



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Weber High	39686763930427		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the

changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Weber's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

How, when, and with whom did your 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

Weber staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a voice in what Weber's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- December 19, 2023
- January 16, 2024
- February 20, 2024
- March 12, 2024
- April 16, 2024
- September 18, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Title 1 Parent Meeting Last Year: August 18, 2023

- Title 1 Parent Meeting this year -August 20, 2024
- Monthly Coffee Hour on September 18, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on August 12, 2024

- Leadership Meeting on September 12, 2024
- Faculty Meeting on September 9, 2024
- Student Leadership Meeting on August 28, 2024

Resource Inequities (CSI and ATSI Only)

Briefly identify and describe any resource inequities identified as a result of the required needs assessment.

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Weber, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	population too small, no indicator	population too small, no indicator	X	X	X	population too small, no indicator
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	population too small, no indicator	population too small, no indicator
Homeless Youth	X	X	population too small, no indicator	X	X	population too small, no indicator
Students with Disabilities	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator

Facilities is an inequity for Weber. We have inadequate PE facilities and science facilities. We are unable to properly carry out all of the required PE units. I believe with more appropriate science labs students would have a better science experience and obtain deeper learning which would transfer to higher scores on the Science State Assessment.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students		90 points below standard (orange)				
Foster Youth						
English Learner						
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged		85.9 points below standard (orange)				
Student with Disabilities						
African American						
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic		87.1 points below standard (orange)				
Two or More Races						
Pacific Islander/Native Hawaiian						
White						

Several major gaps were observed between student groups on the CA Dashboard Indicators for Weber Institute. Weber has historically had a challenge with the high number of students performing poorly in Math. Weber is focusing on improving math instruction and engagement with new curriculum.

Trend data was also reviewed year over year which resulted in observing a reduced number of student graduating college ready. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified grades in Math and Science classes as areas of focus for this 2024-2025 school year due to high failure rates in these courses. When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement:

- Math teacher PD
- School Day Intervention
- Improving students awareness of A-G requirements

Weber's school plan is reviewed annually and updated throughout the year, with input and feedback from our stakeholders. During the 2023-2024 school year, Weber Institute conducted a Comprehensive Needs Assessment (CNA) process that included a review of the school's mission and vision, educational expectations, assessment data, and achievement gaps. These meetings with stakeholders included the monthly School site Council (SSC), ELAC, parents, teachers, administrators, and other staff. Through several brainstorming activities, interviews, examination of documents, curriculum guides, professional development agendas, surveys of teachers and parents, classroom observations, and instructional walks, the CNA identified the following priorities using the Decision Making Model (DMM) for possible insights for the achievement gap in Reading, Math, and Science:

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	School Goal for ELA/ELD: By EOY 2025, per I-Ready Diagnostic 3 Results Report, the total number of students performing above grade level will increase by 5 %.
	By June 2025, the percentage of EL students meeting SUSD reclassification criteria will increase by 10% students.
	School Goal for Math: By December 2024 we will decrease the number of students failing Algebra 1 by 10%.
	School Goal for College and Career Readiness: By June 2025, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements or programs that align with state board approved career technical educational standards by 10%.
	By June 2025, the graduation rate will remain above 95%.
	By June 2025, increase the number of students completing CTE Pathways by 10%

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of students performing above grade level for ELA	29%	34%
# of EL students classifying to proficient	4	9

# of Students Failing Algebra 1	9	<10
% of students A-G ready	38%	42%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Informational posters to support Graduation, A-G completion, and Pathway Completion.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: Instructional Materials: \$2542</p>	All Students	\$2,542	0100 - LCFF/S&C (site)
1.1.2	<p>College Readiness</p> <p>All grade levels will be provided with one grade level, college field trips to explore first hand (UC, CSU, Technical and Private) school offerings and majors. Students will also go on fieldtrips to expose them to the work environment for their chosen academy.</p> <p>Title I Funding Allocation: No additional site Title 1 funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: Transportation: \$20,100</p>	All Students	\$20,100	0100 - LCFF/S&C (site)

1.1.3	<p>A-G High School Courses</p> <p>All grade levels will be provided with Grade Level Academic lessons which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements.</p> <p>Credit recovery and the achievement of graduation and A-G requirements may also be completed through the Credit Recovery Program. Students will be placed in Academic support classes by the school counselor.</p> <p>Additional support for students will be provided through in class interventions and after school tutoring. After school tutoring will be provided three times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Reteaching of concepts and standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: Additional Teacher Compensation: \$34,200</p>	All Students	\$34,200	0100 - LCFF/S&C (site)
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1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual Instructional Program support for K-12th grade students: Bilingual Assistant in class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Bilingual Assistant (.75 FTE - Centralized Funded) will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. Bilingual Assistant assisting with EL parent nights and parent communication.</p> <p>Summer School: Metrics for Progress Monitoring: ELPAC performance, English Learner Progress Indicator, Reclassification Rate.</p> <p>Title I Funding Allocation: Bilingual Assist Additional Compensation: \$400</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	English Learners	\$400	3010 - Title I
1.1.5	<p>English Learner Professional Development</p> <p>There is a English Learner Support Team attending regularly scheduled Professional Development provided by the Language Development Office. SUSD ELD Specialist will provide PD for Weber Staff at a regularly scheduled staff meeting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>	English Learners		

