West High School

SCHOOL PLAN FOR STUDENT ACHIEVEMENT
2024-27

Approved July 2024

Stakeholder Input Timeline

2023-2024

EVENT	LOCATION	DATE
Faculty Meeting	WHS Library	1/9/24
PTSA	WHS Counseling Conference Room	1/10/24
School Site Council	WHS Counseling Conference Room	2/14/24
ELMAC	WHS Counseling Conference Room	3/27/24
School Site Council	WHS Counseling Conference Room	3/20/24
School Site Council	WHS Counseling Conference Room	4/17/24
Faculty Meeting	WHS Cafe 5	5/20/24
ELMAC	WHS Library	5/22/24
Leadership Learning Community	WHS Counseling Conference Room	5/28/24
School Site Council	WHS Counseling Conference Room	5/29/24
Department Chair Meeting	WHS Counseling Conference Room	6/3/24

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.

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
Schoolwide ELA CAASPP % Proficient	2023 ELA CAASPP: 74% Met or exceeded				
Schoolwide Math CAASPP % Proficient	2023 Math CAASPP: 51% Met or exceeded				
Graduation Rate	95.1% for 2023				
UC a-g Completion Rate	67.6% for 2023				
CTE Pathway Completion	CCI 68.3% (2023) CTE Pathway Completers 120 (2023) Completion of 1 year of a College (Dual Enrollment @WHS) Course: 26% of Seniors (2023-24) Seal of Biliteracy 112 (2023) 25%				
Both CTE & UC a-g Completion					
College and Career Indicator (CCI)	68.3% Prepared (2023)				
Advanced Placement Participation	(Spring 24) Students Tested: 625 Exams Passed: TBD Exams Given: 1391				

% of Graduates Who Have Passed an AP Exam w/ Score of 3 or Better					
Number of students who appear at least once on Student Engagement Spreadsheet/"Student Tracker"	91 students				
Number of students who appear at least once on the Tier 2/3 Targeted Intervention Tracker	Tutoring Contracts: 15 students Attendance Tier 3: 243 students				
D/F Data (Percentage of students earning two or more Ds or Fs in a semester)	10.2% (182 students)				

1.1 Actions and Services: Ensure strong Instruction for all students by focusing on strengthening grade level and content area Professional Learning Communities (PLCs).

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
1.1.1	Weekly PLC meetings	No Cost				Guided by the West High Strategy Implementation Guide (SIG), PLC Teams collaborate to identify essential standards and learning targets, develop CFAs/CSAs, analyze CFAs/CSAs to make informed, data-driven decisions, and incorporate best intervention and instructional practices based on those decisions
1.1.2	Additional PLC Collaboration Time	19,245 2,755			Supplemental SA	Additional release time/hours for PLC Teams to identify essential standards and learning targets, develop CFAs/CSAs, analyze CFAs/CSAs to make informed, data-driven decisions, and incorporate best intervention and instructional practices based on those decisions
1.1.3	Leadership Learning Community	18,300			Supplemental	Leadership Learning Community support for 10 monthly

	(LLC) Meetings and LLC representatives at Department Chair meetings					meetings plus supplemental meetings as needed for PD, MTSS data review, WASC alignment and implementation of action steps.
1.1.4	WASC Committee Collaboration Time	No Cost			Faculty Meetings	Time/hours for WASC Committee to review progress and alignment to Schoolwide Action Plan to support ongoing accreditation
1.1.5	Implement and provide technology to facilitate student access to a rigorous curriculum as well as provide credit recovery opportunities and IAB/FIAB/ICA practice	6,461			SA	Technological devices and installation, server hardware and software and installation, computer/Chromebook hardware and software, and accessories

