

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Senior High School	57 72710 5738802	April 14, 2025	

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

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

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

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

This plan is being used by Woodland Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Woodland Senior High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School-Wide Plan meets the ESSA requirements through:

A comprehensive needs assessment of the entire schools that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards.

The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include: strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic standards the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including: a school and family engagement policy a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement. WHS also uses multiple ways of communicating with families, including: social media, parent square, Sunday messages (phone, text, email), and school website. Social media engagement has increased tremendously and has led to more community involvement, including but not limited to Woody's Closet and community establishments contacting us about providing support to students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Woodland High School's Site Council (SSC) meets at least five times yearly. It reviews the school's data and progress on goals within the School Plan for Student Achievement (SPSA), participates in the needs assessment process, and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple community partner groups at Woodland High School, including ELAC (English Learner Advisory Committee), the School Site Council, staff, and the Student Advisory Committee (SAC). Each meeting included an in-depth review of the most recent California School Dashboard data for Woodland High School students' academic performance, attendance, reclassification, and suspension rates. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

STUDENT INPUT

Student input was gathered through a Student Advisory Committee (SAC)--created survey, to which 419 students responded. The 20-member Student Advisory Committee has a balanced representation of student groups. The SAC completed a needs assessment by reviewing survey, academic, and local data and identified "Instructional Strategies" as an area of concern. As a follow-up, the SAC met again in February 2025, reviewed the School Plan for Student Achievement (SPSA), and provided feedback on the strategies chosen for implementation. The student advisory committee agreed to add two sections of Credit Recovery to the SPSA. It reiterated the need for teachers to access high-quality professional development to implement the positive instructional strategies identified in the student survey. These were incorporated into the SPSA.

Needs assessment meetings were also held with ELAC and School Site Council on March 17, 2025.

As a result of all Needs Assessment Activities, changes to the SPSA were made due to reduced allocated funds, specifically supplemental/concentration. The supply budget for departments was reduced. Programs such as Saturday School, Tutoring, drug/alcohol counseling, and math software were reduced or cut from the budget.

ELAC reviewed and approved the SPSA on April 14, 2025, and the school site council reviewed and approved the plan on April 14, 2025.

Resource Inequities

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Based on the 2024 school dashboard, Woodland High no longer has indicators in the red. Our graduation rate had a decrease and pushed us into the orange. Math is currently in the orange due to an increase in scores.

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

There were multiple state indicators where performance for student groups was two or more performance levels below the "all student" performance. For English, English learners were in the red, and Students with disabilities were in the orange. For Math, English learners and Students with disabilities were in the red, while Hispanic and socioeconomically disadvantaged students were in the orange. Our college and career indicators had students with disabilities in the red, while the graduation rate had socioeconomically disadvantaged and white students in the orange. Suspension rates for students with disabilities, long-term English learners, and Asian students were in the orange. There were multiple strategies put in place to address any student needs, including: professional development for staff working with indicated students, experiential field trips to expose students to colleges/universities, additional staffing to expand visual and performing arts (VAPA) options, tutors for classroom and after school supports, and leadership conferences for students.

Other Needs

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

In addition to dashboard data, we utilized surveys from students, staff, and families. We also met with students in the youth advisory council to gather needs and other feedback. Additional needs included: purchasing of software (Minga) for digital IDs, hall passes and tracking Positive Behavioral Intervention and Support (PBIS) praise points, incentives for PBIS, purchasing items for campus beautification, supplies for services and operations, credit recovery classes for students behind in credits, and support for some of our other student programs (link crew/Associated Student Body)

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.67%	0.60%	0.69%	8	7	8
African American	1.18%	1.02%	0.95%	14	12	11
Asian	2.69%	2.99%	2.68%	32	35	31
Filipino	0.08%	0.17%	0.26%	1	2	3
Hispanic/Latino	73.57%	74.81%	75.76%	874	876	875
Pacific Islander	0.51%	0.43%	0.61%	6	5	7
White	17.93%	16.31%	15.15%	213	191	175
Two or More Races	2.44%	2.39%	2.60%	29	28	30
Not Reported	0.93%	1.28%	1.30%	11	15	15
Total Enrollment				1188	1171	1155

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	297	299	
Grade 10	300	295	
Grade 11	307	303	
Grade 12	284	274	
Total Enrollment	1,188	1,171	

Conclusions based on this data:

1. The percentage of students identifying as Latino/ Hispanic at 74.81%- has increased slightly from percent from last year.
2. Enrollment over the last three years shows a decline. There was a significant drop in the 21-22 school year, which continued in 22-23 and into 23-24. There is a large housing development on the other side of town that is affecting enrollment for both comprehensive high schools.
3. WHS continues to have a diverse population with no major fluctuations in any student group.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	124	147	116	10.4%	12.6%	10.0%
Fluent English Proficient (FEP)	529	516	511	44.5%	44.1%	44.2%

Conclusions based on this data:

1. The percentage of English Language Learners has steadily increased for a couple of years, reaching approximately 10% last year. There was a 2.2% increase in 23-24 school year. This has had an impact on the number of English Learner Development (ELD) classes we are offering, which is part of the overall section count and allocation for the site.
2. The number of Fluent English Proficient (FEP) students is declining slowly, indicating a need to focus on reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	290	292	284	271	258	254	268	254	254	93.4	88.4	89.4
All Grades	290	292	284	271	258	254	268	254	254	93.4	88.4	89.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2567.	2538.	2568.	17.54	9.84	16.14	29.10	26.77	32.68	27.61	27.56	24.80	25.75	35.83	26.38
All Grades	N/A	N/A	N/A	17.54	9.84	16.14	29.10	26.77	32.68	27.61	27.56	24.80	25.75	35.83	26.38