1.1.6	<p>English Learner Programs and Supports</p> <p>Extra support will be provided for ELD students during advisory period.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners		
1.1.7	<p>Teacher Collaboration, Professional Development & Academic Support</p> <p>Subject specific conferences i.e. Asilomar Math and ELA conferences, Social Science Online Professional Development, and Science District Led Professional Development days.</p> <p>Collaboration, data reviewing, and instructional practices and senior project evaluation will be shared on a weekly basis. Teacher Additional Comp for data review in support of instructional practices.</p> <p>Instructional Coach PD preparation and delivery outside of normal working hours.</p> <p>Title I Funding Allocation: Additional Teacher Compensation: \$10,000 Additional Instructional Coach Compensation: \$1,000 Conferences: \$4,500</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: No additional site LCFF is being allocated for this strategy.</p>	All Students	<p>\$4,500</p> <p>\$10,000</p> <p>\$1,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>			

1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Substitutes to release teachers for full day collaboration, lesson studies, and Cross Curricular integration PD. Teachers will be provided one day during the school year for twenty-three teachers</p> <p>Title I Funding Allocation: Additional Substitute Teacher Compensation: \$5,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students	\$5,000	3010 - Title I
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			
1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>			

1.1.13	<p>Literacy and Library Supports</p> <p>Purchase library books and reference materials to support literacy and research.</p> <p>Instructional Materials/Supplies. Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology. Additionally there are non-instructional Materials and supplies to support teachers.</p> <p>Title I Funding Allocation: Instructional Materials: \$5,000 Non-Instructional Supplies: \$242 Books and Reference Materials: \$5,000</p> <p>LCAP 1.13 Literacy and Library Supports Instructional Materials: \$1000 Books and Reference Materials: \$1,885</p>	All Students	<p>\$1,885</p> <p>\$1,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>\$242</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Additional support for students will be provided through in class interventions and after school tutoring. After school tutoring will be provided three times a week for one hour. Teachers will provide students with support and resources needed for the mastery of skills. Reteaching of concepts and standards through targeted small group intervention or one-on-one instruction will be provided to students during this time so that they can complete their homework or assignments.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			

1.1.16	Outdoor Education/Science Camp Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy 1 Implementation: Our ELA teachers went to an ELA conference and each academy did meet at least once to collaborate about cross curricular projects and providing real life opportunities for students outside of the classroom. Teachers were also provided with professional development from Solution Tree Consultants. Substitute teachers were required for this PD. Teachers have been solidifying their essential learning for each of their courses to ensure students learn the priority standards. Strategy 2 Teachers have been continuing to provide tutoring after school to provide extra support for students needing it. Counselors have been meeting with students and changing class schedules to ensure they are on track to graduate and to encourage them to do what is necessary so that they graduate A-G complaint. Our Bilingual Assistant is now a .75 position and has helped to ensure as many students reclassify as possible. She has been valuable in providing support to students and families. Students are struggling with making up courses in CyberHigh. It is one of the few options we have for credit recovery. Many students are going back into the physical class they failed to make it up. Our Instructional Coach has been instrumental in supporting teachers with instruction and helping to improve PLC processes on our site to ensure we are serving all students to the best of our ability. Strategy 3 We have purchased many software programs to improve engagement and assessment practices on campus. Implementation and training for the programs have been inconsistent. The teachers using the programs are very happy with them and are making great use of them, but sitewide training and implementation is needed. The site has purchased a few ViewSonic smartboards to replace boards that are no longer working or performing to slow. We will continue to replace aging ViewSonic machine with new models. Although we spent more money on smartboards this year, we have a Library Media Assistant that has revamped our library and we will be purchasing more books for the library in the near future. Strategy 4 This year more than 60% of our students went on at least one fieldtrip. There was an emphasis on exposing our students to college and career outside of the classroom. Many students have expressed how valuable the experiences have been and are now looking forward to going to

college.

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

We spend more on substitutes to allow teachers to collaborate and to provide PD for them than originally planned. We also spent more on transportation for fieldtrips than originally planned. We were able to move money from instructional supplies and use other funding sources this year for that. This allowed us to provide more PD and fieldtrips. Since teachers met during the work day to collaborate, not as much was needed for additional comp.

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.

The goals and strategies will be somewhat consistent in the next year plan. There will be some additions based on our WASC report and visit and priorities identified. The amounts of money allocated to different strategies will be modified based on projected need for the new year. To better align with our WASC action plan we will be developing a committee to evaluate and revamp if needed our senior project to be more of a high school experience than a senior driven expectation. Align consistent rigorous expectations school wide. Staff will be provided with PD on integrated EL strategies to incorporate in their classes. They will also be trained on how to best monitor and differentiate instruction for their EL students. To increase our CCI index and have more students graduate College and Career Ready, we will be implementing a 4 year plan for all students to fill out and meet with their counselor annually about to communicate progress toward completing the plan. We will have explicit communication about our pathway completion criteria by providing large charts for each academy and ensuring those conversations occur with CTE teachers and Counselors. To increase our Math proficiency, we will engage in a collaboration with the local community college to provide a (Math Bridge) from Weber to College. We know that many of our students struggle with Math. This will provide support from the high school and college to increase the likelihood of success.

