School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mt. Whitney High School	54-72256-5432828	5/14/2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Mt. Whitney High School for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Mt. Whitney staff continues to work to improve student outcomes in line with ESSA. Our supplemental funds provide greater course access, improved supports for at risk populations, and staff development to improve teacher efficacy. Our collective aim is to Define Clear Pathways to Success
a. Optimized Master Schedule, Enhanced Access to Counselors, and Streamlined Pathways for Program Completion. Laying the Groundwork for High Functioning PLCs
b. Established Core Commitments , Clear Accountability Moves, Detailed Agendas with 4 Guiding Questions, & Implementing Atlas Data Protocols.
Improve Student Accountability and Campus Safety
c. Ensure Completion of all Safety Drills, Conduct ALICE Trainings, Provide Targeted Group Interventions, Persistent Efforts to Involve Parents/Guardians.

Educational Partner Involvement

How, when, and with whom did your Mt. Whitney High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The community is viewed as an important stakeholder in the life of Mt. Whitney High School. Parent and community programs support the school-wide vision of ensuring student success and facilitate the connections between all our stakeholders. Parent programs include:
Parent-Teacher-Student Association (PTSA)
School Site Council
MWHS Equity Team
English Learner Advisory Committee (with representatives serving on the District English Learner Advisory Committee-- DELAC)
Various Athletic and co-curricular booster groups

Community involvement is also strong through participation in advisory committees maintained by the career technical departments and academies. Both entities hold two advisory meetings per year, as mandated through Carl Perkins funding and National Academy Foundation guidelines. Additional support beyond these meetings includes shadowing opportunities, mentoring, internships (paid and non-paid), fundraising, program advocacy, and field trips.

Beginning in December, Teachers, Classified Staff, Students and parents were involved in ongoing discussions regarding school success criteria, and areas for continued growth. Specific action plans are developed in late spring in conjunction with budget priorities based on the areas for growth. All areas are aligned to current WASC goals and action plans as well as district LCAP goals to insure appropriate supports are available to support areas of growth and corresponding action steps. Additionally we have begun to incorporate our Equity Action Plan into the overall School Improvement Cycle.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Mt. Whitney High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.52%	0.37%	0.25%	9	6	4
African American	1.81%	2.01%	1.60%	31	33	26
Asian	4.25%	4.7%	4.36%	73	77	71
Filipino	0.87%	0.79%	0.98%	15	13	16
Hispanic/Latino	72.39%	73.28%	73.97%	1,243	1,201	1205
Pacific Islander	0.06%	0.12%	0.06%	1	2	1
White	15.78%	14.46%	14.12%	271	237	230
Multiple/No Response	2.80%	2.75%	2.64%	48	45	43
Total Enrollment				1,717	1,639	1629

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	486	430	457
Grade 10	452	463	420
Grade 11	405	400	419
Grade 12	374	346	333
Total Enrollment	1,717	1,639	1,629

Conclusions based on this data:

1. MWHS has the smallest enrollment among the comprehensive high schools in the community.

2. MWHS Hispanic student population percentage remains constant.

3. MWHS White Student population has decreased by almost 5% over the last 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	245	253	221	10.90%	14.3%	13.6%
Fluent English Proficient (FEP)	435	377	385	25.80%	25.3%	23.6%
Reclassified Fluent English Proficient (RFEP)				1.6%		

Conclusions based on this data:

1. MWHS English Learning student population has increasingly grown over the last 3 years.

2. MWHS Fluent English Proficient students has remained constant over the last 3 years.

3. MWHS has systems and protocols to support EL Reclassification efforts in which more EL students are being reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	374	345	357	350	335	342	347	334	341	93.6	97.1	95.8
All Grades	374	345	357	350	335	342	347	334	341	93.6	97.1	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2580.	2586.	2582.	23.05	21.86	17.30	29.11	33.53	34.90	24.50	22.46	27.57	23.34	22.16	20.23
All Grades	N/A	N/A	N/A	23.05	21.86	17.30	29.11	33.53	34.90	24.50	22.46	27.57	23.34	22.16	20.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.33	21.92	18.77	56.77	57.06	58.94	21.90	21.02	22.29
All Grades	21.33	21.92	18.77	56.77	57.06	58.94	21.90	21.02	22.29

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	25.14	25.83	24.93	52.89	51.95	55.43	21.97	22.22	19.65
All Grades	25.14	25.83	24.93	52.89	51.95	55.43	21.97	22.22	19.65

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.53	11.11	10.85	71.76	73.87	77.13	16.71	15.02	12.02
All Grades	11.53	11.11	10.85	71.76	73.87	77.13	16.71	15.02	12.02

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	21.04	20.36	21.99	62.82	65.57	67.16	16.14	14.07	10.85
All Grades	21.04	20.36	21.99	62.82	65.57	67.16	16.14	14.07	10.85

Conclusions based on this data:

1. MWHS has made a committed effort toward 11th grade students completing the ELA CAASPP Assessment.

2. Additional systems of support are needed to meet standard as the percentage of 11th grade students nearly meeting or not meeting standard has remained constant over the last 2 years.

