School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
West Ranch High School	19-65136-0102475	February 20, 2020	March 4, 2020

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The District conducted a School Climate Survey of 10th grade students in the Spring of 2019. Data from this survey reports that students at West Ranch feel academically successful, welcome to the school, that the school is safe and clean, and that staff cares for them and will assist them when needed. Notable results from this survey are:
85% of students report feeling welcome at school.
84% of students report close to other students at the school.
80% of students report the school is usually clean and well-kept.
84% of students report there is a teacher or other adult that cares about them.
91% of students report feeling physically safe at school.
87% of students report that if a student informs an adult of bullying, the adult will do something to help.
70% of students report receiving mostly A's and B's for grades in school.
82% of students report that students are not unnecessarily suspended from classes.

As we looked further into the survey, we identified areas of growth as well. These areas of growth are as follows:
83 of 496 student respondents report that they experienced thoughts of suicide during the 2018-19 school year.
18 students report to have actually attempted suicide.
35% of students reported that they always or often feel depressed or anxious.
Only 63% if students report that their peers will try to stop bullying when they see it happening to others.

To address these areas of growth, we have taken the following actions steps:
1. West Ranch has worked with the district to open the Wildcat Wellness Center (beginning the 2019-20 school year). This center is open for any student who is feeling anxious, needs a chance to decompress, or needs someone to talk with.
2. The Wildcat Wellness Center is staffed by a full-time social worker. She works directly with students, and helps coordinate a calendar of activities all meant for student mental and physical well-being.
3. Wellness tips have been incorporated into each "This Week at West Ranch" parent email message.
4. A teacher Wellness Coordinator has also been identified. She works with our Bring Change 2 Mind club as well as running a Peer Mediation class.
5. In Spring 2020, part of our Professional Development has been geared towards Social-Emotional Learning.
6. For the 2020-2021 school year, West Ranch will be implementing the PBIS program in order to embed positive behavior incentives. Currently a PBIS team is in the training stages.

Classroom Observations

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

Classroom observations are a part of the West Ranch culture. Formal and informal observations are conducted throughout the year primarily done by site administration, and the instructional coach. District staff also often participate in classroom walk-throughs. Several times during the year West Ranch is visited by the Deputy Superintendent over Educational Services and by the Director of Curriculum and Instruction. During this time they will visit classrooms accompanied by the principal. Most faculty members are formally evaluated every 2 years through a classroom observation process. Along with this, administrators are expected to complete weekly classroom visitations. Based on these observations, our teachers are engaged in student-centered learning environments that utilized multiple formats to achieve critical thinking in all subject matter. Teachers will utlize technology, prior learning, student life experiences, and engaging activities to reach these higher levels of understanding.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

West Ranch utilizes a variety of assessment date to inform decisions related to improving student achievement. The following are examples of the types of data used; CAASPP, California Dashboard, ELPAC, IEP assessment results, Quarter and Semester grades, AP exam results, discipline/suspension rates, survey results, and input from stakeholders such as parents, students, and the community. Once we begin to look at the data, we examine relevant sub-group data such as gender, ethnicity, socioeconomic status, and disability to inform decisions related to our professional development, curriculum and class structure and overall school goals.

The following are results for West Ranch over the past three years of CAASPP data for English Language Arts and Mathematics. Percentages listed are those of 11th grade students who have scored Standard Met or Standard Exceeded.
ELA:
2017 = 92% / 2018 = 87% / 2019 = 89%

Math:
2017 = 62% / 2018 = 61% / 2019 = 69%

The following are the results at West Ranch over the same time period in regards to Students with Disabilities. Percentages listed are those of 11th grade students who have scored Standard Met or Standard Exceeded.
ELA:
2017 = 54% / 2018 = 43% / 2019 = 57%

Math:
2017 = 13% / 2018 = 6% / 2019 = 26%

The following are results for West Ranch over the past two years of California Dashboard data in regards to English Language Arts and Mathematics. Scaled scores listed are based on how far above the standard score West Ranch is.
ELA:
2018 = 101.6 above / 2019 = 124.6 above

Math:
2018 = 27.1 above / 2019 = 50.7 above

The following are results for West Ranch over the same time period in regards to Students with Disabilities. Scaled scores listed are based on how far above, or below the standard score West Ranch is for that population.
ELA:
2018 = 18.9 below / 2019 = 31.6 above

Math:
2018 = 126.2 below / 2019 = 77.6 below

Based on these results, along with what we began to establish with our Students with Disabilities for the 2018-19 school year, the following goals were written for the 2019-2020 school year:
Goal #1 - Dashboard:
For the 2019-20 school year, West Ranch will increase the percentages of Students with Disabilities scoring at Standard Met or above by 3% as measured by the CAASPP in ELA and Math. We will do this by doubling the offerings of Co-Teach classes in the core curriculum.

Goal #2 - Student Wellness:
For the 2019-20 school year, West Ranch will decrease the number of students reporting they often or always feel anxious or depressed by 3%, and increase the percentage of students who feel a peer will help stop bullying to another student by 3% as measured by the School Climate Survey. We will do this by opening our Wildcat Wellness Center, coordinating activities to promote support and unity, and whenever we can create positive relationships student-to-student and adult-to-student.

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

West Ranch has a highly trained and dedicated staff who work collaboratively to ensure we are meeting the various needs of every student on our campus. In order to achieve this goal we will utilize data both inside and outside the classroom. We will examine this data in all subject areas and academic departments in our Professional Learning Communities. We will conduct Student Study Team meetings in which school staff (teachers, counselor, and administrator) partner with the student and his/her family to develop a plan to address a student's specific needs. In the realm of Special Education, staff will participate with stakeholders in IEP team meetings where we will identify academic, social, and emotional goals for each Special Education student and meet at least yearly to determine how well the student is on his/her way to achieving those goals. We will set aside time in faculty meetings and professional development to examine best practices for our EL population, which in turn is best practices for ALL students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Currently 100% of teachers at West Ranch meet the state credential requirements and are teaching within their certified subject area.

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

All schools hire future teachers from those who apply through EdJoin. All schools have access to interviewing the same credentialed teachers within the district. School site administrators conduct their own interviews and make their own selections. All teachers have ample opportunity for continued professional development annually as provided by the District and the school site professional development team on a regular monthly basis. Teachers can select and personalize their professional development goals through a variety of workshops, collaborative meetings, conferences, and department and/or grade level collaboration time.

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

All professional development efforts are aligned to the Common Core State Standards and the Next Generation Science Standards (NGSS). The West Ranch PD plan is developed annually in collaboration with the District, Principal, other site administration, Instructional Coach, and the professional development team. This team is comprised of teacher leaders who represent the overall faculty. Representation from at least all core academic subjects is achieved. Our school-wide goals are developed through he use of student data and input from the leadership team (Principal, Assistant Principals, department chairs, Instructional Coach, counseling, and ASB director). Our school goals support the larger goals of the district as defined by the LCAP.

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

Along with the continual work and support of teachers by our Professional Development team, instructional coach, and Wellness Coordinator, our faculty receives continual assistance from the district in the way of curriculuar trainings, symposiums, opportuntiees to attend conferences, and from multiple Teachers of Special Assignment (TOSAs). TOSAs are available for support of faculty and departments in the areas of English, Math, Social Studies, and Science. Additionally each department chair attends monthly department chair meetings at the district level to receive guidance and support. Also West Ranch holds their own Leadership Team meetings on the first Wednesday of every month.

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

West Ranch has an embedded time for collaboration during Late Start Wednesdays. Classes that normally start at 8:25am, begin at 9:25am. Specific Wednesdays are calendared for department/professional learning communities collaboration time (usually at least 2 per month). Other uses for this time include professional development which does include collaboration both within departments and in cross-curricular groups, and faculty meetings/trainings provided by either site or district personnel. As stated this time is embedded and meant for teacher collaboration. We try not to schedule any other meetings, IEPs, or activities during this period in order to keep the time dedicated to teacher collaboration.

Teaching and Learning

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

Lessons are designed using the district-adopted curriculum. Instructional design is based on Common Core standards and Math Practice Standards. The use of common curriculum guides helps to ensure that all students are receiving grade level standards-based instruction. The English department administers a district-wide Performance Task twice a year to calibrate assessments and develop future lessons and instructional needs based on assessment data for student mastery of concepts in literacy.

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

N/A

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

N/A

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

All content areas have standards-based instructional materials provided by the district for all student groups.

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

All students have SBE adopted materials for their courses, intervention materials, and access to standard-aligned core courses.

Opportunity and Equal Educational Access

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

We offer a variety of intervention options for students during the regular school day through parallel classes, and after school through intervention sessions. We also ensure that teachers are available for supporting students on a daily basis before school and throughout open periods.

Evidence-based educational practices to raise student achievement

There are multiple days where teachers collaborate throughout the year in designated collaboration time as well as in faculty meetings and professional development meetings, to discuss evidence-based practices and educational research around a variety of topics.

Parental Engagement

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

Regular communication is sent out to our families and surrounding community through monthly or quarterly meetings with our various parent groups. Parents of our English Learners meet quarterly to inform our EL student population and their families of important events and ways to support their students in their education.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, teachers, staff members, and students are actively involved in the development, implementation, revision, and annual evaluation of our School Plan for effectively using Title 1 funds in our schoolwide program through quarterly PAC and School Site Council meetings. Parents, teachers, staff, and students are additionally involved each year in the development, implementation, and evaluation of the district's Title 3 plan to ensure academic achievement and language proficiency for English Language Learners through quarterly DELAC meetings.

Funding

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

The district provides categorical funding that allows each site to create an annual Intervention Plan for providing before and after school tutoring, and/or add extra 1/6th teaching assignments (where possible) into the school day for parallel support classes in Math and/or English. The district also provides professional development for teachers in best practices for supporting underperforming students through literacy across all disciplines, differentiated instruction, language support, equal access to rigorous academic content standards, support from Bilingual Instructional Assistants, the effective use of technology for increased student learning, and strategies for engaging all students in learning.

Fiscal support (EPC)

The district funds quarterly Parent and Student Engagement evening workshops, the LINK mentoring program, Counseling services, crisis intervention, student wellness support, donated computers for student use at home, translation services to increase parent engagement, college and career fairs, community resource events, and School Formula Accounts (SFA) for discretionary site needs.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

West Ranch has reconvened our School Site Council this year to allow all stakeholders an opportunity to offer input into the creation of our SPSA. Our team consists of parents, students, and staff members. Parents and students were consulted and involved in the planning process and review of this plan (the SPSA). Representatives from our ELAC and our Parent Advisory Council (PAC) were consulted as well.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.2%	0.12%	0.2%	4	3	5
African American	4.0%	4.29%	3.85%	96	106	95
Asian	16.2%	15.51%	16.31%	388	383	402
Filipino	5.6%	6.48%	6.94%	133	160	171
Hispanic/Latino	23.0%	22.96%	24.06%	550	567	593
Pacific Islander	%	0.08%	0.08%	1	2	2
White	46.0%	46.19%	44.1%	1,099	1141	1,087
Multiple/No Response	%	%	0.04%	1		1
			Total Enrollment	2,391	2470	2,465

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	567	636	638
Grade 10	661	567	622
Grade 11	581	682	550
Grade 12	582	585	655
Total Enrollment	2,391	2,470	2,465

Conclusions based on this data:

1. The overall enrollment over these past three years has been fairly stable, even in each sub-group.
2. There is a large class (class of 2019) that is matriculating through. Once they graduate, the overall population will drop.
3. The overall enrollment of West Ranch is relatively diverse.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	87	53	33	3.6%	2.1%	1.3%
Fluent English Proficient (FEP)	430	453	476	18.0%	18.3%	19.3%
Reclassified Fluent English Proficient (RFEP)	1	11	24	1.2%	12.6%	45.3%

Conclusions based on this data:

1. The number of EL students at West Ranch has dropped by 62% from 2016-17 to 2018-19.
2. The number of student being reclassified has grown significantly, from 1 student to 24, during that same time period .
3. The number of students that are designated as Fluent English Proficient has grown at nearly the same actual number as EL students have dropped.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	569	659	531	560	642	521	560	642	521	98.4	97.4	98.1
All Grades	569	659	531	560	642	521	560	642	521	98.4	97.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2702.	2684.	2704.	66.96	56.70	69.29	25.18	30.22	19.96	5.36	9.03	7.29	2.50	4.05	3.45
All Grades	N/A	N/A	N/A	66.96	56.70	69.29	25.18	30.22	19.96	5.36	9.03	7.29	2.50	4.05	3.45

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	68.04	56.39	65.19	27.68	35.98	27.69	4.29	7.63	7.12
All Grades	68.04	56.39	65.19	27.68	35.98	27.69	4.29	7.63	7.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	79.11	71.81	81.50	18.57	23.36	15.22	2.32	4.83	3.28
All Grades	79.11	71.81	81.50	18.57	23.36	15.22	2.32	4.83	3.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.14	41.28	51.25	48.93	52.65	44.72	3.93	6.07	4.03
All Grades	47.14	41.28	51.25	48.93	52.65	44.72	3.93	6.07	4.03

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	72.63	62.31	67.50	25.04	33.64	28.08	2.33	4.05	4.42
All Grades	72.63	62.31	67.50	25.04	33.64	28.08	2.33	4.05	4.42

Conclusions based on this data:

1. West Ranch High School had 69% of all students exceeding the standard of proficiency in English Language Arts in 2018-19.
2. Eighty-nine percent of all students met or exceeded the standard of proficiency in English Language Arts.
3. While West Ranch scores high in English Language Arts, of the four skill areas students are performing lower in the Listening standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	569	658	531	556	634	520	556	634	520	97.7	96.4	97.9
All Grades	569	658	531	556	634	520	556	634	520	97.7	96.4	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2656.	2654.	2676.	32.91	33.12	41.54	28.78	27.76	27.31	21.94	20.82	18.08	16.37	18.30	13.08
All Grades	N/A	N/A	N/A	32.91	33.12	41.54	28.78	27.76	27.31	21.94	20.82	18.08	16.37	18.30	13.08

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	48.02	44.87	54.42	30.04	29.70	27.12	21.94	25.43	18.46
All Grades	48.02	44.87	54.42	30.04	29.70	27.12	21.94	25.43	18.46

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	37.95	38.23	45.00	45.86	45.18	43.85	16.19	16.59	11.15
All Grades	37.95	38.23	45.00	45.86	45.18	43.85	16.19	16.59	11.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.31	39.34	48.27	49.82	49.45	41.54	11.87	11.22	10.19
All Grades	38.31	39.34	48.27	49.82	49.45	41.54	11.87	11.22	10.19

Conclusions based on this data:

1. Over 41% of all students at West Ranch exceeded the overall standard of proficiency for the CAASPP Math exam. This was a gain of 8% over the previous year.
2. A total of 69% of all students either exceeded or met the standard of proficiency for the CAASPP Math exam. This was a gain of 8% over the previous year.

3. Overall good gains in the CAASPP scores for the 2018-19 school year after remaining flat for a period of time.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	*	*	*	*	*	*	8
Grade 10	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	4
Grade 12	*	*	*	*	*	*	*	*
All Grades							18	17

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*		*		*	*	*
10	*	*		*	*	*	*	*	*	*
11	*	*	*	*	*	*		*	*	*
12		*	*	*	*	*		*	*	*
All Grades	*	23.53	*	23.53	*	52.94	*	0.00	18	17

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*		*	*	*
11	*	*		*	*	*		*	*	*
12		*	*	*	*	*		*	*	*
All Grades	66.67	47.06	*	17.65	*	35.29		0.00	18	17

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*		*	*	*
10	*	*	*	*	*	*	*	*	*	*
11		*	*	*	*	*	*	*	*	*
12		*		*	*	*	*	*	*	*
All Grades	*	5.88	*	29.41	*	35.29	*	29.41	18	17

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	17.65	*	58.82	*	23.53	18	17

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	72.22	76.47	*	23.53		0.00	18	17

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
All Grades	*	17.65	*	47.06	*	35.29	18	17

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
10	*	*	*	*	*	*	*	*
All Grades	*	5.88	66.67	88.24	*	5.88	18	17

Conclusions based on this data:

1. In the Speaking Domain, over 76% of EL students measured as Well-Developed.
2. The percentage of students scoring on Level 4 in Oral Language dropped 20% from 2017-18 to 2018-19.
3. It is hard for comparisons as in most categories we only have data for one year since the ELPAC is new.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
2465	**15.7**	**1.3**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	33	1.3
Foster Youth	4	0.2
Homeless	7	0.3
Socioeconomically Disadvantaged	388	15.7
Students with Disabilities	278	11.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	95	3.9
American Indian	5	0.2
Asian	402	16.3
Filipino	171	6.9
Hispanic	593	24.1
Two or More Races	109	4.4
Pacific Islander	2	0.1
White	1087	44.1

Conclusions based on this data:

1. Our population is less than 50% White, but they are our largest ethnicity at 44%, followed by Hispanic at 24%, and Asian at 16%.
2. Since our populations of EL and Foster Youth is small, results of data can shift dramatically depending on who in 11th grade is being tested.
3. Our largest sub-group is Socioeconomically Disadvantaged followed by Students with Disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. At West Ranch, all indicators are green or blue.
2. We would like to move the CCI indicator and suspension rate indicator into the blue region.
3. Information regarding English Learner Progress is not available because the state requires 3 years of data on the ELPAC to show trends in progress.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
124.6 points above standard	11.3 points above standard	
Increased Significantly ++23 points	Increased ++9.5 points	
514	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	96.8 points above standard	31.6 points above standard
1	Increased Significantly ++16.9 points	Increased Significantly ++48.9 points
	85	61

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	147.6 points above standard	136.3 points above standard	
10	Increased Significantly ++21.8 points 85	Increased Significantly ++29 points 44	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
103.1 points above standard	121.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	126.3 points above standard
Increased Significantly ++28.2 points 118	Increased Significantly ++16.2 points 12	1	Increased Significantly ++16.6 points 242

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	35.3 points above standard	125.5 points above standard
2	Increased Significantly ++27.1 points 13	Increased Significantly ++20.7 points 397

Conclusions based on this data:

1. Overall West Ranch students are 124.6 points above standard. This was an increase of 23 points and is one of the highest scores in the state (based on looking at other schools in other districts).
2. All sub-groups finished in the blue region since every single group saw upward gains. Students with Disabilities went up significantly (nearly 49 points).
3. While much is positive, we have a large gap between our EL students and all other categories.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	0	5

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
50.7 points above standard	14.1 points below standard	
Increased Significantly ++23.6 points	Increased Significantly ++43.3 points	
513	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Yellow
Less than 11 Students - Data Not Displayed for Privacy	23.5 points above standard	77.6 points below standard
1	Increased Significantly ++38.7 points	Increased Significantly ++48.8 points
	85	61

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	123.6 points above standard	67.7 points above standard
10	2	Increased Significantly ++25.1 points 85	Increased Significantly ++23.7 points 44
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
8.9 points above standard	29.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	44.9 points above standard
Increased Significantly ++32.7 points 118	Declined -10.8 points 12	1	Increased Significantly ++15.8 points 241

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	4.5 points above standard	44.3 points above standard
2	Increased Significantly ++45.6 points 13	Increased Significantly ++18.3 points 396

Conclusions based on this data:

1. Overall, West Ranch saw good gains in mathematics scoring at over 50 points above standard.
2. Five sub-groups scored in the blue region. The one exception is Students with Disabilities. That being said, they had the highest gains of any subgroup (48.8 points).
3. We have large gaps with our Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged student subgroups.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
86.7 making progress towards English language proficiency
Number of EL Students: 15
Performance Level: Very High

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.

2019 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
0	2	0	13

Conclusions based on this data:

1. All but two of our EL students were able to progress at least one ELPI level.
2. While our numbers overall are low in comparison to the total student population, our percentage of students that are making progress towards English Language Proficiency is very high (86.7%).
3. As the ELPAC test becomes the norm, we are excited to see our scores moving forward.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	0	4	1

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
71.1	26.7	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.7	Declined -8.6	4
657	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	52.4	8.3
7	Declined Significantly -12.7	Declined -10.4
	208	72

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Blue
65.7	Less than 11 Students - Data Not Displayed for Privacy	90.2	82.9
Increased Significantly +22.9	1	Declined -3.1	Maintained -0.9
35		112	35
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Green
56.5	70	0 Students	70.4
Maintained -1.5	Declined -7.4		Declined -8.5
147	30		297

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
Prepared	75.8 **Prepared**	71.1 **Prepared**
Approaching Prepared	11 **Approaching Prepared**	12.5 **Approaching Prepared**
Not Prepared	13.2 **Not Prepared**	16.4 **Not Prepared**

Conclusions based on this data:

1. Overall, West Ranch scores in the Green region for College Career Indicator. This is a decline of 4.7%
2. Our Students with Disabilities dropped by over 10% and is in the Red region.
3. There is a large gap between our Students with Disabilities and our Socioeconomically Disadvantaged students and their peers in this indicator.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
98	100	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Increased +17.7	4
657	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	98.1	95.8
7	Declined -1.3	Maintained 0
	208	72

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Blue
97.1	Less than 11 Students - Data Not Displayed for Privacy	99.1	100
Increased +1.9	1	Maintained +0.2	Increased +2.7
35		112	35
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue		Blue
98	96.7		97.6
Declined -1.2	Increased +3.1		Maintained -0.7
147	30		297

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
98.1	98

Conclusions based on this data:

1. West Ranch has 98% graduation rate of it's seniors. This scores us in the Blue region.
2. All subgroups are 97% or higher and all score in the Blue region.
3. While it did not receive a color indicator, all EL students graduated with their class.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	3	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	No Performance Color
1.7	2.9	Less than 11 Students - Data Not
Declined -1.1	Increased +1.1	6
2527	34	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
9.1	4.3	4
11	Maintained +0.2	Declined Significantly -4.1
	423	302

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	Orange	Yellow
1.9	Less than 11 Students - Data 5	2	1.2
Declined -5		Increased +0.7	Increased +0.6
103		409	170
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Green
2.4	0	Less than 11 Students - Data 2	1.4
Maintained -0.1	Declined -2.7		Declined -1.8
614	114		1110

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.7	1.7

Conclusions based on this data:

1. The current suspension rate for West Ranch is 1.7%. This is a 1.1% decline from the previous year. We scored in the Green region.
2. Our English Learners and Asian students increased which caused their indicator to score in the Orange region.
3. Socioeconomically disadvantaged students account for the highest percentage of suspensions (4.3%).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 1

English Learners will demonstrate a higher rate of students scoring in Level 4 by 5% in the Overall Performance as measured by the 2020 ELPAC.

Identified Need

In 2018-2019 English Learners scored 23.53% in Level 4 of Overall Performance in the ELPAC. Considering the number of students being able to reclassify, we would like this percentage to be higher.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Assessment: ELPAC exam for English Learners	In Spring 2019 23.53% of English Learners at West Ranch scored in Level 4 of the ELPAC exam.	We will see an increase of 5% in the percentage of students scoring in Level 4 of the ELPAC exam in Spring of 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Increasing language and speaking skills among our EL students through exposure to dramas and similarly related activities. Both quantitative and qualitative data analysis revealed that learners' speaking skills were improved as a result of the use of project-based learning focusing on drama. Moreover, the principles of project-based learning and drama are advantageous for learners' language learning and speaking skills. Hence, the use of project-based learning focusing on drama is recommended for promoting speaking skills and effective factors. The present study also highlights the advantages of using project based learning focusing on drama as an effective teaching method as it provides learners with opportunities to speak English and is seen as an enjoyable way for learners to learn a foreign language. Finally, the study recommends the use of project-based learning focusing on drama in the language classroom as it provides learners with opportunities to speak a foreign language in a communicative context (as seeon on https://eric.ed.gov/?q=English+Learners++and+drama&ft=on&id=EJ1204717).

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

Description and Amount(s)	Source(s)
Description: Tickets for EL students from West Ranch High School to attend a performance of ANNIE presented by the ESCAPE Theatre on Saturday, January 25, 2020, at the Santa Clarita Performing Arts Center. 22 students X $15.00/ticket Amount: 330.00 Available Balance: 0.00 (R20-02484 on 11/18/19)	Federal Title III, District Funds 5800: Professional/Consulting Services And Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

These students are enrolled in our Achieve designated support class.

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

Description and Amount(s)	Source(s)
Description: Supplemental English language support via the District Achieve curriculum. Amount: 0 Available Balance: Funded through LCAP district-wide plan	LCFF None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description and Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Not applicable

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

Not applicable

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.

Not applicable

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2 - Increase and improve student achievement by providing rigorous and standards aligned curriculum and instruction in core subjects with additional support for EL, SPED, and SED students.

Goal 2

For the 2019-20 school year, West Ranch will increase the percentages of Students with Disabilities scoring at Standard Met or above by 3% as measured by the CAASPP in ELA and Math

Identified Need

In 2018 43% of Students with Disabilities met or exceeded ELA standards as compared to 87% of all students at West Ranch.
In 2019 57% of students with Disabilities met or exceeded ELA standards as compared to 89% of all students at West Ranch.

In 2018 6% of Students with Disabilities met or exceeded Mathematics standards as compared to 61% of all students at West Ranch.
In 2019 26% of students with Disabilities met or exceeded Mathematics standards as compared to 69% of all students at West Ranch.

While this data shows a significant growth, we feel more can be done. We believe that a large part of this growth was due to the introduction of our Co-Teaching model. We plan to grow this to further grade levels and subject areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative Assessment: CAASPP English Language Arts and Mathematics	In Spring of 2019 57% of students with Disabilities met or exceeded standards in English Language Arts, and 26% met or exceeded standards in Mathematics.	We will see an increase of 3% in the percentage of Students with Disabilities meeting or exceeding standards in both ELA and Math in Spring 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Create sections in the subject areas of English, Math, Science, and Social Studies to utilize the Co-Teach model that we began in the 2018-19 school year. We will double the amount of sections (7 to 15), and we will include more grade levels. This will provide these students the opportunity to access the general education curriculum with the extra support in the classroom they need. Subject matter teachers will pair up with a Special Education teacher to teach the class for an entire year.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: District will determine staffing allocations Amount: 0 Available Balance: No additional cost to district. Funding for extra planning will be provided by the School Formula Account.	LCFF None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

All Students with Disabilities, whether in the Co-teach setting, or in Special Education classes, will have access to grade level curriculum and receive both designated and integrated support in the academic setting for all content area subjects with instructional assistance when needed.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: Grade Level curriculum with the support and scaffolding needed for Special Education students to access and understand. Amount: 0	LCFF None Specified

Available Balance: No additional cost. Funded through LCAP and Special Education district-wide plan	

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Not applicable

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

Not applicable

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.

Not applicable

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 4 - Cultivate a safe and positive school culture that supports all students' personal and academic growth and encourages parent engagement.

Goal 3

Implement best practices and training for staff that addresses the social and emotional well-being of all students.

Identified Need

The need for this goal comes from the data received as part of the School Climate Survey that was administered during the Spring of 2019:
83 of 496 student respondents report that they experienced thoughts of suicide during the 2018-19 school year.
18 students report to have actually attempted suicide.
35% of students reported that they always or often feel depressed or anxious.
Only 63% if students report that their peers will try to stop bullying when they see it happening to others.

As a staff, we have also had multiple conversations with students seeing the rise in depression and especially anxiety.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Survey	In 2019 a survey of 10th grade students reported the following: 83 of 496 student respondents report that they experienced thoughts of suicide during the 2018-19 school year. 18 students report to have actually attempted suicide. 35% of students reported that they always or often feel depressed or anxious. Only 63% of students report that their peers will try to stop bullying when they see it happening to others.	Results of the Spring 2020 School Climate Survey will show a 3% decline in the number of students reporting that they often or always feel depressed or anxious, and a 3% increase in the number of students reporting that their peers will try in stop bullying when they see it.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Open the Wildcat Wellness Center for West Ranch students

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

Description and Amount(s)	Source(s)
Description: Wellness Center - Furnishings and installation of wellness center will be funded through District funds and community donations. Full-time social worker will staff the WC to meet with students daily. Amount: 0 Available Balance: District funds and community donations	Other Local

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Appoint a West Ranch teacher as Wellness Coordinator to work with students and staff, and this individual would also advise the wellness club "Bring Change To Mind" for students.

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

Description and Amount(s)	Source(s)

Description: Wellness Coordinator and Wellness Club for students Amount: 0 Available Balance: District funds will provide Wellness Coordinator stipend. Additional club funding to be determined along with partnering with community resources.	Other Local

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Year one implementation of Positive Behavior Incentives and Supports (PBIS) program.

Proposed Expenditures for this Strategy/Activity

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

Description and Amount(s)	Source(s)
Description: PBIS training Amount: 0 Available Balance: Costs covered by district-wide program implementation	Other Local

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Not applicable

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

Not applicable

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.

Not applicable

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Description and Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$330.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
Federal Title III, District Funds	$330.00
LCFF	$0.00
Other Local	$0.00

Subtotal of state or local funds included for this school: $330.00

Total of federal, state, and/or local funds for this school: $330.00

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Federal Title III, District Funds	330.00
LCFF	0.00
Other Local	0.00

Total Expenditures by Object Type

Object Type	Total Expenditures
5800: Professional/Consulting Services And Operating	330.00
None Specified	0.00

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Mark Crawford	Principal
Laura Arrowsmith	Classroom Teacher
Darcy Rojas	Classroom Teacher
Rich Haring	Classroom Teacher
Tracy Moscoe	Other School Staff
Christy Alben	Parent or Community Member
Jennifer Waugh	Parent or Community Member
Nicole Augusta	Secondary Student
Matt Krogh	Secondary Student
Kayla Choate	Secondary Student

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