Goal 2.1

Goal #	Description
Goal 2.1	<p>Suspension: 0 students were suspended at least once By EOY 2025, remain at a 2% or less suspension rate for all students.</p> <p>Expulsion: 1 student was expelled By EOY 2025, have a 0% expulsion rate for all students.</p> <p>School Goal for Attendance/Chronic Truancy: By the end of the 2025 school year, Weber will reduce chronic truancy by 3%. By the end of the 2025 school year, Weber will increase school wide attendance by 3%.</p> <p>School Goal for School connectedness By the end of the 2025 school year, have at least 50% of students attend a school event. By the end of the 2025 school year, have at least 10 school events this school year.</p>

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of suspension	0	0
# of students chronic absent	11%	8%
% of students that feel connected to the school	63%	80%
Number of School Connectedness Events	10	10

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>HERO: Students who are successful in displaying Weber's Expected School Wide Learning Results will be recognized during the "Academy Award" Celebration assembly held at the end of each semester. We will use HERO to track student participation and how to celebrate our students based on set criteria.</p> <p>Title I Funding Allocation: License Agreement HERO \$3,135</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, All Students, English Learners</p>	\$3,135	3010 - Title I

<p>2.1.6</p>	<p>Student Assistance Program Support (SAP)</p> <p>All grade levels will be provided with grade level academic lessons which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements.</p> <p>The Counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the Counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the Counselor based on academic need and support.</p> <p>Through the PLC process, teachers will identify students with academic and social emotional needs. They will be referred to the Counselors and SWAB team for further intervention. Students will be referred to the Counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The Counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings.</p> <p>The SWAB Team meet to discuss the student's progress and what further interventions will be provided to support the students. Students experiencing school connectedness and mild social emotional issues are referred to the PLUS team to participate in PLUS forums.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>			
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2.1.7	<p>Behavior Support Services</p> <p>Through Weber's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. Weber will provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling, structured student engagement activities, etc.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			

2.1.11	<p>Student Attendance and Truancy</p> <p>The Leadership and PLUS programs support initiatives to increase attendance. The ASB and leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students identified as having attendance concerns are invited to participate in PLUS forums to discuss barriers to attendance and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>			
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			
2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.15</p>	<p>School Connectedness</p> <p>The ASB and leadership classes promote a positive school culture and climate through the use of lunch time events, activities and sporting events that celebrate school spirit, attendance, and engagement. Students are invited to participate in PLUS forums to discuss barriers to a positive school experience and potential solutions. Students are able to take ownership of their discussions and actively engage in the collaborative experience offered by PLUS forums. Students are able to highlight some of the concerns they have and provide feedback through the PLUS survey regarding their connectedness to the staff and campus at large. The Leadership/PLUS teacher will attend CADA conference to bring back idea of how to improve our school climate. These ideas will be implemented by the PLUS/Leadership classes.</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) Program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>The Plus Team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: Conferences: \$5,000 Additional Teacher Compensation: \$23,115</p>	<p>All Students</p>	<p>\$5,000</p> <p>\$23,115</p>	<p>0100 - LCFF/S&C (site)</p> <p>0100 - LCFF/S&C (site)</p>
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2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy</p>			
2.1.17	<p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.20</p>	<p>Instructional Technology</p> <p>To provide students with resources and support to increase reading and writing proficiency across all disciplines. Teachers will be provided with access to software that increases the engagement and ability to assess evidence of learning across all subject areas. These programs allow teacher other tools to measure whether students have learned or are learning the content being presented to them.</p> <p>License Agreements for software such as Edpuzzle, Quizziz, etc. Turnitin, Ed puzzle, Quizz , Quizlet. To provide students with resources and support to improve literacy skills (e.g., fluency, accuracy, vocabulary, and comprehension, and listening), improve basic math computation and solving word problems (e.g., fluency, computation, accuracy and comprehension) using Academy specific cross curricular projects to increase interest and rigor (such as emerging level for English Learner students) and meet grade level expectations (e.g., level 2 and 3 question development, web-based programs that supports student collaboration (e.g., pair-share,).</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Title I Funding Allocation: License Agreements: \$8,000 Equipment: \$ 15,000</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, All Students, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$8,000</p> <p>\$15,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
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2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy 1 The strategies for this goal were implemented as planned. The teacher has done an excellent job directing PLUS students. Students have done a wonderful job creating activities to engage Weber students and creating opportunities for them to be connected to the school and each other. Strategy 2 Small group counseling sessions and sporting opportunities have also been created by one of our counselors to help create opportunities for students to connect with the school and other students. Strategy 3 HERO has been used mostly by classified staff to hold students accountable for dress code and tardiness to school. More training is needed for teachers to use it to recognize students for positive behaviors. Students are being recognized for excellent and improved attendance and for high GPA's. Small weekly celebrations are happening to encourage students to arrive to school on time.

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

No major differences.

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.

No major changes -Increase opportunities for staff to get to know each other better to provide the best environment for our student. Recognize staff more consistently for successes in and out of the classroom. We have many events we will plan for next year to improve the culture and relationships between the adults on campus. We know that they serve students better when they are at their best. We plan to re-establish our Sunshine Club, have a staff retreat, host an alumni mixer, and increase our staff recognition for achieving site goals. A PD plan will be established by leadership/guiding coalition and communicated with staff. We intend to continue our coffee hours and to livestream them for increased participation. We will work with the district leadership and facilities team to ensure we are providing the best possible facilities to meet the needs of our students, this includes library space, adequate science labs and equipment and outdoor facilities for Physical Education.

Goal 3.1

Goal #	Description
Goal 3.1	

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Build relationships with local businesses in order to provide internships and on site job training for students in the CTE pathways. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.			
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.			

3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.			
3.1.4	Expanded Learning and Enrichment Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Our Parent Coffee Hours were held in person and on YouTube live for parents that were not able to attend in person. Visits were made to elementary schools to build connections with feeder sites and sports tournaments were held to engage students with students at other specialty school sites. Students in the Tech Academy participated in internships with local business district departments and politicians. Students tutored at district elementary schools and the medical academy students interned at local medical facilities. A Stockton Chamber of Commerce Mixer was held at Weber which invited business owners to learn more about the programs and how we can support each other.

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

More money was spent on meeting expenses and food with increased participation.

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.