3. MWHS is making progress in ELA as over 55% of 11th graders in 22-23 school year met or exceeded the standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	373	338	354	351	328	341	351	328	341	94.1	97.0	96.3
All Grades	373	338	354	351	328	341	351	328	341	94.1	97.0	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2497.	2513.	2513.	3.42	2.74	4.69	8.55	10.06	10.56	22.79	27.13	22.58	65.24	60.06	62.17
All Grades	N/A	N/A	N/A	3.42	2.74	4.69	8.55	10.06	10.56	22.79	27.13	22.58	65.24	60.06	62.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.41	4.57	6.16	58.12	66.77	62.76	36.47	28.66	31.09
All Grades	5.41	4.57	6.16	58.12	66.77	62.76	36.47	28.66	31.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.84	4.27	5.87	62.39	61.28	58.65	32.76	34.45	35.48
All Grades	4.84	4.27	5.87	62.39	61.28	58.65	32.76	34.45	35.48

Conclusions based on this data:

1. MWHS has made a committed effort toward 11th grade students completing the math CAASPP Assessment.

2. There has been a 5% growth in students nearly meeting the standard.

3. MWHS requires a concentrated effort in improving student math performance over all concept indicators.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1525.1	1533.5	1509.6	1512.6	1530.2	1497.6	1537.0	1536.3	1521.1	78	55	71
10	1548.6	1552.5	1525.5	1545.5	1550.8	1517.1	1551.3	1553.7	1533.4	70	77	53
11	1547.7	1544.0	1547.1	1551.0	1541.0	1542.6	1544.0	1546.4	1550.9	49	50	51
12	1551.7	1543.5	1529.3	1550.5	1543.7	1516.0	1552.3	1542.6	1542.2	27	40	32
All Grades										224	222	207

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	8.97	12.73	2.82	29.49	25.45	21.13	35.90	43.64	46.48	25.64	18.18	29.58	78	55	71
10	21.43	28.57	18.87	37.14	25.97	30.19	22.86	25.97	11.32	18.57	19.48	39.62	70	77	53
11	22.92	18.00	21.57	33.33	34.00	33.33	18.75	22.00	17.65	25.00	26.00	27.45	48	50	51
12	25.93	17.50	9.38	29.63	27.50	34.38	18.52	27.50	15.63	25.93	27.50	40.63	27	40	32
All Grades	17.94	20.27	12.56	32.74	27.93	28.50	26.01	29.73	25.60	23.32	22.07	33.33	223	222	207

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	19.23	20.00	11.27	29.49	34.55	39.44	29.49	27.27	28.17	21.79	18.18	21.13	78	55	71
10	27.14	37.66	32.08	40.00	24.68	24.53	17.14	22.08	9.43	15.71	15.58	33.96	70	77	53
11	50.00	36.00	33.33	18.75	26.00	35.29	8.33	16.00	9.80	22.92	22.00	21.57	48	50	51
12	40.74	35.00	18.75	22.22	30.00	34.38	11.11	15.00	15.63	25.93	20.00	31.25	27	40	32
All Grades	30.94	32.43	23.19	29.60	28.38	33.82	18.83	20.72	16.91	20.63	18.47	26.09	223	222	207

Oral Language
Percentage of Students at Each Performance Level for All Students

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.56	3.64	2.82	16.67	14.55	5.63	44.87	49.09	43.66	35.90	32.73	47.89	78	55	71
10	5.71	6.49	5.66	27.14	25.97	20.75	38.57	37.66	30.19	28.57	29.87	43.40	70	77	53
11	6.25	8.00	5.88	18.75	18.00	11.76	33.33	40.00	50.98	41.67	34.00	31.37	48	50	51
12	0.00	5.00	6.25	25.93	20.00	3.13	44.44	30.00	46.88	29.63	45.00	43.75	27	40	32
All Grades	4.04	5.86	4.83	21.52	20.27	10.63	40.36	39.64	42.51	34.08	34.23	42.03	223	222	207

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.28	10.91	2.82	67.95	58.18	66.20	30.77	30.91	30.99	78	55	71
10	5.71	16.88	9.43	77.14	64.94	52.83	17.14	18.18	37.74	70	77	53
11	4.17	6.00	5.88	62.50	64.00	58.82	33.33	30.00	35.29	48	50	51
12	3.70	0.00	0.00	59.26	67.50	50.00	37.04	32.50	50.00	27	40	32
All Grades	3.59	9.91	4.83	68.61	63.51	58.45	27.80	26.58	36.71	223	222	207

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	46.15	65.45	42.86	29.49	18.18	37.14	24.36	16.36	20.00	78	55	70
10	68.57	64.94	54.72	17.14	18.18	9.43	14.29	16.88	35.85	70	77	53
11	76.60	62.00	72.55	4.26	16.00	7.84	19.15	22.00	19.61	47	50	51
12	62.96	70.00	53.13	14.81	7.50	15.63	22.22	22.50	31.25	27	40	32
All Grades	61.71	65.32	54.85	18.47	15.77	19.42	19.82	18.92	25.73	222	222	206

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	5.13	9.09	4.23	44.87	52.73	36.62	50.00	38.18	59.15	78	55	71
10	11.43	14.29	15.09	42.86	48.05	39.62	45.71	37.66	45.28	70	77	53
11	12.50	12.00	7.84	39.58	34.00	56.86	47.92	54.00	35.29	48	50	51
12	11.11	10.00	9.38	48.15	35.00	37.50	40.74	55.00	53.13	27	40	32
All Grades	9.42	11.71	8.70	43.50	43.69	42.51	47.09	44.59	48.79	223	222	207

| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1.28	0.00	0.00	67.95	69.09	64.79	30.77	30.91	35.21	78	55	71
10	2.86	2.60	1.89	72.86	75.32	56.60	24.29	22.08	41.51	70	77	53
11	10.42	10.00	7.84	60.42	64.00	64.71	29.17	26.00	27.45	48	50	51
12	7.41	15.38	9.38	66.67	56.41	59.38	25.93	28.21	31.25	27	39	32
All Grades	4.48	5.88	3.86	67.71	67.87	61.84	27.80	26.24	34.30	223	221	207

Conclusions based on this data:

1. The number of students ELPAC tested has remained constant over the last 2 years.

2. MWHS is to develop Improved systems of support to meet the lowest bands to achieve higher student outcomes.

3. Almost 50% of students tested are designated Level 3 and 4.

School and Student Performance Data
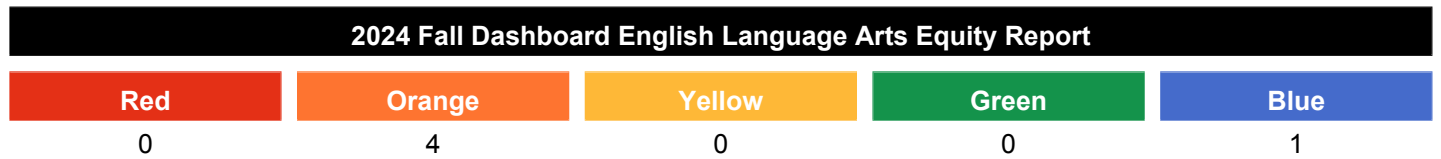
Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,629	**69.8%**	**13.6%**	**1.2%**
Total Number of Students enrolled in Mt. Whitney High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	221	13.6%
Foster Youth	19	1.2%
Homeless	34	2.1%
Socioeconomically Disadvantaged	1,137	69.8%
Students with Disabilities	187	11.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	26	1.6%
American Indian	4	0.2%
Asian	71	4.4%
Filipino	16	1%
Hispanic	1,205	74%
Two or More Races	43	2.6%
Pacific Islander	1	0.1%
White	230	14.1%

Conclusions based on this data:

1. English Learners, Socioeconomically Disadvantaged and Student with Disabilities make up 98.4% of student population.

2. MWHS is to continue to develop systems of support to meet the needs of a high concentration of student subgroups.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Blue	**Suspension Rate** Red
Mathematics Orange		
English Learner Progress Red		
College/Career Green		

Conclusions based on this data:

1. Reduction in Graduation Rate indicates the site is to make stronger efforts in connecting with students to attend classes and produce higher student outcomes for graduation purposes.

2. Low Math performance indicates an ongoing need to support students more deeply in math as well as work to provide additional teacher supports.

3. Higher English performance indicates that a stronger approach by the site is meeting the needs to support students more deeply in English. The work to provide additional teacher supports needs to continue.

School and Student Performance Data

Academic Performance
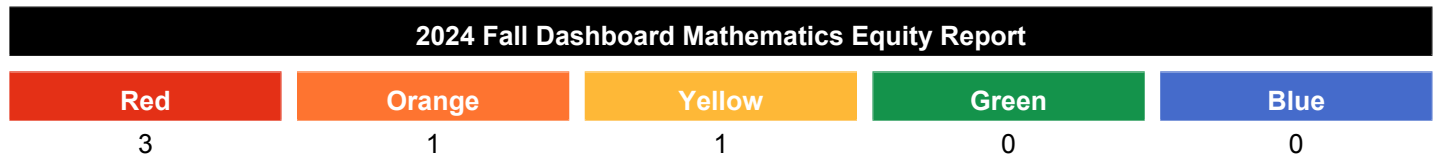## English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	1

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	Orange
0.9 points below standard	73.2 points below standard	67.2 points below standard
Declined 8.2 points	Increased 4.8 points	Increased 16.6 points
335 Students	68 Students	42 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	13.8 points below standard
		Declined 10.4 points
2 Students	8 Students	238 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
135.9 points below standard	Less than 11 Students	Less than 11 Students
Increased 8.3 points		
40 Students	4 Students	1 Student

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
0.6 points below standard	Less than 11 Students	11.0 points below standard
Declined 48.8 points		Declined 13.3 points
17 Students	4 Students	245 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Blue
Less than 11 Students	Less than 11 Students	46.6 points above standard
		Increased 16.8 points
10 Students	1 Student	49 Students

Conclusions based on this data:

1. There is a continued achievement gap between EL students and students of poverty as compared to their more affluent (traditionally white) peers.

2. Overall, there is a positive growth in the category of all students achieving above standard in ELA.

3. With over 70% Hispanic student population, this subgroup achieved above standard in ELA.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	Red
114.1 points below standard	171.1 points below standard	175.6 points below standard
Declined 3.2 points	Increased 8.1 points	Maintained 2.0 points
333 Students	70 Students	41 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	126.6 points below standard
		Declined 6.1 points
3 Students	10 Students	238 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
240.1 points below standard	Less than 11 Students	Less than 11 Students
Maintained 1.8 points		
40 Students	4 Students	1 Student

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
108.5 points below standard	Less than 11 Students	124.3 points below standard
Declined 36.9 points		Declined 8.3 points
17 Students	4 Students	244 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	68.8 points below standard
		Increased 29.4 points
10 Students	1 Student	48 Students

Conclusions based on this data:

1. Continued achievement gap between EL students and students of poverty as compared to their more affluent (traditionally white) peers.

2. Although math continues to indicate student performance below standard, all students increased the level of performance by 13 points.

3. Student subgroups of English Learners, Socioeconomically Disadvantage and Students with Disabilities increased significantly in their math performance.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	Red
38.3% making progress.	44.2% making progress.
Number Students: 167 Students	Number Students: 129 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
27.5%	34.1%	6%	32.3%

Conclusions based on this data:

1. Additional supports are needed to promote growth of the lowest bands.

2. Level 1 students are equal to the enrollment in the Language Academy Program for new to U.S. students.

3. Over 50% of English Learner students are performing at or above standard.

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
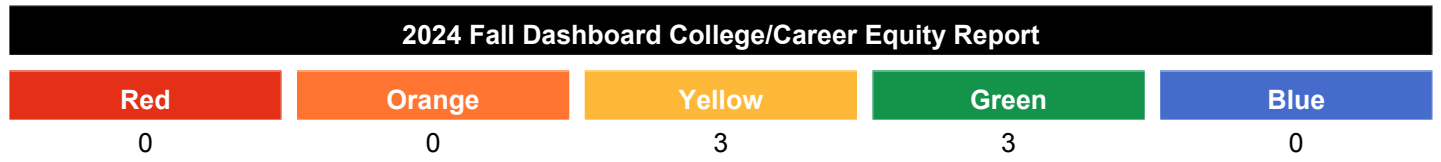
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	3	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	Yellow
44.3 Prepared	14.5 Prepared	16.7 Prepared
Increased 8.1	Increased 5.1	Increased 3.2
316 Students	55 Students	42 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Less than 11 Students 0	23.1 Prepared	42.2 Prepared
	Declined 4.7	Increased 10
3 Students	13 Students	249 Students

Students with Disabilities	**African American**	**American Indian**
Yellow	No Performance Color	No Performance Color
10.3 Prepared	Less than 11 Students 0	Less than 11 Students 0
Increased 2.4		
39 Students	4 Students	2 Students

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Green
57.1 Prepared	Less than 11 Students 0	42.7 Prepared
Maintained 1.2		Increased 10.3
14 Students	4 Students	239 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	Green
Less than 11 Students 0	0 Students	55.8 Prepared
		Maintained 1.9
7 Students		43 Students

Conclusions based on this data:

1. While an achievement gap in this area exists, it is smaller then seen in other areas indicating greater access to programs.

2. EL students are not accessing CTE pathways at a rate that would allow them to become CC-Ready.

3. Student subgroups of English Learners, Socioeconomically Disadvantaged and Students with Disabilities require additional forms of support to increase student outcomes of college and career ready.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. There is no data posted.

School and Student Performance Data

Academic Engagement
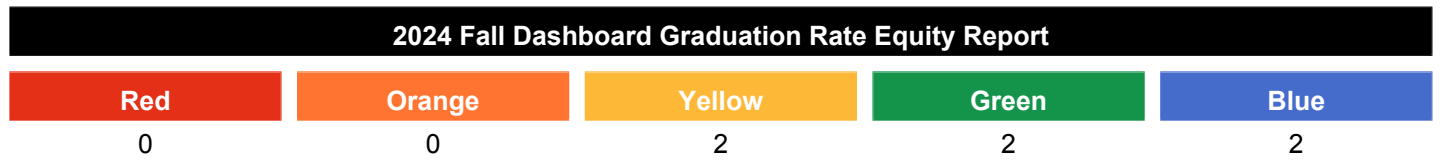## Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	2	2

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Blue	Yellow	Green
91.8% graduated	76.4% graduated	88.1% graduated
Increased 5%	Increased 9.7%	Increased 1.6%
316 Students	55 Students	42 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	53.8% graduated	92% graduated
	Declined 7.3%	Increased 7.2%
3 Students	13 Students	249 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
74.4% graduated	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Increased 19.1%	4 Students	2 Students
39 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
92.9% graduated	Fewer than 11 students - data not displayed for privacy	91.6% graduated
Declined 7.1%	4 Students	Increased 5.4%
14 Students		239 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	0 Students	93% graduated
7 Students		Increased 4.3%
		43 Students

Conclusions based on this data:

1. Graduation rate declined significantly requiring a concentrated effort to develop systems of support.

2. All student subgroups declined in graduation rate with two subgroups, English Learners and Students with Disabilities, declining to levels that require focused attention.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
7	1	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	Red
7% suspended at least one day	8.9% suspended at least one day	12% suspended at least one day
Increased 4%	Increased 4.9%	Increased 7.2%
1806 Students	293 Students	208 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	Red	Red
16.7% suspended at least one day	11.3% suspended at least one day	8.3% suspended at least one day
Increased 10.4%	Increased 7.4%	Increased 4.6%
36 Students	62 Students	1305 Students

Students with Disabilities	**African American**	**American Indian**
Red	No Performance Color	No Performance Color
10% suspended at least one day	3.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 5.2%	Declined 4.1%	6 Students
210 Students	28 Students	

Asian	**Filipino**	**Hispanic**
Green	No Performance Color	Red
1.3% suspended at least one day	0% suspended at least one day	7.2% suspended at least one day
Declined 1.1%	Maintained 0%	Increased 4.2%
76 Students	17 Students	1339 Students

Two or More Races	**Pacific Islander**	**White**
Red	No Performance Color	Orange
11.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy	5.8% suspended at least one day
Increased 7.4%	1 Student	Increased 3.9%
79 Students		260 Students

Conclusions based on this data:

1. All Student subgroups maintained or declined in suspension rate indicating progress in behavioral systems.

2. MWHS systems, procedures, and staff are demonstrating connections with students to support behaviors and social-emotional learning.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement.
Mt. Whitney High School is committed to intentionally enhancing support for EL progress (including Long-Term ELs), CAASPP preparedness in English and Mathematics, College and Career Readiness, A-G compliance, and Career Technical Education.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will make continuous progress toward proficiency in every subject at each grade level. To support this goal, MWHS will implement Data-Driven Instruction (Driven by Data 2.0 by Paul Bambrick-Santoyo & Get Better Faster 2nd Edition), foster collaboration through the Guiding Coalition (Solution Tree Inc.), provide targeted staff development, and optimize the Master Schedule for effective learning opportunities.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data-driven action is needed to close critical gaps at MWHS. Long-Term English Learners (LTELs), Math and English achievement, and suspension rates are all in the Red, signaling high academic disparities and suspension rates above state averages. Targeted interventions are essential to improve student outcomes. Additionally, MWHS falls short of Visalia Unified A-G Readiness College and Career goal of 54% by 2030.

