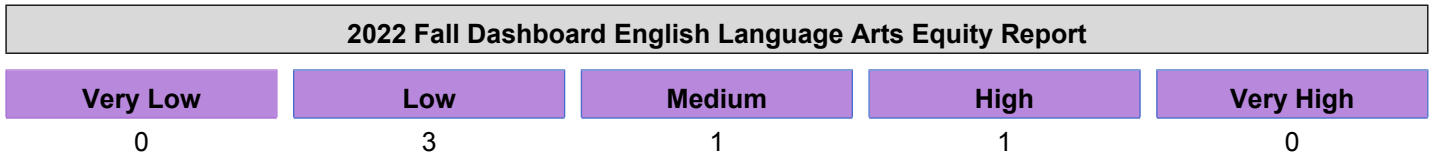
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

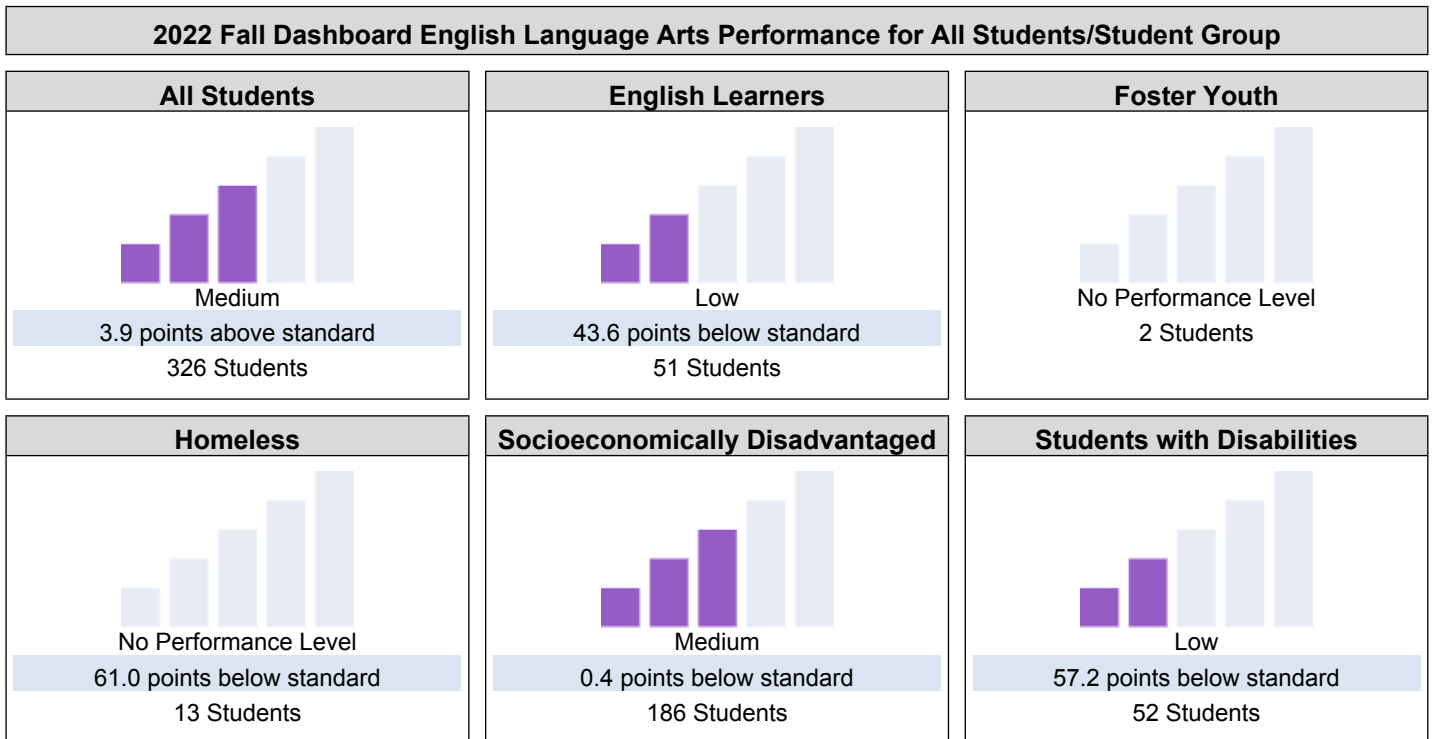
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



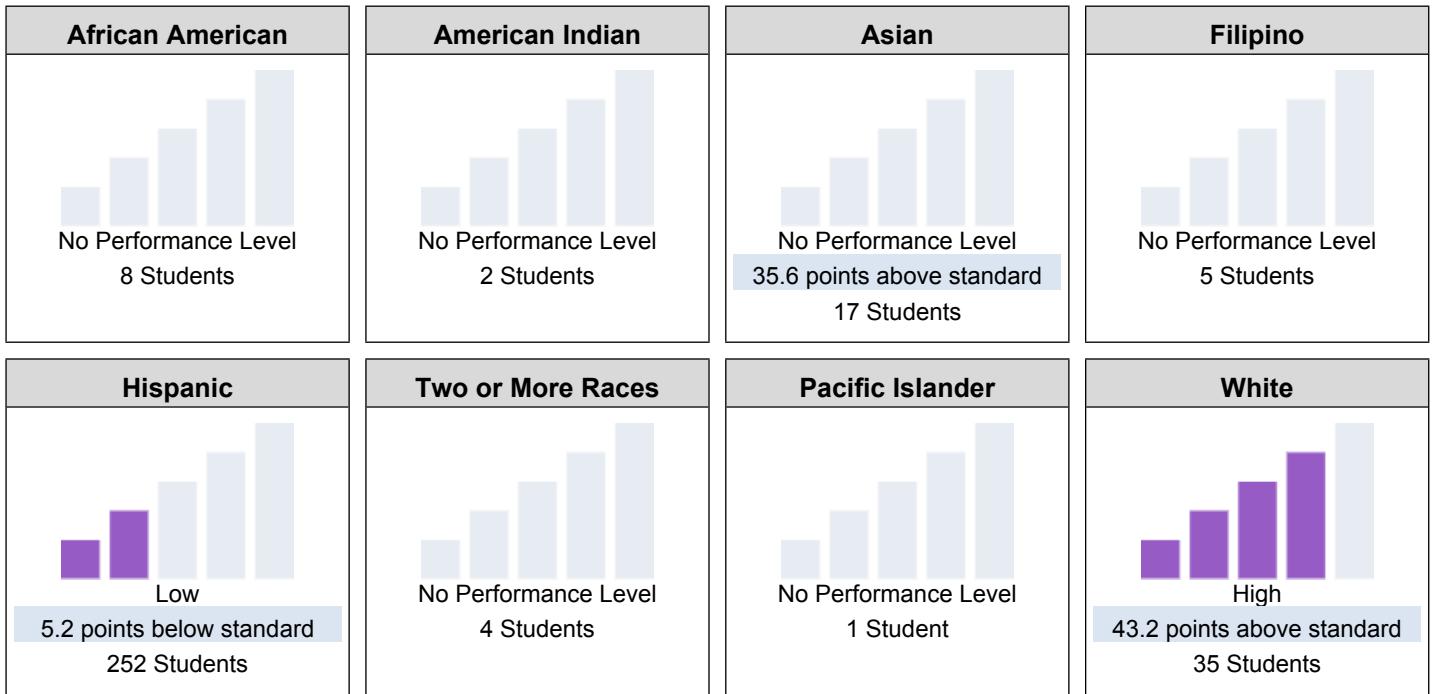
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 72.1 points below standard 29 Students | 6.1 points below standard 22 Students | 9.0 points above standard 207 Students |