No major changes - Expand schoolwide community engagement activities. We would like to improve our relationships with all stakeholders. We intend to do this by

providing more parent/community engagement activities, expanding on pre-existing partnerships and students know the where, when, why and what for community services. We will also work with district leadership to find opportunities to increase the ability for us to support students with transportation needs for internship opportunities.

Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships: By June 2025, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders. By June 2025, establish two new opportunities for stakeholders to be engaged with the school community. Provide more opportunities for Business partners to engage with the school/students. Provide thirty Internship opportunities for Weber students

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent coffee hours	Average of 20 parents in attendance	Average 22 parents in attendance
Mock interviews	2	3
Academy Expo	2	3
Student internships	20	25

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement	All Students	\$83,000	3010 - Title I

<p>School site will hire a full time Community Assistant to serve in a liaison capacity between school and community to secure parent involvement and share information related to school programs and events. The Community Assistant will be asked to work outside of the normal work hours to run evening family engagement events. The Community Assistant will work evening coffee hours and back to school events, and parent communication paraphernalia outside of the normal work hours.</p> <p>Weber will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support.</p> <p>Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings.</p> <p>Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee and monthly newsletters Parents routinely receive communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events and informational meetings.) and information to parents of the entire student body. The school website and marquee is regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.</p> <p>ParentView access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence. Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perceptions. Materials for parent and student involvement activities, such as literacy night, science night, STEM, multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.</p> <p>Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals. Parent engagement events are available throughout the school year to communicate information that will support students in achieving success. These events include monthly "Coffee Hour" with the principal, counselor and other staff members. The monthly "Coffee Hour" is held in the morning once a month. Parents are also encouraged to attend a Title I Parent Meeting which is held during Back to School Night, Winter and Spring Open House, ELAC meetings and serve on the School Site</p>	\$579	3010 - Title I - Parent
	\$1,000	3010 - Title I
	\$250	3010 - Title I - Parent
	\$2,000	3010 - Title I
	\$1,000	3010 - Title I - Parent

	<p>Council. In order to communicate effectively about all the events by and with the school we would like to use REMIND.</p> <p>Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that as our students.</p> <p>Weber will provide supplemental instructional materials, books, licenses, subscriptions, software, additional compensation/substitute costs needed for parent training, community events, and building educational partnerships.</p> <p>Title I Funding Allocation: Community Assistant Compensation with Salary & Benefits: \$83,000 Community Assistant Additional Compensation: \$579 -Title 1 Parent Additional Counselors Compensation: \$1000 Instructional Materials- \$250 - Title I Parent License Agreements: \$2000 Non-Instructional Materials: \$1000 - Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>			
4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

4.1.4	Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 5.1

Goal #	Description
Goal 5.1	

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 6.1

Goal #	Description
Goal 6.1	

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			
6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			

6.1.3	<p>Educator Gap Equity Plan</p> <p>By Fall of 2025 Weber will double its percentage of Freshmen African American Students attending of the school.</p> <p>Title I Funding Allocation: Non-Instructional Expenses: \$364 Title 1 - Parent</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	All Students	\$364	3010 - Title I - Parent
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>			
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>			

6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$145,470.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$233,312.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
3010 - Title I	\$143,277.00
3010 - Title I - Parent	\$2,193.00

Subtotal of additional federal funds included for this school: \$145,470.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$87,842.00

Subtotal of state or local funds included for this school: \$87,842.00

Total of federal, state, and/or local funds for this school: \$233,312.00

Addendums

2024-25 School Plan for Student Achievement

Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Date of Meeting

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

English Learner Advisory Committee

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive coordinated plan to reach stated school goals to improve student academic performance.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Attested:

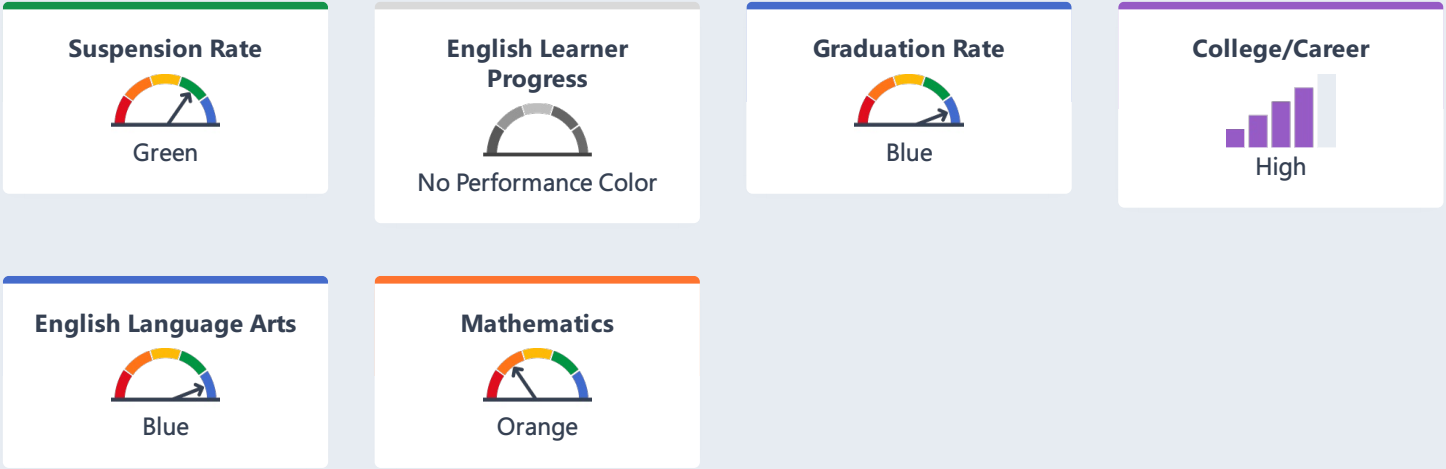
Typed Name of School Principal

Signature of School Principal

Date

Weber Institute

Explore the performance of Weber Institute under California's Accountability System.



