



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT WHITTIER K-12 SCHOOL

2022-23

37-68338-3730363
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Madison, Kali

Contact Person: Madison, Kali

Position: Principal

Telephone Number: 619.608.8600

Address: 3401 Clairemont Dr, Whittier K-12, San Diego, CA, 92117-5938

E-mail Address: kmadison@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Whittier School PHONE: 619-605-8600 FAX: 858-490-2777
 SITE CONTACT PERSON: Kali Madison E-MAIL ADDRESS: Kmadison@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP) CSI School ATSI School

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | | |
|--------------------------|---|-----------------------------|
| <input type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/18/2022

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Kali Madison
Type/Print Name of School Principal

Kali Madison 10/18/2022
Signature of School Principal / Date

Eva Brotherton
Type/Print Name of SSC Chairperson

Eva Brotherton 10/18/2022
Signature of SSC Chairperson / Date

N/A
Type/Print Name of ELAC Representative

N/A
Signature of ELAC Representative / Date

Erin Richison
Type/Print Name of Area Superintendent

Erin Richison, Ed.D. 10/20/2022
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program and Comprehensive Support and Improvement (CSI) plan.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

Whittier School serves students in grades K-12 who require a separate setting in order to make progress in the curriculum and on Individualized Education Plan (IEP) goals. Students who attend Whittier come from all over the district and placement at Whittier is determined by the IEP team. The mission of Whittier School is to support every student in acquiring skills, developing positive relationships, and participating in their community through engaging curriculum, individualized learning, and collaborative activities designed to meet the academic, behavioral, and social-emotional needs of our students. Whittier School strives to empower all students to become self-advocates and enable students to become active members of their school and community.

Professional development is provided to staff at Whittier School and is consistent with SDUSD's plan for student achievement. Professional development opportunities encompass a wide range of topics including school site safety, compliance, collaboration, and rigorous academic content delivered through modified instruction in core subjects. Parent involvement is encouraged, and parents and families are invited to school wide events, workshops, and volunteer opportunities.

Preparation for adulthood is a strong component of instruction. Students participate in the development of their person-centered plans and in a transition meeting with their high school teacher. Student transition plans are developed and implemented in alignment with each student's academic goals and transition activities, and their post-secondary goals. Transition activities vary for each individual student and may include on and off campus work experiences that will allow students to graduate with the skills, motivation, curiosity and resilience to succeed in their choice of adult education avenue and career. We strive to prepare students to participate and lead in the society of tomorrow as well as prepare them to live as independently as possible.

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning with High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

The stakeholders of Whittier School supported the development of this SPSA by providing input regarding areas of need, current levels of performance, areas of concern, and ideas for professional development topics. Input from certificated staff was gathered during staff meetings and teacher Professional Learning Community (PLC) meetings. Paraeducators and staff members provided input during staff meetings and paraeducator PLC meetings. Parents were encouraged to provide input via surveys and personal connections. The following meetings were held to develop this plan:

- April 22: SSC Met to review and approve the Title 1 Budget
- May 2022: Stakeholder groups met to evaluate the Title 1 Expenditures
- September 15, 2022: SSC Met to Review and Approve the CSI Budget, Home School Compact and the Title 1 Parent Engagement Policy
- October 14, 2022: SSC Approved the SPSA

RESOURCE INEQUITIES

Whittier School is an alternative school serving special education students in grades PreK-12 plus ages 18-22. Whittier is located in the Clairemont area of San Diego and is a non-diploma bound school; students earn a certificate of completion. Whittier School is part of the continuum of special education services and placement at Whittier is the result of an IEP team decision. Students from all over the district attend Whittier, so it is not a neighborhood school. Whittier has been identified as a CSI School. Chronic absenteeism has been identified as an area of need in the California School Dashboard and Whittier is in the red indicator. As a separate school, students with significant behavior and social-emotional needs are supported with positive behavior intervention strategies and a controlled school environment. Suspension Rate is in the orange indicator on the California School Dashboard. The unique student population of Whittier requires teachers and staff to have specialized training to address the academic, behavioral, social-emotional, communication, and adaptive skill needs of students. Although positive behavior supports are implemented within classrooms and in a school-wide program, Whittier's suspension rate is in the orange indicator on the California School Dashboard. A school-wide Positive Behavior Interventions and Support (PBIS) program that all teachers and staff are trained in and that will be implemented with fidelity is necessary. Resources have been allocated to address student achievement in the areas of ELA, math, and adaptive skills. A coaching system has been implemented in the past to support certificated staff in professional development with mixed results. Mandatory time with coaches created some pushback from teachers and a need to continue to address how to support teachers and staff in implementing site goals and increasing student achievement. Additional work in effective collaboration strategies, student-centered learning, and best practices for how to provide effective coaching is needed to continue the work of focusing on student achievement.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Kali Madison	Principal
Monica Moysen	Parent
Monica M.	Student
Gabriel E.	Student
Eva Jane Brotherton	Classroom Teacher
Lorraine Changala	Classroom Teacher
Donald Scott	Classroom Teacher
Anna Avila	School Staff Member
Julian P.	Student
Ryan B.	Student
Alanie R.	Student
Syreeta P.	School Staff Member
Troy Bryan	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District**Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Goal 1 of the 2021-2022 SPSA focused on reducing the rates of chronic absenteeism through the implementation of a tiered attendance system and reducing suspension rates by implementing school wide positive behavior interventions and supports with fidelity. Tiered attendance supports included accurate attendance taking by teachers, universal strategies to encourage good attendance for all students, phone calls, parent meetings, individual systems to reinforce attendance, and home visits. Teachers and School Clerk communicated regularly with chronically absent students and parents via email, phone calls, and Zoom. Whittier's suspension rate for all students was 1% for the 2020-2021 school year. AMO for Black/African American students under Suspension Rate was met, other AMOs for subgroups were not met. Whittier's rate of chronic absenteeism slightly decreased last year, but did not meet the overall goal or any of the AMOs for student subgroups.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major differences.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Whittier K-12 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

The focus of Goal 1 - Safe, Collaborative, and Inclusive Culture will continue to focus on student attendance and chronic absenteeism. Whittier was identified for Comprehensive Support and Improvement (CSI) based on the California Dashboard metrics of chronic absenteeism and suspension rate and the two goals listed for Goal 1 are intended to address these two metrics.