Conclusions based on this data:

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

School and Student Performance Data

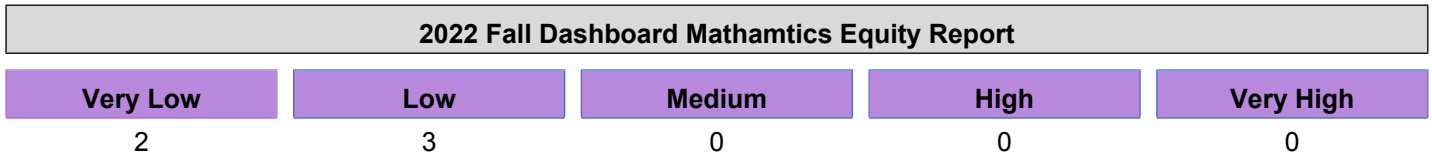
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

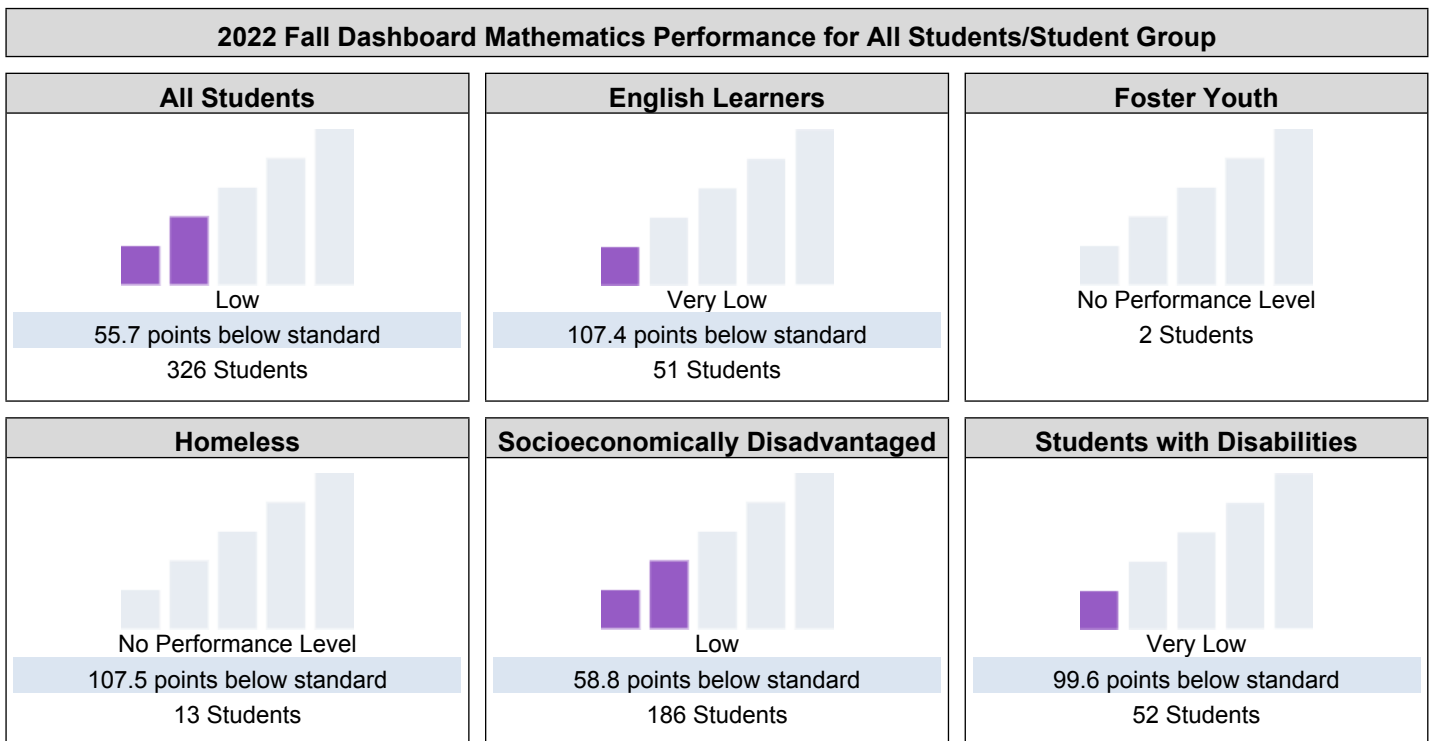
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