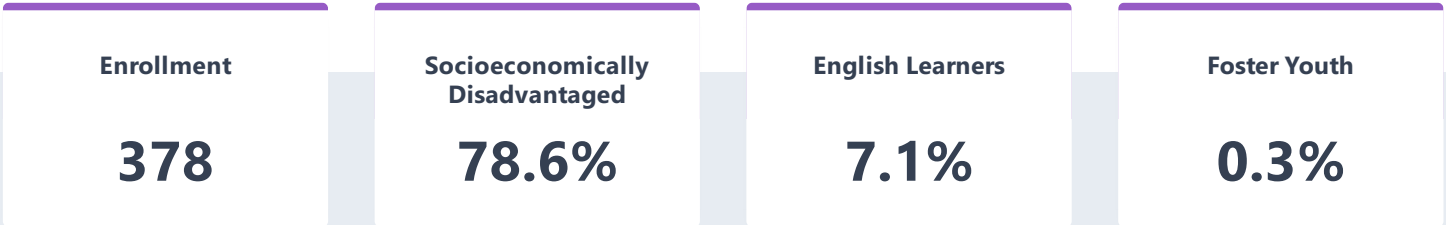
School Details

NAME Weber Institute	ADDRESS 302 West Weber Avenue Stockton, CA 95203-3124	WEBSITE N/A	GRADES SERVED 9-12
CHARTER No	DASHBOARD ALTERNATIVE SCHOOLS STATUS No		

WEBER INSTITUTE

Student Population

Explore information about this school's student population.




Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Blue

37.2 points above standard

Increased 16.4 Points ▲


EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
2 Green	0 Blue	

LEARN MORE

Mathematics



Orange

90 points below standard

Declined 6 Points ▼


EQUITY REPORT

Number of Student Groups in Each Level

0 Red	2 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress




No Performance Color

53.8% making progress

Increased 15.9% ▲

LEARN MORE

College/Career



High

68.7% prepared

EQUITY REPORT

Number of Student Groups in Each Level


0 Very Low	0 Low	0 Medium
2 High	0 Very High	

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate



Blue

96.4% graduated

Declined 3.6% ▼

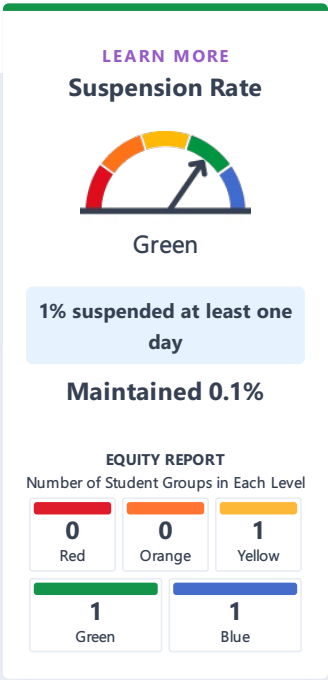
EQUITY REPORT

Number of Student Groups in Each Level

0 Red	0 Orange	0 Yellow
0 Green	2 Blue	

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Blue

37.2 points above standard


Increased 16.4 Points ▲

Number of Students: 106

Student Group Details


All Student Groups by Performance Level

9 Total Student Groups




Red

No Student Groups




Orange

No Student Groups



Yellow


No Student Groups



Green

Hispanic

Socioeconomically Disadvantaged



Blue

No Student Groups

No Performance Color

African American

American Indian

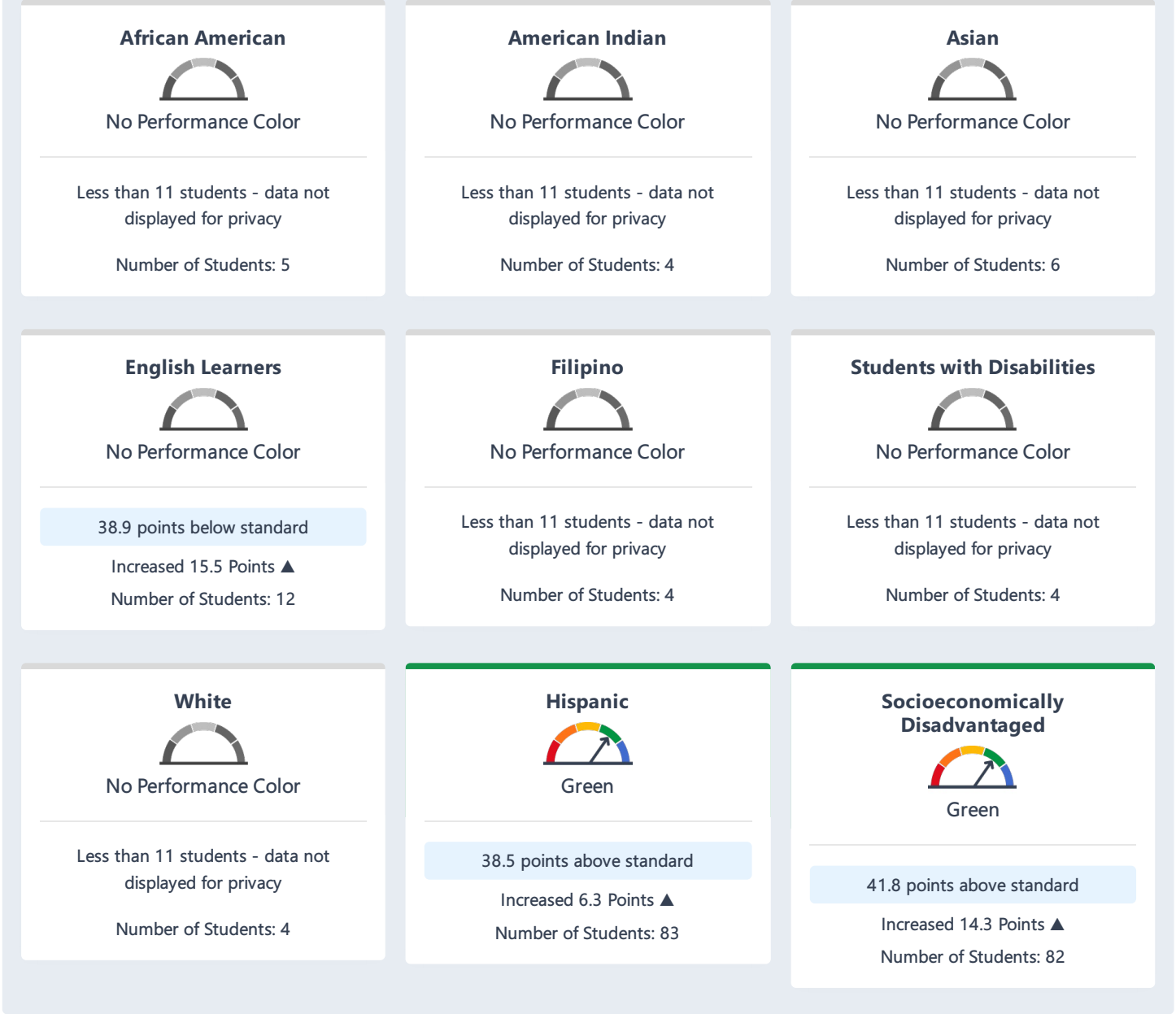
Asian

English Learners

Filipino

Students with Disabilities

White



Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	20.9 points above standard	37.2 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 3

Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Only

40.2 points above standard

Increased 39.8 Points ▲

Number of Students: 25

Mathematics

All Students

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

All Students



Orange

90 points below standard

Declined 6 Points ▼

Number of Students: 106

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



Red

No Student Groups



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

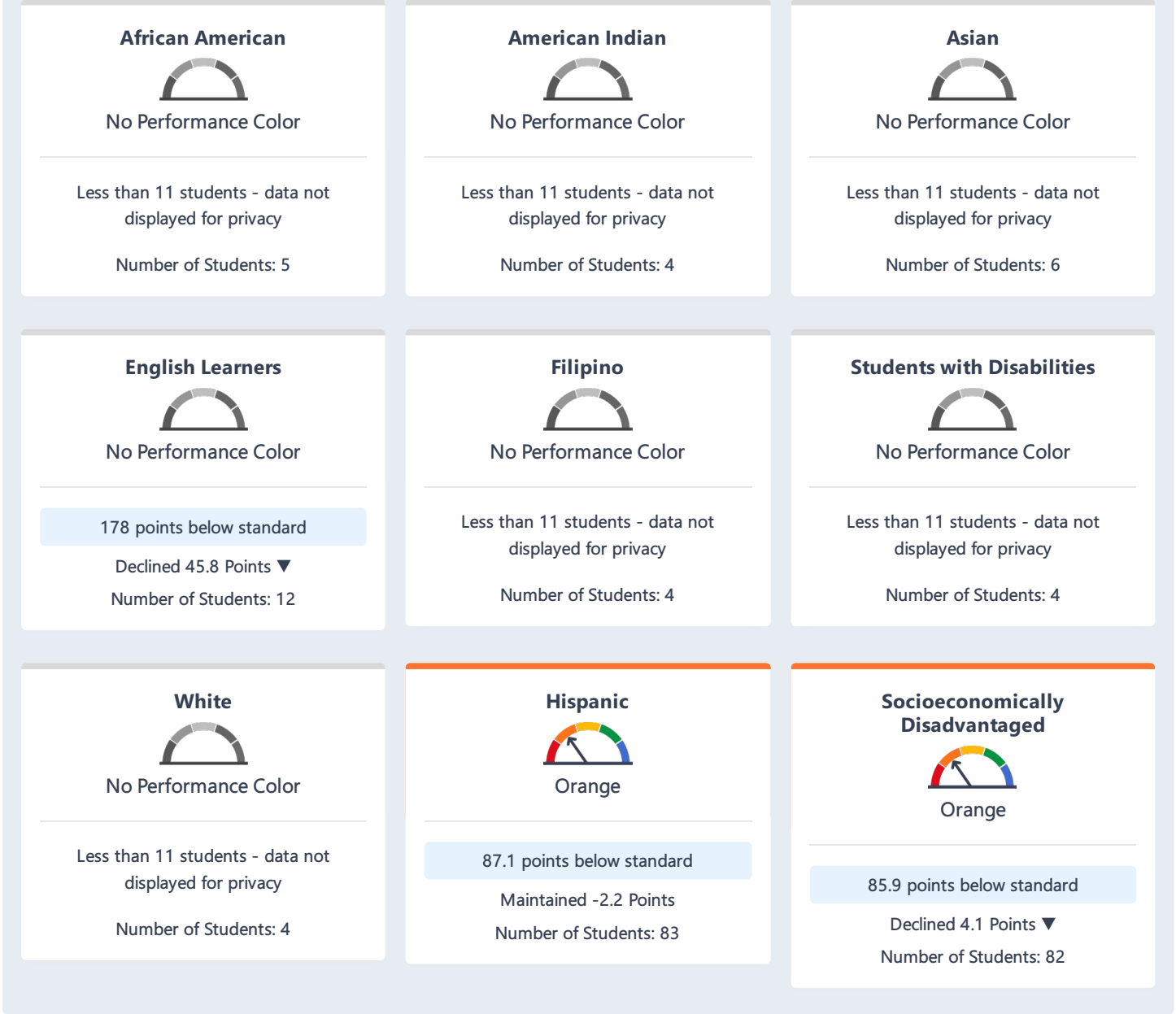
Asian

English Learners

Filipino

Students with Disabilities

White



Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	84.1 points below standard	90 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 3

Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 9

English Only

99.4 points below standard

Declined 34.2 Points ▼

Number of Students: 25

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



No Performance Color

53.8% making progress towards English language proficiency

Increased 15.9% ▲

Number of EL Students: 26

Student English Language Acquisition Results

Summative ELPAC

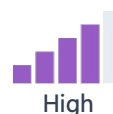
The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

College/Career

All Students

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

All Students



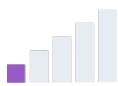
68.7% prepared

Number of Students: 83

Student Group Details

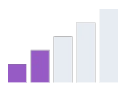
All Student Groups by Performance Level

9 Total Student Groups



Very Low

No Student Groups



Low

No Student Groups



Medium

No Student Groups



High

Hispanic

Socioeconomically Disadvantaged



Very High

No Student Groups



No Performance Level

African American

American Indian

Asian

English Learners

Filipino

Students with Disabilities

White

○ ○ ○ ● ○ ○

African American



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Level

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic



High

69.1% prepared

Number of Students: 68

Socioeconomically Disadvantaged



High

67.1% prepared

Number of Students: 73

College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2023
Not Prepared	3.6%
Approaching Prepared	27.7%
Prepared	68.7%

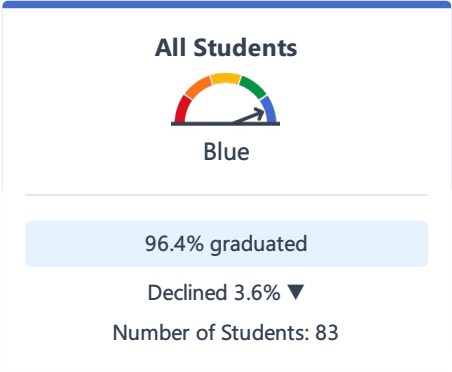
Academic Engagement

View data about academic participation.

Graduation Rate

All Students

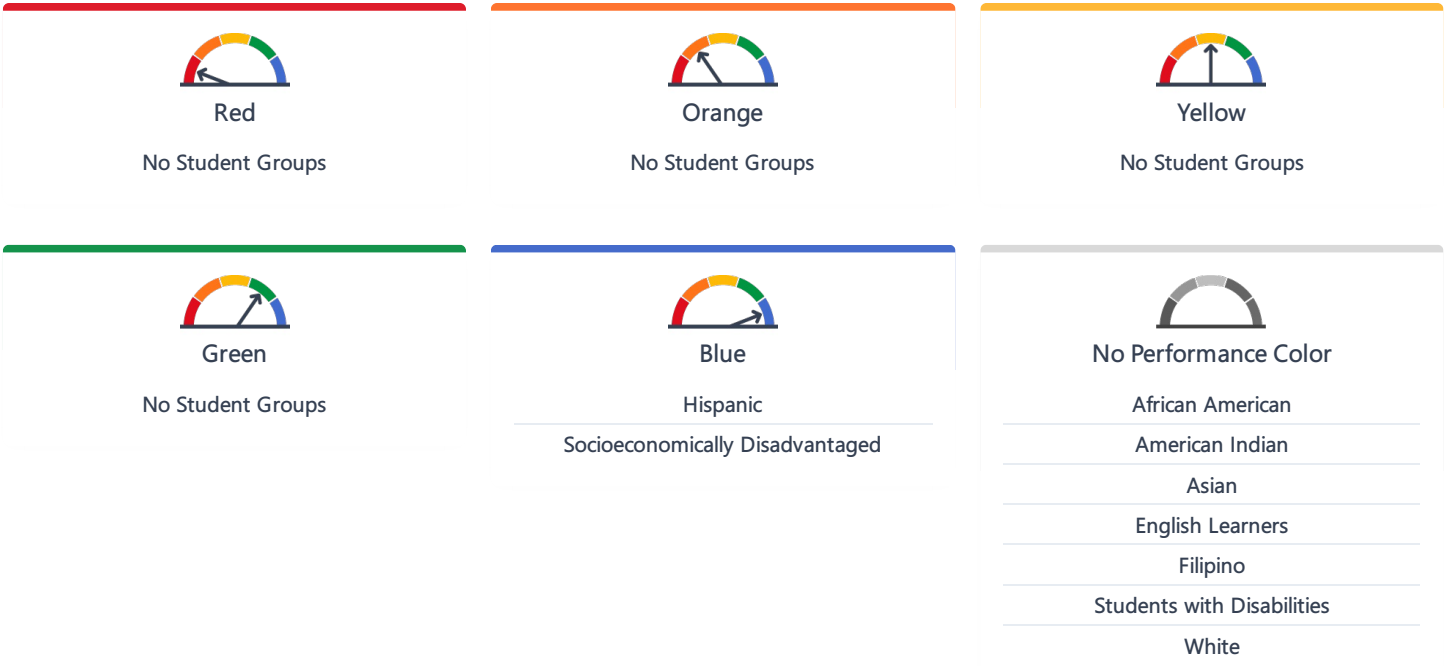
Explore information about students completing high school, which includes students who receive a standard high school diploma.