1.2 Actions and Services: Students in need of additional instruction will be provided with intervention within the school day at a time when core instruction is not occurring.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
1.2.1	Warrior Workshop tutorial schedule two times weekly	No Cost				Embedded core instruction and subject area instruction for tier 2 support to include intervention, enrichment and extension
1.2.2	Work in PLCs to identify strategies to improve student engagement/ connectedness and interventions to improve student achievement	See 1.1.1 and 1.1.2				PLC Teams collaborate to analyze CFAs/CSAs and appropriate IABs/Focused IABs/Interim Comprehensive Assessment to make informed, data-driven decisions, and incorporate best intervention and instructional practices based on those decisions

1.3 Actions and Services: Continue implementation and enhancement of College and Career Readiness Offerings, Opportunities, and Resources.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
1.3.1	College and Career Week	570			Supplemental	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
1.3.2	College and University Field Trip Tours	10,500 7,000			Supplemental SA	Exposure to college campuses, resources, degrees and majors; target underperforming subgroups from 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
1.3.3	College and Career Readiness Academy Workshops/Latinx Empowerment through Academic Preparation (LEAP)/CCR Group for African-American Students	600			Supplemental	Workshops to create awareness, focus, and interest in college and career pathways, and continue expanding recruitment of all students, particularly underrepresented subgroups, to select a more rigorous course schedule through high school, including the selection of honors and advanced courses and programs
1.3.4	PSAT and Pre-ACT (NOTE: this may change)	No Cost to site			PTSA and District (test admin)	Weekend Boot Camp Sessions to prepare for the SAT/ACT; Administration of Pre-ACT as a guide for college preparation/admissions; administration of PSAT as a guide for college preparation/admissions and to qualify for the National Merit Scholarship award.
1.3.5	Implement and provide technology to provide credit recovery opportunities	See 1.1.5				Technological devices and installation, server hardware and software and installation, computer/Chromebook hardware and software, and accessories
1.3.6	Coffee/Zoom with the Counselors				Supplemental	All parents (and students when applicable) invited to join counseling team for monthly sessions designed for parents and counselors to discuss important high school and College & Career topics
1.3.7	College and Career Leadership Team					College and Career Leadership Team collaborates to develop and implement 4-year plan for students to prepare for college and career pathways. District College and Career Readiness Plan Committee collaborates to develop and guide plan to prepare students for college and career pathways.

1.4 Actions and Services: Maintain Honors, AP, and UC a-g course access including maximizing students UC a-g completion rate through credit recovery opportunities during the school year and summer.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description

1.4.1	Online curriculum licenses				District	Licensing for Edgenuity 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
1.4.2	Targeted outreach to students who should try an honors/AP/Dual Enrollment course	No Cost				Counselors, College & Career Coordinator, ELD Coordinator, and Intervention Coordinator will expand recruitment of students from targeted populations for more rigorous course selection, including honors and AP courses; support social and emotional areas in preparation for college/career success

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 education, fine arts, and physical education

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard
ELA Dashboard (Grades 3-8, 11) - Pts Above/Below Standard	2023 75.7 points above standard **English Learners** 51.4 points below standard (EL subgroup [including EL & RFEP] 16.3 points below standard) **English Learners** Exceeded: 0% Met: 23% Proficient: 23% **Students with Disabilities** 40.3 points below standard **Students w/Disabilities** Exceeded: 2%			

	Met: 22% Proficient: 24%			
Math Dashboard (Grades 3-8, 11) - Pts Above/Below Standard	2023 3.6 points above standard Current English Learners 127 points below standard (EL subgroup [including EL & RFEP] 84.4 points below standard Students with Disabilities 144.3 points below standard			
CAST (Science) Dashboard (Grades 5, 8, HS 11, HS 12, HS Overall)	2023: 56% of students tested were proficient on CAST.			
English Learner Progress (ELPI)	51.6% making progress 4.3% declined			
English Learner Reclassification Rate	13.8% unofficial (data from LAC)			

2.1 - Actions and Services: Provide targeted, tiered intervention to ensure success for students including during the school day, before and after school, and extended year opportunities. Provide additional instruction and intervention for Foster Youth, Homeless, Low Income, and English Learners, as well as any Student Subgroups performing in the Red.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
2.1.1	Warrior Workshop tutorial schedule two times weekly	No Cost				See 1.2.1
2.1.2	Opportunity Classes	No Cost				Class period(s) within the school day for underperforming students to recover credits and foundational skills. School