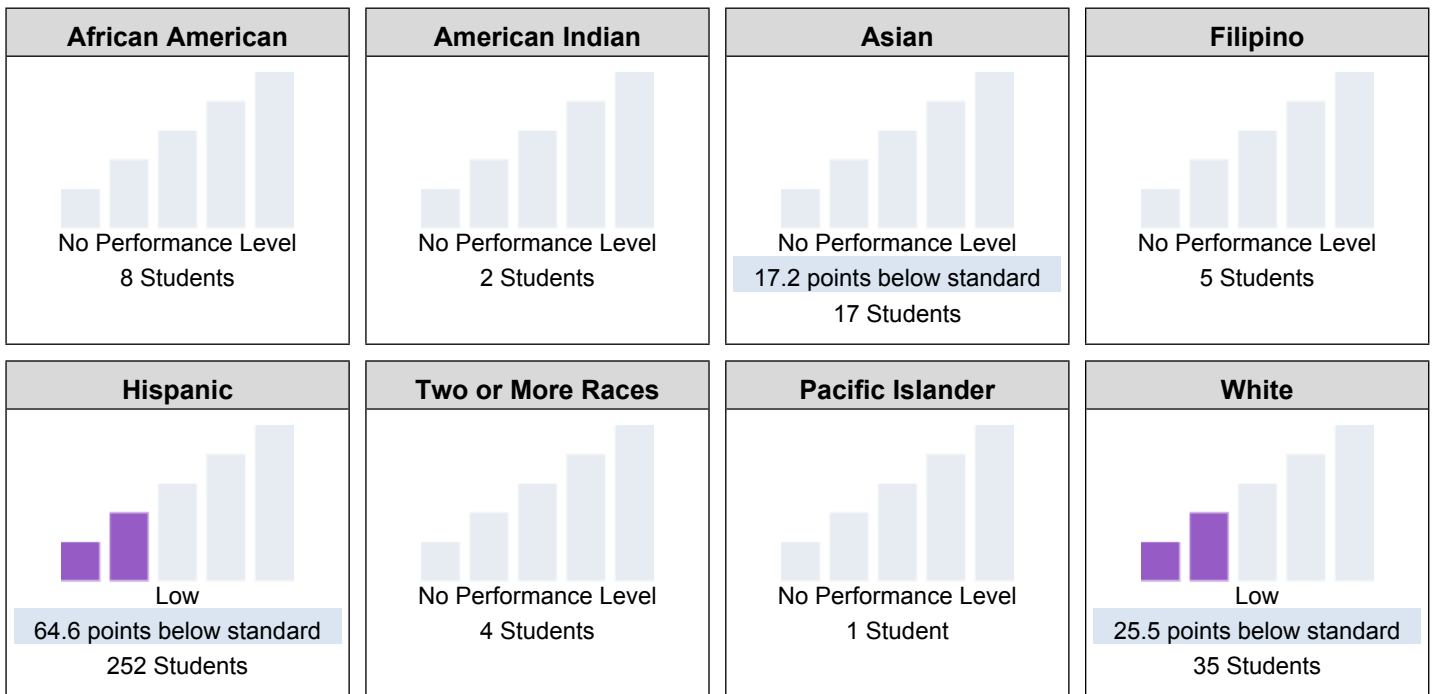
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| <p style="background-color: #e6f2ff;">152.4 points below standard</p> <p>29 Students</p> | <p style="background-color: #e6f2ff;">48.0 points below standard</p> <p>22 Students</p> | <p style="background-color: #e6f2ff;">44.3 points below standard</p> <p>207 Students</p> |

Conclusions based on this data:

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

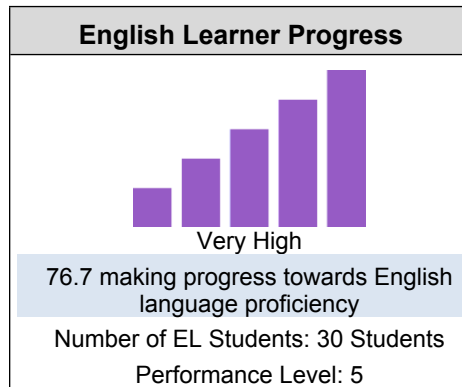
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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 |
|--------------------------|--|-------------------------|------------------------------------|
| 10.0% | 13.3% | 3.3% | 73.3% |

Conclusions based on this data:

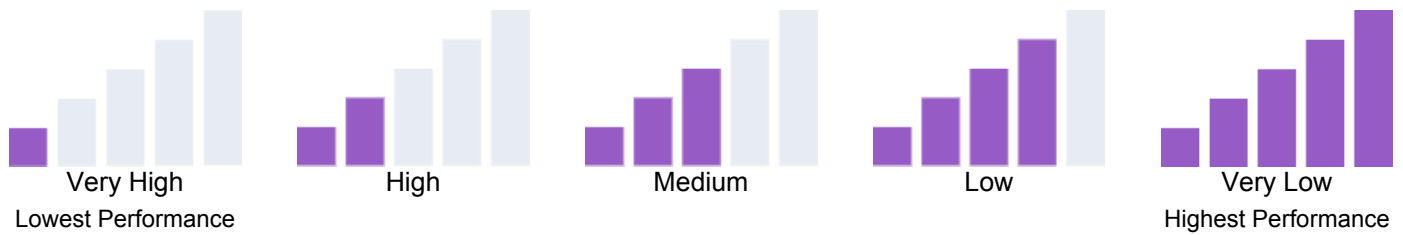
1. According to the data 76.7% of student is making progress towards English language proficiency.
2. 13.3% maintained ELPI Levels.
3. 73.3% of students have progressed at least one ELPI Level.

School and Student Performance Data

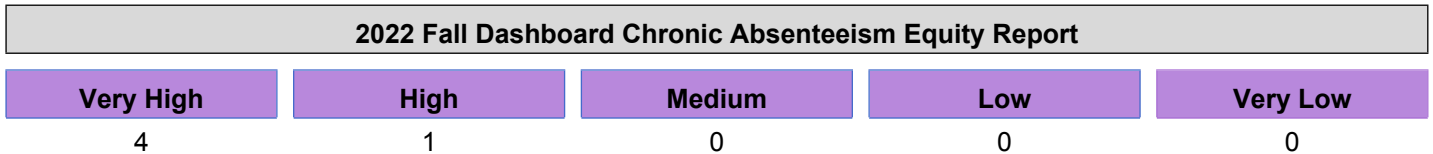
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

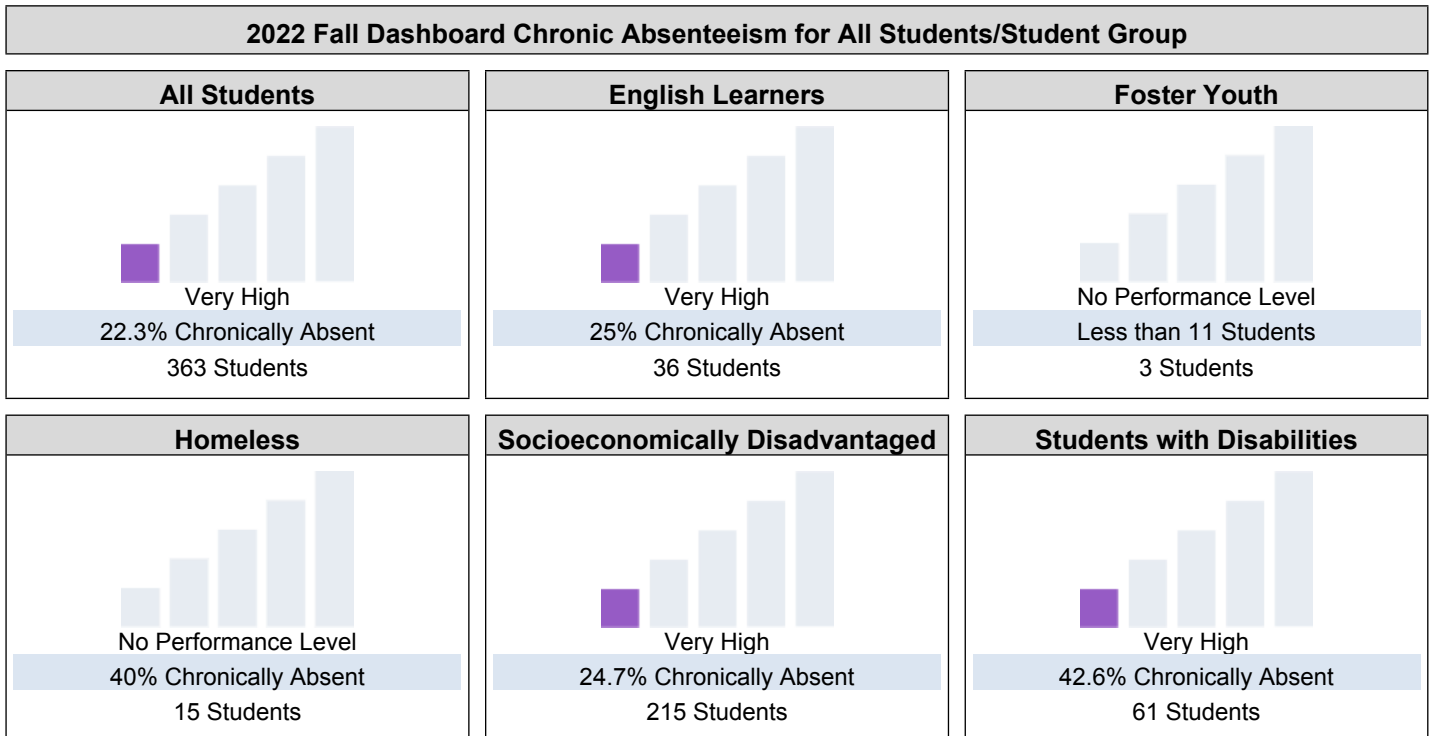
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



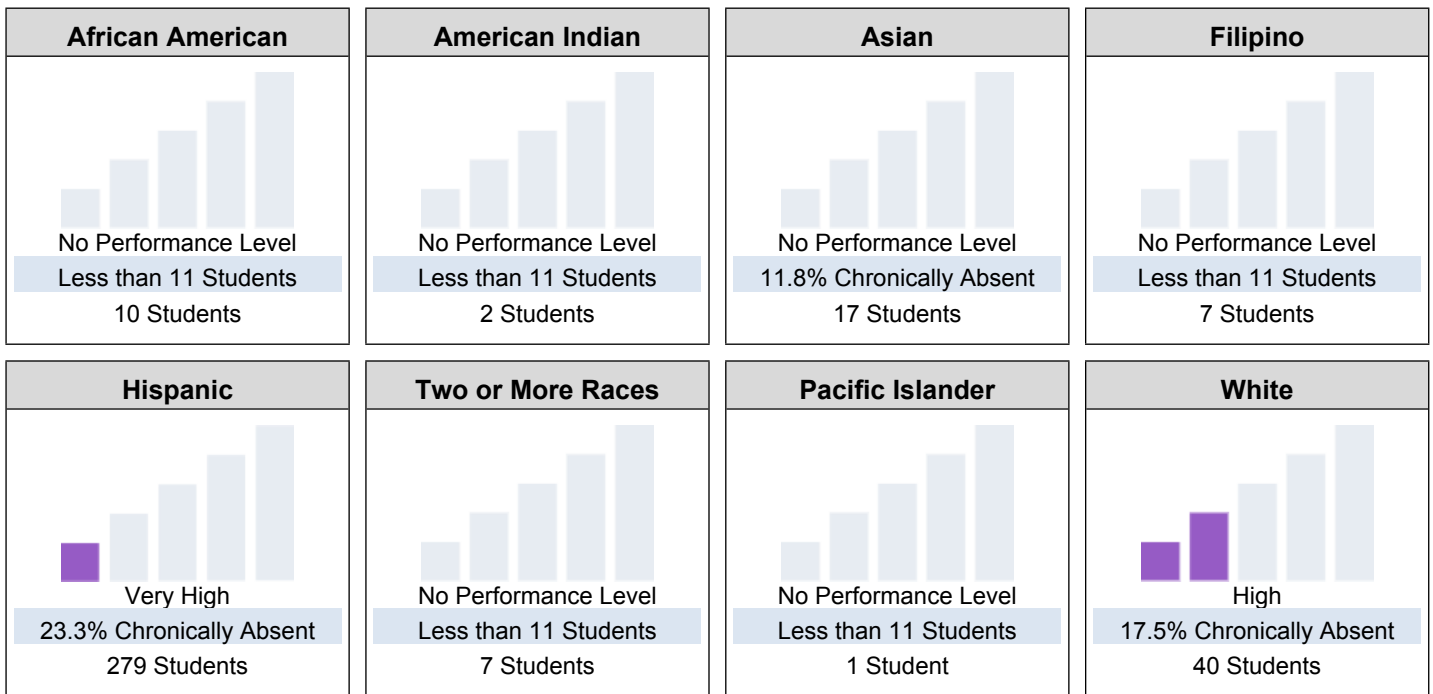
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

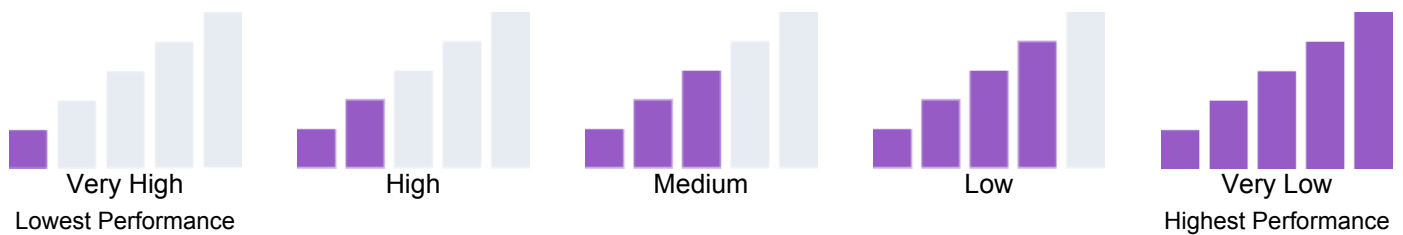
1. 42.6% of Students with Disabilities were considered chronically absent.
2. Four student groups had very high levels of chronic absenteeism and one student group had a high level of chronic absenteeism.
3. All student groups had an increase in chronic absenteeism due to COVID protocols.

School and Student Performance Data

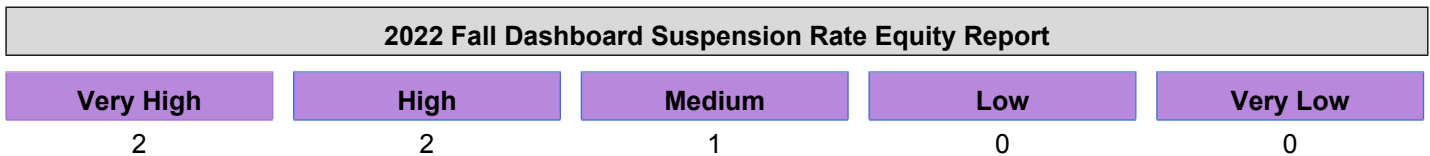
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

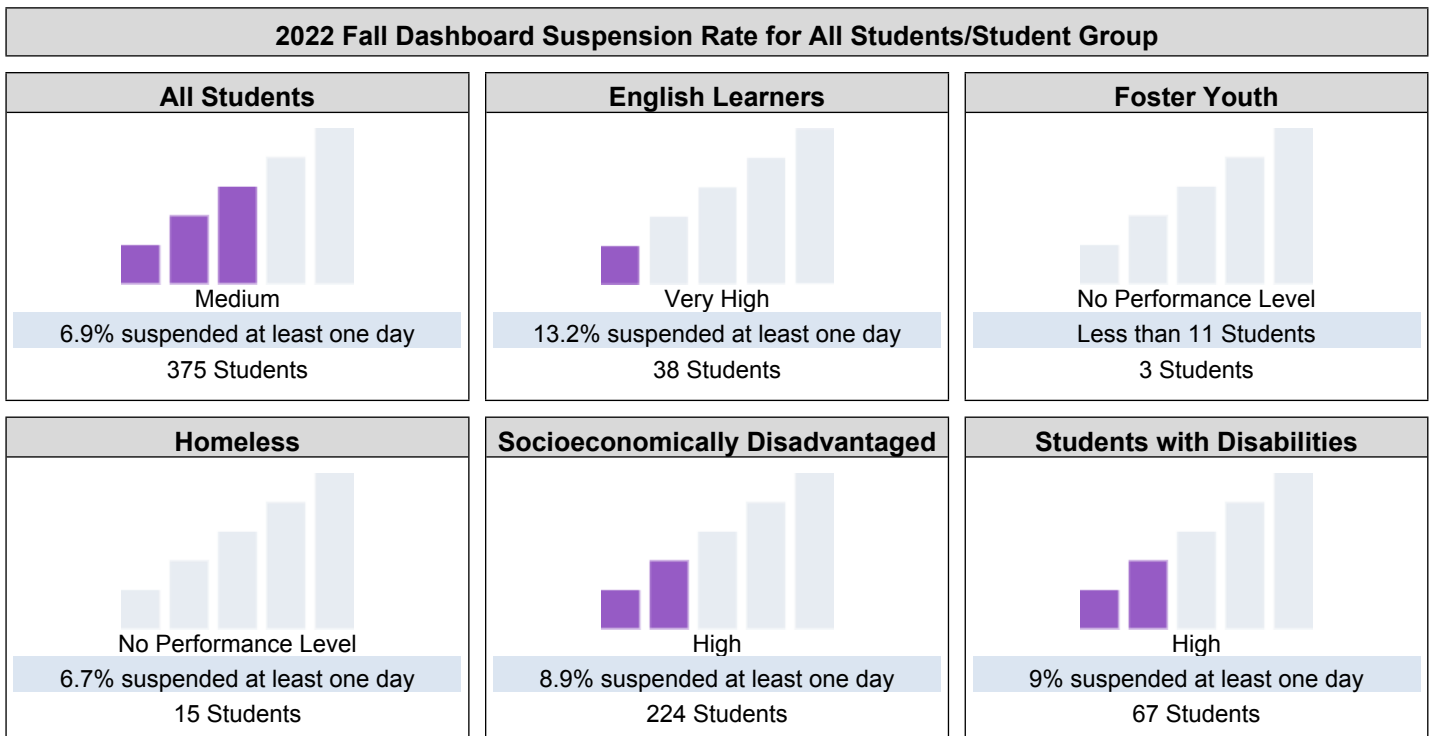
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



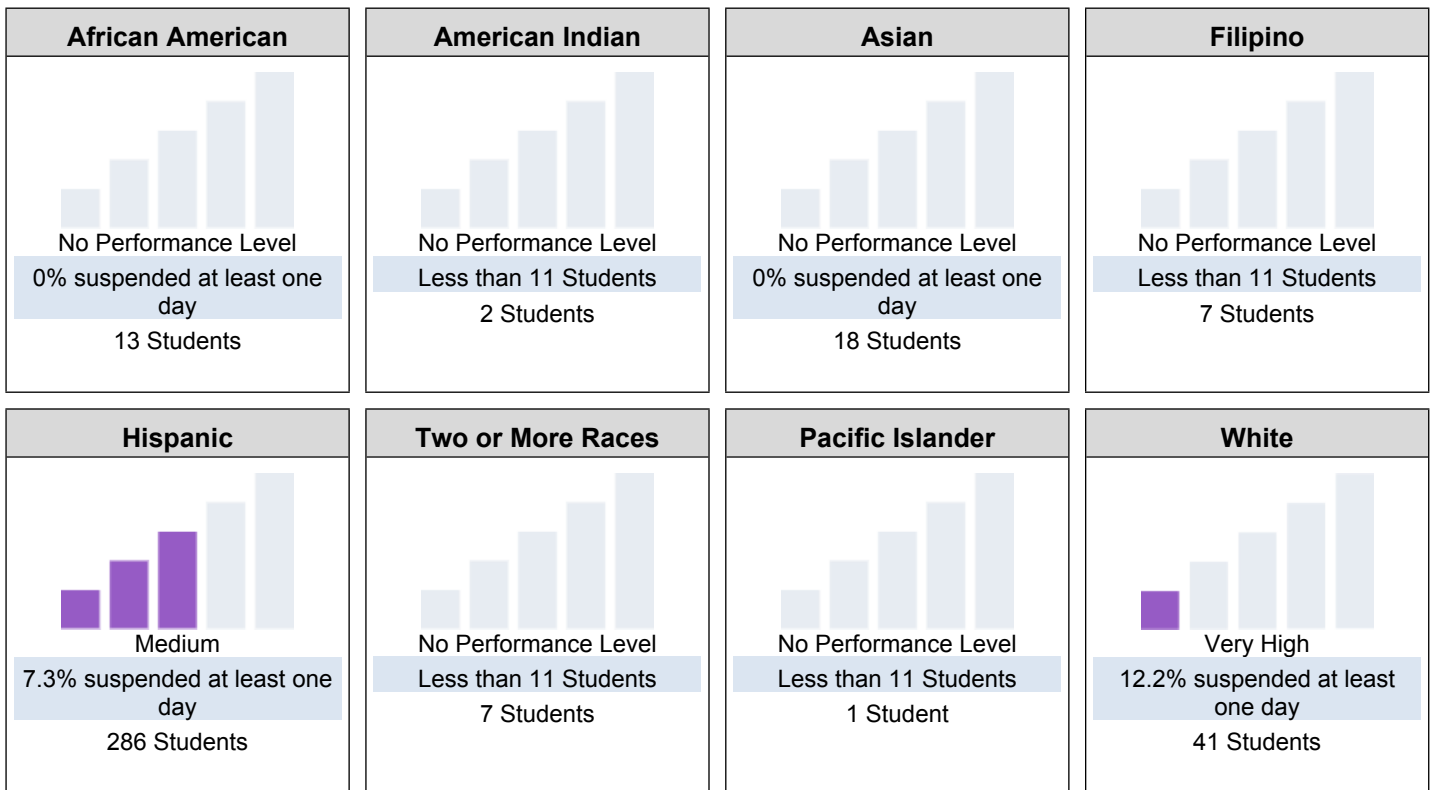
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. 6.9% of students were suspended at least 1 day.
2. Student groups fell into the following ranges: Very High (2), High (2) and Medium (1).
3. 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 3 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2023-2024 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 1 PLC cycle including tiered interventions and extensions which led to:

On the 2023 ELA ESA 3, students scored at Meets/Exceeds standard overall as follows:

Grade 7: 67.7% Meets/Exceeds Grade 8: 83% Meets/Exceeds

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

Grade 7: 64.8% Meets/Exceeds Grade 8: 33.3% Meets/Exceeds. Integrated 1: 66.6% Meets/Exceeds

During the 2023-2024 school year, teachers will complete at least 3 PLC cycles that include tiered interventions and extensions.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|--|--|
| Essential Standards Assessment: ELA | 38% of students meet or exceed the standards on ESA #1 | 59% of students meet or exceed the standards on ESA #3 |
| Essential Standards Assessment: Math | 34.3% of students meet or exceed the standards on ESA #1 | 35% of students meet or exceed the standards on ESA #3 |
| Walk through/Observation Data | 25% of classrooms utilize visible learning techniques | 100% of classrooms utilize visible learning techniques |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|---|--|
| Chino Feeder Walk-through Form | 85% of teachers responded with interventions/extensions to at least 1 CFA | 100% of teachers have responded with interventions/extensions to at least 3 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)

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 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 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.

10000.00

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. |
| 4000 | ESSER III 1000-1999: Certificated Personnel Salaries 1.2c. 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. |

Annual Review

SPSA Year Reviewed: 2022-23

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:
 Strategy 2: Professional Development for PLCs. Teachers were provided release time during each trimester to be able to answer the 4 PLC questions based on data. We will continue this strategy with modifications.

The following strategies were partially implemented:

Strategy 1: Technology Infrastructure, Repair, Purchase. We did make purchases of technology related items to support an increase in rigor as well as intervention, however we did not purchase additional devices or ViewSonics because the district supplied them. We will continue this strategy. Strategy 3: MTSS-A Parent Workshops. We held multiple workshops, however we did not hold them as frequently as anticipated. We will continue this strategy.

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

The following strategies were effective:

Strategy 1: Technology Infrastructure, Repair, Purchase. 100% of students are using their technology devices every day and 100% of teachers are utilizing devices and programs (IXL for ELA and Math) to increase rigor and offer intervention and access to curriculum. This was effective and seen in the 34.9% increase in meets/exceeds on the ESA 2. We will continue with modifications.

Strategy 2: Teachers were provided release time during each trimester to be able to answer the 4 PLC questions based on data. Because the teachers were able to meet and plan on a regular basis, we noticed an 11.9% increase in our ELA ESA and 34.9% increase in our Math ESA scores from ESA 1 to ESA 2. Similarly, learning objectives were aligned to essential standards 97% of the time during administrative walk-throughs. Next year, this strategy will continue since it was effective.

Strategy 3: Parent/Community training for parents on how to engage with students on academics were all found to be effective in their use as seen by the increase in scores from ESA 1 to ESA 2 (ELA +11.9% and Math 34.9%). Next year, this strategy will continue since it was effective.

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 met our expected outcomes based on the data we currently have.

As a result of this analysis, the new goal will continue to incorporate the Chino Feeder Group focus on interventions and extension as well as creating clarity for students for the 2023-24 school year. We will add an additional SMART goal on Visible Learning and delete a portion of funds allotted to maintaining technology. We will keep all strategies for next year allotting more funds to release time for PLCs and PD on engagement.

Our 23-24 Goal 1 SMART goal will be: 100% of grade level or department teams will respond with intervention and extension for at least 3 CFAs with Tier I and Tier 2 instruction, as measured by artifacts showing intervention & extension plans by the end of the 2022-2023 school year. And 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. As well as: 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.

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 2022 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 | Communication and positive contacts: Parents: 67% Teachers: 93% Students: 76% | Increase the percentage of stakeholders who feel that they are adequately communicated with by 5%. Increase communication with families about student expectations and positive practices. Working with students to ensure they understand the questions and how it relates to school. |
| Tiered Fidelity Inventory | 2022 Tier 1: 100% Tier 2: 100% Tier 3: 97% | 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. |
| 1035 | 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 so that students who are excelling academically and behaviorally can participate in extracurricular activities. |
| 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.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 Community Liaison will support the school and surrounding community for 15hrs/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: 2022-23

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 1: Family Engagement. We held workshops and trainings to create a collaborative environment between the school, students, families and the community. This strategy will continue next year.

Strategy 2: PBIS Extracurricular Activities. We provided student with opportunities to attend extra curricular events which will increase student connectedness to school. This strategy will continue next year.

Strategy 3: Band. We provided staff and students with materials, resources, and time to support the Band program. 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.

The following strategies were effective:

Strategy 1: Family Engagement. We held workshops and trainings to create a collaborative environment between the school, students, families and the community. This strategy will continue next year.

Strategy 2: PBIS Extracurricular Activities. We provided student with opportunities to attend extra curricular events which will increase student connectedness to school. We were able to decrease the number of students that had behavior related issues and were able to participate in PBIS activities. Our TFI scores were maintained or increased during the internal reviews. This strategy will continue next year.

Strategy 3: Band. We provided staff and students with materials, resources, and time to support the Band program. This strategy will continue next year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

When looking at our expected outcome for this goal, we met all of the outcomes listed.

As a result of this analysis, there will be continued focus on mental health and behavior supports for students for next year in order to address student behaviors and offer rewards and incentives for students who are meeting behavior expectations. We will maintain our focus on parent engagement. We will keep all strategies the same for next year.

Our 23-24 Goal 2 SMART goal will be: By May 1, 2024, 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 2022 ELA SBAC, students scored at Near/Above standard overall as follows:
 Grade 7: 66% Near/Above Grade 8: 43% Near/Above

On the 2022 Math SBAC, students scored a Meets/Exceeds standard overall as follows:
 Grade 7: 43% Near/Above Grade 8: 23% 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 | 5.6% of ELD students were reclassified during the '19-'20 school year | Increase the percentage of students who are reclassified to 10% during the '22-'23 school year |
| Essential Standards Assessment ELA | 38% Met/Exceeded | 59% Met/Exceeded |
| Essential Standards Assessment Math | 34.4% Met/Exceeded | 35% 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 translating 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)

35000

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

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|---------|---|
| | with students on their social emotional behaviors. |
| 3000.00 | <p>ESSER III 2000-2999: Classified Personnel Salaries 3.2b 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.</p> |
| 1286.00 | <p>Lottery: Instructional Materials 4000-4999: Books And Supplies 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 5800: Professional/Consulting Services And Operating Expenditures 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> |
| 2360.00 | <p>GATE 0000: Unrestricted 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 2000-2999: Classified Personnel Salaries 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</p> |

| | |
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| | comprehending their classwork to increase their chances of reaching proficiency as measured by the results of the ESAs. |
| 800 | AVID 0001-0999: Unrestricted: Locally Defined 3.2g. Money will be used to supply items for parent and student engagements activities and workshops put on by AVID teachers and students. |
| 9,200 | AVID 5800: Professional/Consulting Services And Operating Expenditures 3.2h Staff will be given the opportunity to participate in the Summer Institute and provided with supports to teach AVID courses |
| 3,000 | LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.2i Teachers will be paid for before and after school intervention tutoring for students who need extra assistance on completing work in order to maintain at least a 2.0 GPA. |

Annual Review

SPSA Year Reviewed: 2022-23

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 #3:

Strategy 2: 25% of an Intervention Counselor: We employed an Intervention Counselor for an additional 25% more time to support students who are underperforming academically or are in need of social-emotional assistance. Our counselor was available to assist students for more time before, during, and after the school day. Increased access to supports has led to a reduction in the number of students who are below a 2.0 GPA. This strategy will continue next year.

Strategy 3: Purchase CCSS and NGSS aligned supplemental materials: Supplemental materials/licenses (such as MosaMack, IXL for ELA and Math) were purchased to supplement core instruction. Licenses were purchased for multiple years, however we will continue with this strategy by finding new materials to support.

Strategy 4: Provide GATE students with opportunities to interact with curriculum off campus. These students were able to extend their thinking in learning and we will continue this strategy next year.

Strategy 5: Parent workshops: We engaged parents in activities, events, and workshops to build an understanding of college and career readiness. This strategy has helped us in getting parents This strategy will continue next year.

Strategy 6: AVID: Teachers attended AVID trainings to be able to implement AVID strategies in classes. We will continue with this strategy including looking at ways to further incorporate more teachers in the trainings and have AVID strategies used site-wide.

Strategy 7: MTSS-A intervention tutoring to assist students on homework, classwork and projects. This strategy was fully implemented districtwide and we will continue this next year. Woodcrest will work to advertise Paper Tutoring more often to remind students and families.

The following strategies were partially implemented in Goal #3:

Strategy 1: Bilingual Aide: Employed an instructional aid to support our site to improve English Learners' access to English instruction in all subject areas. However, the position was vacated early in the year and we have been unable to fill the position. Leadership is discussing a plan, but 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.

The following strategies were effective in Goal #3:

Strategy 1: Bilingual Aide: Employed an instructional aide to support our site to improve English Learners' access to English instruction in all subject areas. By using the aide, 100% of our non-English speaking students were able to access the curriculum. This strategy will continue.

Strategy 2: 25% of an Intervention Counselor: We employed an Intervention Counselor for an additional 25% more time to support students who are underperforming academically or are in need of social-emotional assistance. Our counselor was available to assist students for 25% more time before, during, and after the school day. Increased access to supports has led to a reduction in the number of students who are below a 2.0 GPA. This strategy will continue next year.

Strategy 3: Purchase CCSS and NGSS aligned supplemental materials: Supplemental materials/licenses (such as MosaMack, IXL for ELA and Math) were purchased to supplement core instruction. These online tools have helped as tools for intervention and extension for students. Licenses were purchased for multiple years, however we will continue with this strategy by finding new materials to support.

Strategy 4: Provide GATE students with opportunities to interact with curriculum off campus. These students were able to extend their thinking in learning and we will continue this strategy next year.

Strategy 5: Parent workshops: We engaged parents in activities, events, and workshops to build an understanding of college and career readiness. This strategy has helped us in getting parents This strategy will continue next year.

Strategy 6: AVID: Teachers attended AVID trainings to be able to implement AVID strategies in classes. We will continue with this strategy including looking at ways to further incorporate more teachers in the trainings and have AVID strategies used site-wide.