***Identified Need**

According to the California Dashboard, Whittier falls into the red for chronic absenteeism and orange for suspension rate. The 2019 data reflected on the CA Dashboard indicates a 21.1% rate of chronic absenteeism. Based on the chronic absenteeism rates and suspension rates, Whittier was identified for Comprehensive Support and Improvement (CSI). Based on district data reports for 2019-2020, the rate of chronic absenteeism at Whittier for K-12 was 17.46%. The rate increased to 32.31% during the 2020-2021 school year per district data, and slightly decreased in 2021-2022 to 30%. The increased rates in 2020-2021 and 2021-2022 from the baseline rate from 2019 may be attributed, in part, to the ongoing COVID 19 pandemic, spikes in infection rates throughout the school year, and difficulties accessing online learning and independent study for students with disabilities. CA Dashboard data indicates the percentage of K-12 students who were suspended at least once in 2019 was 3.2%; school data from 2021-2022 indicated 1 suspension during the school year. The goals to decrease chronic absenteeism will be continued, and the goal for suspension rate will be continued.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	Reduce the rates of chronic absenteeism through the implementation of a tiered attendance system	17.46%	5%	Chronic Absenteeism	Every 2 weeks
June 2023	K-12	Reduce suspension rates by implementing schoolwide positive behavior interventions and supports with fidelity.	3.2%	0%	Suspension	Monthly

***Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	Students with Disabilities	will reduce rates of chronic absenteeism	32.31%	5%	Chronic Absenteeism	Every 2 weeks

Whittier K-12 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	K-12	English Learner	will reduce rates of chronic absenteeism	28%	5%	Chronic Absenteeism	Every 2 weeks
June 2023	K-12	Black or African American	will reduce rates of chronic absenteeism	62.5%	5%	Chronic Absenteeism	Every 2 weeks
June 2023	K-12	Students with Disabilities	Maintain 0% rate of suspension by implementing schoolwide positive behavior interventions and supports with fidelity and ensuring staff are trained in emergency behavior interventions.	0%	0%	Suspension	Monthly
June 2023	K-12	Black or African American	Maintain 0% rate of suspension by implementing schoolwide positive behavior interventions and supports with fidelity and ensuring staff are trained in emergency behavior interventions.	0%	0%	Suspension	Monthly
June 2023	K-12	Socioeconomically Disadvantaged	will reduce rates of chronic absenteeism	32.31%	5%	Chronic Absenteeism	Every 2 weeks

Supporting Black Youth - Additional Goals

- ✓ Whittier School’s Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at Whittier School is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Whittier School’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, Whittier School will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ Whittier School will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ Whittier School’s Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ Whittier School will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ Whittier School will study/learn culturally responsive instructional practices, QLIs/QTPs, pedagogy increasing engagement and achievement of black youth and other marginalized groups.

Strategy 1: Schoolwide Tiered Attendance Review for Chronically Absent Students (Goal 1)

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Whittier School is an alternative school that serves students from across the district. Transportation is provided to eligible students as part of their Individualized Education Program. Since Whittier is not a neighborhood school and the majority of students are bused to the site, there are barriers to student attendance. A tiered attendance system will be utilized to identify and support students (and their families) who are chronically absent, or who are at risk of chronic absenteeism and will include the Principal, School Clerk, School Nurse, teachers, and paraprofessionals. Tier 1 will include universal strategies to encourage good attendance for all students. Tier 2 will provide early intervention and support for students who are at risk of becoming chronically absent (based on attendance data) including phone calls, parent meetings (virtual or in-person, as appropriate), individual systems to reinforce attendance, and parent education. Tier 3 will provide intensive support for students who are facing challenges getting to school. Tier 3 supports may include home visits, parent meetings (virtual or in-person, as appropriate), individual systems of reinforcement for attendance, parent education, and referral to additional services to support student attendance. Student attendance data will be reviewed every two weeks.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N029754	Non Clsrm Tchr Hrly		\$7,753.82	\$9,600.01	0297-30100-00-1957-2140-3100-01000-0000	Title I Basic Program	[no data]		Extra teacher time to develop at home curriculum and prep time zoom meetings with chronically absent students.
N0297AF	Clerical OTBS Hrly		\$1,459.75	\$2,000.00	0297-31820-23-2451-3130-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Extra clerical time to follow up with chronically absent students.

***Additional Supports for this Strategy/Activity**

Strategy 2: Schoolwide PBIS Framework (Goal 1)

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Whittier school serves students with moderate to severe special needs, including students with significant behavioral challenges. Individualized Education Plan goals address behavior and social-emotional skills, and most students also have a Behavior Intervention Plan those details strategies to support behavior and the teaching of replacement behaviors. In addition to the individual supports, a school-wide Positive Behavior Intervention and Supports (PBIS) program will be developed, all teachers and paraprofessionals will receive training, and the program will be implemented to support positive student behaviors. This plan will include school-wide reinforcement systems, school-wide behavior expectations specific to areas of the school in line with the Wildcat Way, monthly awards ceremonies, plans for teaching and reinforcing appropriate school behaviors, and training in behavior emergency response. Student behavior data will be reviewed monthly.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02971	Supplies		\$1,500.00	\$1,500.00	0297-30106-00-4301-1000-3100-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Classroom supplies used to implement PBIS systems such as pocket charts, independent workstations and reinforcement tools.
N029765	Non Clsrm Tchr Hrly		\$2,907.68	\$3,600.00	0297-09800-00-1957-2490-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra teacher time to attend training and committee meetings.

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N02979L	Contracted Svcs Less Than \$25K		\$5,000.00	\$5,000.00	0297-30100- 00-5853- 1000-3100- 01000-0000	Title I Basic Program	[no data]		Whittier will work with an outside contract to provide coaching feedback on the implementation of PBIS.
N0297AE	Other Nonclsrn PARAS Hrly		\$1,459.75	\$2,000.00	0297-09800- 00-2955- 2140-1110- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Extra para time to allow paras to attend training on PBIS systems and strategies.
N0297AG	Non Clsrn Tchr Hrly		\$1,211.53	\$1,500.00	0297-31820- 23-1957- 3130-0000- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Certificated staff will engage in work around a school-wide Positive Behavior Interventions and Supports (PBIS) program. Work may include development of the school PBIS program, implementation of the PBIS program, and review of data regarding student behavior and the PBIS program.
N0297AH	Prof&Curriclm DevHrlyClsrnTchr		\$1,615.38	\$2,000.00	0297-31820- 23-1170- 2140-0000- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Certificated staff will engage in work around a school-wide Positive Behavior Interventions and Supports (PBIS) program. Work may include development of the school PBIS program, implementation of the PBIS program, and review of data regarding student behavior and the PBIS program.
N0297AJ	Classroom PARAS Hrly		\$1,459.75	\$2,000.00	0297-31820- 23-2151- 1000-1110- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Substitutes will be utilized to provide time for paraprofessionals to receive professional development and training for the implementation of the PBIS program.
N0297AK	Workshop Participt PARA Hrly		\$4,014.31	\$5,500.00	0297-31820- 23-2974- 2140-0000- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Hourly time will be utilized to provide time for paraprofessionals to receive professional development and training for the implementation of the PBIS program.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
Access: Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22

articulated goal(s).

Due to the COVID19 pandemic, Goal 2 from the previous SPSA will be modified and continued through June 2023. The shift to online learning from March 2020 to April 2021 significantly impacted the implementation of IEP goals with Whittier's students and decreased the opportunities for students to learn, practice, and demonstrate progress towards ELA IEP goals and this goal was not met. The metrics of statewide assessment data identified to measure ELA proficiency were impacted by the school closures in March 2020 and this data has not been collected since then. This metric will be removed from the goal as a measure of success.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Due to online learning related to the COVID 19 pandemic and challenges faced by students with disabilities in accessing online instruction, opportunities to learn, practice, and demonstrate progress towards ELA IEP goals was impacted.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The goal will be changed to remove statewide assessments as a measure of success. Data has not been collected on statewide assessments due to the COVID 19 pandemic, and it is not currently appropriate to utilize statewide assessment data.

*Identified Need - English Language Arts

40% of students met all IEP goals in ELA in the 2018-2019 school year. When schools closed in March 2020, live instruction minutes decreased and students did not have the same opportunities to learn, practice, and demonstrate progress towards ELA IEP goals. A 3 year meta analysis of ELA data from state testing (CAA/ELA) shows some progress in moving students out of level 1 performance indicator into level 2 and 3. Less than 12% of students performed at level 3 in 2017, 2018, and 2019. Statewide assessments (CAA or SBAC) were not administered in 2020.

For the 2022-2023 school year we will focus our efforts on creating a cycle of data review with our instructional team. Teachers will work in PLC teams to review data related to IEP goals and then use that information to design next steps.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	will increase ELA proficiency by meeting annual IEP goals for ELA as written in the IEP	40%	60%	Other (Describe in Objective)	Yearly

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

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By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	Students with Disabilities	will increase ELA proficiency by meeting annual IEP goals for ELA as written in the IEP	40%	60%	Other (Describe in Objective)	At the end of each grading period
June 2023	K-12	English Learner	will increase ELA proficiency by meeting annual IEP goals for ELA as written in the IEP	30%	50%	Other (Describe in Objective)	At the end of each grading period
June 2023	K-12	Socioeconomically Disadvantaged	will increase ELA proficiency by meeting annual IEP goals for ELA as written in the IEP	40%	50%	Other (Describe in Objective)	At the end of each grading period

*Identified Need - Math

47% of students met all IEP goals in Math in the 2018-2019 school year. When schools closed in March 2020, live instruction minutes decreased and students did not have the same opportunities to learn, practice, and demonstrate progress towards math IEP goals. A 3 year meta-analysis of math data from the statewide assessments (CAA/Math) shows stagnant progress in moving students out of level 1 performance indicator into level 2 and 3. Less than 10% of students performed at level 3 in 2017, 2018, and 2019. CAASPP assessments were not administered in 2020. Needs assessments reflect the need for identification of a schoolwide plan for addressing priority math skills.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	will increase math proficiency by meeting annual IEP goals for math as written in the IEP	47%	67%	Other (Describe in Objective)	Yearly

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline	Target	Measure of	Frequency
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Whittier K-12 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				Percentage	Percentage	Success	
June 2023	K-12	Students with Disabilities	will increase math proficiency by meeting annual IEP goals for math as written in the IEP	47%	67%	Other (Describe in Objective)	At the end of each grading period
June 2023	K-12	English Learner	will increase math proficiency by meeting annual IEP goals for math as written in the IEP	47%	67%	Other (Describe in Objective)	At the end of each grading period
June 2023	K-12	Socioeconomically Disadvantaged	will increase math proficiency by meeting annual IEP goals for math as written in the IEP	47%	67%	Other (Describe in Objective)	At the end of each grading period

*Identified Need - English Learners

Whittier is a diverse school community; while all students have been identified as students with disabilities, some learners also have additional needs in language acquisition, development, and use that may be attributed to their disability and/or fluency with the English language. Whittier has students identified as English Learners. Two Whittier students have been designated as reclassified to fluent English proficient (RFEP).

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	English Learner	Increase English Learner Reclassification Rates	20%	40%	Reclassification Rates	Annually

*Identified Need - Graduation/Promotion Rate

Whittier serves students from Kindergarten through Transition (age 22). Students at Whittier receive a Certificate of Completion instead of a High School Diploma. Eligibility for a Certificate of Completion is based on progress towards IEP goals. After they have completed 12th grade, students then continue into a district transition program after their 12th grade year. Following their 22nd birthday, students age out of district services.

*Goal 5- Graduation/Promotion Rate

Whittier K-12 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	K-12	will demonstrate progress towards a certificate of completion by meeting their academic (ELA and math) and adaptive skills IEP goals	10%	75%	Other (Describe in Objective)	At the end of each grading period	
*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-12	English Learner	will demonstrate progress towards a certificate of completion by meeting their academic (ELA and math) and adaptive skills IEP goals	10%	75%	Other (Describe in Objective)	Yearly
June 2023	K-12	Students with Disabilities	will demonstrate progress towards a certificate of completion by meeting their academic (ELA and math) and adaptive skills IEP goals	10%	75%	Other (Describe in Objective)	Yearly
June 2023	K-12	Black or African American	will demonstrate progress towards a certificate of completion by meeting their	10%	75%	Other (Describe in Objective)	Yearly

Whittier K-12 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			academic (ELA and math) and adaptive skills IEP goals				
June 2023	K-12	Socioeconomically Disadvantaged	will demonstrate progress towards a certificate of completion by meeting their academic (ELA and math) and adaptive skills IEP goals	10%	75%	Other (Describe in Objective)	Yearly

Strategy 1: Data Review and Intervention Planning Meetings for ELA Teachers (Goal 2, 4)

*Students to be served by this Strategy/Activity

All Students.

*Strategy/Activity - Description

The Whittier instructional team will continue work around identifying how to address ELA priority standards through curriculum and IEP goals. Additional supplies needed to support ELA goals will be identified. The instructional team will review IEP progress reports each grading period to identify students who are making progress, students who are not making progress, goals to be revised, and/or goals to be added.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N029711	Conference Local		\$1.00	\$1.00	0297-09800-00-5209-1000-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Whittier will send teacher to the AVID Conference in June.
N02976K	Supplies		\$3,130.00	\$3,130.00	0297-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Extra instructional supplies used to create common lessons and specialized supplies to support IEP goals, such as modified seating options, sensory devices and organizational materials.

*Additional Supports for this Strategy/Activity

Strategy 1: Data Review and Intervention Planning Meetings in Math (Goal 3, 4)

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

The Whittier instructional team will continue work on a school-wide plan for addressing priority math standards through classroom instruction and IEP goals. The team will review results of site-developed and curriculum-based assessments and IEP goal progress to identify areas of need. The instructional team will then identify the current levels of implementation of math instruction in alignment with the priority math standards and the resources available to address the identified priority math standards. The team will identify areas of need for professional development and resources and will work with district resources to tailor professional development to the math instruction needs of Whittier.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02979Q	Supplies		\$1,062.00	\$1,062.00	0297-09800-00-4301-1000-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies used for data review meetings such as colored paper for classifying data as well as writing tools.

***Additional Supports for this Strategy/Activity**

Strategy 3: Custom Assessment to Measure English Learner Progress (Goal 4)

***Students to be served by this Strategy/Activity**

All EL students

***Strategy/Activity - Description**

Teachers will access district-wide training to be proficient in the administration of ELPAC or approved alternative assessment to assist in the appropriate reclassification of EL's. All identified ELs at Whittier will take the appropriate assessment as specified in their IEPs. All students at Whittier are impacted in language and communication deficits and having an accurate understanding of the needs of our EL students is critical in meeting their needs in communication and language. Based on the results of the assessments, students who may be eligible for reclassification will be identified and the process of reclassification begun.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02972B	Prof&Curriclm Dev Vist Tchr		\$1.00	\$1.24	0297-09800-00-1192-1000-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teachers to provide relief for teachers to attend professional development.

Whittier K-12 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0297AI	Prof&Curriclm Dev Vist Tchr		\$2,581.37	\$3,196.00	0297-31820-23- 1192-1000-1110- 01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Visiting teachers to provide relief for teachers to attend professional development.
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Strategy 4: Planning a sequence for age/grade level adaptive life skills and transition skills

***Students to be served by this Strategy/Activity**

All students. 100% of Whittier's students are students with disabilities.

***Strategy/Activity - Description**

Whittier staff will work to create a structure plan/scope and sequence for age/grade level adaptive life skills and transition skills that can be used to guide instruction. Students 16 and older will participate in the development of their person-centered plans and a transition meeting with their transition teacher. As activities resume, opportunities for community based instruction will be identified for students to participate in.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***Additional Supports for this Strategy/Activity**

Strategy 5: Using Culturally Responsive Reading Materials (Goal: Supporting Black Youth)

***Students to be served by this Strategy/Activity**

All students.

***Strategy/Activity - Description**

Whittier utilizes modified curriculum to meet the needs of each student and does not currently offer an official ethnic studies course, although diverse reading material is utilized in ELA classes. Relevant books about black youth will be identified and modified book studies created to address the experiences of black youth. All students will participate in the book studies to support the development of an antiracist and restorative school community.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0297-30100-00- 4301-1000-1110- 01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with	To purchase culturally responsive reading

***Additional Supports for this Strategy/Activity**

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

In the 2019-2020 school year, Whittier continued to work offering activities for parents/families. Attendance ranged from 3 to 15 participants. Activities for parent/family involvement shifted online in March 2020 with school closures. During 2020-2021, Whittier hosted online awards assemblies, online "hang-outs", weekly virtual principal office hours, online events including Fall Festival, online School Site Council (SSC) meetings, and online graduation ceremony. Attendance at these online events ranged from 1 to 12 participants. For 2021-2022, we continued to host these events and found continued increases in parent involvement.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major differences.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Opportunities for family engagement were virtual for the 2020-2021 school year, and in the 2021-2022 school year we kept virtual options for many

events.									
*Identified Need									
Due to the nature of placements at Whittier, the student population is made up of students from across the district. Residential location and distance from the school significantly impact parents' ability to attend school events. Additionally, families with members with significant disabilities are often not able to find care alternatives to be able to attend before/after school meetings and events.									
*Goal 6- Family Engagement									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2023	Other (Describe in Objective)	Whittier will increase parent/family engagement by offering at least 15 school site activities (in-person or virtual) and at least 3 community-based parent/family involvement activities	12%	20%	CAL - SCHLS (CSPS)				
*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2023	Other (Describe in Objective)	Increase the percentage of Parents/families of students will attend at least one offered parent engagement activity	12%	20%	Other - Describe in Objective				
Strategy 1: Family Engagement Events (Goal 6)									
*Families to be served by this Strategy/Activity									
All families									
*Strategy/Activity - Description									
Opportunities for family engagement will include in-person and virtual events as well as updating of resources (such as school website) for parents and families. Weekly Principal Office Hours will continue to be held virtually. Events such as Coffee with the Principal will resume when able to. Parents/families will be included in virtual school-wide events, as well as in-person events when these events resume. In-person events will be held on campus as well as in the community.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary With	Total Estimated Salary With	Funding Source Budget	Funding Source	LCFF Student	Reference	Rationale

Whittier K-12 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			Salary Cost	Benefits/Non Salary cost	Code		Group		
N0297P	Other Nonclsrn PARAS Hrly		\$4,582.15	\$6,278.00	0297-30106-00- 2955-2140-3100- 01000-0000	Title I Supplmnt Prog Imprmnt	[no data]		Extra para support for afterhours parent events.
N0297X	Supplies		\$342.00	\$342.00	0297-30103-00- 4301-2495-0000- 01000-0000	Title I Parent Involvement	[no data]		Instructional supplies for parent meetings such as notetaking tables, pens and printed flyers.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Whittier K-12 Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 18,072
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 16,196
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 48,710

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 7,778
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 7,778

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 6,664
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 6,664

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 48,710

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount	
Whittier K-	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr		1	0	\$1.00
Whittier K-12			1957 Non Clsrn Tchr Hrly	Non Clsrn Tchr Hrly	2,907.68	0	0	\$2,907.68
Whittier K-12			2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	1,459.75	0	0	\$1,459.75
Whittier K-12			3000 Benefits				0	\$1,232.81
Whittier K-12			4301 Supplies	Supplies	1,062.00	0	0	\$1,062.00
Whittier K-12			5209 Conference Local	Conference Local		1	0	\$1.00
Whittier K-12		(blank) Total					0	\$6,664.24
Whittier K-	09800 LCFF Intervention Support Total						0	\$6,664.24
Whittier K-	30100 Title I Basic Program	(blank)	1957 Non Clsrn Tchr Hrly	Non Clsrn Tchr Hrly	7,753.82	0	0	\$7,753.82
Whittier K-12			3000 Benefits				0	\$1,846.19
Whittier K-12			4301 Supplies	Supplies	3,130.00	0	0	\$3,130.00
Whittier K-12			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	5,000.00	0	0	\$5,000.00
Whittier K-12		(blank) Total					0	\$17,730.01
Whittier K-	30100 Title I Basic Program Total						0	\$17,730.01
Whittier K-	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies		342	0	\$342.00
Whittier K-12		(blank) Total					0	\$342.00
Whittier K-	30103 Title I Parent Involvement Total						0	\$342.00
Whittier K-	30106 Title I Supplmnt Prog Imprvmt	(blank)	2955 Other Nonclsrn PARAS Hrly	Other Nonclsrn PARAS Hrly	4,582.15	0	0	\$4,582.15
Whittier K-12			3000 Benefits				0	\$1,695.85
Whittier K-12			4301 Supplies	Supplies	1,500.00	0	0	\$1,500.00
Whittier K-12		(blank) Total					0	\$7,778.00
Whittier K-	30106 Title I Supplmnt Prog Imprvmt Total						0	\$7,778.00
Whittier K-	31820 ESSA Schl Imp (CSI) Funding	(blank)	1170 Prof&Curriclm DevHrlyClsrnTchr	Prof&Curriclm DevHrlyClsrnTchr	1,615.38	0	0	\$1,615.38
Whittier K-12			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	2,581.37	0	0	\$2,581.37
Whittier K-12			1957 Non Clsrn Tchr Hrly	Non Clsrn Tchr Hrly	1,211.53	0	0	\$1,211.53
Whittier K-12			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	1,459.75	0	0	\$1,459.75
Whittier K-12			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	1,459.75	0	0	\$1,459.75
Whittier K-12			2974 Workshop Participat PARA Hrly	Workshop Participat PARA Hrly	4,014.31	0	0	\$4,014.31
Whittier K-12			3000 Benefits				0	\$3,853.91
Whittier K-12		(blank) Total					0	\$16,196.00
Whittier K-	31820 ESSA Schl Imp (CSI) Funding Total						0	\$16,196.00

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Whittier School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

2.0 With approval from the local governing board, Whittier School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]). *Whittier sought input from various stakeholder groups including, but not limited to staff, School Site Council, parents, and students. The policy is distributed annually through electronic communication (School Messenger), new student enrollment packets, attached to the 2022-2023 SPSA, available in the site office, paper copies sent home with students at the beginning of the year, and is available upon request. The policy is monitored by the School Site Council and is updated based on changing needs of the school and stakeholders.*

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Whittier School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]). *Title 1 parent night will be held on October 26, 2022 in conjunction with Back to School Night.*
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2]). *Meetings, including SSC, Open House, and meetings with the principal are scheduled with input from stakeholders.*

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3]). *School Site Council meetings are held monthly. Parents are welcome at school-wide events, as classroom volunteers, and are encouraged to provide feedback during annual IEP meetings.*

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A]). *Information is provided via School Messenger, email communications, and classroom communications with parents.*

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B]). *Information is provided during Back to School Night, parent teacher conferences, annual IEP meetings, appointments/conferences with teachers at mutually agreed upon times, and through classroom communication.*

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C]). *Opportunities include monthly SSC meetings, Parent Teacher Conferences, annual IEP meetings, and appointments/conferences scheduled at mutually agreed upon times.*

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5]). *The school follows the district's Uniform Complaint procedure and process.*

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state

academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1]). *Parent teacher conferences are held two times per year at the elementary level during which curriculum will be discussed as it relates to the individual child's achievement. Parents are provided with regular progress reports and student programs are reviewed during annual IEP meetings.*

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2]). *Classroom teachers and related service providers provide opportunities for training and support in a variety of modalities for parents to support working with their children to improve achievement.*

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3]). *Staff training on how to support parents as equal partners and how to develop partnerships with parents.*

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4]). *Staff are available on an appointment basis at mutually agreed up times. Staff are available by email and during parent teacher conferences.*

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]). *Information is sent to parents via SchoolMessenger, email communication, handouts, and phone calls.*

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]). SSC.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Whittier School, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f]). *Full translation of documents is available, interpreters and bilingual staff are available, accessibility to all aspects of the campus, email, phone calls.*

APPENDIX C**SCHOOL PARENT COMPACT**



Title I School-Parent Compact 2022-2023

Whittier School

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

- *Assess students regularly using classroom and formative assessments*
- *Carefully plan instruction to help students achieve grade level Common Core Connector Standards/Critical Concepts*
- *Report students progress at regular intervals*
- *IEP goals aligned to standards*

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])

- *Parent Teacher conferences are held two times per year at the elementary level*
- *Parent Teacher conferences for students in other grades may be held on an appointment basis at a mutually agreeable time*
- *Annual IEP meetings*

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])
 - *Progress is reported at the end of each grading period and reviewed during annual IEP meetings*

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
 - *Staff available via email and phone*
 - *Observations may be conducted on an appointment basis at a mutually agreeable time during school hours*
 - *Conferences may be held on an appointment basis at a mutually agreeable time*
 - *Parents may volunteer, following district protocols for volunteers on campus*

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
 - *Daily communication logs sent home with student*
 - *SchoolMessenger*
 - *Email communication*
 - *Handouts/parent letters*

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes

from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school:ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

California Department of Education

Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Whittier K-12 (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Red	Orange	None	None	None	None
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Orange	None	None	None	None
Students with Disabilities	Red	Orange	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	None	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

APPENDIX E**2021-2022 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: WHITTIER K-12

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Schoolwide Tiered Attendance

***Strategy/Activity - Description**

Whittier School is an alternative school that serves students from across the district. Transportation is provided to eligible students as part of their Individualized Education Program. Since Whittier is not a neighborhood school and the majority of students are bused to the site, there are barriers to student attendance. A tiered attendance system will be utilized to identify and support students (and their families) who are chronically absent, or who are at risk of chronic absenteeism and will include the Principal, School Clerk, School Nurse, teachers, and paraprofessionals. Tier 1 will include universal strategies to encourage good attendance for all students. Tier 2 will provide early intervention and support for students who are at risk of becoming chronically absent (based on attendance data) including phone calls, parent meetings (virtual or in-person, as appropriate), individual systems to reinforce attendance, and parent education. Tier 3 will provide intensive support for students who are facing challenges getting to school. Tier 3 supports may include home visits, parent meetings (virtual or in-person, as appropriate), individual systems of reinforcement for attendance, parent education, and referral to additional services to support student attendance. Student attendance data will be reviewed every two weeks.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	Modifications based on qualitative and quantitative data.

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress monitoring results, etc.).	assessments, pre/post test, progress monitoring results, etc.).	
Non Clsrn Tchr Hrly		\$2,099.07	31820-1957	Certificated teachers will work alongside administration and School Clerk to identify and connect with families and students who are chronically absent or at risk of chronic absenteeism.	This strategy was fully implemented, and we were saw a modest decrease in the number of chronically absent students. We believe that this first year was a good start and future years will show better results.	This was an effective strategy.	No modifications other than a hopeful increase in funding and subsequent increase in the use of this strategy.
Clerical OTBS Hrly		\$2,062.91	31820-2451	School Clerk will work alongside administration and certificated staff to identify and connect with families and students who are chronically absent or who are at risk of chronic absenteeism.	This strategy was fully implemented, and we were saw a modest decrease in the number of chronically absent students. We believe that this first year was a good start and future years will show better results.	This was an effective strategy.	No modifications other than a hopeful increase in funding and subsequent increase in the use of this strategy.

Schoolwide PBIS Framework

***Strategy/Activity - Description**

Whittier school serves students with moderate to severe special needs, including students with significant behavioral challenges. Individualized Education Plan goals address behavior and social-emotional skills, and most students also have a Behavior Intervention Plan that details strategies to support behavior and the teaching of replacement behaviors. In addition to the individual supports, a school-wide Positive Behavior Intervention and

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supports (PBIS) program will be developed, all teachers and paraprofessionals will receive training, and the program will be implemented to support positive student behaviors. This plan will include school-wide reinforcement systems (e.g. Caught You Being " ____ " slips), school-wide behavior expectations specific to areas of the school in line with the Wildcat Way, monthly awards ceremonies, plans for teaching and reinforcing appropriate school behaviors, and training in behavior emergency response. Student behavior data will be reviewed monthly.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrn Tch Hrly		\$3,000.05	31820-1957	Hourly pay will be used for certificated teachers to engage in work around a schoolwide Positive Behavior Interventions and	We have implemented several effective systems for PBIS and plan on continuing to build. From these systems we noted a 9%	This was an effective strategy.	No modifications are planned because this was our first year of PBIS design.

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				Supports (PBIS) program. Work may include development of school PBIS program, implementation of PBIS program, review of data regarding student data, and training in behavior emergency response.	decrease in negative behaviors related to the removal of negative consequences.		
Special Ed Tech Clstrm Hrly		\$3,299.30	31820-2154	Substitutes for paraprofessionals will be utilized to provide time for paraprofessionals to receive professional development and training for the implementation of the PBIS program, and may include training on behavior emergency response.	We have implemented several effective systems for PBIS and plan on continuing to build. From these systems we noted a 9% decrease in negative behaviors related to the removal of negative consequences.	This was an effective strategy.	No modifications are planned because this was our first year of PBIS design.
Prof&Curriclm Dev Vist Tchr		\$1,801.95	31820-1192	Visiting Teachers will be used to allow certificated teachers to engage in work around a	We have implemented several effective systems for PBIS and plan on continuing to build.	This was an effective strategy.	No modifications are planned because this was our first year of PBIS design.

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>schoolwide Positive Behavior Interventions and Supports (PBIS) program. Work may include development of school PBIS program, implementation of the PBIS program, review of data regarding student behavior, and behavior emergency response.</p>	<p>From these systems we noted a 9% decrease in negative behaviors related to the removal of negative consequences.</p>		
Classroom PARAS Hrly		\$1,800.71	31820-2151	<p>Hourly pay will be used to provide time for paraprofessionals to receive professional development and training for the implementation of the PBIS program and may include training in behavior emergency response.</p>	<p>We have implemented several effective systems for PBIS and plan on continuing to build. From these systems we noted a 9% decrease in negative behaviors related to the removal of negative consequences.</p>	<p>This was an effective strategy.</p>	<p>No modifications are planned because this was our first year of PBIS design.</p>

Goal 2 - English Language Arts

Professional Development/PLC

***Strategy/Activity - Description**

The Whittier instructional team will continue work around identifying how to address ELA priority standards through curriculum and IEP goals. Additional supplies needed to support ELA goals will be identified. The instructional team will review IEP progress reports each grading period to identify students who are making progress, students who are not making progress, goals to be revised, and/or goals to be added.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$3,075.30	30106-4301	Budget will be utilized for relevant materials, curriculum, and supplies.	This strategy was effective in increasing student access to instructional materials that	This was an effective strategy.	No modifications.

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					increase engagement.		
Supplies		\$1,592.31	30100-4301	Budget will be used for supplies and curriculum related to IEP goals and priority standards.	This strategy was effective in increasing student access to instructional materials that decrease negative behaviors related to the student's disability and increase the student's ability to implement IEP goals. The result was a 22% increase in the number of students meeting IEP goal progress.	This was an effective strategy.	No modifications.
Non Clsrm Tchr Hrly		\$4,714.96	30100-1957	Budget will be utilized to provide teachers with time to review IEP goals, plan and prep materials and instruction, and engage in Professional Learning Communities (PLCs) around instruction.	This strategy was used to provide extra time for teachers to develop IEP related lessons and goals.	This was an effective strategy.	No modifications.
Prof&Curriclm Dev Vist Tchr		\$7,788.73	30100-1192	Visiting Teachers will be utilized for curriculum	This strategy was used to provide extra time for	This was an effective strategy.	No modifications.

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				development, professional development, and/or Professional Learning Communities (PLC).	teachers to develop IEP related lessons and goals.		
Contracted Svcs Less Than \$25K		\$1.00	30100-5853	Budget will be utilized for relevant professional development as opportunities arise.	This was used as a budgetary placeholder and the funds were not realized.	This was used as a budgetary placeholder and the funds were not realized.	This was used as a budgetary placeholder and the funds were not realized.

Goal 3 - Mathematics

Professional Development/PLC

***Strategy/Activity - Description**

The Whittier instructional team will continue work on a school-wide plan for addressing priority math standards through classroom instruction and IEP goals. The team will review results of site-developed and curriculum-based assessments and IEP goal progress to identify areas of need. The instructional team will then identify the current levels of implementation of math instruction in alignment with the priority math standards and the resources available to address the identified priority math standards. The team will identify areas of need for professional development and resources, and will work with district resources to tailor professional development to the math instruction needs of Whittier.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Visiting Teachers will be utilized for curriculum	This strategy was used to provide extra time for teachers to develop	This was an effective strategy.	No modifications.

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				development, professional development, and/or Professional Learning Communities (PLC).	IEP related lessons and goals.		

Goal 5 - Supporting Students with Disabilities

Professional Development/PLC

***Strategy/Activity - Description**

Whittier staff will work to create a structure plan/scope and sequence for age/grade level adaptive life skills and transition skills that can be used to guide instruction. Students 16 and older will participate in the development of their person-centered plans and a transition meeting with their transition teacher. As activities resume, opportunities for community based instruction will be identified for students to participate in.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Other Nonclsrms PARAS Hrly		\$3,992.70	30106-2955	Budget will be utilized to allow time for paraprofessionals to engage in professional	This strategy was used to provide extra time for teachers to develop IEP related lessons and goals.	This was an effective strategy.	No modifications.

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>development, Professional Learning Communities (PLCs) and other relevant work around supporting students with disabilities.</p>			
This area is intentionally left blank for data entry							

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Opportunities for family engagement will include in-person and virtual events as well as updating of resources (such as school website) for parents and families. Weekly Principal Office Hours will be held virtually. Events such as Coffee with the Principal will resume when able to. Parents/families will be included in virtual school-wide events, as well as in-person events when these events resume. In-person events will be held on campus as well as in the community.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$277.00	30103-4301	Budget will support supplies needed for activities designed to encourage	Through the use of these funds we were able to hold several parent engagement events	This was an effective strategy	No modifications required.

Whittier K-12 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				family engagement.	and a subsequent increase in attendance among parents.		

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Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

Whittier utilizes modified curriculum to meet the needs of each student and does not currently offer an official ethnic studies courses, although diverse reading material is utilized in ELA classes. Relevant books about black youth will be identified and modified book studies created to address the experiences of black youth. All students will participate in the book studies to support the development of an antiracist and restorative school community.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

What are my leadership strategies in service of the goals? By creating an environment where our teachers are comfortable in the discussion of race and ethnicity combined with the strategy of teaching students about their powerful history we will see a more understanding and supportive staff.

SCHOOL NAME: WHITTIER K-12

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 4- Supporting English Learners

Professional Development

***Strategy/Activity - Description**

Teachers will access district-wide training to be proficient in the administration of ELPAC or approved alternative assessment to assist in the appropriate reclassification of EL's. All identified ELs at Whittier will take the appropriate assessment as specified in their IEPs. All students at Whittier are impacted in language and communication deficits, and having an accurate understanding of the needs of our EL students is critical in meeting their needs in communication and language. Based on the results of the assessments, students who may be eligible for reclassification will be identified and the process of reclassification begun.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

Whittier K-12 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						results, etc.).	
Non Clsrn Tchr Hrly		\$2,357.47	09800-1957	Hourly pay will be utilized for teachers to attend training in administration of ELPAC, alternate ELPAC, or other alternate EL assessments and/or scoring and materials development.	Based on an increase of 12% in the number of students who score at a level 4 and above on ELPAC, we are continuing the practice of paying teacher to administer the assessment	All evidence suggests that this is a successful strategy.	None
Prof&Curriclm Dev Vist Tchr		\$2,596.24	09800-1192	Visiting Teachers will be utilized to allow teachers release time to assess English Learners, as well as opportunities for assessment trainings (ELPAC, alt ELPAC, etc), professional development, strategic planning, and curriculum development for English Learners.	Based on the increase in ELPAC scores, we believe that this is an effective strategy and will continue this practice as long as budget permits.	All evidence suggests that this is a successful strategy.	None

Goal 5 - Supporting Students with Disabilities

Professional Development/PLC

***Strategy/Activity - Description**

Whittier staff will work to create a structure plan/scope and sequence for age/grade level adaptive life skills and transition skills that can be used to guide instruction. Students 16 and older will participate in the development of their person-centered plans and a transition meeting with their transition teacher. As activities resume, opportunities for community based instruction will be identified for students to participate in.

***Proposed Expenditures for this Strategy/Activity**

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$2,514.29	09800-4301	Budget will be utilized for supplies and materials needed to support students, IEP	As a general rule, this supply funds are used to provide supplementary instructional tools for high needs	All evidence suggests that this is a successful strategy.	None

Whittier K-12 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				goals, and curriculum.	student. This has been shown to decrease the number of interruptions to a student's learning and also increased students' progress on IEP goals.		
Conference Local		\$1.00	09800-5209	Budget will be utilized for relevant conferences as opportunities arise.	This budget line was used as a placeholder and was not spent.	Strategy not implemented	This budget line was used as a placeholder and was not spent.
Travel Conference		\$1.00	09800-5207	Budget will be utilized for travel for relevant conferences as opportunities arise.	This budget line was used as a placeholder and was not spent.	Strategy not implemented	When budget permits we will implement the attendance at conferences.
Contracted Svcs Less Than \$25K		\$1.00	09800-5853	Budget will be utilized for relevant contracted training as opportunities arise.	This budget line was used as a placeholder and was not spent.	Strategy not implemented	In the future we hope to integrate contracted services but this years budget did not allow the team to attend.
Classroom Teacher Hrly		\$1.19	09800-1157	Budget will be utilized for hourly classroom teachers as needed.	This budget line was used as a placeholder and was not spent.	Strategy not implemented	In the future we hope to increase students' access to 1-1 teacher time.

What are my leadership strategies in service of the goals?