						Therapists work closely with these classes to provide social-emotional counseling and to teach strategies for coping and motivation. Incoming freshmen identified as reading far below grade level (5th grade or below), based on F&P Benchmark Assessment, will take a year-long course to earn Health credits while participating in targeted reading intervention and support.
2.1.3	Targeted Before/After-School Academic Tutorial Support	(19,860)			District A-G Completion Grant	Certificated: Before/after-school tutorial and tier 2 support for identified areas of essential standard performance deficits CSF, NHS, and Tutorial Club provide Peer-to-Peer tutorial support in areas of need
2.1.4	Targeted outreach to underperforming student groups focused on college and career opportunities	No Cost				College and Career Coordinator will identify, target, and support underperforming students to take honors/AP courses, explore college opportunities, and expand career pathways
2.1.5	After-school/Saturday engagement activities for underperforming students	see 4.1.8			Recovered ADA	Opportunities for underperforming students to participate in workshops on motivation/character-building; connecting underperforming students to qualified mentors through relationship-building activities (Warrior Weekend)
2.1.6	Multi-Tiered System of Support (MTSS) Intervention Coordinator					Intervention Coordinator monitors all student progress and connects students to additional targeted support/intervention as needed, Intervention Coordinator supports/teaches Opportunity classes
2.1.7	Targeted push-in support focused on foundational skills in Math and ELA	See 2.2.4 & 2.3.4				Targeted reading, writing, and math intervention provided in small groups or one-on-one embedded in core classes and Warrior Workshop intervention blocks

2.2 Actions and Services: Provide additional instruction and intervention for Foster Youth, Homeless, and Low Income Students

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
2.2.1	Opportunity Classes					Class periods within the school day for underperforming students to recover credits and foundational skills. School Therapists work closely with these classes to provide social-emotional counseling and to teach strategies for coping and motivation. Foster Youth, Homeless, and Low Income

						students will be assigned to these classes as needed.
2.2.2	Supplemental materials and technology for Foster Youth, Homeless, and Low Income Students	1,600			Supplemental	Foster Youth, Homeless, and Low Income Student support with the use of supplemental materials and technology (e.g. Guided Reading books, supplemental texts, etc.)
2.2.3	Targeted Before/After-School Academic Tutorial Support for Foster Youth, Homeless, and Low Income Students	See 2.1.3			District A-G Completion Grant	Certificated: Before/after-school tutorial and tier 2 support for identified areas of essential standard performance deficits CSF, NHS, and Tutorial Club provide Peer-to-Peer tutorial support in areas of need
2.2.4	Targeted push-in support for Foster Youth, Homeless, and Low Income Students focused on foundational skills	19,000			Supplemental	Targeted reading, writing, and math intervention provided in small groups or one-on-one embedded in support class for struggling students

2.3 Actions and Services: Provide additional instruction and intervention for English Learners and Redesignated Fluent English Learners.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
2.3.1	English Learner program, EL workshop, English Language Development Support	19,000			Supplemental	ELD Coordinator monitors EL student progress and connects students to additional targeted support/intervention as needed, ELD Coordinator supports EL workshop classes and sheltered core content classes; support/sheltered class teachers employ QTEL instructional strategies
2.3.2	EL supplemental materials and technology	1,000			Supplemental	EL support with the use of supplemental materials and technology (e.g. Guided Reading books, supplemental texts)
2.3.3	Targeted Before/After-School Academic Tutorial Support for ELs	See 2.1.3				Certificated: Before/after-school tutorial and tier 2 support for identified areas of essential standard performance deficits CSF, NHS, and Tutorial Club provide Peer-to-Peer tutorial support in areas of need
2.3.4	Targeted push-in support for ELs focused on foundational skills	19,000			Supplemental	Targeted reading, writing, and math intervention provided in small groups or one-on-one embedded in support class for ELs

2.3.5	EL Summer Classes				District	Summer program designed to support ongoing English Language Development through engagement in CTE Courses

2.4 Actions and Services:

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
2.4.1	Special Education Resource Specialist program, Special Education Study Skills classes	No Additional Cost				Special Education Advocates monitor Resource Students' progress and connects students to additional targeted support/intervention as needed; Special Education Advocates support students in Study Skills classes with foundational skills instruction and support for SAI core content classes; support/SAI class teachers employ appropriate instructional strategies to support student needs
2.4.2	Targeted Before/After-School Academic Tutorial Support for Special Education students	See 2.1.3				Certificated: Before/after-school tutorial and tier 2 support for identified areas of essential standard performance deficits CSF, NHS, and Tutorial Club provide Peer-to-Peer tutorial support in areas of need
2.4.3	Targeted support for Special Education students focused on foundational skills	No Additional Cost				Targeted reading, writing, and math intervention provided in small groups or one-on-one embedded in Study Skills classes
2.4.4	Special Education Team Collaboration Time	No Additional Cost				Monthly meetings for Special Education Team including Special Ed teachers, school psychologist, SLP, and Program Specialist (Meetings during PLC late-start)

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.

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
Strategy Implementation Guide Anchor Standard 1: Educators work in collaborative teams, rather than in isolation, and take collective responsibility for student learning.	100% of PLC Teams are Meeting/Approaching the Gold Standard				
Strategy Implementation Guide Anchor Standard 2: Collaborative teams implement a guaranteed and viable curriculum, unit by unit.	100% of PLC Teams are Approaching the Gold Standard				
Strategy Implementation Guide Anchor Standard 3: Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed, common formative assessments.	100% of PLC Teams are Developing/Approaching the Gold Standard				
Strategy Implementation Guide Anchor Standard 4: Educators use the results of common assessment to improve individual practice, build the team's capacity to achieve its goals, and intervene and enrich on behalf of students.	100% of PLC Teams are Developing/Approaching the Gold Standard				
Strategy Implementation Guide Anchor Standard 5:	100% of PLC Teams are Developing/Approaching				

Collaborative teams utilize a systematic process for intervention and enrichment.	the Gold Standard				

3.1 - Actions and Services: Continue to develop, strengthen and sustain our Professional Learning Communities and Tiered Interventions by providing ongoing Professional Development to Teachers.

#	Actions/Service	2024-25	2025-26	2026-27	Funding Source	Description
3.1.1	Implementation of vision, mission, values, and Strategy Implementation Guide (SIG) to serve as the guide for PLC goals and PLC cycle of work	No Cost				In faculty meetings and PLC meetings, intentionally connect goals to our school vision, mission, values, and Strategy Implementation Guide (SIG).
3.1.2	PLC Collaboration Time	See 1.1				Guided by the West High Strategy Implementation Guide (SIG), PLC Teams collaborate to identify essential standards and learning targets, develop CFAs/CSAs, analyze CFAs/CSAs to make informed, data-driven decisions, and incorporate best intervention and instructional practices based on those decisions
3.1.3	PLC Team Facilitator Meetings	8,000			Supplemental	Regular meetings to provide PD regarding facilitation of PLCs and PLC components (essential standard/learning targets, yearlong curricular maps, CFAs, CSAs, analyzing and responding to data, designing targeted intervention/enrichment)
3.1.4	Conferences, Professional Development, Workshops, Staff meals during PD sessions, Release time (with substitute teacher support) for coaching/observation	8,430 3,725			Supplemental SA	Professional Development to support PLC needs and areas for growth.
3.1.5	Student Support Team Collaboration Time					Student Support Team collaborates to develop and implement site MTSS framework
3.1.6	Professional Development for Student Support Team Coordinator and Student Support Team					Professional Development to support refinement of site MTSS framework and implementation

3.2 - Actions and Services: Continue to develop and strengthen teacher expertise in TUSD Signature Practices and best instructional practices for supporting English Learners, Special Education students, and underperforming students.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
3.2.1	PD for TUSD Signature Practices				District	PLCs, EL support teachers, Special Education teachers, and intervention teachers attend District PD sessions on TUSD Signature Practices to be implemented with fidelity as appropriate to support student needs.
3.2.2	Collaboration Time and Coaching/Observation to support TUSD Signature Practices (e.g. EL Learning Lab, Guided Reading PD, CSD Rounds, etc.)	No Cost (During PLC Time)				Following District PD sessions, attendees will collaborate to debrief and identify next steps for implementation of new learning. Attendees may participate in ongoing peer observation/coaching and collaboration to support implementation of TUSD Signature Practices.

3.3 - Actions and Services: Develop, strengthen, and retain new teachers by supporting their ongoing learning and expertise in PLCs, MTSS, best instructional practices, and other areas of teacher development.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
3.3.1	Monthly “New to West” teacher collaboration, lunch/food/supplies provided, with administration and site teacher leaders.	300			SA	Regular meetings for new WHS faculty members and student teachers led by administration and teacher leaders to provide networking, problem-solving, coaching, learning, and collaboration and articulation opportunities in a supportive and nurturing environment. Meals/food provided during sessions with additional supplies and materials provided as needed.
3.3.2	Release time and substitutes for new teachers for PD, observation, coaching, and collaboration	No Cost (Admin Coverage as needed)				Collaboration and planning time for new teachers before and after observations; time to meet with instructional coaches for coaching and collaboration; time for peer observations and pre-meet/debrief sessions

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.

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
Attendance Rate	96.1% (2023-2024 current)				
Chronic Absenteeism Rate	7.97% (2022-2023)				
Suspension Rate	2.5% at least one day (2022-2023)				
Expulsion Rate	0.3% (2022-2023)				
Local Indicator: School Climate Survey - Overall %	2023-24 "I Like School" 74% agree/strongly agree "I feel successful at school" 77% agree/strongly agree "I feel my school has high standards for achievement" 82% agree/strongly agree My school sets clear rules for behavior" 85% agree/strongly agree "Teachers treat me with respect" 94% agree/strongly agree "The behaviors in my class allow teachers to teach" 92% agree/strongly agree "Students are frequently recognized for good behavior" 55% agree/strongly agree				

	"School is a place at which I feel safe." 79% agree/strongly agree "I know an adult at school that I can talk with if I need help." 72% agree/strongly agree				

4.1 - Actions and Services: Continued development and implementation of student, staff, and community school connectedness/social-emotional support activities, programs, and opportunities

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
4.1.1	Warrior Focus Club Activities	(900) 1,000			PTSA SA	Warrior Focus Club will host Warrior Welcome (Freshman Orientation with Lunch), Freshman Retreats for engagement and connectedness, 10th-12th Grade Connection Activities
4.1.2	Restorative Practices PD and Implementation/Way of the Warrior Retreats/Peer Mediation Training and Implementation	1,500			Supplemental	Student Support Team and other faculty/staff members will attend PD on Restorative Practices to design schoolwide PD and structure for implementation; the structure will address attendance recovery and alternatives to suspension
4.1.3	Increase use of student Wellness Center	No Cost				College and Career Coordinator, Counselors, and School Therapists will collaborate with teachers and student groups to promote use of Wellness Center for individual and group wellness support; Continue adding volunteers to provide supervision for extended hours
4.1.4	Continue communication of information, events, activities, opportunities, and resources	No Cost				Weekly principal video/email to students and families, weekly ASB newsletter to students, regular parent/student Naviance reminders, monthly College & Career newsletter
4.1.5	Friendship Club	No Cost				Student club focused on school connectedness/ social-emotional support and activities for students with special needs
4.1.6	Student Connection Lunches	400 200			Supplemental SA	Monthly administrator lunches with students to listen to student celebrations and suggestions for school improvement

4.1.7	School Connectedness and Articulation across West Area Feeder Schools and Community	No Cost				Quarterly meetings with West Area admin to discuss vertical alignment of programs and services in order to provide families with a K-12 program of academic and social-emotional support
4.1.8	After-school/Saturday engagement activities for underperforming students	See 2.1.5			Supplemental	Opportunities for underperforming students to participate in workshops on motivation/character-building; connecting underperforming students to qualified mentors through relationship-building activities (Warrior Weekend)

4.2 - Actions and Services: Ongoing development of school safety and discipline practices, protocols, and prevention from emergency planning and preparation to site facilities maintenance and safety

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
4.2.1	Emergency Preparation and Planning	No Cost				Training and planning for evacuation drills, shelter-in-place, natural and manmade disasters, and the Great CA Shakeout earthquake drill
4.2.2	Restorative Practices Implementation/Way of the Warrior Retreats/Peer Mediation	See 4.1.2				Student Support Team and other faculty/staff members will design schoolwide Restorative Practices for implementation; practices will address restorative approaches to discipline and alternatives to suspension
4.2.3	Way of the Warrior Promotion and Implementation and Warrior Ways Handbook				PTSA	Way of the Warrior values/character education and incentives
4.2.4	Support School Therapist who will work to meet our student social emotional and wellness needs	45,000 5,000			Supplemental Counseling (District)	Bring in full-time licensed therapist 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.

Goal 5: Improve student and 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 students and parents can contribute and benefit.

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
Local Indicator: Parent Engagement	2023-24 SSC average attendance: 80% 2023-24 ELMAC participation: ELMAC #1: 7 ELMAC #2: 5 ELMAC #3: 2 Number of participants in 2023-24 Gatherings with the Principal: 11 parents 2023-24 Spring Parent Night (4/24/24) - College Application Process for Juniors: 140 attendees Freshman Basics (10/18/23): 116 attendees Zoom with Counselors (2/8/24) - Course Selection: 162 attendees				
Student Engagement	Number of participants in 2023-24 Student Connection Lunches: 60 students Warrior Welcome (Freshman Orientation): 80% of Freshman Attended				

	Warrior Focus Workshops for Freshmen: 7 sessions: • Warrior Welcome in August • Workshop in September • Back to School Night • College & Career Day in October • Workshop in November • Workshop in December • Tours for incoming Freshmen in February/March				

5.1 - Actions and Services: Provide effective home to school communication with parents and continue to seek parent input/collaboration through parent groups. Provide parent engagement/parent education opportunities for parents.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
5.1.1	Weekly video/email “Message from the Principal”	No Cost				Weekly video emailed to parents with list highlights from the video. Video includes important school information and resources
5.1.2	“Gathering with the Principal” monthly meetings	No Cost				Monthly meetings hosted by different parents each month who invite other parents from their circle of influence. Parents share things they appreciate about WHS and ideas for growth/improvement. Meetings conclude with open time for parents to ask questions.
5.1.3	PTSA meetings, School Site Council meetings	No Cost				Meetings that provide opportunities for seeking parent input and responding to questions/concerns
5.1.4	ELMAC and DELMAC parent and student advisory committees	275			Supplemental	English Learner students and parents will become actively involved in the school community and will receive information and resources necessary for EL student success.
5.1.5	School Connectedness and articulation across West Area Feeder Schools and community	No Cost				Quarterly K-12 West area administration articulation and collaboration time together; student and community engagement and connection activities (e.g. West Area Elementary Night at varsity football game, West Area Music Nights with feeder elementary and middle schools, etc.)
5.1.6	Parent Education Sessions	(1000)			PTSA	PTSA will collaborate with administration and site therapists

						to host educational sessions for parents on relevant high school topics. Sessions will include strategies for better supporting students' health and/or social-emotional well-being.
5.1.7	Partnerships with parent organizations (Athletic Booster Club, WHEUPA)	No Cost				Administration will attend meetings to seek parent input and respond to questions/concerns.
5.1.8	Latinx Empowerment through Academic Preparation (LEAP) Parent Meetings	500			Supplemental	LEAP Coordinator holds monthly meetings with parents of students in LEAP program to provide them with information and resources for supporting their children in pursuing college and career pathways.

5.2 - Actions and Services: Provide input opportunities to ensure students have a voice in school decisions.

#	Action/Service	2024-25	2025-26	2026-27	Funding Source	Description
5.2.1	ASB representation on School Site Council	No Cost				Student representatives review and contribute to the development of the Single Plan for School Achievement
5.2.2	Student Connection Lunches	See 4.1.6				Monthly administrator lunches with students to listen to student celebrations and suggestions for school improvement
5.2.3	Student advocacy assignment to initiate school improvements	No Cost				Students advocate for school improvements in response to a letter-writing assignment in their English classes. Administration will meet with students to explore their ideas and partner with them in implementing appropriate changes.

Appendix A
Budget Summary Worksheet

APPENDIX A						
Budget Summary Worksheet						
Funding Source:		**Supplemental**	**Student Achievement**	**Title I**	**District Funded**	**Other Funding**
2024-25 Allocation:		$ 172,920	$ 17,980			
23-24 Carryover						
Total Funds Available for 24-25		$ 172,920	$ 17,980	$ -	$ -	
Total Expenditures:		$ 172,920	$ 17,980	$ -	$ -	
Remaining Balance:		**$ -**	**$ -**	**$ -**	**$ -**	
Goal 1 Actions	**Action #**					
Weekly PLC Meetings	1.1.1					
Additional PLC Collaboration Time	1.1.2	$ 19,245	$ 2,755			
Leadership Learning Community Meetings	1.1.3	$ 18,300				
WASC Committee Collaboration Time	1.1.4					
Implement and provide technology	1.1.5		$ 3,000			
Warrior Workshop	1.2.1					
Work in PLCs	1.2.2	See 1.1.1 and 1.1.2				
College and Career Day/Week	1.3.1	$ 570				
College and University Field Trip Tours	1.3.2	$ 10,500	$ 7,000			
College and Career Readiness Academy Workshops	1.3.3	$ 600				
PSAT and Pre-ACT	1.3.4					
Technology to provide credit recovery opportunities	1.3.5	See 1.1.5				
Coffee/Zoom with the Counselors	1.3.6					
College and Career Leadership Team	1.3.7					
Online curriculum licenses	1.4.1					
Targeted honors/AP outreach to students	1.4.2					

Goal 2 Actions	Action #					
Warrior Workshop	2.1.1					
Opportunity Classes	2.1.2					
Targeted Before/After-School Tutorial Support	2.1.3					$ 19,860
Targeted outreach focused on college/career opportunities	2.1.4					
After-school/Saturday engagement for underperforming students	2.1.5					
MTSS Intervention Coordinator	2.1.6					
Opportunity Classes	2.2.1					
Supplemental materials/technology for FY, Homeless, and LI	2.2.2	$ 1,600				
Before/After-School Tutorial for FY, Homeless, and LI	2.2.3	See 2.1.3				
Targeted push-in support for FY, Homeless, and LI	2.2.4	$ 19,000				
ELD Program, EL Workshop, ELD Support	2.3.1	$ 19,000				
EL supplemental materials and technology	2.3.2	$ 1,000				
Before/After-School Academic Tutorial Support for ELs	2.3.3	See 2.1.3				
Push-in support for ELs focused on foundational skills	2.3.4	$ 19,000				
EL Summer Institute	2.3.5					District Funds
Special Ed RSP program, Special Ed Study Skills classes	2.4.1					
Before/After-School Tutorial Support for Special Ed students	2.4.2	See 2.1.3				
Targeted foundational skills support for Special Ed students	2.4.3					
Special Education Team Collaboration	2.4.4					
Goal 3 Actions	**Action #**					
Vision, mission, and values guide PLC goals	3.1.1					
PLC Collaboration Time	3.1.2	See 1.1				
PLC Team Facilitator Meetings	3.1.3	$ 8,000				
Conferences, PD, Meals, Release time (Subs)	3.1.4	$ 8,430	$ 3,725			
Student Support Team Collaboration Time	3.1.5					
PD for Student Support Team Coord. and Team	3.1.6					

PD for TUSD Signature Practices	3.2.1					
Collab./Coaching/Obs. to support TUSD Signature Practices	3.2.2					
“New to West” teacher collab., lunch/food/supplies	3.3.1		$ 300			
Release time and subs for new teachers	3.3.2					
Goal 4 Actions	**Action #**					
Warrior Focus Club Activities	4.1.1		$ 1,000			
Restorative Practices PD and Implementation	4.1.2	$ 1,500				
Increase use of student Wellness Center	4.1.3					
Continue communication	4.1.4					
Friendship Club	4.1.5					
Student Connection Lunches	4.1.6	$ 400	$ 200			
Connectedness/Articulation with West Area Feeder Schools	4.1.7					
After-school/Saturday engagement activities	4.1.8	see 2.1.5				
Emergency Preparation and Planning	4.2.1					
Restorative Practices Implementation	4.2.2	See 4.1.2				
Way of the Warrior Promotion and Implementation	4.2.3					
Support School Therapist 1	4.2.4	$ 45,000				$5000 (Counseling) District Funds
Goal 5 Actions	**Action #**					
Weekly video/email “Message from the Principal”	5.1.1					
“Gathering with the Principal” monthly meetings	5.1.2					
PTSA meetings, School Site Council meetings	5.1.3					
ELMAC and DELMAC advisory committees	5.1.4	$ 275				
Connectedness/Articulation with West Area Feeder Schools	5.1.5					
Parent Education Sessions	5.1.6					
Partnerships with parent organizations	5.1.7					
LEAP Parent Meetings	5.1.8	$ 500				
ASB representation on School Site Council	5.2.1					
Student Connection Lunches	5.2.2	See 4.1.6				

Student advocacy assignment	5.2.3					
Goal 6 Actions	**Action #**					
Targeted push-in support focused on foundational skills	6.1.1	See 2.2.4 & 2.3.4				
Year-long Health/Reading class for at-risk freshmen	6.1.2	No Cost				
Summer Enrichment Workshops	6.2.1					
EL Summer Institute	6.2.2	See 2.3.5				
Summer Credit Recovery	6.2.3				TUSD	
Targeted Before/After-School Academic Tutorial Support	6.2.4	See 2.1.3				
Warrior Welcome/Warrior Focus Club	6.3.1	See 4.1.1				
Additional School Therapist	6.3.2				TUSD	
Increase use of student Wellness Center	6.3.3	See 4.1.3				
Reduced Class Sizes	6.4.1				TUSD	
PPE and Cleaning/Disinfecting Supplies	6.4.2				TUSD	
Rollover for 2023-24	**Action #**					
Targeted push-in support for FY, Homeless, and LI	2.2.4					
Push-in support for ELs focused on foundational skills	2.3.4					

APPENDIX B
School Site Council Membership
2024-25

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of categorical funds, 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
Christina Tan				X	
Trish Valdez				X	
Deanne Herbers				X	
Diane Quast				X	
Mary Flaxman		X			
Holly Hall		X			
Tiffany Garcia		X			
Phuclan Yokota			X		
Mary Dunifer			X		
Jenna Murata	X				
Students TBD in Fall 2024					
Category Totals	**1**	**3**	**2**	**4**	

APPENDIX C
Recommendations and Assurances
2024-2025

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

   _X_ English Learner Advisory Committee

   ___ Community Advisory Committee for Special Education Programs

   ___ Gifted and Talented Education Program Advisory Committee

   _X_ Other ***(list)*** - Parent Teacher Student Association, Department Chairs, Leadership Learning Community

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: May 29, 2024.

Attested:

Jenna Murata Typed name of school principal	Jenna Murata Signature of school principal	May 29, 2024 Date
Phuclan Yokota Typed name of SSC chairperson	Signature of SSC chairperson	May 29, 2024 Date