Strategy 7: MTSS-A intervention tutoring to assist students on homework, classwork and projects. This strategy was fully implemented districtwide and we will continue this next year. Woodcrest will work to advertise Paper Tutoring more often to remind students and families.

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 likely add additional math and English interventions for next year.

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 | \$106,219.00 |
| 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 | \$561,703.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|--|-----------------|
| Title I Part A: Allocation | \$104,984.00 |
| Title I Part A: Parent Involvement | \$1,235.00 |
| Title II Part A: Improving Teacher Quality | \$8,780.00 |

Subtotal of additional federal funds included for this school: \$114,999.00

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 |
| AVID | \$10,000.00 |
| Band – General Fund | \$3,600.00 |
| District Funded | \$418,558.00 |
| ESSER III | \$7,000.00 |
| GATE | \$2,360.00 |
| LCFF - Supplemental | \$3,000.00 |
| Lottery: Instructional Materials | \$1,286.00 |

Subtotal of state or local funds included for this school: \$446,704.00

Total of federal, state, and/or local funds for this school: \$561,703.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|--|------------|-----------|
| Title I Part A: Allocation | 104,984.00 | 0.00 |
| Title II Part A: Improving Teacher Quality | 8,780.00 | 0.00 |
| GATE | 2,360.00 | 0.00 |
| Title I Part A: Parent Involvement | 1,235.00 | 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 | 30,060.00 | 30,060.00 |
| AVID | 10,000 | 0.00 |
| LCFF - Supplemental | 3,000.00 | 0.00 |
| ESSER III | 41,198.62 | 34,198.62 |

Expenditures by Funding Source

| Funding Source | Amount |
|--|------------|
| Activities – General Fund | 900.00 |
| AVID | 10,000.00 |
| Band – General Fund | 3,600.00 |
| District Funded | 418,558.00 |
| ESSER III | 7,000.00 |
| GATE | 2,360.00 |
| LCFF - Supplemental | 3,000.00 |
| Lottery: Instructional Materials | 1,286.00 |
| Title I Part A: Allocation | 104,984.00 |
| Title I Part A: Parent Involvement | 1,235.00 |
| Title II Part A: Improving Teacher Quality | 8,780.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 0000: Unrestricted | 3,395.00 |
| 0001-0999: Unrestricted: Locally Defined | 800.00 |
| 1000-1999: Certificated Personnel Salaries | 464,934.00 |
| 2000-2999: Classified Personnel Salaries | 50,484.00 |
| 4000-4999: Books And Supplies | 13,486.00 |
| 5000-5999: Services And Other Operating Expenditures | 5,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 23,604.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------------------------|------------|
| 4000-4999: Books And Supplies | Activities – General Fund | 900.00 |
| 0001-0999: Unrestricted: Locally Defined | AVID | 800.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | AVID | 9,200.00 |
| 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 |
| 1000-1999: Certificated Personnel Salaries | ESSER III | 4,000.00 |
| 2000-2999: Classified Personnel Salaries | ESSER III | 3,000.00 |
| 0000: Unrestricted | GATE | 2,360.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 3,000.00 |
| 4000-4999: Books And Supplies | Lottery: Instructional Materials | 1,286.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 45,000.00 |
| 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 | 1,035.00 |
| 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 | 431,934.00 |
| Goal 2 | 34,719.00 |
| Goal 3 | 95,050.00 |

School Site Council Membership

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

- 1 School Principal
- 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 |
| Patrick Lindsey | Classroom Teacher |
| Isabel Torres | Classroom Teacher |
| Sarah Wagner | Classroom Teacher Parent or Community Member |
| Stephen DeFrancis | Other School Staff |
| Michael Huizar | Parent or Community Member |
| Christa Irwin | Parent or Community Member |
| Diana Guzman | Parent or Community Member |
| Edana Garrett | Parent or Community Member |
| Evangalina Schmitt | Parent or Community Member |
| Aaron Bayer | 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 |
|---|--|
|  | 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 5/17/2023.

Attested:

| | |
|---|--|
|  | Principal, Ashley Barnett on 5/17/2023 |
|  | SSC Chairperson, Michael Huizar on 5/17/2023 |

Chino Valley Unified School District

Woodcrest Junior High Parent and Family Engagement Policy 2023-2024

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-parent compact of strategies to increase parental engagement outlines how the parents, the teachers, and students will share the responsibility for improved student academic and behavioral achievement. *Woodcrest Junior High* will provide parents 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, 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-parent 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 include a school improvement goal in these three areas: English Learners, one academic area, and one non-academic area**. The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. Annually the school-parent compact will be updated by staff and parents, 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 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 Peach Jar, 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 Career Presentation 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 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 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 to have higher participation rates at School Site Council, ELAC, restart our PFA and other parent organizations 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.

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 2019-2020)

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:

EL PARENT ACADEMY
12 POWERS OF FAMILY BUSINESS
PARENTS AS PARTNERS
TRANSITIONS TO.....
COMPUTER LITERACY
FAMILY LITERACY PROJECT-COLLEGE AWARENESS

Family Engagement Center Link:

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

909 628-1201 ext. 5601/5604 (Spanish)
909 628-1201 ext. 5602 (Chinese)

FAMILY PARTICIPTION

Activities to Build ENGAGEMENT Student Learning

- Student Led Conferences
- Content Knowledge Showcase
- Microsoft Showcase Night
- Parent/ Guardian/ Teacher/ Student
- Open Forum Conferences
- Renaissance Assemblies
- AVID, College and Career Days
- Feeder Group Walkthroughs

Social-Emotional Development and Growth

- MTSS/ B Second Step Lessons
- Healthy Minds Lessons
- Social Skill Lessons
- Kaiser Social Emotional Assemblies
- Self-Reflection Opportunities
- Chino Human Services

Parent Input Opportunities

- Coffee with Admin
- ELAC/ SSC
- Title 1 Orientation Meetings
- Parent Guardian Input Surveys

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:

- **Agendas with weekly parent guardian signature**
- **School website updates**
- **Parent Square**
- **Peach Jar**
- **School correspondence email**
- **Microsoft Teams/ One Note**
- **Aeries Parent Portal**
- **Parent/ Guardian Intervention Meetings**

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

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT 2023-2024



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 2023/ 24 school year.

GOAL 2: By May 1, 2023 the Tier 2 team will continue to work and build Tier 2 interventions to utilize to intervene with Tier 2 and 3 students.

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.

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

Look for and express regularity in repeated reasoning

- H. Academic language and answering in complete sentences

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 5- 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, team 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.