To address these challenges:

An Academic Intervention Teacher (5 periods) will support at-risk students and provide extended ELD/ALD instruction and AVID Training for ELD 2-4 students in ELA.
Classroom supply funding will enhance engagement and ensure equitable content access for all students.
Professional Development will focus on ELD strategies, literacy development, mathematical problem-solving, effective first instruction, classroom management, and the PLC process.
Additional printing resources will support enrichment and engagement, ensuring all students have equitable access to learning materials.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP Dashboard-ELA	7.3 points above standard by All students 78 points below standard by the English Learners 144.2 points below standard by Students with Disabilities 2.3 points above standard by Hispanic 3.5 points below standard by socioeconomically disadvantaged 29.9 points above standard by white	Increase by 10 points to get to ALL students 17.3 pts above standards Increase by 10 points to get to English Learners 68 pts below standards Increase by 10 points to get to SWD 134.2 pts below standards Increase by 10 points to get to Hispanic 12.3 pts. above standards Increase by 10 points to get to SED 134.2 pts below standards Increase by 10 points to get to white 39.9 pts above standards
CAASP Dashboard-MATH	111 points below standard by All students 179.1 points below standard by the English Learners 238.3 points below standard by Students with Disabilities 116 points below standard by Hispanic 120.5 points below standard by socioeconomically disadvantaged 98.2 points below standard by white	Increase by 10 points to get to ALL students 101 pts below standards Increase by 10 points to get to English Learners 169 pts below standards Increase by 10 points to get to SWD 228.3 pts below standards Increase by 10 points to get to Hispanic 106 pts. below standards Increase by 10 points to get to SED 110.5 pts below standards Increase by 10 points to get to white 88.2 pts below standards
i-Ready Reading	19% at or above grade level; 23% 1 grade level below; 10% 2 grade levels below; 47% 3 grade levels below	25% at or above grade level; 25% 1 grade level below; 20% 2 grade levels below; 30% 3 grade levels below
i-Ready Math	16% at pr above grade level; 14% 1 grade level below; 12% 2 grade levels below; 58% 3 grade levels below	20% at or above grade level; 20% 1 grade level below; 20% 2 grade levels below; 40% 3 grade levels below
Dashboard: College and Career	36.2% CCR prepared	College & Career Dashboard
Dashboard: EL Learner Progress	52.4% making progress. Increased 6.8%	Increased 10%
English Learner Reclassification Rate	13%	>15%
Dashboard: CAASPP-Science	No CAASPP baseline results for 2023	At or above standard
Percent graduating CTE pathways and A-G	15%	30%
Percent graduating of a CTE pathway	30%	>50%
Percent Graduating A-G	34%	>50%
Pupils prepared for college by the Early Assessment Program (EAP)	50% ELA 13% math	10% growth in each area
AP Tests		
PLC Implementation	PLC Fidelity Inventories checklists to be utilized	To collect baseline data for implementation
Student Passing Grades	End of Marking Period 5 13.7% of students with failing grades	Under 10% of students with failing grades

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Metric	Proposed Expenditures
1.1	Provide teachers paid time to participate in instructional Learning Walks, lesson design, assessment planning, and SST meetings to increase student learning and develop and facilitate student interventions. Provide additional training for AVID, CADA (Activities Director), and Success 101 Instructional support for Teaching and Learning (Embedded Practices, Get Better Faster- Bambrick Santoyo). Additional training for our Instructional coach; focus on Embedded Practices training and Reteaching Intervention Strategies.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners Students with Disabilities All Students	PLC Implementation District Benchmarks i-Ready scores (math and reading) CAASPP scores (math and ELA) Power School Incidents (State Reported and Local Use Codes) Passing grades/graduation rate	47775 LCAP Contracted Certificated S & B -1000 1000 Title I Materials & Supplies - 43000 35360 Title I Teacher Hourly - 11000
1.2	Equip classrooms with TVs and mounts or carts for TVs to project lessons, scaffolds, and learning applications. Pay for technology applications to enhance learning and checks for understanding. Teachers will use the TVs and movable mounts to implement the station teaching model. Students will be able to have increased visuals and graphics to increase learning. Provide systematic and reliable access to APP or Online services services that support academics and measure student progress, including but not limited to, iReady Reading & Math. Provide additional materials, supplies and technology to support learning engagement and project-based learning to increase student engagement for all students and those that are at-risk of failing. Also, provide Translation devices used for ALD and ELD Support. Efforts will be made to quip Math teachers with Tablets and other tech devices for direct instruction. Tech equipment will provide additional support for Math and English students and teachers Develop and expand on activities, materials and supplies for Visual and Performing Arts and AVID students to	All Students	PLC Implementation District Benchmarks i-Ready scores (math and reading) CAASPP scores (math and ELA) Power School Incidents (State Reported and Local Use Codes) Passing grades/graduation rate	25000 Title I Equipment - 44000 10000 LCAP Equipment - 44000 2500 LCAP Materials & Supplies - 43000 41000 Title I Materials & Supplies - 43000 7810 Adv. Learning

	help expand opportunities for more students to participate and increase student connections to MWHS. Additionally, resources will be allocated for the expansion of our on-line Bulletin Newscast. Materials such as Cameras. RODE Podcaster Equipment, Green Screens, Multi camera MEVO System for in studio interviews and event broadcasting			
1.3	Provide funds for 6 periods of academic intervention during the school day for struggling learners. This will include Professional Development and supplies for the following strategies listed below. Re-teaching 101--Model: Model for the students how to think/solve/write Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution Reteaching 301- Monitor Aggressively: Check students' independent work to determine whether they're learning what you're teaching Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point Funds will help support the communication and establishment of a full Intervention Academic Center. Additionally funds will be used to host training opportunities for various Reteaching Opportunities.	All Students	PLC Implementation District Benchmarks Power School Incidents (State Reported and Local Use Codes) Passing grades/graduation rate Student surveys	15000 Title I Substitutes - 11002 15000 Title I Teacher Hourly - 11000
1.4	On-site printing allows staff and administration to have the ability to respond to student needs and provide MWHS differentiated support. Printing was also provide sites with a means to share campus events and activities with the students to foster school connectivity. This will not be limited to the expansion of support for CTE Printing for Yearbook, Photography and Graphic Design Class. Efforts will be made to	All Students	PLC Implementation District Benchmarks i-Ready scores (math and reading) CAASPP scores (math and ELA) Power School Incidents (State Reported and Local Use Codes) Passing grades/graduation rate	8500 LCAP Printing - 57101 25000 Title I Materials & Supplies - 43000 10000 Title I Printing - 57101

continue funding support for inhouse Banner Printing, Embroidery, Sublimation printing and other school spirit related efforts.			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

District has supported a variety of programs to improve course access that would not exist without the additional funding. Students continue to make gains in many academic areas due to the district and site supported interventions that are targeted across multiple groups (AVID, AP, CTE, Linked Learning, VAPA, etc.). The support of library services allows all students to access an up-to-date library with reading materials to support academic discourse across multiple grade levels and abilities. Site supported programs in Language Lab (ELD/ALD), Math I (Intervention), and Reading Improvement are designed to support learning growth in these content areas. Physical Education continues to become more data driven in their assessment of student performance based on new technologies supported through their PLC and the plan.

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

Additional support this year was provided with an on-site Edgenuity (on-line) classes to offset credit deficiencies for students. Targeted development of the PLC process is to be a focus through the work of the site Guiding Coalition team and the training provided by the district.

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

Increase site funding to support Reading Improvement and other forms of academic interventions to support academic growth. Additional release time as noted to support PD for teachers with a focus on ELD strategies, quality first instruction, classroom management strategies, student accountability, and PLC work.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mt. Whitney High School will provide targeted student support.
MWHS will provide intentional Academic, Behavioral, and Social Emotional interventions to support increased achievement

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

All students will be actively engaged and prepared for learning each day through equitable access to academic, behavioral, and social-emotional support. Student and staff involvement will be strengthened through intentional strategies that promote participation, competition, and celebration. Inspired by Phil Boyte's School Culture By Design, these activities will foster a sense of community and drive both academic and social success across the entire school.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data reveals a critical need to strengthen systems and support for Long-Term English Learners (LTELs), Math and English achievement, and suspension rates—all currently in the Red, indicating significant academic gaps and suspension rates above state averages. Targeted interventions are essential to close these gaps and improve student outcomes. Additionally, MWHS is below Visalia Unified School District's projected College and Career Readiness (CCR) rate of 54% by 2030, requiring focused efforts to increase student preparedness.

To address these challenges, MWHS is partnering with the Tulare County Office of Education to establish a Breakthrough Success Community 9th Grade Transition Team. This initiative will transform the freshman experience by ensuring 9th graders stay on track through intentional student connections, a developmental relationship survey, targeted academic support, data-driven interventions, a parent night for incoming 9th graders, and a summer bridge program. These strategies will directly support MWHS in reaching the 54% CCR rate, with a focus on tracking freshman progress in English and Math.

A top priority is modifying the Master Schedule to align the right staff with at-risk freshmen and sophomores. Strengthening the MTSS team will ensure Tier 2 and Tier 3 students receive targeted intervention plans. Additionally, professional development will equip staff with effective Tier 1 academic, behavioral, and social-emotional strategies to engage and connect students campus-wide.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Dashboard	63% above 95% attendance 26% between 80-94% attendance 11% below 80% attendance	63% above 95% attendance 26% between 80-94% attendance 11% below 80% attendance
Chronic Absenteeism Rates	No CAASPP baseline results for 2023	Gathering baseline data to ultimately achieve greater school attendance by all student groups.

Dashboard: Suspension Rate	3% suspension by All students - declined 3% 7.7% suspension by African American - declined 7.9% 2.4% suspension by Asian - maintained -0.1% 4% suspension by the English Learners - declined 2.7% 4.8% suspension by Students with Disabilities - declined 9.1% 3% suspension by Hispanic - declined 3.2% 3.7% suspension by socioeconomically disadvantaged - declined 3.7% 1.9% suspension by white - declined 2.9% 3.8% suspension by homeless - declined 2% 3.9% suspension by two or more races - declined 3.7%	2-3% suspension by All students - maintain at or below 3% 5% suspension by African American - declined 3% 2.4% suspension by Asian - maintain - 0.1% 3% suspension by the English Learners - decline 2% 3% suspension by Students with Disabilities - decline 2% 2-3% suspension by Hispanic - decline 1% 2-3% suspension by socioeconomically disadvantaged - decline 2% 1.9% suspension by white - maintain at or below 1.9% 2-3% suspension by homeless - decline 2% 2-3% suspension by two or more races - decline 2%
Expulsion Rate	0.13%	Below 0.13% - no expulsions
Staff Survey	Sense of Belonging and student accountability top focus	Increased sense of belonging for staff and students and systematic process for student accountability in and out the classroom
Student Survey	2.77 Overall Score 2.83 Emotional Safety Score 2.79 Physical Safety Score 2.68 Bullying/Cyberbullying Score 2.69 Substance Abuse Score 2.90 Emergency Readiness/Management Score 2.47 Physical Environment Score 2.91 Instructional Environment Score 2.71 Mental Health Score 2.87 Discipline Score 2.90 Cultural and Linguistics Competence Score 2.82 Relationships Score 2.75 Participation Score	Increase by 1 full point Overall Score Increase by 1 full point Emotional Safety Score Increase by 1 full point Physical Safety Score Increase by 1 full point Bullying/Cyberbullying Score Increase by 1 full point Substance Abuse Score Increase by 1 full point Emergency Readiness/Management Score Increase by 1 full point Physical Environment Score Increase by 1 full point Instructional Environment Score Increase by 1 full point Mental Health Score Increase by 1 full point Discipline Score Increase by 1 full point Cultural and Linguistics Competence Score Increase by 1 full point Relationships Score Increase by 1 full point Participation Score
Graduation Rate	86.7% graduation by All students - declined 6.9% 66.7% graduation by the English Learners - declined 13.8% 55.3% graduation by Students with Disabilities - declined 27% 86.2% graduation by Hispanic - declined 8.3%	95% graduation by All students - increase 9% 77% graduation by the English Learners - increase 10% 65% graduation by Students with Disabilities - increase 10% 90% graduation by Hispanic - increase 4%

			84.8% graduation by socioeconomically disadvantaged - declined 7.1% 88.7% graduation by white - declined 4.8%	90% graduation by socioeconomically disadvantaged - increase 6% 95% graduation by white - increase 7%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Metric	Proposed Expenditures
2.1	Provide systematic and reliable access to services that support social and emotional development; Principal, Assistant Principal, Behavior Intervention Technician, Psychologist, and Counselor to support multi-tiered system of supports for behaviors; support students in crisis situations; and provide social/emotional learning groups and supports, including check in/checkout, 3 R's Groups, Kindness Week, Love Week, Boys Summit, Girls Summit, etc. Funds will help support the communication and establishment of a full Intervention Academic Center. Additionally funds will be used to host training opportunities for various Reteaching Opportunities. MWHS's Instructional coach will provide training and support for Reteaching strategies. Re-teaching 101--Model: Re-teaching 201—Guided Discourse Reteaching 301- Monitor Aggressively	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Incidents (State Reported and Local Use Codes) & Suspension Rate	3086 LCAP 10000 Title I Teacher Hourly - 11000
2.2	Provide teachers and staff professional development on effective teaching/reteaching strategies for specific content areas, including but not limited to, technology integration, student discourse, first instruction, literacy skills, math skills and classroom management such that student connection is targeted to enhance the school culture with students more involved in their learning. Provide Campus beatification projects to rebrand campus aligned with Tier 1expectations and cultural themes. This will include providing upgrades (posters, banners, campus additions	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	PLC Implementation District Benchmarks i-Ready scores (math and reading) CAASPP scores (math and ELA) Power School Incidents (State Reported and Local Use Codes) Passing grades/graduation rate	10000 LCAP Materials & Supplies - 43000 4500 Title I Materials & Supplies - 43000 2500 Title I Teacher Hourly - 11000

	targeted for Tier I, Tier II and College and Career exposure.

Meeting materials and refreshments for staff meetings, MTSS meetings, student celebrations/ recognition professional development meetings to build school climate and culture.

This will include Professional Development and supplies for the following strategies listed below.

Re-teaching 101--Model: Model for the students how to think/solve/write

Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution

Reteaching 301- Monitor Aggressively: Check students' independent work to determine whether they're learning what you're teaching

Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point | | | |
| **2.3** | Provide additional materials, supplies and technology, including but not limited to any and all printing needs, to support learning engagement and project-based learning to increase student engagement for all students and those that are at risk of failing. Also, provide resources and materials for Advance Learning enrichment opportunities

Meeting materials and refreshments for staff meetings, MTSS meetings, student celebrations/ recognition professional development meetings to build school climate and culture. | All Students Socioeconomically Disadvantaged Foster Youth Homeless English Learners | PLC Implementation District Benchmarks i-Ready scores (math and reading) CAASPP scores (math and ELA) Power School Incidents (State Reported and Local Use Codes) Passing grades/graduation rate | 3500 LCAP Materials & Supplies - 43000

1089 LCAP Printing - 57101

12000 Title I Materials & Supplies - 43000

8500 Adv. Learning |
| **2.4** | Provide systematic and reliable access to services that support social and emotional development; which include the MTSS team, Student Supervision, Behavior Intervention Technician, Psychologist, Social Worker, OCI teacher, SSIC Counselors, Campus Supervisors, the Bridge Program (BTSC Team), ASB Leadership, and partnerships with outside services. The MTSS team maintains a system of Tier | Socioeconomically Disadvantaged Foster Youth Homeless English Learners | MTSS team data BTSC team data Power School Incidents (State Reported and Local Use Codes); Suspension Rate Chronic Absenteeism rate Graduation Rate | 1000 LCAP Materials & Supplies - 43000 |

1, Tier 2 and Tier 3 intervention systems for SEL and academic support. Meeting materials and refreshments for staff meetings, MTSS meetings, student celebrations/ recognition professional development meetings to build school climate and culture.			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Through our MTSS teams, Administration team, intervention support teams, BIT, OCI Teacher, support staff, and parents, we are working toward reducing overall disciplinary issues/behaviors. We include counselors, SSIP Campus Supervisor counselors and VUSD outside organization partners in the systems of behavioral interventions and MTSS systems of support to minimize and/or eliminate interruptions to student learning in the classroom.

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

Stronger Tier 1, Tier 2 and Tier 3 intervention programs to identify students who are in greater need of support and/or intervention so as to build a more inclusive environment with different levels of support for all students.

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

Addition of Breakthrough Success Community team (BTSC) to connect and engage with students entering high school from middle school such that more diverse groups of students are supported and connected to Mt. Whitney.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Mt. Whitney High School is to design and develop systems, protocols, and procedures to connect and communicate with all community stakeholders.
Provide families and community members pathways to the educational system. Communicate and Connect our Maroon Team Community.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Our community and families will actively support students and schools through empowerment, effective two-way communication and collaboration.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ongoing outreach to all parent groups and community stakeholders to build connectedness and an inclusive school environment. There is a need to increase the level of parent participation in student engagement, school related decision making and involvement in School Site Council, PTSA, and volunteering.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Input in decision making: Parent Survey	Areas to measure are participation in school events, including Back to School Night, Open House, School Site Council, PTSA, and volunteering.	Gathering baseline data to ultimately achieve greater than 25% of parents/families participating in school events/programs.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Metric	Proposed Expenditures
3.1	Provide systematic opportunities for parents to increase involvement with the school and their children's education that also includes translation services and technology apps that share updates and/or campus messaging; including but not limited to, School Site Council, PTSA, ELAC, Parent University, and volunteering.	All Students	Parent Participation data	4000 Title I - Parent Involvement Materials & Supplies - 43000 2000 Title I - Parent Involvement Printing - 57101

	Purchase the MINGA Online System for students. This system will connect and engage students to activities and events. Students will be eligible for incentives and rewards. With the 5 Star System, students will be able to take surveys, receive school announcements, and check-in and out of events.			LCAP 7000 Title I Entry Fees/Consultants - 58000
3.2	Purchase a messaging platform that provides two-way communication with students and parents Provide systematic and relevant opportunities for parents to participate in the education of their children through SSC, PTSA and ELAC and/or volunteering.	All Students	Parent Participation data	1170 Title I - Parent Involvement Postage/Communications - 59000 Title I Entry Fees/Consultants - 58000
3.3	Provide quality education and training for all stakeholders in order to foster an appreciation of diversity, an understanding of cultural proficiency and develop skills that supports equity & inclusion. Purchase a communication HUB or messaging platform to record and document the various clubs, school culture elements and to provide students a means to watch the various ways to get participate via short interactive videos and messaging platforms. This will improve staff, parents, and the school community with two-way communication.	All Students	Parent and Community Participation data	2000 Title I Entry Fees/Consultants - 58000 1200 LCAP Entry Fees/Consultants - 58000

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Continuing outreach to all parent groups to build connectedness and an inclusive school environment. This outreach is to include families of students who are socioeconomically disadvantaged, foster youth, homeless and/or English Learners. Efforts are to include outreach to parents to participate in School Site Council, PTSA, and volunteering.

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

Greater outreach to parents to discuss educational options for their students. This outreach is to include a structured system of parent phone calls, parent surveys, blackboard messaging and home visits.

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

A renewed interest to emphasize the recruitment of parents to participate with school activities that provide opportunities to be involved with school-wide decisions that impact student learning. This includes greater parent involvement in School Site Council, PTSA and volunteering.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Metric	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Metric	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Title I Funds	$205,360
Total Parent Involvement Funds	$7,170
Total Supplemental and Concentration Funds	$88,650
Total Adv. Learning Funds	$16,310
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$205,360.00
Title I - Parent Involvement	$7,170.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $212,530.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Adv. Learning	$16,310.00
LCAP	$88,650.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $104,960.00

Total of federal, state, and/or local funds for this school: $317,490.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP	88,650	0.00
Title I	205,360	0.00
Title I - Parent Involvement	7,170	0.00
Adv. Learning	16,310	0.00

Expenditures by Funding Source

Funding Source	Amount
Adv. Learning	16,310.00
LCAP	88,650.00
Title I	205,360.00
Title I - Parent Involvement	7,170.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,896.00
Contracted Certificated S & B -1000	47,775.00
Entry Fees/Consultants - 58000	10,200.00
Equipment - 44000	35,000.00
Materials & Supplies - 43000	104,500.00
Postage/Communications - 59000	1,170.00
Printing - 57101	21,589.00
Substitutes - 11002	15,000.00
Teacher Hourly - 11000	62,860.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Adv. Learning	16,310.00
	LCAP	3,086.00

Contracted Certificated S & B -1000	LCAP	47,775.00
Entry Fees/Consultants - 58000	LCAP	1,200.00
Equipment - 44000	LCAP	10,000.00
Materials & Supplies - 43000	LCAP	17,000.00
Printing - 57101	LCAP	9,589.00
Entry Fees/Consultants - 58000	Title I	9,000.00
Equipment - 44000	Title I	25,000.00
Materials & Supplies - 43000	Title I	83,500.00
Printing - 57101	Title I	10,000.00
Substitutes - 11002	Title I	15,000.00
Teacher Hourly - 11000	Title I	62,860.00
Materials & Supplies - 43000	Title I - Parent Involvement	4,000.00
Postage/Communications - 59000	Title I - Parent Involvement	1,170.00
Printing - 57101	Title I - Parent Involvement	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,945.00
Goal 2	56,175.00
Goal 3	17,370.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Robert Aguilar	Principal
Camille Salmeron	Secondary Student
JoeAnna Todd	Parent or Community Member
Michael Cameron	Classroom Teacher
Kelly Welch	Parent or Community Member
Shauna Wheaton	Other School Staff
Griselda Valencia	Parent or Community Member
Karah Bailey	Secondary Student
Enrique Torres	Classroom Teacher
Rebecca Bullick	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: District Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May, 14, 2024.

Attested:

	Principal, Alejandro J. Marroquin on 5/14/24
	SSC Chairperson, Rebecca Bullick on 5/14/24

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023