Student Group Details

All Student Groups by Performance Level

9 Total Student Groups



African American

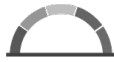


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic



Blue

95.6% graduated

Declined 4.4% ▼

Number of Students: 68

Socioeconomically Disadvantaged



Blue

95.9% graduated

Declined 4.1% ▼

Number of Students: 73

Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade

	2022	2023
Graduation Rate	100%	96.4%

5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	96.4%	0%	3.6%	96.4%	0

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
Hispanic	95.6%	0%	4.4%	95.6%	0
Socioeconomically Disadvantaged	95.9%	0%	4.1%	95.9%	0

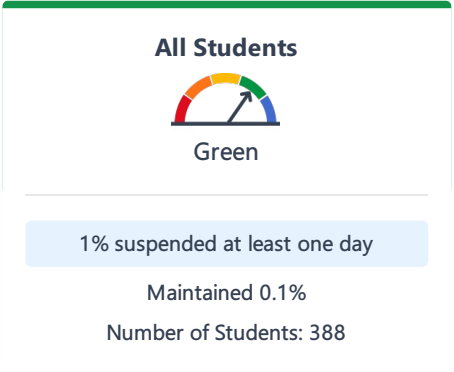
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

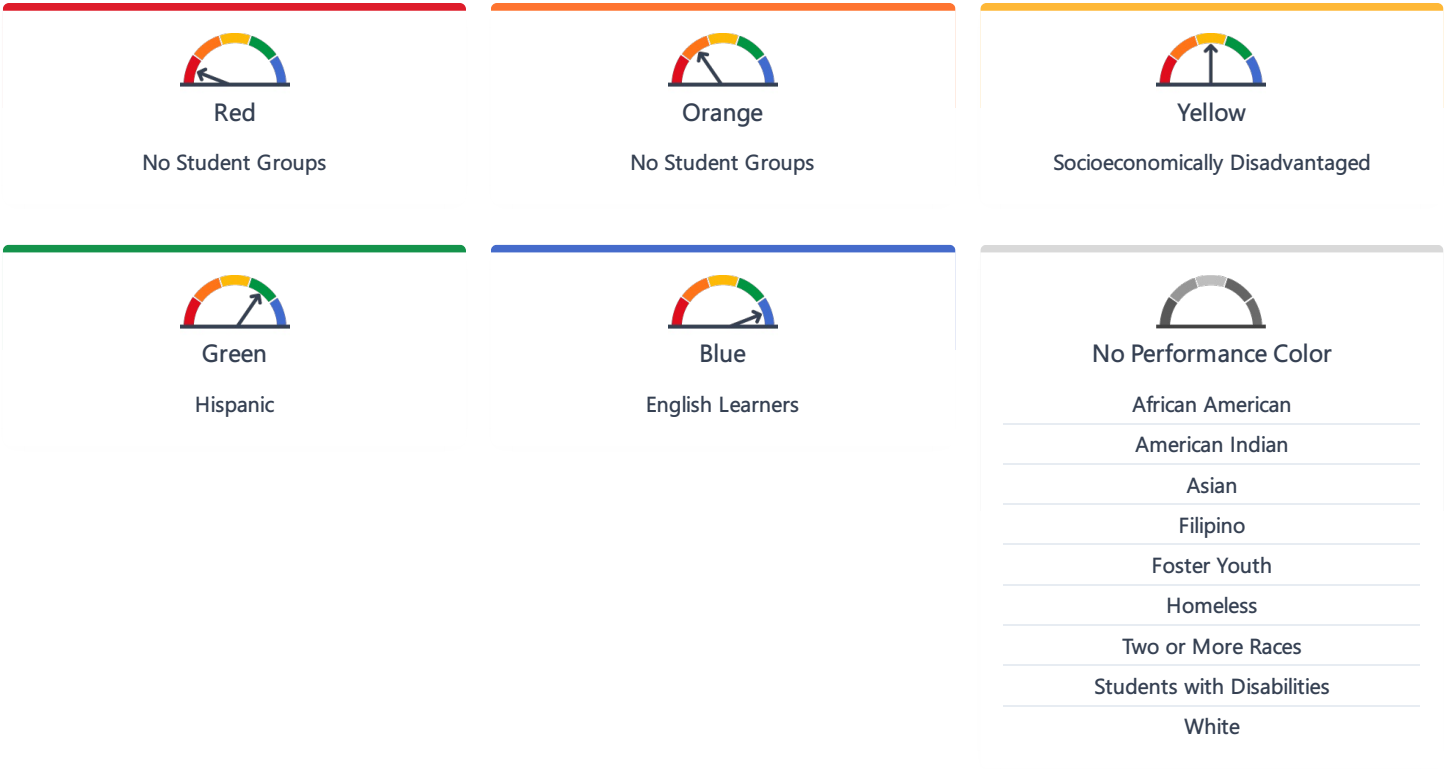
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

12 Total Student Groups



African American



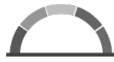
No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 15

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 23

Filipino



No Performance Color

7.7% suspended at least one day

Increased 7.7% ▲

Number of Students: 13

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 21

White



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 18

Socioeconomically Disadvantaged



Yellow

1% suspended at least one day

Increased 0.4% ▲

Number of Students: 306

Hispanic



Green

1% suspended at least one day

Maintained -0.2%

Number of Students: 310

English Learners



Blue

0% suspended at least one day

Declined 2.3% ▼

Number of Students: 30

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	1%	1%

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov