

West High School

Single Plan for Student Achievement (SPSA) 2019-2020

May 15, 2019



**Stakeholder Input Timeline
West High School 2019-2020**

EVENT	LOCATION	DATE
School Site Council Meeting	Administration Conference Room	05/15/2019
Staff Professional Development Day (Goal setting)	Library	08/23/2019
Back to School Night Parent Welcome Meeting	Gymnasium	09/18/2019
English Learner Multicultural Advisory Committee (ELMAC) Meeting (Goals setting)	College & Career Center	09/25/2019
Student Advisory Committee (STAC)	Administration Conference Room	10/04/2019
Staff Professional Development Day	Library	10/09/2019
School Site Council Meeting	Administration Conference Room	10/16/2019
Administrative Council	Principal Conference Room	10/17/2019
Weekly Warrior Principal E-Newsletter to Community	WHS Community: email & website	10/18/2019
Professional Learning Community (PLC) Mid-Year Review of Goals & Progress	Library	04/21/2020
Professional Learning Community (PLC) End-of-Year Review of Goals & Progress	Library	04/28/2020
English Learner Multicultural Advisory Committee (ELMAC) Meeting	College & Career Center	05/06/2020
Parent Teacher Student Association (PTSA)	Administration Conference Room	05/06/2020
Weekly Warrior Principal E-Newsletter to Community	WHS Community: email & website	06/05/2020

TUSD LCAP Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

West High School Goal 1: West High will ensure all students are provided equitable access to, and are successful in, an enriching variety of rigorous, standards-aligned curriculum and learning opportunities across departments. This access is to prepare our students for graduation and post secondary opportunities--including increasing college and career awareness, integration of career pathways, and improvement in A-G completion rates.

EXPECTED ANNUAL MEASURABLE OUTCOMES:

Metrics/Indicators	Previous Year (17/18)	2018-19 Target Goals						2019-20 Target Goals											
		14-15	15-16	16-17	17-18	16/17 - 17/18 +/- Growth	4-Year Growth	14-15	15-16	16-17	17-18	18-19	16/17 - 18/19 +/- Growth	5-Year Growth					
ELA CAASPP (Met/Exceeded %)								English Language Arts: Grade 11						% Met or Exceeded the Standard					
	# Tested	408	495	485	474			408	495	485	474								
	OVERALL: All Students	73%	77.4%	83.7%	76%	- 8	+ 3	73%	77.4%	83.7%	76%								
	DEMOGRAPHICS: Significant Subgroups																		
	Asian	81.2%	85.2%	90.2%	89.2%	- 1	+ 8	81.2%	85.2%	90.2%	89.2%								
	Hispanic	87.5%	77.0%	81.5%	60%	-21.5	-27.5	87.5%	77.0%	81.5%	60%								
	Caucasian	76.1%	71.6%	69.7%	78.3%	+ 8.6	+ 2.2	76.1%	71.6%	69.7%	78.3%								
	SED	62.2%	73.3%	77.8%	63.3%	-14.1	+ 1.1	62.2%	73.3%	77.8%	63.3%								
	ELL	15.8%	35.7%	33.2%	44.4%	+ 11.2	+ 28.6	15.8%	35.7%	33.2%	44.4%								
	CLAIMS:																		
	Reading	46.6%	37.2%	53.3%	57%	+ 3.7	+ 10.4	46.6%	37.2%	53.3%	57%								
	Writing	51.0%	53.9%	61.6%	63%	+ 1.4	+ 12	51.0%	53.9%	61.6%	63%								
Listening	27.0%	28.9%	43.9%	46%	+ 2.1	+ 19	27.0%	28.9%	43.9%	46%									
Research & Inquiry	50.7%	56.6%	62.1%	63%	+ 0.9	+ 12.3	50.7%	56.6%	62.1%	63%									
Math CAASPP (Met/Exceeded %)								Mathematics: Grade 11						% Met or Exceeded the Standard					
	# Tested	506	478	474				506	478	474									
	OVERALL: All Students	62.4%	61.5%	67.8%	58.2%	- 9.6	- 4.2	62.4%	61.5%	67.8%	58.2%								
	DEMOGRAPHICS: Significant Subgroups																		
	Asian	76.9%	80.6%	84.1%	79.1%	- 5	+ 2.2	76.9%	80.6%	84.1%	79.1%								
	Hispanic	30.0%	43.1%	44.9%	30.7%	- 14.2	+ 0.7	30.0%	43.1%	44.9%	30.7%								
	Caucasian	59.4%	55.5%	62%	60%	- 2	+ 0.6	59.4%	55.5%	62%	60%								
	SED	50.8%	46.8%	64.2%	43.9%	- 20.3	- 6.9	50.8%	46.8%	64.2%	43.9%								
	ELL	40.9%	48.1	47.3%	55.5%	+ 8.2	+ 14.6	40.9%	48.1	47.3%	55.5%								
	CLAIMS:																		
	Concepts & Procedures	46.4%	48.0%	52.2%	44%	- 8.2	- 2.4	46.4%	48.0%	52.2%	44%								
	Problem Solving, Modeling, & Data Analysis	37.1%	37.1%	46.6%	34%	- 12.6	- 3.1	37.1%	37.1%	46.6%	34%								
Communicating Reasoning	45.1%	40.6%	46.6%	39%	- 7.9	- 6.1	45.1%	40.6%	46.6%	39%									

College and Career Indicator (CCI)	2016-2017 67.3% Prepared	2017-2018 74% Prepared- Blue (+6.7 increase)	
Graduation Rate	97.4%	98.5%	
AP Exam Pass Rate	84%	86%	
CSU/UC A-G Rate	62.6%	69.7% (+14.6% increase since 2011)	
EAP for ELA: EAP for Math	33.2% 47.3%	76% 58.2%	

WHS Graduation Rates		
14-15	98.1%	
15-16	96.8%	-1.3%
16-17	97.4%	+0.6%
17-18	98.5%	+1.1%

West A-G Completion Rates	
2010-11	55.20%
2011-12	58.50%
2012-13	60.40%
2013-14	60.40%
2014-15	61.50%
2015-16	62.80%
2016-17	62.60%
2017-18	69.7%
8 Year % Change	14.6%

2019-2020 Goals:
College & Career = 80% (increase of 6%)
Grad Rate = 100% (increase of 1.5%)
AP Exam Pass Rate = 91% (increase of 5%)
CSU/UC A-G Rate = 75% (increase of 5.3%)
EAP for ELA = 81% (increase of 5%)
EAP for Math = 63.2% (increase of 5%)

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

- Departments will monitor and practice PLC Department Norms
- Departments will collect and analyze data minimally on quarterly basis on essential skills and/or standards, and quarterly CFAs
- Departments will develop yearly goals based off of assessment data and the development of essential skills
- Development of Site Vision Statement to enhance and build upon 17/18 implemented mission statement and 18/19 implemented site SLOs
- Teams will continue refining curricular maps to align within PLCs, current data, and focus on Tier I and Tier II intervention/differentiation
- Maintain expanded AP/Honors opportunities and ensure course access.
- Warrior Workshops focused on at-risk students and subgroups (Yellow ELA = Hispanic, ELL, SED; Yellow Math = Hispanic, SED) to increase proficiency of students meeting or exceeding standards.
- Admin MTSS student goal setting and counseling implemented to target at-risk students and subgroups (i.e. Hispanic, ELL and SED) to move % of meeting and exceeding standards for these subgroups to above 60% proficiency.
- Student Self-reporting survey that all WHS students take at the end of the school year, as part of the clearance process findings:
 - Based on our Naviance exit survey report (which all seniors submitted at the end of 2017-18 school year), 55% of our students enrolled in a 2-yr school, 38% enrolled in a 4-yr school, 1% enrolled in a trade school - Collectively, 93% of our senior class was college bound.
 - Proposed Outcome for 18-19 is to raise this total percentage to at least 95%
- National Student Clearinghouse data:
 - Class of 2017 (472 students): 392 enrolled in a college/university (83%). Breaking that number down further, 177 students enrolled in a 4-year school (38%) and 215 enrolled in a 2-year school (46%).
 - Proposed Outcome for 2018-2019 is to raise this total percentage at least 95%

- WASC Action Plan Growth Targets and Outcomes under SPSA Goal 1:
 - 100% of 11th grade students will participate in 11th grade Career Mock Interviews through English Courses
 - 100% College and Career Day participation and decreased absentee rate. Revise ‘College Day’ to ‘College and Career Day’ and implement a ‘College & Career Day Site Committee’ to develop this day’s activities and approach for each grade level and to ensure a positive attendance and participation rate of less than 110 students absent on that day. 2017 College Day Absentee Data = 193 (155 excused, 29 unexcused, 9 truant) and 2018 College Day Absentee Data = 413 absences (304 excused, 82 unexcused, 23 truant). Revise Pre and Post College & Career Day staff and student surveys.
 - Students exposed to real-world experiences and applying real-world concepts in class offerings for all grade levels (i.e. course and College and career Center offerings)
 - All 9th grade students will be exposed to college and university field trips.
 - All 10th and 11th grade students will have the opportunity to take the PSAT or Pre-ACT exam on campus during the school day.
 - All grade levels will work on their 4-year high school course plan, in addition to their college and career resume and portfolio through Naviance lessons and support from college and career center.

1.1 - Actions and Services: *Implement and provide technology (i.e. Devices, licencing, and hard/software) to facilitate student access to a rigorous curriculum, as well as to provide credit recovery opportunities.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Purchase replacement Chromebooks with licensing and software installed (up to 18 devices).	5,300 (also goal 2.1)	Suppl	Teacher, Career & College Ed., library and support staff utilize chromebooks and support technology to support and enhance MTSS tiered interventions, enrichment, instructional extension, and daily core instruction.	Chromebook checkout calendar and schedule
Reinstall projectors to the newly installed Teacher Tech Stations implemented during construction.	15,000	District	Teacher, Career & College Ed., library and support staff utilize projectors to support and enhance daily core instruction, MTSS interventions, enrichment and instructional extension.	Administrative classroom observation and textbook and/or framework adoption needs & supports
Technological devices and installation, server hardware and software and installation, computer/chromebook hardware and software, and accessories	1,200 (also goal 2.1)	Suppl	Teacher, Career & College Ed., library and support staff utilize ELMOS, smart boards, Redcat sound amplifiers, and the use of servers to support and enhance MTSS interventions, enrichment, instructional extension, and daily core instruction.	Administrative classroom observation and textbook and/or framework adoption needs & supports

1.2 - Actions and Services: Continue implementation and enhancement of College and Career Readiness Offerings, Opportunities, and Resources

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Continue implementation & refinement of counseling model to include the following: <ol style="list-style-type: none"> 1.) Student 4-year H.S. plan to accommodate Correspondence Courses 2.) College & Career Counselor and counseling 3.) Partnerships with universities and colleges 4.) Naviance subscription with student and parent implementation 5.) PSAT and PACT testing materials and testing opportunities on campus 6.) College and career resources, education and training opportunities, and guides for students and parents. 	7,500	CCI Funding	College and Career staffing, resources, and program development to distribute information and improve understanding and course access in A-G courses and graduation requirements. Expand recruitment of targeted population students to select a more rigorous course schedule through high school, including the selection of honors and advanced courses and programs. Implement 4 year high school course and pathway plan for students via PowerSchool or Naviance program. Ensure ELL and underperforming subgroups of students are accessing and utilizing Naviance with counselor to work on their high school course plan, develop their educational portfolio and resume, and access college resources.	A-G completion rate Graduation requirement completion rate AP exam data Honor course data ELL, RFEP, Low Income and Foster Youth course access data D/F Semester Data CAASPP Data
College Day / Week Focus and Implementation, Summer College & Career Readiness Academy Workshops	12,500	CCI Funding	Create awareness, focus, and interest in college and career pathways, and continue expanding recruitment of all students to select a more rigorous course schedule through high school, including the selection of honors and advanced courses and programs: <ul style="list-style-type: none"> • 9th Grade - College/University visits • 10th Grade - PSAT administration • 11th Grade - Pre-ACT administration • 12 Grade - College visits, workshops, and guest speaker 	EL PAC Data PSAT & PACT student participant rate and data
College and University Field Trip Tours	5,000 (5,000 CCI and 5,000 LPSG)	CCI and LPSG	Exposure to college campuses, resources, clubs and offerings, degrees and majors. Target is underperforming subgroups on College & Career Index, and those who exhibit past low Grad Rates, to provide access and exposure to college campuses, resources, and provide specific College & Career counseling intervention.	Parent/ Student Ed & Information Nights sign-ins and survey/feedback results
PSAT and PACT assessment support and administration (see above)	(7,500)	PTSA and CCI	Weekend Boot Camp Sessions, three sessions per PSAT and 3 per PACT: Preparation for the SAT or ACT as a criterion guide for college admissions, and to qualify for the National Merit Scholarship Competition. All 10th grade students take the Pre-ACT; All 11th grade students take either the PSAT/NMSQ assessment or Pre-ACT	College acceptance rates Graduate College Completion data
Career panels and speakers	\$2,500	CCI	Information, resources, and expertise on career and college pathways from community and business members	
Career Technical Education and Implementation of Project Lead the Way	-----	CTE / CTEIG Grant and Perkins	Transition from SoCal ROC to CTEIG education at the site for real world 21st century skills, career and college readiness preparation, and articulation into college coursework.	

Coffee with the Counselors	\$500	Suppl	All parents invited to join counseling team for monthly sessions designed to provide for parents and counselors to discuss important teen, high school, and College & Career topics, to name a few: <ul style="list-style-type: none"> • College Application Requirements * High School: Q & A * Mindfulness & Wellness • Social & Emotional Awareness *Helping Your Student Manage Stress * Navigating A-G 	
Tilly's Life Center SEL	15,000	LPSG	Social emotional learning experience for at risk student. Leader to come into to Opportunity class to work with students.	

1.3 - Actions and Services: *All students receive daily high quality Tier 1 instruction with offerings and opportunity for intensive Tier 2 and Tier 3 supplemental supports during, and before and after school, to increase proficiency.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Warrior Workshop tutorial schedule 2x weekly	No cost	—	Embedded core instruction and subject area instruction for tier 2 support to include intervention, enrichment and extension. Teachers identify students not meeting proficiency, with a focus on our underperforming subgroups as specified on the CA Dashboard, and assign them to specific and targeted intervention workshop. Options enrichment and extension are available for other students.	RTI student list datas/grades & CFAs
Before/After School Academic Tutorial Support	3,000 (also 3.1)	LPSG	Certificated: after-school math tutorial and tier 2 support for identified areas of essential standard performance deficits CSF supported and Tutorial Club: Peer-to-Peer tutorial support in ELA and Mathematics	Tutorial Pre and Post assessments
College and Career Counselor	No Cost Associated	N/A	Expand recruitment of targeted population students to select a more rigorous course schedule through high school, including the selection of honors and advanced courses and programs, in addition to supporting social & emotional areas for post high school college and career success. Weekly Naviance E-News and Reminders, and monthly College & Career Newsletter	Naviance Student participation and lesson completion rate Naviance Parent participation rate Parent Education Night participate rates A-G completion rate Grad Rate percentage
MTSS, GATE and Supplemental sections	62,000 (also see 3.1)	Suppl	Teacher section for support of at-risk students with a focus on targeted sub-groups for academic and social/emotional support. Teacher section for support of GATE and AP/Honors students and programs.	CAASPP data ELPAC data ELL Reclassification rates

				D/F Grade data AP data Attendance data
ELL enrichment, supplemental materials, technology for courses (i.e. Guided Reading books, supplemental readers, etc.), parent support, academic support activities and programs	2,500 (goal 2.2)	Suppl	ELD materials and supplies EL support materials, tools, supplies, and professional development, such as tutors, translators (personnel and electronic), dictionaries, supplemental readers, guided reading books and supplies, and core subject manipulatives.	ELPAC Data, CAASPP Data, A-G data, and ELMAC/DELMAC participation sign-ins and survey response data
Leadership Council team paid support.	10,000	Suppl	Leadership Council support for 10 monthly meetings plus supplemental meetings for PD development, MTSS data review, WASC alignment and implementation planning of programming.	CAASPP & Site data WASC goal progress and completion Program implementation success
Collaborative Solution Discovery (CSD) Rounds in conjunction with Solution Search Path (SSP)	2,000	Suppl	Purpose to obtain a clearer picture of where WHS students are in learning mathematics, make informed decisions, and support thinking with evidence & research. Students will take ownership of, and engage in, high levels of math learning to be empowered by mathematics. Support SSP WHS Team with collaboration time, observation opportunities and planning via paid hourly time and/or substitutes for release time.	CAASPP data Math Dept. quarterly CFAs CSD Round data

1.4 - Actions and Services: *Maintain Honors, AP and A-G course access including maximizing students A-G completion rate through credit recovery opportunities during Semester 1, Semester 2 and summer.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Review current A-G, Honors and AP course offerings for expansion and increased offerings	No Cost Associated w/ action	N/A	<p>Review current A-G, Honors and AP course offerings in comparison to college programs and student survey needs assessment for areas to grow programs and increase offerings</p> <p>Research and implement training, if applicable for an AP Computer Course pathway, specifically in Coding.</p> <p>MTSS committee and counseling teams working in conjunction with each ELL student, and students behind on credits, to ensure access into A-G classes, resources and support for college application and admissions ‘how to’, and opportunities to make-up courses and credits.</p>	Number of AP, Honors and A-G offerings and students accessing these courses, and achievement outcomes in these courses.
Four Alpha Counselors and a College and Career Coordinator	No Cost Associated w/ action	N/A	Expand recruitment of students from targeted populations for more rigorous course selection, including honors and AP courses. Additionally, for supporting social and emotional areas for post high school and college/career success.	Grad Completion Rates A-G Completion Rates CAASPP Data ELPAC Data GATE, Honors, and AP Data
Online curriculum licenses for CSU/UC A-G course grade improvement and credit recovery.	35,000 (also 3.1)	Suppl	Licensing for Odysseyware online curriculum utilized by Opportunity and Credit Recovery courses providing scaffolding and differentiated support for students to obtain proficiency and course completion. Provides an opportunity to recover credits, complete graduation requirements and/or A-G coursework during the school day, in the evenings, and over the summer.	Student achievement & progress completion within courses. CA Dashboard positive increases with all groups in the green or blue areas of proficiency. (i.e. College Readiness, ELL, & CAASPP data: 75% met or exceed in Mathematics and ELA goal for 18/19; ultimate goal is 85% or above)

Goal 2: All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science, social studies, and other disciplines such as career technical subjects and physical education

West High School Goal 2: West High will ensure all underperforming student groups are successful in a rigorous, standards-aligned curriculum, across all disciplines.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2017-2018	2018-19	2019-2020																
English Learner Performance (ELA CAASPP - Met/Exceeded %) (Math CAASPP - Met/Exceeded %)	2016-2017 Data ELA = 33.2% Math = 47.3%	2017-2018 Data ELA = 76.15 Math = 58.18%	2018-2019 Data ELA = TBD Math = TBD	2019-2020 GOALS ELA = TBD when 18/19 data is released Math = TBD when 18/19 data is released																
EL Reclassification Rate	<table border="1"> <thead> <tr> <th>Year</th> <th>RFEP'd</th> <th>Re-Classified</th> <th>Total ELLs</th> </tr> </thead> <tbody> <tr> <td>2018-2019</td> <td></td> <td>21</td> <td>127</td> </tr> <tr> <td>2017-2018</td> <td>23</td> <td>10</td> <td>121</td> </tr> <tr> <td>2016</td> <td>12</td> <td>25</td> <td>116</td> </tr> </tbody> </table>				Year	RFEP'd	Re-Classified	Total ELLs	2018-2019		21	127	2017-2018	23	10	121	2016	12	25	116
Year	RFEP'd	Re-Classified	Total ELLs																	
2018-2019		21	127																	
2017-2018	23	10	121																	
2016	12	25	116																	

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

- Continued mindset shift on the importance of A-G courses, support of open access, and encouraging prepared students to take advanced classes.
- Continue literary emphasis across the curriculum, as measured through growth in ELA in CAASPP scores, grades, and positive AP assessment results.
- Focus on essential skills and pulling at-risk students into workshops to support learning..
- Increase student and parent College and Career Readiness opportunities and experiences. Specifics include: 2019 implementation of College and Career site committee, College and Career Week focus and activities, Weekly Principal E-Newsletter with the incorporation of College & Career Readiness news and offerings, Inclusion of the Counselor Newsletter with College news updates, Parent and student education and information nights, College and Career school day and summer workshop and academy offerings, PSAT and PACT assessment support and administration, career panels and speakers, and exposure to a variety of college offerings, degrees and majors including scholarships, grants, and loan resources.
- Coffee with the Counselors monthly teen topics for parents
- Progress incentives and recognition for underperforming student groups.
- Implement optional ELL quarterly staff meetings to support ELL instructional strategies, and student progress, support and achievement
- WASC Action Plan Growth Targets and Outcomes under SPSA Goal 2:
 - At-Risk students identified via data analysis and supported through MTSS Committee focused interventions
 - Student background educational information (i.e elementary & middle school records) researched to identify intervention needs and supports
 - Identify students who are in need and would benefit from the Free/Reduced Nutrition Program. This program provides options for food availability, in addition to discounts or full coverage of programs, i.e. AP exam costs.
 - Parent involvement and communication improved upon through technology - inform parents/guardians about student progress, school news and events and resources

2.1 - Actions and Services: *Provide technology, technological devices, and hard/software to facilitate targeted underperforming students in accessing a rigorous curriculum.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Chromebook replacements (up to 18 devices) licensing and software	(5,300) (see 1.1)	Suppl CTEIG Grant	Teacher, Career & College Ed., library and support staff utilize chromebooks and support technology to support and enhance MTSS interventions, enrichment, instructional extension, and daily core instruction.	Chromebook checkout calendar and schedule
Technological devices and installation, server hardware and software and installation, computer/chromebook hardware and software, and accessories	(1,200) (see 1.1)	Suppl	Teacher, Career & College Ed., library and support staff utilize projectors, ELMO'S, Redcat sound amplifiers, and the use of servers to support and enhance MTSS interventions, enrichment, instructional extension, and daily core instruction.	Administrative classroom observation and textbook and/or framework adoption needs & supports
Chromebook/device inventory available for student check-out	2,000	LPSG	Maintain and inventory a set of chromebook/devices on site to check-out to students who do not have access to devices at home to access curriculum, resources and to support learning.	Chromebook checkout calendar and schedule
Publication materials and supplies	1,600	Suppl	Technology and resources to develop Journalism and Yearbook programs to develop career readiness aspects and UC credit. Additionally planned is exploration into developing internships and other connections with publication industry.	Student enrollment Publications UC approval

2.2 - Actions and Services: *All students receive daily high quality Tier 1 instruction with offerings and opportunity for intensive Tier 2 and Tier 3 supplemental supports during, and before and after the school to increased proficiency.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
AP and Finals Cram after-school and lunch sessions with peer and certificated tutors	No Cost Associated	N/A	CSF supported Tutorial Club: Study Hut tutors and Peer-to-Peer tutorial support in core subject areas	AP Pass Rate Course Grades
College Career Counselor	No Cost Associated	N/A	Expand recruitment of students from targeted populations into more rigorous course selections, including honors and AP courses. Additionally, support social and emotional needs for post high school and college/career success. Support items include Weekly Naviance E-News and Reminders, and monthly College & Career Newsletter.	Grad Completion Rates A-G Completion Rates CAASPP Data
MTSS, GATE and ELL Coordinators	(3,600)	Suppl	Support targeted students and significant subgroups in academic proficiency and achievement, social and emotional well-being for successful transition into college and/or a career.	ELPAC Data GATE, Honors, and AP Data
ELD Summer Institute	7,000	Suppl	Summer enrichment courses, offerings, and field trips	
English Language Learner (ELL) program, EL	(2,500)	Suppl	EL support materials, tools, supplies (translators, dictionaries, supplemental readers, guided reading books, etc.), professional development and support staff.	ELPAC Data

workshop, English Language Development support, Guided Reading implementation, books and materials, and parental support			<p>Support EL Coordinator in increasing parent involvement within ELMAC, DELMAC, and site parent educational and informational nights. Provide resources and incentives for ELMAC and DELMAC.</p> <p>English-language development designed to supplement the English–language arts content to ensure that limited-English proficient students develop proficiency in both the English language and the concepts and skills contained in the English–language arts content standards.</p>	<p>CAASPP Data</p> <p>ELL College Readiness Index: - A-G data on ELLs - Grad Rate at ELLs</p> <p>ELMAC/DELMAC participation sign-ins and survey response data</p>
English Language Learner Lab (ELL Lab)	No cost	TUSD supported	<ul style="list-style-type: none"> ● EL Learning Lab - An English teacher and a District Program Specialist: <ul style="list-style-type: none"> ○ Implement an ELL Learning Lab so teachers can observe, participate and co-construct standards-based learning for ELLs to increase literacy development. ○ <u>Schedule - A Day in the Life of the Lab:</u> <ul style="list-style-type: none"> ■ P1 Pre-Brief ■ P2 Observe Sheltered Class ■ P3 Observe EO Class ■ P4 Debrief ■ P5,6 Plan Application 	<p>CA Dashboard Data</p> <p>EPAC assessment outcomes</p> <p>Guided Reading and FnP outcomes</p>
Teacher professional development, collaboration, and planning.	2,500	Suppl	<p>Release time and substitutes for teams to engage in and participate in the ELL Lab. This is not English specific; other departments can benefit and participate.</p>	
2019 LPS targeted Summer Session	5,000	Innovative LPSG	<p>Provide 2019 Summer Session to include credit recovery and skill building in both English and Math, as well as study/organization skills and team building (school connectedness with 2 mentor teachers) for our Low Performing Students at-risk academically.</p>	<p>CA Dashboard Data</p> <p>Math and English Pre-and Post assessment data</p> <p>Credit Recovery Completion Rate</p>
Summer Credit Recovery Sessions: Mathematics, English, Social Studies/History, and SPED	6,000	Suppl.	<p>Provide Credit Recovery Summer Sessions to recoup lost credits.</p>	<p>CA Dashboard Data</p> <p>Credit Recovery Completion Rate</p>

Goal 3: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

West High School Goal 3: West will maintain an effective PLC, synergistic with a supportive Professional Development model to maximizes conditions of learning for all students. This model will support and enrich the implementation of TUSD Signature Practices, California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades 7-12.

EXPECTED ANNUAL MEASURABLE OUTCOMES:

Metrics/Indicators	Previous Year	2018-19	2019-2020
Percent of teachers participate in PLC's - implementing standards, CFAs, effective instruction, and student learning.	100% participation	100% participation	100% participation

Additional outcomes for the 2019-20 (based on yellow, orange, red areas, and underperforming subgroups/grade levels as indicated in Goals 1 & 2):

- All departments develop, identify and practice PLC Department Norms
- All departments identify, at minimum, quarterly essential skills and/or standards, and quarterly department CFAs
- All English Teachers participate in a 9th or 10th grade PLC. For 19/20 they are expanding to include an 11th or 12th grade.
- Implement monthly cross-articulation PLCs beginning in the 19/20 sy to support articulation across site departments and across feeder middle schools.
- Development of a Site Vision Statement to enhance the mission statement and Schoolwide Learning Objectives (SLOs)
- Teams will implement and refine curricular maps to coincide and align to standards, and focus on Tier I and Tier II intervention/differentiation
- Ensure new staff are trained in TUSD Signature Practices
- Strengthen ELL instructional support, practice and achievement: Release time and substitutes for teams to engage in and participate in the ELL Lab. This is not English specific; other departments can benefit and participate.
- Attract and maintain high-quality teachers and support staff. Maintain focus on student learning by promoting positive working conditions, including an atmosphere of collegial support through site and department professional learning communities and professional development. Additionally, promoting meaningful involvement in decision-making and development of self-efficacy.
 - Support a 100% WHS Teacher Induction program completion rate.
 - Provide site mentoring support through Administration. Monthly 'New-to-West Teacher Collaboration' to support and align Professional Learning Community work and department and site goals.
 - Increase participation from additional stakeholders: (a.) Positive and constructive School Site Council and WHS Parent End-of-Year Survey feedback, (b) Increase teacher experts and leads on campus (including participants in 4 x 5's for ELA and History, NGSS Assessment Project, New to TUSD Science Training, and CCS Math Freshman and Sophomore Cohorts).
- WASC Action Plan Growth Targets and Outcomes under SPSA Goal 3:
 - 19/20 Develop targeted workshops aligned with departmental CFAs
 - CFA data to drive and inform PLC discussion, instruction, and workshop offerings
 - Continue PLC established norms and goals, CFA development, data collection and analysis, and intervention to support student attainment of CCSS, NGSS, ELD and other professional standards and frameworks.
 - 19/20 Implement 1x monthly PLC Cross-department articulation and collaboration both across departments on campus and with feeder middle schools.

3.1 - Actions and Services: *All Departments will continue to develop and strengthen MTSS intervention, instructional strategies, best-practices, & programs.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
MTSS coordinator and site MTSS team	35,000 (also 1.4)	Suppl	Continue development of site MTSS Framework and Committee Focus on targeted subgroups: Interventions and class placements specific to their learning needs, who are not meeting academic and behavioral proficiency, & grad rates.	Staff Survey data on gaps/ needs Tier I-II prog assessment results D/F Semester Grade Level data
Licenses for expanded usage of online curriculum for CSU/UC A-G course grade improvement and credit recovery. Additionally, ELA Essentials courses, and Opportunity courses.	(35,000)	Suppl	Student scaffolded and differentiated support to obtain proficiency, course completion, and/or opportunity to recover credits for graduation/ A-G eligibility. Occurs during the school day and in the evenings.	Student achievement & progress completion within courses
Before/After-School Academic Tutorial Support	5,000	Library & LPSG	After-school math (Geometry & Algebra II) tutorial & tier II support for identified areas of essential standard performance deficits Offer peer-to-peer tutoring via CIF trained mentor students / Library	Tutorial Pre and Post assessments

3.2 - Actions and Services: *Continued development of PLC's to identify essential standards and common formative assessments in order to meet needs identified by data.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Development of site Vision Statement	No Cost Associated w/ action	N/A	The school mission, in conjunction w/ site vision statement will serve as the umbrella and guide for PLC long & short SMART goals, and the PLC cycle of work.	Development & Completion of Vision Statement
Weekly Department and/or Full Team PLC	No Cost Associated w/ action	N/A	All departments and subject area teams will identify essential skills and/or standards to develop curricular maps, create learning targets and CFAs to make informed, data driven instructional decisions and incorporate best-practices around those decisions. Support for collaboration days and subs.	Curricular Maps & Pacing Guides
Identify essential standards and/or skills per unit or quarter for department curricular mapping	(see above)	Suppl		Pre and Post Assessment Data
Develop and implement learning targets	No Cost Associated w/ action	N/A	Full Team PLC time where all departments are together for both collaboration and cross-articulation 1x a month. Purposes include analyzing data, addressing the needs of at-risk and low performing subgroups, aligning and implementing WASC/SPSA/LCAP site goals, and reviewing/updating interventions for MTSS students.	Warrior Workshop tutorial offerings
Develop CFAs and incorporate into department data analysis PLC cycle for data-driven instructional decisions, planning and implementation	(see above)	Suppl		CFA data

3.3 - Actions and Services: *All departments will continue development and enhancement of the instructional program and practices based on needs identified from data analysis and outcomes.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Conferences, Professional Development, Workshops, Staff lunch/food support during PD sessions, Release time (with substitute support) for team collaboration, articulation, coaching/observation, data analysis and/or planning	16,000 (also 3.4, 4.1, 4.2) 15,400 (also 3.4, 4.1, 4.2)	Suppl Student Achievement	Ensure TUSD Focus of: High Levels of Learning for ALL Students at WHS. Continuous Improvement and implementation of: (1.) ELA & Social Studies A3/D3 implementation, (2.) English and ELD, and History 4x5 implementation, (3.) Spanish textbook adoption implementation (2-year implementation) (4.) English Core Lit. Study & Writing Study, (5.) Math CCS implementation and CSD_SSP Mathematical Rounds, (6.) Continued gde lvl tiered implementation of the NGSS professional development, Assessment Plan, and (7.) implementation of CTE/CTIG/ PLTW courses, (8.) Coaching Training (Solution Tree, TL, Walk Through, and other), (9.) NGSS PD Voluntary District Training Expand curricular knowledge, experts and leadership across departments, working to meet the needs of students and adults within our school community. Monthly classified and paraeducator staff meetings to share events on campus, review policies and procedures, and review WASC/SPSA/LCAP site goals, action steps, and correlating programs on site.	ITDP, Site and Department Goals Curriculum development and mapping Instruction and unit design Assessment data S.W.O.T Analysis of strengths, areas to grow and gaps
Evaluate and implement curricular support via supplemental materials, supplies, and technology (device, hard and software) needs	(5,500)	Suppl	Support TUSD signature practices and State standard/framework implementations. For example but not limited to, Science lab materials and tool repairs, Social Studies TCI/Historical Writing/Supplemental materials and conferences, Math manipulatives and/or supplemental materials/programs, English Language Development Guided Reading leveled materials and literary books, English Language Arts core literary texts and supplemental materials per newly revised TUSD list.	

3.4 - Actions and Services: *Effective recruitment and continued development of our West High educational team.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Build partnerships with local colleges, universities, trade schools and businesses.	No Cost Associated w/ action	N/A	A pipeline from college/university and trade school programs, and local business internships, to West, and to attract highly qualified teaching candidates and support staff to WHS.	Site college visits, a variety and increased partnerships with speaker panels, parent nights, and student workshops
Extend opportunities for potential teaching candidates to fulfill observations and student teaching at WHS	No Cost Associated w/ action	N/A	Continue development of West High as a destination school. Connect West teachers to potential incoming teaching staff, and attract highly qualified teaching candidates and classified support staff to WHS.	Cont. Teacher Lead and Coaches University/college

				partnerships.
Partner with local colleges and universities to recruit and fill open positions.	No Cost Associated	N/A	Attract highly qualified teaching candidates and support staff to WHS.	Monitor highly qualified teaching team members
Provide release time and substitutes for new and probationary teaching staff. Provide collaboration and planning time before and after above observations) with observed teacher, TL, and/or Coach Department and cross-department release time for articulation/collaboration, club, elective and extracurricular programs, trainings, workshops and conferences	(10,000) (15,400)	Suppl Student Achievement	Implement new teacher support days for observation of and collaboration with department team members and expert staff within specific departments on site or within other TUSD sites/district. Induction articulation and course work support time. Induction teacher release time to reflect and work on inquiry, collaboration and planning process 2x a year (1 x each semester), or as needed by participating teacher. Induction support, 1:1 support, new teachers working with department colleagues and/or experts and Teacher Leads across the district for subject area collaboration.	Progress in Induction Program, CSTPs & ITDP goals; Student achievement, and the implementation of Essential Skills/Standards, CFA & Dept. Goals Timely & successful completion of Induction program
Induction Triad Meetings	No Site Cost Associated w/ action	District	Induction coaching support through classroom observations and debriefing	Induction Coach benchmarks and progress towards ILP
Administration team collaboration with Induction Coaches and Resource Team	No Cost Associated w/ action	N/A	Support Induction program in TUSD and at WHS. Assistant Principal to serve and assist on TUSD Induction Advisory Committee	Successful Induction Program, meeting accreditation guidelines
Continue monthly 'New to West Teacher' collaboration, lunch/food provided, with administration and expert staff on site.	2,000	Student Achievement	Monthly 'New to West Teacher' collaboration time with new WHS staff members and student teachers, will take together with administration and expert staff on site to provide networking, problem-solving, coaching, learning, and collaboration and articulation opportunities in a supportive and nurturing environment. Nutrition provided for team members, in addition to supplies and materials as needed.	Progress in Induction Program, CSTPs & ITDP goals; Student achievement, and the implementation of and mastery of Essential Skills/Standards, CFA & Dept. Goals
Support Summer Induction Training program and the New to TUSD Teacher Summer Institute.	No Cost Associated w/ action	N/A	Reinforce importance of attending, and support for our new teachers and new to West teaching team.	Attendance, engagement and participation in signature practices & TUSD PD/training offerings
Support TUSD Induction Colloquiums	No Cost Associated w/ action	N/A	Reinforce importance of attending, and support for our new teachers and new to West teaching team.	Attendance, engagement and participation in signature practices & TUSD PD/training offerings

<p>Implementation of peer-coaching model and LMU/West Ed Leadership initiative CDS rounds</p>	<p>No Site Cost Associated w/ action</p>	<p>District</p>	<p>Implementation of peer-coaching model conducted through Common Core State Standards Mathematics Teacher Lead Network, LMU/West Ed Leadership initiative (i.e. CSD Instructional Rounds and SSP) and New Generation Science Standards Teacher Lead Network & Assessment Project for best-practices, informing teaching and instruction, and support of staff articulation</p>	<p>Students taking ownership of and engagement in high levels of math learning to be empowered by math.</p> <p>Mathematical Thinking Success Criteria aligned to Observable Student Actions in the Instructional Core</p> <p>Students as mathematical thinkers, problem solvers, & Self-Regulated Learners</p> <p>Know a clearer picture of where students are in learning math</p> <p>Observation, CFA and Math Portfolio Data</p>
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Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

West High School Goal 4: West High is committed to providing a connected and safe school environment supportive of the whole child. Multiple tiered systems of support build on school engagement, spirit and pride, and cultivate emotional security while facilitating responsible decision-making where students feel a positive connection and rapport to their school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19	2019-2020									
Attendance Rate	97.1%	96.88%										
Suspension Rate	<ul style="list-style-type: none"> • <u>Social-Economic Disadvantaged Subgroup</u> - (23% of population) Suspension rate 'Low Performance' status of 6.5% w/-2.1 decline in 2017 • <u>English Language Learner Subgroup</u> - (7% of population) Suspension rate 'Low Performance' of 7.0% • <u>Foster Youth Subgroup</u> - (Less than 0.2% of population) Suspension rate not noted as area of concern, but a TUSD focus group in this area • <u>Students with Disabilities Subgroup</u> -(155 students) Suspension rate 'Low Performance' status of 13.6% with an increase of 1.5% • <u>African American Subgroup</u> - (101 students) Suspension rate 'Low Performance' status of 6.9% with a decrease of -8.3% • <u>Asian Subgroup</u> -(889 students) Suspension rate 'Low Performance' status of 2.1% maintaining with a -0.2% decline. 	<ul style="list-style-type: none"> • <u>Social-Economic Disadvantaged Subgroup</u> - Yellow • <u>English Language Learner Subgroup</u> - Yellow • <u>Foster Youth Subgroup</u> - (Less than 0.2% of population) Suspension rate not noted as an area of concern for WHS, but a TUSD focus group in this area • <u>Students with Disabilities Subgroup</u> - Yellow • <u>African American Subgroup</u> - No data provided, not significant subgroup • <u>Asian Subgroup</u> - Blue 										
Healthy Kids Survey: School Climate Survey - Local Indicator*	<table border="1"> <thead> <tr> <th>I like School.</th> <th>Average</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Strongly Disagree</td> <td>10%</td> <td>45</td> </tr> <tr> <td>Somewhat Disagree</td> <td>23%</td> <td>98</td> </tr> </tbody> </table>	I like School.	Average	Total	Strongly Disagree	10%	45	Somewhat Disagree	23%	98	Climate Survey administered the week of October 22, 2018 to input 18/19 results - to be included	
I like School.	Average	Total										
Strongly Disagree	10%	45										
Somewhat Disagree	23%	98										

Somewhat Agree	58%	251
Strongly Agree	9%	38
Total	100%	432/432

I feel successful at school.

Response	Average	Total
Strongly Disagree	8%	34
Somewhat Disagree	22%	96
Somewhat Agree	59%	255
Strongly Agree	11%	47
Total	100%	432/432

I feel my school has high standards for achievement.

Response	Average	Total
Strongly Disagree	3%	13
Somewhat Disagree	10%	43
Somewhat Agree	50%	216
Strongly Agree	37%	160
Total	100%	432/432

My school sets clear rules for behavior.

Response	Average	Total
Strongly Disagree	4%	18
Somewhat Disagree	13%	55
Somewhat Agree	39%	169
Strongly Agree	44%	190
Total	100%	432/432

Teachers treat me with respect.

Response	Average	Total
Strongly Disagree	4%	19
Somewhat Disagree	12%	51
Somewhat Agree	41%	179
Strongly Agree	42%	183
Total	100%	432/432

The behaviors in my class allow teachers to teach.

Response	Average	Total
Strongly Disagree	2%	7
Somewhat Disagree	9%	39
Somewhat Agree	46%	197
Strongly Agree	44%	189
Total	100%	432/432

Students are frequently recognized for good behavior.

Response	Average	Total
Strongly Disagree	19%	81
Somewhat Disagree	39%	167
Somewhat Agree	36%	154
Strongly Agree	7%	30
Total	100%	432/432

School is a place at which I feel safe.

Response	Average	Total
Strongly Disagree	7%	31
Somewhat Disagree	19%	82
Somewhat Agree	51%	222
Strongly Agree	22%	97

	Total	100%	432/432		
	I know an adult at school that I can talk with if I need help.				
	Response	Average	Total		
	Strongly Disagree	21%	89		
	Somewhat Disagree	23%	101		
	Somewhat Agree	31%	132		
	Strongly Agree	25%	110		
	Total	100%	432/432		

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

- Continue Opportunity Course offering for 9-10 at-risk students with a focus on success in existing classes vs. making up credits.
- Continue English and Math Essential Classes, as needed based on sections and need.
- Continue Sheltered Course offerings
- Implementation and monitoring year 2 of English 2 Essentials (and Algebra essentials) for targeted students struggling and not meeting proficiency on CAASPP.
- Continue positive school community mindset shift focused on: MTSS dialogue and support implementation, AP/Honors discussions for course opportunity and access.
- Monitor outcomes of Restorative Justice philosophy and practices implementation into behavior referrals and discipline.
- Implement strategies that teachers, administrators, other school staff, and parents can implement to increase the extent to which students feel connected to school:
 1. Create decision-making processes that facilitate student, family, and community engagement, academic achievement, and staff empowerment.- Via STAC, SSC, PTSA, EMLAC, etc.
 2. Provide education and networking opportunities to enable families to be actively involved in their student’s academic and school life - Parent Nights & Workshops, Coffee with the WHS Counselors, Volunteer positions, PowerSchool, etc.
 3. Provide students with the academic, emotional, and social skills necessary to be actively engaged in school - Clubs, Services via MTSS, Workshops
 4. Use effective classroom management and teaching methods to foster a positive learning environment. - PLC and RTI driven
 5. Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents.
 6. Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.
- WASC Action Plan Growth Targets and Outcomes under SPSA Goal 4:
 - 19/20 create a committee/team of teachers, staff, and administrators to explore issues of student connectedness and mental health and resources to address such issues.
 - Educate the school community on available mental health and social-emotional resources

4.1 - Actions and Services: *Continued development and implementation of student, staff and community school connectedness activities, programs and opportunities*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Staff Professional Development, Training, and Informational Workshop sessions to support the development, support & success of the whole child	(10,000)	District and Suppl	<p>Physical and emotional well-being, suicide prevention, cyber-safety, Annual Notification training (i.e. Child Abuse reporting procedures, Uniform Complaint procedures, Sexual Harassment procedures and prevention), Non-Fraternization policy training, Substance Abuse resources, support and prevention (Behavioral Health Service / Thelma McMillan / TPD / Futures)</p> <p>Monthly classified and paraeducator staff meetings and collaboration time to share events on campus, review policies and procedures, and review WASC/SPSA/LCAP site goals, action steps, and correlating programs on campus to further support site culture and initiatives on site.</p>	Faculty, staff and parent workshops and trainings
Restorative Justice philosophy and strategy implementation year 2 - monitor and adjust	(2,500) (also 4.2)	Suppl	<p>Practices and resources, as needed, to implement practices of restorative justice – a theory of justice emphasizing repairing the harm caused by negative behaviors, best accomplished through cooperative processes that include all stakeholders on campus, leading to transformation of people, relationships and communities.</p> <p>Practices and programs reflecting restorative purposes will respond to disciplinary behaviors by:</p> <ul style="list-style-type: none"> • identifying and taking steps to repair harm, * Involve all stakeholders, and • Transform the traditional relationship between communities and their governments in responding to disciplinary behaviors. 	<p>Behavior report data</p> <p>Referral data</p> <p>Suspension and Expulsion data</p>
Counseling Services, Resources and Parent Informational Sessions	2,000	PTSA	<p>Expand recruitment of targeted population students to select a more rigorous course schedule through high school, including the selection of honors and advanced courses and programs, in addition to supporting social & emotional areas for post high school college and career success.</p> <p>Monthly ‘Coffee with the Counselors’ sessions designed to provide for parents and counselors to discuss important teen, high school, and College & Career topics</p> <p>Small groups, 1:1 meetings & sessions w/ parent and/or student, socio-emotional support, substance abuse resources & prevention, suicide prevention, & wellness support</p> <p>“TRIBE: Way of the Warrior” character education and leadership incentive program</p> <p>MTSSI/Admin/Counseling Team to meet and goal set with students exhibiting behavioral and motivational concerns, in addition to academic, to put an individualized plan and contract in place for support.</p>	<p>Appointment Calendars & Schedules</p> <p>Information Session participation sheets and survey feedback</p>
Increased communication of information, events, activities, opportunities and resources	No cost associated w/this activity	N/A	<p>Weekly Principal E-Newsletter with resources and community offerings</p> <p>Weekly Parent and Student Naviance E-News and Reminders</p> <p>Monthly College & Career Newsletter</p>	Agendas, Minutes, Bulletin report-outs, and participation in

			Maintenance of new school website in 18/19 Student & Faculty Daily Bulletin Consistent communication via emails, Google Calendars and scheduling, Leadership Council meeting agendas and minutes, TTA, and PLC.	meeting, activities, and events
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4.2 - Actions and Services: *Prepare and support school community with the tools and strategies necessary to address the whole child: students' physical and emotional well-being, safety, and social needs.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Transition Events and Programs for incoming Freshmen, Students new to West, and outgoing Seniors: Continue with Freshman Focus and incoming 'Warrior Welcome' transitional and mentor activities to assist with transition to high school and develop leadership. Research and investigate start-up for 'Link Crew' program to implement in 20/21 sy	3,000 7,000	Suppl LPSG	Expand recruitment and supports for students to select a more rigorous course schedule throughout high school, along incorporation of school connectedness and mentor programs to improve transition and grow student leadership.	Increased school attendance rates
Friendship Club	No cost associated	N/A	Inclusion within general education and special education programs to help students connect and build friendships. Articulation across K-12	School connectedness -Healthy Kids Survey
Warrior Workshop tutorial schedule 2X weekly, Mentor & Tutors, CSF Tutoring and Algebra/Geometry Tutorials	No cost associated	N/A	Embedded core instruction and subject area instructional tiered I-II support to include intervention, enrichment and extension. Specific focus on underperforming subgroups noted in above identified data.	CFA, pre/post assessment data, grades
Grow newly reimplemented Student Advisory Council (STAC). Provide lunch/food for students during lunchtime council meetings	150	Student Achievement	Student centered advisory group to the Principal modeled after SAC/PAC to create dialogue, provide a voice and forum for students, articulate concerns and problem-solve, celebrate happenings on campus, collaborate to build school spirit, pride and connectedness, while enjoying lunch with the principal and administration team.	STAC participation rate STAC surveys and feedback forms STAC events implementation outcome
Encourage, support and build upon student and parent participation and engagement key advisory groups: SSC, ELMAC, PTSA and through the implementation of Site mentor and shadowing opportunities for students.	No cost associated	N/A	Families, schools, and communities all need to work together to create an environment that facilitates healthy development of adolescents. Research demonstrates a strong relationship between school connectedness and educational outcomes, including school attendance; staying in school; higher grades and classroom test scores. In turn, students who do well academically are less likely to engage in risky behaviors. Ensure materials translations for significant subgroups, and offer translation services.	Parent/ student participation noted in sign-in, mtg minutes participation outcome doc.

School Contentedness and articulation across West Area Feeder Schools and community	2,000 (also 5.2)	ASB	<p>Quarterly K-12 West Area Administration articulation and collaboration time:</p> <p><u>Student and community engagement and connection activities:</u></p> <ul style="list-style-type: none"> • August 2019 - Incoming 9th Grade & Students New to West “Warrior Welcome” transition event: program assembly, campus tours, lunch, team building activities, and mentoring • 4th Tuesday PLC Cross-ARticulation between high school departments and high school to feeder middle school departmental PLCs • Varsity Football Game - “West Area Elementary Night” Elementary families invited, VIPS, incentives for first 30 elementary students entering, Elementary WHS Cheer Clinic students performed at Halftime, 4 Elementary students from each feeder school and staff recognized on the field at Halftime. • Varsity Football Game -” Middle School Family Night”Both middle school bands march on field at start of game and Halftime with WHS Band and play in stands with WH Entertainment Unit throughout game. • Parent Night at First Lutheran to recruit and build relationships w/Torrance Private school families, continued articulation throughout yr. • March 2020 - Incoming 9th Grade Student Welcome to West Assembly • April 2020 - Incoming 9th Grade Parent & Student Open House & Campus Tours • May 2020 - Incoming 9th Grade Parent & Student Athletic Dept. Open House • Spring Basketball, Football, and Track clinics at feeder schools • Science Lab articulation - WH teachers to elementary sites for Science articulation w/ students 	Feeder School articulation feedback and implemented event outcomes
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4.3 - Actions and Services: Ongoing development of school safety practices, protocols, and prevention from emergency planning and preparation, to site facilities maintenance and safety.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Emergency Preparation and Planning	1,000 1,000	PTSA General	<p>Training and planning for evacuation drills, shelter-in-place, natural and manmade disasters, and the Great CA Shakeout earthquake drill.</p> <p>Classroom Emergency First Aid buckets and porta potties for each classroom</p>	<p>Drill practice implementation & outcomes</p> <p>100% of classrooms have emergency supplies</p> <p>Site Emergency bin supplies are updated</p>
Annual Suicide Prevention and Risk Assessment Staff Training	No cost	District Funded	<p>Annual Staff PD training on Suicide signs and prevention, and TUSD procedures</p> <p>‘Signs of Suicide (SOS)’ Counselor Training</p>	<p>Decreased reports and PMRT/ PET Team referrals</p> <p>Positive reporting on Healthy Kids Survey: increased % of students feeling safe at school and increased % of students connecting with trusted</p>

				adult on campus.
Restorative Justice philosophy and strategy implementation year 2 - monitor and adjust	(2,500) (also 4.1)	Suppl	<p>Practices and resources, as needed, to implement practices of restorative justice – a theory of justice emphasizing repairing the harm caused by negative behaviors, best accomplished through cooperative processes that include all stakeholders on campus, leading to transformation of people, relationships and communities.</p> <p>Practices and programs reflecting restorative purposes will respond to disciplinary behaviors by:</p> <ul style="list-style-type: none"> identifying and taking steps to repair harm, * Involve all stakeholders, and Transform the traditional relationship between communities and their governments in responding to disciplinary behaviors. 	<p>Behavior report data</p> <p>Referral data</p> <p>Suspension and Expulsion data</p>
Code of Conduct and Warrior Ways Handbook	\$250	General	Implement grade level ‘Code of Conduct’ assemblies in Sept. 2018 to connect students to WHS programs, support and assistance, and share guidelines and expectations to be successful in school.	<p>Behavior report data</p> <p>Referral data</p> <p>Suspension and Expulsion data</p> <p>Positive reporting on Healthy Kids Survey: increased % of students feeling safe at school and increased % of students connecting with trusted adult on campus.</p>
Sandy Hook Promise initiative implementation	District Funded	District Funded	<p>Sandy Hook Initiative 4 Programs:</p> <ul style="list-style-type: none"> ‘Safe Promise Club’ in combination with our SADD Club “Start with Hello” September assembly “Say Something” - Assembly or Hotline Resources - tbd “Signs of Suicide (SOS)” - counselors trained November 2018 on the “Signs of Suicide” program to then go into classrooms and present to students. Signs of Suicide classroom presentations begin in December through April “Safety Assessment and Intervention” January 2019 6-8 hour training on threat assessment and planning for multi-disciplinary team (3-5 people on site): Counselors, Psychologists, Admin, SRO 	<p>Positive reporting on Healthy Kids Survey: increased % of students feeling safe at school and increased % of students connecting with trusted adult on campus.</p>
Bullying and Cyber-Bullying student, staff and parent informational / training	\$2,000	PTSA		<p>Behavior report data</p> <p>Referral data</p> <p>Suspension and Expulsion data</p>

				Positive reporting on Healthy Kids Survey: increased % of students feeling safe at school and increased % of students connecting with trusted adult on campus.
Support a MFT therapist and/or behavioral clinician that will work to meet our student social emotional and wellness needs.	45,000 (20,000 counseling & 25,000 supp)	Supplemental; Counseling funds	Bring in an outside counseling service to provide comprehensive mental health services including counseling and proactive mental health education, consultation and training for staff, and outreach to parents and the broader community.	Risk assessment data; counseling service data logs

Goal 5: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

West High School Goal 5: West High will continue to develop parent and school community communication and outreach, including with West Area feeder elementary and middle schools--specifically with a focus on significant and underperforming subgroups by providing opportunities where parents can

contribute and benefit.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2018-19	2019-2020
Parent Engagement Local Indicator (parent participation in SSC, ELMAC, and parent event attendance)	SSC average attendance: 85% ELMAC participation 12-20 parents per meeting Site Parent Education Offerings, approx. 25% participation	<i>SSC average attendance: 85%</i> <i>ELMAC participation 15-20 parents per meeting</i> <i>Site Parent Education Offerings, approx. 25% participation</i>	

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):

- Maintain communication with parents through PowerSchool
- Maintenance and revision of newly revamped school site website which went live in ‘18-’19
- Principal weekly E-Newsletter - “Weekly Wednesday Warrior E-Newsletter” to school community
- West Area K-12 school community articulation and events across feeder school to include: parent nights, and ‘Elementary Night’ and “Middle School’ in addition to Parent Education nights, transition activities, and college & career readiness opportunities
- Coffee with the Counselors monthly teen topics for parents
- College Week implementation
- Create a welcoming school climate: Providing workshops, resources, and materials for parents on teen development, school expectations and transitions.
- Provide families information related to teen development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication via newsletters, E-Newsletter, emails, social media, school website, Naviance, and PowerSchool
- Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities via advisory, association, council and committee offerings
- Connect students and families to community resources that strengthen and support students’ learning and well-being

5.1 - Actions and Services: School connection with families and parents to support student achievement and learning.				
Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
School website, daily bulletin, Naviance	No cost	N/A	Maintain consistent communication with the school community via multiple	Community event

announcements, eblast, parent nights, SSC, ELMAC, DELMAC, PTSA, extracurricular community events, PowerSchool	associated w/ activity		avenues regarding school events and activities, student and community programs, and student progress.	attendance and participation
ELMAC and DELMAC parent and student advisory committees	500 500	Suppl Student Achievement	English Language Learner students and parents will become actively involved in the school community and be provided information and resources necessary for student success. .	Committee meeting and conference attendance and participation

5.2 - Actions and Services: *West High School will continue to build a positive school culture and connection with West Area families and parents to build a strong sense of community, connection, and pride.*

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
School Connectedness and articulation across West Area Feeder Schools and community	(2,000)	ASB	<p>Quarterly K-12 West Area Administration articulation and collaboration time together:</p> <p><u>Student and community engagement and connection activities:</u></p> <ul style="list-style-type: none"> Varsity Football Game - “West Area Elementary Night” Elementary families invited, VIPS, incentives for first 30 elementary students entering, Elementary WHS Cheer Clinic students performed at Halftime, 4 Elementary students from each feeder school and staff recognized on the field at Halftime. Varsity Football Game -” Middle School Family Night” Both middle school bands march on field at start of game and Halftime with WHS Band and play in stands with WH Entertainment Unit throughout game. Spring Basketball, Football, and Track clinics at feeder schools Science Lab fun - WH teachers visit elementary sites for Science articulation with younger students 	Feeder School articulation feedback and implemented event outcomes
Increased communication of information, events, activities, opportunities and resources	No Cost associated w/activity	N/A	<ul style="list-style-type: none"> Weekly Principal E-Newsletter with resources and community offerings Weekly Parent and Student Naviance E-News and Reminders Monthly College & Career Newsletter Maintenance of new school website Daily Bulletin for student and faculty Week-at-a-Glance for faculty Consistent communication via emails, Google Calendar and scheduling, Leadership Council meeting agendas and minutes, TTA, and PLC. 	Agendas, Minutes, Bulletin report-outs, and participation in meeting, activities, and events

APPENDIX A

Annual Review and Analysis of Progress: for 2018-2019 SPSA

GOAL #2: *West High will ensure underperforming student groups are successful in in a rigorous, standards-aligned curriculum, across disciplines*

Identified Need	Action/Service	Expenditure	Expected Outcomes
<p>Full implementation of CCS standards, framework and TUSD expected Instructional Practices within departments</p> <p>PLC Continuum: Inconsistency with Departments implementing the PLC cycle, and developing essential skills and CFAs</p> <p>Data Analysis outlined need for instructional and RTI PD focus and development</p>	<p>Leadership Team & Site Team analysis of the data and development of needed PD to support growth</p> <p>Refinement of Warrior Workshop tutorial schedule & offerings</p> <p>Develop cross-articulation MTSS Team</p> <p>Restructure of PLC Cycle to include monthly full site PLC sessions</p> <p>Development of site Vision Statement</p> <p>Include WASC into PLC, MTSS and LCAP/SPSA Goal Alignment and process</p>	<p>Krazner Coaching Training</p> <p>West Area development of CSD_SSP Coaching</p> <p>TUSD Summer PD Series</p> <p>Department Summer Articulation and Collaborative Planning</p> <p>Leadership & Department determined PD, trainings, & conferences</p>	<p>Bell schedule, bi-weekly tier 2 interventions, & include an Activities Schedule.</p> <p>Reduced D and F grades in 11th grade (from 32% to 23% of students with 1 or more D/F). Other grades about the same.</p> <p>Increases in SBAC scores longitudinally and latitudinally</p> <p>Increases in AP scores</p> <p>Increase in AP and Honor offerings</p>
<p>Analysis of Results. What happened and why? What else did you notice?</p>	<p>Comparison of Fall data between 15-16, 16-17, and 17-18 the percentage of students with at least one D or F dropped from 27% to 23%. Spring grades showed the drop was at 11th grade. All grade levels average approximately 25% of students receiving at least on D/F each semester</p> <p>As PLC Discussions began, MTSS Team developed to address gap needs</p> <p>All departments identified essential skills and/or standards, and an initial CFA to begin 17-18 sy</p>		

Changes in actions/ services as a result of these outcomes.	<ul style="list-style-type: none"> • All departments will develop, identify and practice PLC Department Norms • All departments will identify quarterly essential skills and/or standards, and at least an initial CFA to begin 18-19 sy • Development of Site Vision Statement to enhance and build upon new mission statement • Based on staff feedback, adjustments will be made to Warrior Workshop schedule in order to allow more flexibility to give CFAs when needed by teams. • Teams will implement and refine curricular maps to coincide and align to standards, and focus on Tier I and Tier II intervention/differentiation • AP/Honors opportunity need realized to expand offerings and ensure course access.
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GOAL #3: *West will maintain an effective PLC, synergistic with a supportive Professional Development model to maximizes conditions of learning for all students. This model will support and enrich the implementation of TUSD Signature Practices, California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades 7-12.*

Identified Need	Action/Service	Expenditure	Expected Outcomes
<ul style="list-style-type: none"> • 2015-16 West High offered 31 <u>Honors sections</u> and 27 <u>AP sections</u> of courses with a total enrollment of 1801. In 2016-17, West High offered 38 Honors sections and 29 AP sections of courses with a total enrollment of 1819, and in 2017-2018 West High offered 42 Honors/AP sections with an enrollment of 1984. • WHS A-G Rate growth is occurring, however very gradual with a 62.80% completion, demonstrating school community mindset and understanding of criteria - Goal is to reach at least 75% completion by 2019/20 with an emphasis on the important of A-G access. <ul style="list-style-type: none"> ○ Male students have a 12% lower completion rate than females (56.8 vs. 68.8). ○ Hispanic students fall below average (male 35.5%; female 61.9%) overall in our A-G completion rate and Grad Rate declined 2.5% to 94.8% ○ ELL Students (6.7% of pop) are disproportionately represented, not represented to the degree necessary, in A-G coursework and meeting Grad Rate declined 2.6% to reflect 32.8% on the CCI (College & Career Indicator) as opposed to the total population Grade Rate at 96.8% (64.4% CCI) in the 2016 school year. • Grade and assessment data point, an analysis of ‘D’ and ‘F’ grades point to <u>Credit Recovery</u> as a need for WHS 	<p>Implemented bi-weekly Tier 2 workshops: Warrior Workshop tutorial schedule</p> <p>Cross-Articulation among departments</p> <p>Weekly PLCs -Depart and Site</p> <p>Promote open access in AP classes--5 sections of AP Language</p> <p>College Career opportunities and support - laser focus</p> <p>Increased access/availability to AP and Honors courses</p> <p>CSF advocacy</p> <p>Odysseyware licences (35) and Credit Recovery sy teaching team and summer teaching team</p> <p>Maintain/grow academic</p>	<p>MTSS Coordinator Section</p> <p>Additional section costs</p> <p>\$15,000</p>	<p>45 Honors (+8)and 43 (+11), APs - rework Master Schedule and offerings</p> <p>A-G completion rate in continues to increase to 62.6% (+2.6%)</p> <p>Number of students passing AP exams has increased tof 84%</p> <p>2018 SBAC met or exceeded standards in math decreased in 2018, 58.2%, decreased in English 76%</p> <p>CSF increased enrollment by 22% from previous year</p> <p>Recruitment expanded and additional support supplies for all students, specifically targeting subgroups, via counseling service to increase Honors and AP participation</p>

<p>Students in order to meet graduation & A-G requirements.</p> <ul style="list-style-type: none"> • Number of <u>students passing AP exams</u> in 2015, 656/766 for an 86% pass rate. • <u>2015-16 CAASPP</u>: 62% met or exceeded standards in math, 72% in English. <u>2016-17 CAASPP</u>: 61% met or exceeded standards in Math, 77% in English. <p><u>Focus Area - Student Subgroups not meeting proficiency:</u></p> <ul style="list-style-type: none"> • <u>Social Economically Disadvantaged subgroup</u> 5.1 points below a proficient level 3 • <u>Students with Disabilities subgroup</u> 37.8 points below a proficient level 3 • <u>African American subgroup</u> 7.4 points below a proficient level 3 • <u>Hispanic subgroup</u> 2.3 points below a proficient level 3 • <u>ELL Progress:</u> <i>2017 Dashboard ELL Progress: 78.9% of our 147 students experienced a -6.2% academic decline</i> <p><u>Grad Rate</u> of 65 EL Students graduating at a status of 87.7% and a decline of -2.6%</p> <p><u>Suspension Rate</u> status of 7.9% with a -4.3% decline</p> <ul style="list-style-type: none"> • <u>College and Career Indicator (Class of 2016)</u> <ul style="list-style-type: none"> ○ 64.4% Prepared ○ 18.8% Approaching Preparedness ○ 16.8% Not Prepared • <u>Odysseyware Credit Recovery:</u> <ul style="list-style-type: none"> ○ 2015/16 - 31 students completed 86 classes ○ 2016/17 - 48 students participated with 33 Seniors completing 81 classes and 15 Juniors completing 13 classes. • <u>CTE CA Dept of Ed Research Shows:</u> <ul style="list-style-type: none"> ○ 80% of students in college prep and rigorous CTE met college and career readiness goals versus only 63% of students taking only college Prep (Southern Regional Education Board, High Schools That Work 2012 Assessment) ○ Attendance in a CTE program more than 	<p>clubs & opportunities to support rigor, application, interest, and learning i.e. Academic Decathlon, Cyber-Patriots, Robotics, etc.</p> <p>Update classroom technology support curriculum, standards, academic needs</p>	<p>ELL Coordinator Sections</p> <p>Section cost</p>	
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<p>doubles the rate of college entrance for minority students (A Model for Success: CARTS’s Linked Learning Program Increases College Enrollment, Irvine Foundation 2011)</p> <ul style="list-style-type: none"> ○ At-Risk students are 8 to 10 times less likely to dropout in the 11th and 12th grades if they enroll in a CTE program (Kulik, “Curriculum Tracks and High School Vocational Studies,” University of Michigan, 1998) <ul style="list-style-type: none"> ● <u>Continued Need for 17/18 School Year:</u> Implemented 10th Grade English Essentials Course for the 17/18 school year. In developing this course, here are the findings to denote a continued need and focus on tiered instruction and intervention: <ul style="list-style-type: none"> ○ 58 ninth grade student identified in 16/17 as possible recommendations for a fit in this course ○ 9 were ELD students ○ 3 SPED students ○ 3 students with a 504 ○ 2 DnQ-ed from SPED ○ 5 High risk behaviors ○ 25% African American - disproportionation number ○ 30% Male - another disproportionation number ○ 50% of the students came from outside of TUSD within 5 the past 5 years - We need to assist our students in this transition and filling in any gaps they may have instructionally, and as a whole child 			
<p>Analysis of Results. What happened and why? What else did you notice?</p>	<ul style="list-style-type: none"> ● Data point growth noted in CAASPP, AP scores, graduation rate increase, and A-G percentage each show a positive percentage increase. ● All departments have noted essential skills for the 17/18 school year with a department goal. ● Student Warrior Workshop survey data shows staff ready to expand 17/18 workshop tutorials to extension and enrichment. ● Expand AP Language (writing overall) have been positive factors in grade data and CAASPP results. ● Trend is up. <u>Mindset Shift:</u> For the most part, open access has been embraced--students encouraged to take advanced classes. Literacy across the curriculum affecting ELA. 		
<p>Changes in actions/ services as a result of these outcomes.</p>	<ul style="list-style-type: none"> ● Overall 62.8% A-G Rate, a steady and continuous 7.60% improvement from 17/18 at 55.20% ● Male students 12% lower performing than females (56.8 vs. 68.8) on 16/17 CAASPP ELA data. ● Hispanic students fell below average (male 35.5%; female 61.9%) on 16/17 CAASPP data. 		

GOAL #4: *West High is committed to providing a connected and safe school environment supportive of the whole child. Multiple tiered systems of support build on school engagement, spirit and pride, and cultivate emotional security while facilitating responsible decision-making where students feel a positive connection and rapport to their school.*

Identified Need	Action/Service	Expenditure	Expected Outcomes
<ul style="list-style-type: none"> ● <u>Attendance rate</u> 97.1%; with a goal of 98% in 17/18 sy ● <u>Behavior and Discipline Rates:</u> Total # of behavior incidents in 2014 = 2146; Total # of behavior incidents in 2015 = 1678 ; Number of suspensions in 2014-15 = 90; Number of suspensions in 2015-16 = 102; ● <u>Graduation Rate</u> at: 96.7% with a goal of 98% and above by 18/19 sy ● <u>A-G Rate growth</u> is gradual, demonstrating site mindset - Goal is to reach at least 75% completion with an emphasis on the important of A-G access ● Although <u>Behavior data</u> has yet to be displayed in PowerSchool, discussion and staff identified need for further behavior supports are seen as a need, such as the incorporation of a restorative justice framework and mindset in conjunction with consequences to provide a balance on campus, and support for positive behaviors, in addition to creative solutions to discipline to maintain academic support and student connectedness to school. ● <u>Dashboard Suspension Rate Report noting identified Subgroups not meeting performance proficiency:</u> <ul style="list-style-type: none"> ○ <u>Social-Economic Disadvantaged Subgroup</u> - (23% of population) Suspension rate ‘Low Performance’ status of 6.5% with a -2.1 decline in 2017 ○ <u>English Language Learner Subgroup</u> - (7% of population) Suspension rate ‘Low Performance’ of 7.0% ○ <u>Foster Youth Subgroup</u> - (Less than 0.2% of population) Suspension rate not noted as an area of concern for WHS, but a TUSD focus group in this area ○ <u>Students with Disabilities Subgroup</u> -(155 students) Suspension rate ‘Low Performance’ status of 13.6% with an increase of 1.5% ○ <u>African American Subgroup</u> - (101 students) Suspension rate ‘Low Performance’ status of 6.9% with a decrease of -8.3% ○ <u>Asian Subgroup</u> -(889 students) Suspension rate ‘Low Performance’ status of 2.1% maintaining with a -0.2% decline. 	<ul style="list-style-type: none"> Implementation of Opportunity class Evening Odysseyware opportunity and usage Summer Credit Recovery implementation Replaced In-House Suspension with lunch detention Admin workshops focused on time-management, growth mindset 2 Social Worker interns provided services to targeted students CSUF college visit Continue building on College Week, and an on-going college culture on campus and articulation with our Middle Schools Library expanded programs, databases, and resources 	<ul style="list-style-type: none"> District partnership with local universities Block Grant funded Supplemental 	<ul style="list-style-type: none"> Maintained overall attendance rate of 97% and above for the past 3 years - awaiting data Decreased truancy rate from 2013-14 (11.85%) to 2014-15 (9.08%) - awaiting data Decreased suspension rate from 2013-14 (5.0%)to 2015-16 (3.9%) - awaiting data Decreased expulsion rate from 2013-14 (0.2%) to 2015-16 (0%)- awaiting data 104 core classes recovered in summer of 2018 Partner with PTSA to implement SAT and ACT weekend Bootcamp study series Parent Nights: Navigating College Admissions, College Admission Case Study, Cyber Safety, A-G, etc.

<ul style="list-style-type: none"> Students who feel connected to their school are also more likely to have <u>improved academic achievement</u> including higher grades and test scores, have better school attendance, and stay in school longer (CDC 2016 research data) 			
<p>Analysis of Results. What happened and why? What else did you notice?</p>	<ul style="list-style-type: none"> CAASPP ELA and Math results decreased in 17/18, specifically our Hispanic student group had a major decline. Workshops were not as focused as the previous school year. ELL students continue to show positive progress on CAASPP and College Index data. D/F rates maintained at approx. 25% of each grade level earning at least 1 D/F for each semester Behavior data positively declined - reevaluation of discipline procedures and implementation of Restorative Justice practices Attendance rates maintained - focused attendance tracking and student support, SART and SARB 		
<p>Changes in actions/ services as a result of these outcomes.</p>	<ul style="list-style-type: none"> All departments will develop, re-identify and practice PLC Department Norms All departments will identify quarterly essential skills and/or standards, and quarterly CFAs All departments will develop yearly goals based off of assessment data and the development of essential skills Development of Site Vision Statement to enhance and build upon 17/18 implement mission statement and 18/19 implemented SLOs Based on staff feedback, adjustments will be made to Warrior Workshop schedule in order to allow more flexibility to give CFAs when needed by teams. Teams will implement and refine curricular maps to coincide and align to standards, and focus on Tier I and Tier II intervention/differentiation AP/Honors opportunity need realized to expand offerings and ensure course access. Warrior Workshops implemented to focus on at-risk students and subgroups (i.e. Hispanic, ELL and SED) to move % of meeting and exceeding standards for these subgroups to above 60% proficiency. After School tutorials implemented to target at-risk students and subgroups (i.e. Hispanic, ELL and SED) to move % of meeting and exceeding standards for these subgroups to above 60% proficiency. Student Self-reporting survey that all of our students take at the end of the school year as part of the clearance process findings: <ul style="list-style-type: none"> Based on our Naviance exit survey report (which all seniors submitted at the end of 2017-18 school year), 55% of our students enrolled in a 2-yr school, 38% enrolled in a 4-yr school, 1% enrolled in a trade school - Collectively, 93% of our senior class was college bound. Proposed Outcome for 18-19 is to raise this total percentage to at least 95% National Student Clearinghouse data: <ul style="list-style-type: none"> Class of 2017 (472 students): 392 enrolled in a college/university (83%). Breaking that number down further, 177 students enrolled in a 4-year school (38%) and 215 enrolled in a 2-year school (46%). P Proposed Outcome for 2018-2019 is to raise this total percentage at least 95% 		

GOAL #5: *West High will continue to develop parent and school community communication and outreach, including with West Area feeder elementary and middle schools--specifically with a focus on significant and underperforming subgroups by providing opportunities where parents can contribute and benefit.*

Identified Need	Action/Service	Expenditure	Expected Outcomes
<p>Build upon the partnership between parents, students and teachers to continue positive rapport and relationships to create positive student social competence, connectedness, and student achievement.</p> <p>Increase resource and collaboration opportunities between WHS and families to assist parents in navigating high school to best support student wellness and achievement.</p> <p>Identified need data: (1.) Parent site surveys, feedback forms, and education night forums, (2.) Improved site communication of vision and focus, expectations for student achievement and success, in addition to site activities and events, (3.) Increased support for translation of presentations and dialogues in home language. (4.) Consistency with home-school communications on a weekly basis (each Wednesday) and as needed within the week. (5.) Expedited and improved emergency procedure communication with parents, and (6.) Improve and then replace school website for user-friendly access and resources.</p>	<p>Intervention and ELD Coordinators, and College & Career Counselor will develop parent/student events that provide information and guidance regarding creating success during high school and navigating a pathway to college and career readiness in 16/17:</p> <ul style="list-style-type: none"> ● 9th Gd Freshman Parent-Student Night focused on A-G and College readiness ● College and Career in day sessions for students ● Host College visits to meet w/students ● Financial Aid Night ● College and Career Speaker Panel for 11/12th Gd Parent-Student Night ● College & Career Monthly Newsletter 	<p>\$5,000</p>	<p>Increased parent participation overall, and specifically in identified at-risk subgroups by 25% participation</p> <p>Increased parent education and family night offerings to support academics, career & college readiness, and to provide resources</p> <p>Increased student participation in school events to a 75% showing.</p> <p>Increased student attendance from 97.14% to 98%</p> <p>Increase awareness access and usage of District and site resources and events, such as, but not limited to the DELMAC Conference, College & Career readiness opportunities, Nutrition information, support and resources, articulation, etc.</p> <p>Increase parent volunteer and participation for site and PTSA, Booster, and Advisory group events</p> <p>Increase consistency and intervals of site electronic and in-person communication</p> <p>Positive qualitative results relating to school climate and parent involvement surveys and event participation.</p> <p>Improved student attendance from 97.1% to 98%</p> <p>Decreased behavior referrals and incidents to under 100 incidents</p> <p>Increased number of students meeting proficiency or above as measured by site formative and summative assessments, portfolios, project-based results, and CFAs, and CAASPP Math and ELA results to a goal of 80% met or exceeding standards.</p>

<p>Analysis of Results. What happened and why? What else did you notice?</p>	<p>Through Opportunity courses, at-risk students were provided an opportunity to recover credits.</p> <p>Opportunity teachers advocated for students, building a support network around the student with his/her team of teachers - working together for student success</p> <p>Identified that underclassmen were not successful making up credits. Next Steps - Why? and How to further support and build this capacity.</p> <p>A developing understanding and positive staff mindset shift focused on: MTSS dialogue and support implementation, AP / Honors discussions for opportunity and access,</p>
<p>Changes in actions/ services as a result of these outcomes.</p>	<ul style="list-style-type: none"> ● Creating Opportunity for 9-10 at risk students with a focus on studying and success in existing classes vs. making up credits. ● Initiation and implementation of English 2 Essentials (and Algebra essentials) for targeted students struggling and not meeting proficiency on CAASPP. ● Implementation of new student/parent information system PowerSchool ● Research, preparation, & building of a new school site website, to be implemented July 18/19 ● Principal weekly E-Newsletter - “Weekly Wednesday Warrior E-Newsletter” to school community ● West Area K-12 school community articulation and events across feeder school to include: parent nights, and ‘Elementary Night’ and “Middle School’ in addition to Parent Education nights, transition activities, and college & career readiness opportunities ● Coffee with the Counselors monthly teen topics for parents ● College Week implementation ● Create a welcoming school climate: Providing workshops, resources, and materials for parents on teen development, school expectations and transitions. ● Provide families information related to teen development and creating supportive learning environments. ● Establish effective school-to-home and home-to-school communication via newsletters, E-Newsletter, emails, social media, school website, Naviance, and PowerSchool ● Strengthen families’ knowledge and skills to support and extend their children’s learning at home and in the community. ● Engage families in school planning, leadership and meaningful volunteer opportunities via advisory, association, council and committee offerings ● Connect students and families to community resources that strengthen and support students’ learning and well-being

APPENDIX B: West High School Budget Summary Worksheet 2019-2020

Funding Source:		Supp.	SA	LPS Grant	LPS District Grant	CCI grant	Other Funding source: PTSA Counseling, ASB	District
2018-2019 Allocation:		175,375	20,470	37,251	5,000	20,000		
Goal #1 <i>Access to rigorous curriculum</i>	Actions/Services							
Technology	1.1	6,500						15,000
College and Career Readiness	1.2	500		20,000		33,500	7,500 PACT	
MTSS: Tier 1,2,3 Support	1.3	78,500		3,000				
Honors, AP and A-G course access	1.4	35,000						
Goal #2 <i>Support for underperforming subgroups</i>	Actions/Services							
Technology	2.1	1,600		2,000				
MTSS: Tier 1,2,3 Support and Credit Recovery	2.2	9,500						
LPS Academic Achievement & School Connectedness	2.2				5,000			
Goal #3 <i>PD to maintain effective PLC's</i>	Actions/Services							
Develop and Strengthen MTSS	3.1			5,000				
Support PLC work	3.2	3,000						
Enhance instructional practices identified through data	3.3	10,000	15,400					
Recruitment and development of highly qualified staff	3.4		2,000					
Goal #4 <i>School safety and social emotional well-being</i>	Actions/Services							
Develop and implement school connectedness	4.1						2,000	
Support whole child development	4.2	4,000	150	7,000			2,000	
Maintain facilities and safety	4.3	25,000					23,000	
Goal #5 <i>Parent communication and outreach</i>	Actions/Services							
Connecting with families to support student achievement	5.1	500	500					

Build positive school culture and community connectedness	5.2							
TOTAL BALANCE:		175,375	20,470	37,000	5,000	41,000	27,000	15,000

APPENDIX C

**West High School
School Site Council Membership: 2019-2020**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

Names of Members	Principal	Teacher	Staff	Parent or Community	Student
Kara Heinrich	X				
Mary Flaxman		X			
Rebecca Cerda		X			
Yoko Druten		X			
Holly Hall		X			
Klarissa Torres			X		
Annette Bade				X	
Jeffrey Etherington				X	
Lynn Welsh				X	
Wendy Wu				X	
Shannon Zambriski				X	
Ashley Cho					X
Category Totals	1	4	1	5	1

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.

APPENDIX D

West High School Recommendations and Assurances 2019-2020

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

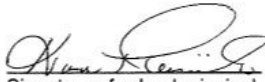

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the District Local Control Accountability Plan.
5. This school plan 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.
6. This school plan was adopted by the school site council at a public meeting on:
Wednesday, May 15, 2019

Attested:

<u>Kara Heinrich</u> Typed name of school principal	 Signature of school principal	<u>05/15/19</u> Date
<u>Yoko Druten</u> Typed name of SSC chairperson	 Signature of SSC chairperson	<u>5/15/19</u> Date

APPENDIX E: TUSD LCAP Data Table: 2019-2020

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Indicator (CCI)	55%	55%	57%	59%
Graduation Rate	Very High (95%)	<i>Maintain Very High (96%)</i>	Maintain Very High (97%)	Maintain Very High (97%)
Local Indicator - Percent of students with sufficient materials	100% (Met)	<i>100% (Met)</i>	100% (Met)	100% (Met)
Healthy Fitness Zone (HFZ) for 5th grade	72.9% (2015-16)	75%	76%	77%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Dashboard (K-8)	High	<i>High</i>	Maintain High	Maintain High
Math Dashboard (K-8)	High	<i>High</i>	Maintain High	Maintain High
ELA CAASPP (K-8)	63% (met/exceeded)	65%	67%	69%
Math CAASPP (K-8)	55% (met/exceeded)	59%	60%	61%
English Learner Progress	Medium	<i>High</i>	Maintain High	Maintain High
EL Reclassification	10.6% (2016-17)	12%	14%	15%

AP Exam Pass Rate	71% (2015-16)	72%	73%	74%
CSU/UC A-G Rate	55% (2015-16)	57%	59%	60%
EAP for ELA: EAP for Math	72% (2015-16); 57% (2015-16)	74%; 59%	76%; 61%	78%; 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully Credentialed & teaching in field	100% (2016-17)	100%	100%	100%
Percent of teachers with ELD Authorization	100% (2016-17)	100%	100%	100%
Filling all Open Positions	92% (2016-17)	100%	100%	100%
Implementation of Standards Local Indicator	Met	Met	Met	Met
Percent of students taught by teachers who participate regularly in PLC's and Professional Development	100%	100%	100%	100%
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	96%	96%	Maintain 96% or higher	Maintain 96% or higher
Suspension Rate	1.9%	1.7%	Maintain or decrease from 1.7%	Maintain or decrease from 1.7%

Expulsion Rate	0.1%	0.1%	Maintain or decrease from 0.1%	Maintain or decrease from 0.1%
Chronic Absenteeism	0.5%	0.5%	Maintain or decrease from 0.5%	Maintain or decrease from 0.5%
Middle School Dropout	0.04%	0.04%	Maintain or decrease from 0.04%	Maintain or decrease from 0.04%
High School Dropout	0.18%	0.3%	Maintain or decrease from 0.3%	Maintain or decrease from 0.3%
School Climate - Local Indicator*	Met	Met - 76% (ES - 79%; MS - 79%; HS - 72%)	Met (Maintain or increase by 1%)	Met (Maintain or increase by 1%)
Percent of Schools with facilities in good repair	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement Local Indicator	Met	Met (see below) 12 parents = average school committee participation; 24 parents = average district-level committee participation; 590 parents = average district-level workshop attendance	Met (increase participation by 2% in all categories)	Met (increase participation by 2% in all categories)