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	20.08	11.02	18.50	56.82	64.17	57.09	23.11	24.80	24.41
All Grades	20.08	11.02	18.50	56.82	64.17	57.09	23.11	24.80	24.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	19.92	13.39	18.90	53.38	48.82	53.15	26.69	37.80	27.95
All Grades	19.92	13.39	18.90	53.38	48.82	53.15	26.69	37.80	27.95

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	13.11	9.45	11.81	71.16	72.44	74.80	15.73	18.11	13.39
All Grades	13.11	9.45	11.81	71.16	72.44	74.80	15.73	18.11	13.39

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	16.79	13.78	19.29	67.91	64.96	64.17	15.30	21.26	16.54
All Grades	16.79	13.78	19.29	67.91	64.96	64.17	15.30	21.26	16.54

Conclusions based on this data:

1. In 2023-2024 overall achievement had 48.82 percent of students meeting or exceeding standards. This was a 12.21 percent increase from the previous year. There was an 11th grade assembly established and parent information sent out about the importance of the CAASPP and implications for not taking it. Incentives were established to help motivate student participation.
2. Listening is students' highest domain with 86.61 percent of students above, at, or near standard in 2023-2024.
3. In 2023-2024, Writing is students' lowest domain with 72.05 percent of students above, at, or near standard. However, there was an increase in this area from the previous year of 9.84 percent.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	290	292	284	274	256	258	274	254	258	94.5	87.7	90.8
All Grades	290	292	284	274	256	258	274	254	258	94.5	87.7	90.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2510.	2500.	2504.	3.65	1.18	3.88	12.41	7.87	11.63	19.34	22.05	18.22	64.60	68.90	66.28
All Grades	N/A	N/A	N/A	3.65	1.18	3.88	12.41	7.87	11.63	19.34	22.05	18.22	64.60	68.90	66.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	4.38	4.72	5.43	35.40	25.98	31.40	60.22	69.29	63.18
All Grades	4.38	4.72	5.43	35.40	25.98	31.40	60.22	69.29	63.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	6.20	4.72	6.98	60.58	61.42	61.63	33.21	33.86	31.40
All Grades	6.20	4.72	6.98	60.58	61.42	61.63	33.21	33.86	31.40

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.65	2.36	3.10	67.88	61.02	59.69	28.47	36.61	37.21
All Grades	3.65	2.36	3.10	67.88	61.02	59.69	28.47	36.61	37.21

Conclusions based on this data:

1. 15.51 percent of students are above or meeting standard in 23-24 assessment. This was a 6.46 percent increase from the previous year's assessments. There was an 11th grade assembly established and parent information sent out about the importance of the CAASPP and implications for not taking it. Incentives were established to help motivate student participation.
2. "Problem solving" is students' strongest domain with 68.61 percent of students at standard, near standard, or exceeding standard.
3. "Concepts and Procedures" is students' weakest domain with 36.83 percent of students at standard, near standard, or exceeding standard. This is consistent over a three year period.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1535.7	1521.4	1502.8	1528.3	1519.7	1496.2	1542.6	1522.6	1508.7	28	55	37
10	1564.8	1528.9	1541.0	1566.5	1515.1	1534.7	1562.6	1542.2	1546.9	30	29	43
11	1512.8	1557.8	1522.9	1501.5	1542.3	1502.5	1523.6	1572.9	1542.8	16	30	29
12	1552.0	*	1558.6	1550.6	*	1540.5	1552.8	*	1576.4	26	9	17
All Grades										100	123	126

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	14.29	9.09	2.70	35.71	36.36	27.03	32.14	25.45	35.14	17.86	29.09	35.14	28	55	37
10	16.67	10.34	18.60	43.33	37.93	34.88	33.33	27.59	25.58	6.67	24.14	20.93	30	29	43
11	12.50	16.67	13.79	18.75	36.67	24.14	31.25	33.33	20.69	37.50	13.33	41.38	16	30	29
12	3.85	*	29.41	46.15	*	23.53	42.31	*	23.53	7.69	*	23.53	26	*	17
All Grades	12.00	10.57	14.29	38.00	35.77	28.57	35.00	29.27	26.98	15.00	24.39	30.16	100	123	126

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	21.43	23.64	18.92	50.00	40.00	37.84	17.86	16.36	13.51	10.71	20.00	29.73	28	55	37
10	26.67	27.59	32.56	56.67	31.03	37.21	13.33	17.24	9.30	3.33	24.14	20.93	30	29	43
11	25.00	23.33	24.14	18.75	50.00	34.48	18.75	13.33	0.00	37.50	13.33	41.38	16	30	29
12	34.62	*	41.18	42.31	*	29.41	15.38	*	11.76	7.69	*	17.65	26	*	17
All Grades	27.00	22.76	27.78	45.00	42.28	35.71	16.00	14.63	8.73	12.00	20.33	27.78	100	123	126

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.57	1.82	0.00	17.86	9.09	8.11	46.43	49.09	37.84	32.14	40.00	54.05	28	55	37
10	6.67	3.45	2.33	26.67	24.14	27.91	46.67	37.93	32.56	20.00	34.48	37.21	30	29	43
11	0.00	10.00	10.34	6.25	26.67	13.79	50.00	43.33	27.59	43.75	20.00	48.28	16	30	29
12	0.00	*	23.53	15.38	*	29.41	57.69	*	17.65	26.92	*	29.41	26	*	17
All Grades	3.00	4.07	6.35	18.00	17.07	19.05	50.00	45.53	30.95	29.00	33.33	43.65	100	123	126

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	9.09	2.70	75.00	69.09	67.57	25.00	21.82	29.73	28	55	37
10	3.33	3.45	4.65	90.00	72.41	76.74	6.67	24.14	18.60	30	29	43
11	0.00	10.00	10.34	50.00	76.67	51.72	50.00	13.33	37.93	16	30	29
12	3.85	*	23.53	80.77	*	47.06	15.38	*	29.41	26	*	17
All Grades	2.00	7.32	7.94	77.00	71.54	64.29	21.00	21.14	27.78	100	123	126

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	71.43	61.82	40.54	17.86	16.36	32.43	10.71	21.82	27.03	28	55	37
10	73.33	65.52	67.44	20.00	10.34	13.95	6.67	24.14	18.60	30	29	43
11	50.00	60.00	48.28	12.50	20.00	10.34	37.50	20.00	41.38	16	30	29
12	69.23	*	58.82	23.08	*	23.53	7.69	*	17.65	26	*	17
All Grades	68.00	62.60	53.97	19.00	14.63	19.84	13.00	22.76	26.19	100	123	126

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.14	3.64	2.78	57.14	49.09	33.33	35.71	47.27	63.89	28	55	36
10	13.33	6.90	9.30	53.33	55.17	48.84	33.33	37.93	41.86	30	29	43
11	0.00	10.00	6.90	43.75	56.67	44.83	56.25	33.33	48.28	16	30	29
12	0.00	*	29.41	69.23	*	41.18	30.77	*	29.41	26	*	17
All Grades	6.00	6.50	9.60	57.00	50.41	42.40	37.00	43.09	48.00	100	123	125

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	2.78	75.00	72.73	55.56	25.00	27.27	41.67	28	55	36
10	3.33	3.45	2.33	83.33	75.86	83.72	13.33	20.69	13.95	30	29	43
11	0.00	23.33	3.45	68.75	60.00	58.62	31.25	16.67	37.93	16	30	29
12	8.00	*	0.00	84.00	*	82.35	8.00	*	17.65	25	*	17
All Grades	3.03	7.32	2.40	78.79	69.92	69.60	18.18	22.76	28.00	99	123	125

Conclusions based on this data:

1. Overall performance on the ELPAC improved. More students scored at the 3 and 4 level, indicating an improvement in language acquisition. This is likely due to an increased focus on providing tutors and intervention for English Learners. There was an 11th grade assembly established and parent information sent out about the importance of the CAASPP and implications for not taking it. Incentives were established to help motivate student participation. Similar process was done with students taking the ELPAC to stress the importance of doing their best.
2. Students classified as 4s and 3s increased slightly in 23-24. Roughly 30% of students are a level 1, 27% level 2, 28% level 3 and 14% level 4.
3. Area of greatest need is in listening with the lowest percentage of students scoring "Well Developed" (7.9%) in 23-24. This was a slight increase from previous year but a overall upward trends over last three years.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,171	80.5%	12.6%	0.6%
Total Number of Students enrolled in Woodland Senior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	147	12.6%
Foster Youth	7	0.6%
Homeless	17	1.5%
Socioeconomically Disadvantaged	943	80.5%
Students with Disabilities	176	15%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1%
American Indian	7	0.6%
Asian	35	3%
Filipino	2	0.2%
Hispanic	876	74.8%
Two or More Races	28	2.4%
Pacific Islander	5	0.4%
White	191	16.3%

Conclusions based on this data:

1. In 2023-2024, the percentage of English Learners increased to 12.6%. This was a 2.2% increase from the 22-23 data. This has a direct correlation with the number of sections we need to devote to English Language Development and the electives newcomers need to take in order to receive the support necessary.
2. In 2023-2024, roughly 80.5% of students identified as socioeconomically disadvantaged. This was a 2.3% increase from the 22-23 data. This will have a direct correlation to the number of students that may have access to AP costs and having to make decision to take a college level course or not.
3. Hispanic students remain the most significant percentage of WHS's population at 74.8%. This is a 1.2% increase from 22-23 data.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Orange	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Yellow		
College/Career  Yellow		

Conclusions based on this data:

1. The graduation rate is strong but there was a slight decrease causing a dip in the indicators to orange. College/Career indicators were high in previous years but were not reported in 2022. 2023 data show college/career indicators as medium while 2024 indicators are more consistent with other indicators and now in the yellow.
2. 2024 data indicates that ELA Performance, English Learner Progress, and Mathematics proficiency rates have increase overall and moved a level from previous years. There was an 11th grade assembly established and parent information sent out about the importance of the CAASPP and implications for not taking it. Incentives were established to help motivate student participation.
3. The suspension rate has seen a decrease from previous years and moved up a level to yellow on the indicators. Implementation of positive behavior intervention and supports (PBIS) has shown a decrease in aggressive behavior and students are seeking more assistance from staff members.

School and Student Performance Data

Academic Performance English Language Arts

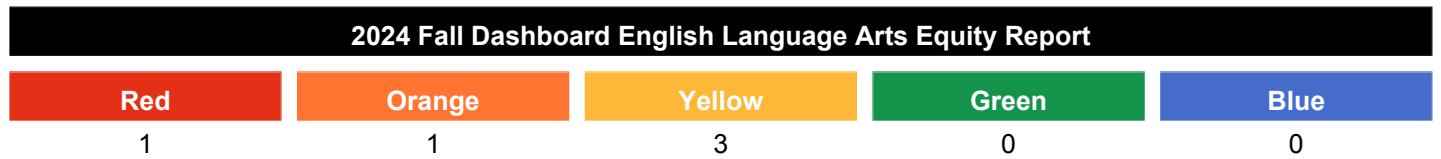
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 23.9 points below standard Increased 41.3 points 259 Students	English Learners  Red 130.2 points below standard Declined 3.2 points 39 Students	Long-Term English Learners  No Performance Color 146.5 points below standard Declined 20.4 points 11 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Yellow 36.7 points below standard Increased 32.5 points 204 Students

Students with Disabilities  Orange 150.8 points below standard Increased 3.7 points 34 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 25.0 points below standard Increased 42.6 points 187 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 20.0 points below standard Increased 48.6 points 48 Students

Conclusions based on this data:

- Overall, ELA performance increased by 43 points moving indicators to the yellow. There was an 11th grade assembly established and parent information sent out about the importance of the CAASPP and implications for not taking it. Incentives were established to help motivate student participation.
- English learners had a slight decrease of 3.2 points keeping them in the red. Will continue to provide strategies and best practices for working with English learners to the entire staff.
- In overall performance, six groups are points below the standard, ranging from 20 points below standard (white students) to 150.8 points below standard (students with disabilities).

School and Student Performance Data

Academic Performance Mathematics

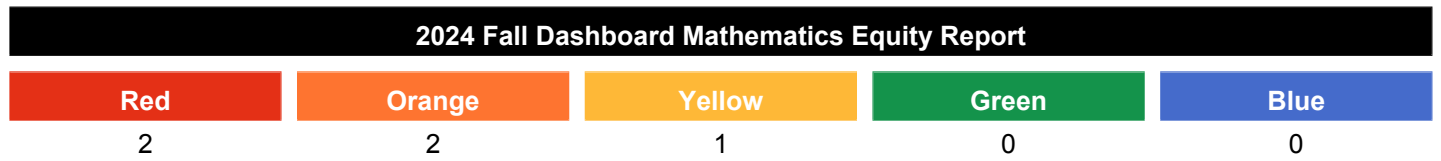
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 126.6 points below standard Increased 16.2 points 261 Students	English Learners  Red 199.3 points below standard Declined 16.8 points 41 Students	Long-Term English Learners  No Performance Color 237.3 points below standard Declined 55.0 points 11 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 137.7 points below standard Increased 13.7 points 204 Students

Students with Disabilities  Red 232.0 points below standard Declined 36.2 points 34 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 133.5 points below standard Increased 16.3 points 189 Students
Two or More Races  No Performance Color Less than 11 Students 10 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 108.1 points below standard Increased 8.7 points 48 Students

Conclusions based on this data:

1. Overall performance is very low at 126.6 points below standard. However, there was an increase of 16.2 point moving the indicator to the orange. There was an 11th grade assembly established and parent information sent out about the importance of the CAASPP and implications for not taking it. Incentives were established to help motivate student participation.
2. The only student groups that showed a significant increase in performance were socioeconomically disadvantaged and white students.
3. In overall performance, six groups are points below the standard, ranging from 108 points below standard (white students) to 237 points below standard (Long-term English Learners).

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
41.9% making progress.	41.5% making progress.
Number Students: 105 Students	Number Students: 65 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.5%	48.6%	0%	41.9%

Conclusions based on this data:

- 23-24 data shows a 41.9 of English Learners are making progress towards English language proficiency. We will continue to provide professional development on best practices and strategies when working with English Learners to help support our students making progress.
- 23-24 data shows 48% of students maintain but do not progress, while about 9% decrease their performance. We will continue to provide professional development on best practices and strategies when working with English Learners to help support our students making progress.
- 23-24 data shows increased performance of English Learners indicating the focus on designated and integrated ELD supports are working. We will continue to provide professional development on best practices and strategies when working with English Learners to help support our students making progress.

School and Student Performance Data

Academic Performance College/Career Report

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

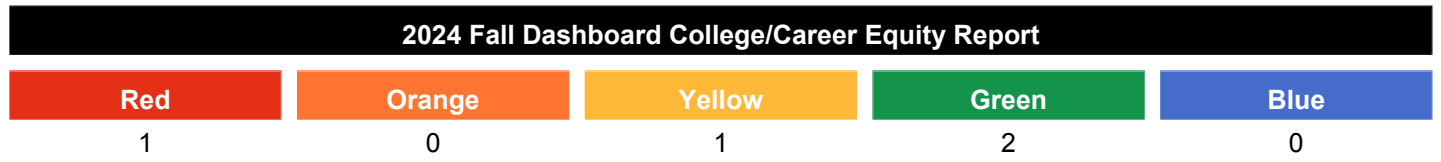
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Yellow 39.6 Prepared Maintained 1.4 278 Students	English Learners  No Performance Color 18.8 Prepared Increased 18.8 32 Students	Long-Term English Learners  No Performance Color 23.8 Prepared Increased 23.8 21 Students
Foster Youth  No Performance Color Less than 11 Students 0 6 Students	Homeless  No Performance Color Less than 11 Students 0 9 Students	Socioeconomically Disadvantaged  Yellow 36.4 Prepared Maintained 0.5 236 Students

Students with Disabilities  Red 6.5 Prepared Declined 5.7 46 Students	African American  No Performance Color Less than 11 Students 0 3 Students	American Indian  No Performance Color Less than 11 Students 0 2 Students
Asian  No Performance Color Less than 11 Students 0 8 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 40 Prepared Increased 2.4 200 Students
Two or More Races  No Performance Color Less than 11 Students 0 8 Students	Pacific Islander  No Performance Color Less than 11 Students 0 2 Students	White  Green 42.6 Prepared Increased 3.6 54 Students

Conclusions based on this data:

- 23-24 data shows that 39.6 percent of students are prepared. More emphasis on A-G requirements, Visual/Performing Arts expansion, career pathways, dual enrollment and Advanced placement courses will be supported in the strategies for this year.
- 23-24 data shows overall students were yellow on the college/career indicators. More emphasis on A-G requirements, Visual/Performing Arts expansion, career pathways, dual enrollment and Advanced placement courses will be supported in the strategies for this year.
- 23-24 data shows students with disabilities were in the red on the college and career indicators. More emphasis on A-G requirements, Visual/Performing Arts expansion, career pathways, dual enrollment and Advanced placement courses will be supported in the strategies for this year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data available
2. No data available
3. No data available

School and Student Performance Data

Academic Engagement Graduation Rate

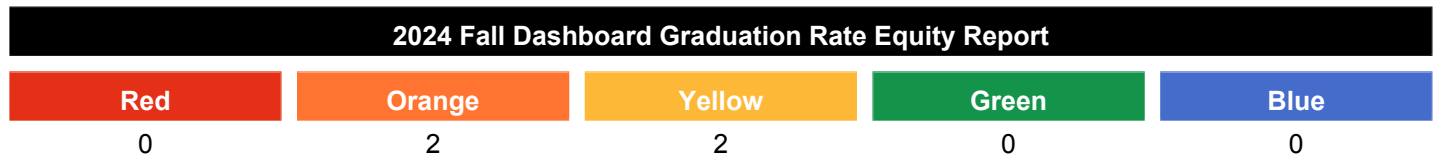
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Orange 90% graduated Declined 3.8% 279 Students	English Learners  No Performance Color 78.8% graduated Increased 26.6% 33 Students	Long-Term English Learners  No Performance Color 71.4% graduated Increased 11.4% 21 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Orange 89.9% graduated Declined 4.2% 237 Students

Students with Disabilities  Yellow 78.3% graduated Increased 2.7% 46 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 90.5% graduated Declined 3.6% 201 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 88.9% graduated Declined 2.6% 54 Students

Conclusions based on this data:

- 2024 graduation rates remain high in all student groups, although there was a slight decrease of 3.8%. Strategies to support this include tutoring in classrooms and in the learning center to support students' needs as well as Saturday school where students can receive additional support from teachers and/or tutors.
- Lowest graduation rate in significant student groups of Long-Term English Learners (71.4 percent) and Students with Disabilities (78.3 percent) in 2024. Strategies to support this include tutoring in classrooms and in the learning center to support students' needs as well as Saturday school where students can receive additional support from teachers and/or tutors.
- No student groups are in the red.

School and Student Performance Data

Conditions & Climate Suspension Rate

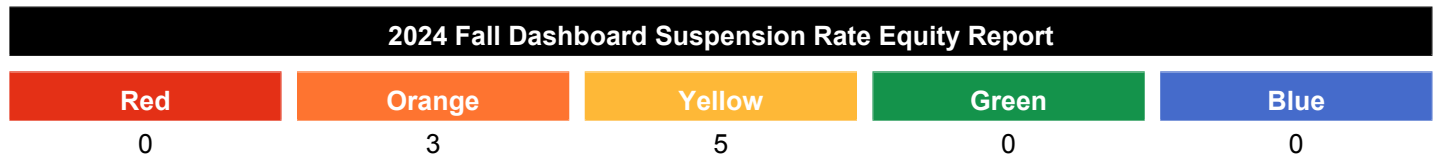
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 7.9% suspended at least one day Declined 2.1% 1248 Students	English Learners  Yellow 11.7% suspended at least one day Declined 3.1% 171 Students	Long-Term English Learners  Orange 18.2% suspended at least one day Declined 1% 99 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Homeless  No Performance Color 4.2% suspended at least one day Declined 11.2% 24 Students	Socioeconomically Disadvantaged  Yellow 8.4% suspended at least one day Declined 2.1% 1012 Students

Students with Disabilities  Orange 12.5% suspended at least one day Declined 1.9% 192 Students	African American  No Performance Color 25% suspended at least one day Declined 1.7% 16 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students
Asian  Orange 2.7% suspended at least one day Increased 2.7% 37 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 8.2% suspended at least one day Declined 2.1% 923 Students
Two or More Races  Yellow 6.3% suspended at least one day Declined 8.4% 48 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Yellow 6.3% suspended at least one day Declined 2% 207 Students

Conclusions based on this data:

1. The suspension rate decreased in the 2024 school year for all groups by 2.1%. Increased emphasis on Positive, Behavior Intervention and Supports (PBIS) to promote positive behavior and decrease negative reinforcement.
2. All student groups decreased while Asian students increased by 2.7%. Smaller percentage of Asian student group so any increase in suspensions will look significant.
3. African American students (25%) and Long-term English learners (18%) have the highest suspension percentage. Both of these groups have a lower percentage of overall students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

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.

Increase the number of students who are "College and career-ready." WHS A-G completion rate has decreased slightly. Our Visual/Performing Arts (VAPA) numbers are slowly increasing, along with enrollment, and VAPA is an A-G requirement. WHS has a strong number of Career Technical Education (CTE) pathways, and our enrollment in those courses continues to increase. There is a need to increase the number of students enrolling in CTE and capstone courses to help improve our college/career indicators. WHS has a growing number of Seal of Biliteracy recipients and has improved upon our California Assessment of Student Performance and Progress (CAASPP) performance. Reinforce the importance of CAASPP scores with students and parents and the effects on the Early Assessment Program and the Seal of Biliteracy.

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
Number of students who participate in VAPA (Visual and Performing Arts).	2020-2021: 623 students participated in VPA classes (49% of the student population) 2021-2022: 564 students participated in VPA classes (45% of the student population) 2022-2023: 435 students participated in VPA classes (37% of the student population) 2023-2024: 392 students participated in VPA classes (34% of the student population) 2024-2025: 422 students participated in VPA classes (37% of the student population)	Increase current levels of VAPA participation by 5%.
Percentage of students completing UC/CSU a-g course requirements (high school only).	2020-2021: 43.6% of students completed UC/CSU A-G course requirements. 2021-2022: 40.5% of students completed UC/CSU A-G course requirements. 2022-2023: 41.9% of students completed UC/CSU A-G course requirements. 2023-2024: 36% of students completed UC/CSU A-G course requirements. 2024-2025: data pending	Increase UC/CSU a-g course completion by 5%.
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	2020-2021: 76 (28.3%) of students completed at least one career pathway 2021-2022: 106 (36.7%) of students completed at least one career pathway 2022-2023: 95 (36.1%) of students completed at least one career pathway 2023-2024: 96 (37.6%) of students completed at least one career pathway 2024-2025: 195 students are currently enrolled in a completer course.	Increase the number of students taking CTE and enrolled in a completer course by 5%.
Number of State Seals of Biliteracy awarded to students (high school only).	2020-2021: 68 students were eligible for the Seal of Biliteracy. 2021-2022: 49 students were eligible for the Seal of Biliteracy.	Increase the number of students eligible for the Seal of Biliteracy by 5%.

	2022-2023: 47 students were eligible for the Seal of Biliteracy. 2023-2024: 59 students were eligible for the Seal of Biliteracy 2024-2025: 57 students were eligible for the Seal of Biliteracy	
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	2020-2021: limited due to WCC course offerings after the COVID pandemic. 2021-2022: 35 students in concurrent enrollment. 2022-2023: 8 students in one dual enrollment at WHS. 29 students are concurrently enrolled at WCC in the 1st semester, and 31 students are currently enrolled at WCC during the 2nd semester. 2023-2024: 224 students participating in dual enrollment, concurrent enrollment, or articulated classes 2024-2025: 248 students participating in dual enrollment, concurrent enrollment, or articulated classes	Increase the number of dual enrollment course offerings. Increase the number of students taking courses at WCC by 5%.
College/Career Indicators	2020-2021: not reported 2021-2022: not reported 2022-2023: 38.2% prepared 2023-2024: 39.6% prepared 2024-2025: data pending	Increase the number of students prepared by 5%. Increase students with disabilities by at least 2% to get out of the red and into the yellow on the CA School Dashboard.
Graduation Rate	2020-2021: not reported 2021-2022: 95% graduated 2022-2023: 93.8% graduated 2023-2024: 89.9% graduated 2024-2025: data pending	Increase the graduation rate to above 95%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy: Provide programs and supports to increase achievement, increase College/Career	All students	3,000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	"prepared" status, and advance A-G eligibility on the CA dashboard and participation of subgroups. Activities: -AP (Advanced Placement) subsidies: support, including students who need to pass a language exam for the Seal of Biliteracy and substitutes for administration -Increase the number of dual enrollment courses offered through partnerships with Woodland Community College.		Concentration
1.2	Strategy: Increase staffing in Visual/Performing Arts classes to provide additional courses and opportunities for students. Activities: -Hire additional 1.4 FTE to expand the courses offered at WHS. -Purchase of instruments, materials -Community Partnerships -Professional Development -Field Trips -Facility improvements	All Students	203,115 Arts and Music in Schools
1.3	Strategy: Provide supplemental programs and supports to increase achievement, increase College/Career "prepared" status, and advance A-G eligibility on the CA dashboard and participation of subgroups. -The AVID (Advancement Via Individual Determination) program supports College Field trips for AVID students, subs to cover classrooms during field trips/PD, a coordinator stipend, professional development for AVID elective teachers, hiring of AVID tutors to support student development, and celebration expenses for AVID senior night. -The Puente program supports College Field Trips for Puente students, subs to cover staff classrooms during field trip supervision, supplemental instructional materials, and celebration expenses for Puente senior night. -Increased student participation in taking AP exams through scholarships	All students	27000 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We were able to implement all aspects of the plan in goal 1. The program support and field trips benefited students and staff. Puente and AVID students, collectively, were able to attend 8 different universities/colleges in California to gain first-hand experiences as to what college offers. Students could participate in experiences beyond the classroom and attend field trips related to science, Visual/performing arts, and government. Staff were able to attend training on best practices and strategies through AVID professional development and expand across more content. We also brought in a trainer from AVID to provide training to all of our staff during a staff meeting. We have seen an increase in teachers using AVID strategies.

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

There was no major difference between the intended implementation and the budgeted expenditures.

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.

We will be adjusting the Puente program to come out of Title 1 funds due to the decrease in supplemental/concentration funding. We will also no longer be able to add additional field trips using this goal. Additional funding from prop 28 funds will allow for additional staffing, supplies, field trips and professional development but only within the visual/performing arts department (VAPA). Utilize prop 28 funds to increase options for students and expand the VAPA program through hiring additional staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

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.

Students are below the State Average in English Language Arts (ELA) and Math proficiency. There is a need for increased community partner input on important decisions. Chronic absenteeism is approaching 20 percent. Approximately two-thirds of students surveyed feel safe or connected to the school. The school was identified for Additional Targeted Assistance and Support due to the underperformance of Hispanic, socioeconomically disadvantaged, and white students in ELA and math. Also, students with two or more races, socioeconomically disadvantaged, and students with disabilities (SWD) had higher suspension rates. English learners (EL) declined in the English Learner Progress Indicators. These student groups will be addressed explicitly with metrics and actions.

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
Performance level on ELA (English Language Arts) and Math Academic Indicator.	2020-2021: Data not reported 2021-2022: New indicators (similar to last year's orange) show that all students are low in English Language Arts, and new indicators (similar to last year's red) show that all students are very low in mathematics. EL: 143.1 points below the standard SWD: 156.5 points below standard 2022-2023: Indicators show that students are in the red. 35.2% are making progress towards English language proficiency. Hispanic: 67.6 points below standard in ELA and 149.8 points below standard in math. Socioeconomically Disadvantaged: 69.2 points below standard in ELA and 151.4 points below standard in math. White: 68.7 points below standard in ELA and 116.8 points below standard in math. 2023-2024: Indicators show that students increased by 41.3 points in English and are now in yellow. However, we still have one group in the red, which is English Learners. Students increased by 16.2 points in Math and are now in the orange. However, we still have two groups in the red, which are English Learners and Students with Disabilities. 2024-2025: data pending	Maintain in yellow or move to green for ELA and yellow for math. Increase performance data of English Learners and Students with disabilities to orange for ELA and Math.
Performance level on English Learner Progress Indicator (ELPI)	2020-2021: Data not reported. 2021-2022: Students were indicated as low. 2022-2023: New indicators show that students in the red (35.2%) are making progress toward English Language Proficiency due to not reaching the 95% testing participation rate. 2023-2024: New indicators show that students are in the yellow (41.9%) are making progress toward English Language. 2024-2025: Data pending	Increase performance level on the English Learner Progress Indicator by one level to 45% to reach green. Reach 95% testing participation rate.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment	2020-2021: Data not reported	The percentage of students meeting or exceeding English Language Arts Proficiency will increase by 5%.

Consortium) in English Language Arts (ELA).	2021-2022: 45.2% of students met or exceeded the English Language Arts standards 2022-2023: 36% of students met or exceeded the English Language Arts standards 2023-2024: 50% of students met or exceeded the English Language Arts standards 2024-2025: Data pending	Increase by 3 to 14.9 points to get in the orange in English for English Learners.
Performance on the CA Spanish Assessment	2023-2024: No test results due to a total number of students taking the assessment below 11. 2024-2025: Data pending	The percentage of students taking the CSA is low due to the amount of 11th grade newcomers.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) in Math.	2020-2021: Data not reported. 2021-2022: 16% of students met or exceeded the mathematics standards 2022-2023: 9% of students met or exceeded the mathematics standards 2023-2024: 15% of students met or exceeded the mathematics standards 2024-2025: Data pending	The percentage of students meeting or exceeding Math Proficiency will increase by 5%. Increase by 3 to 14.9 points to get in the orange in Math for English Learners.
Percentage of students who are chronically absent	2020-2021: 16.81% of students were chronically absent. 2021-2022: 37.46% of students were chronically absent. 2022-2023: 27.34% of students were chronically absent. 2023-2024: 26.42% of students were chronically absent. 2024-2025: Data pending	Decrease students who are chronically absent by 5%.
Student sense of safety and school connectedness	PASS 2022-2023: Based on PASS data, students indicate a Preparedness for Learning: 72% High Satisfaction; 8% Moderate Satisfaction; Attitudes to Teachers: 62% High Satisfaction; 13% Moderate Satisfaction as a strength. The lowest areas on the PASS are students' attitudes toward general work ethic (34% satisfaction) and feelings about school (39% satisfaction).	Increase PASS data of students' attitudes towards general work ethic and feelings about school by 5%. Increase students' feelings of connection to school by 5% in 9th grade and 5% in 11th grade. Increase students' feelings of safety by 5% in 9th grade and 5% in 11th grade.

	2023-2024: Based on PASS data, students indicate a Preparedness for Learning: 70% High Satisfaction; 10% Moderate Satisfaction; Attitudes to Teachers: 75% High Satisfaction; 9% Moderate Satisfaction as a strength. The lowest areas on the PASS are students' preparedness for learning (70% satisfaction) and perceived learning capability (71% satisfaction). However, students were highly satisfied with all of the areas of the PASS. 2024-2025: Based on PASS data, students indicate a Preparedness for Learning: 75% High Satisfaction; 8% Moderate Satisfaction; Attitudes to Teachers: 77% High Satisfaction; 9% Moderate Satisfaction as a strength. The lowest areas on the PASS are students' confidence in learning (69% satisfaction) and perceived learning capability (71% satisfaction). However, students were highly satisfied with all of the areas of the PASS. CHKS (California Healthy Kids Survey) 2021-2022: 62% of 9th graders and 58% of 11th graders feel connected to the school. 71% of 9th graders and 61% of 11th graders feel that the school is safe or very safe. 2022-2023: 47% of 9th graders and 43% of 11th graders feel connected to the school. 39% of 9th graders and 37% of 11th graders feel that the school is safe or very safe. 2023-2024: 46% of 9th graders and 44% of 11th graders feel connected to the school. 45% of 9th graders and 38% of 11th graders feel that the school is safe or very safe. 2024-2025: 46% of 9th graders and 51% of 11th graders feel connected to the school. 45% of 9th graders and 53% of 11th graders feel that the school is safe or very safe.	
School Climate	2022-2023: 77% of staff agreed that students would be willing to help other students. 73% of students agreed that students generally got along with each other.	Increase the percentage of staff and students feelings towards the school climate by 5%.

Suspension rate	2020-2021: 0% of students were suspended for at least one day. 2021-2022: 9.7% of students were suspended for at least one day. 2022-2023: Ten percent of students were suspended for at least one day. Students of two or more races, socioeconomically disadvantaged students, and students with disabilities were in the red, per the CA School Dashboard. 2023-2024: 7.9% of students were suspended for at least one day. No student groups were in the red. 2024-2025: data pending	Decrease suspension rate to below 7%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	CHKS (California Healthy Kids Survey) 2021-2022: 83% of parents agree that WHS allows input and welcomes parent contributions. 67% of parents agree that WHS encourages them to be an active partner with the school to educate their child. 50% of parents agree that WHS actively seeks the input of parents before making important decisions. 2022-2023: 85% of parents agree that the school promptly responds to phone calls, messages, or emails. 68% of parents agree that WHS encourages them to actively partner with the school to educate their child. 49% of parents agree that WHS actively seeks the input of parents before making important decisions. 2023-2024: 86% of parents agree that the school promptly responds to phone calls, messages, or emails. 75% of parents agree that WHS encourages them to be an active partner with the school to educate their child. 52% of parents agree that WHS actively seeks the input of parents before making important decisions. 2024-2025: 80% of parents agree that the school promptly responds to phone calls, messages, or emails. 76% of parents agree that WHS encourages them to be an active partner with the school to educate their child. 50% of parents agree that WHS actively seeks the input of parents before making important decisions.	Maintain current levels of satisfaction with input. Increase the "active partnership" item by 5%%. Increase the "input on important decision" item by 5%. Continue to encourage participation in the survey.

Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	2023-2024: All staff are at various stages of implementation for PLC. As a school, all data indicates that overall implementation is at 6.7. 2024-2025: All staff are at various stages of implementation for PLC. As a school, all data indicates that overall implementation is at 7.1	Increase our implementation by all staff by 1.0.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy: Provide opportunities to enhance teacher content knowledge and student enrichment beyond the classroom and create an environment conducive to growth and learning. Activities: -Provide both on-site and conference Professional Development on instructional strategies and the use of technology to enhance instruction. This includes support for subs, travel costs, conference registration, and release time. -Collaboration time to put Universal Design for Learning and English Learner Roadmap strategies into practice to increase grades in our English Learners and Students with Disabilities populations to promote higher graduation rates and increase SBAC scores in ELA and Math.	All students	35,000 Title I Part A: Basic Grants Low-Income and Neglected
2.2	Strategy: Provide tutors for instructional support to benefit student learning and academic success. Activities: -Hire Learning Center Tutors for Instructional Support. Includes portion of Learning Coordinator's Salary.	All Students	45,000 Title I Part A: Basic Grants Low-Income and Neglected
2.3	Strategy: To ensure a high-quality learning environment for students and an efficient, safe, and well-maintained educational system. Activities Supplemental Supplies, Services, and Operations of the campus -copies/leases/postage/supplies -supplemental materials	All Students	12,000 Title I Part A: Basic Grants Low-Income and Neglected
2.4	Strategy: To ensure a high-quality learning environment for students and an efficient, safe, and well-maintained educational system. Activities Supplies, Services, and Operations of the campus -copies/leases/postage/supplies		67,646.50 Supplemental/Concentration Supplemental 7,000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Provide Department Supplies, including but not limited to consumables, furniture, and classroom materials. -Positive Behavioral Intervention and Support Materials.		Concentration
2.5	Strategy: To support students academically, socially, and emotionally by improving academic performance, supporting mental health, addressing learning gaps, and providing opportunities for remediation. Activities: Increase Credit Recovery opportunities in the Master Schedule to help support students' eligibility for graduation. Fund the Saturday School program -Extra Duty hours to staff program to provide intervention, time to make up work, and differentiation -Includes extra funds to support additional mid-week opportunities at critical times of the school year Positive Behavioral Intervention and Supports -Continuation of Student Support Programs (for positive recognition) -Include programs such as Student of the Week, HEROES, SOW, and PBIS.	All Students	60,146.50 Supplemental/Concentration Concentration
2.6	Strategy: Discretionary funds for prioritizing student achievement, supporting teacher development and retention, improving infrastructure and learning environment, and enriching programs. Actions: -Student Enrichment Supports -Graduation Costs -End of year costs	All Students	43,972.08 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We have implemented all plans thus far except for the Aeries parent night. Staff participated in several professional development days, including UC Davis Math project (12 days), Professional Learning Communities (summer institute and monthly site-level meetings), CA Association of Bilingual Education (3 days with staff on site and 8 staff attending the annual conference), California Association for Health, Physical Education, Recreation and Dance (CAHPERD), F3 Law for Special Education policies and procedures (admin and special education staff attended), and others. Teachers

were given collaboration time to develop and learn about best practices and strategies for supporting English Learners and students with disabilities. As a result, students were being provided a guaranteed and viable curriculum, so there was no discrepancy across similar content. Due to all the training and staff development, we are anticipating an increase in scores and grades.

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

There were no significant differences between the intended implementation and the budgeted expenditures.

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.

We will provide additional professional development for the math and English departments to help support our students in raising scores on our CAASPP and promote further progress in student literacy. We will no longer be able to budget for tobacco/nicotine/drug intervention/counseling for students who need support due to a decrease in budget. We allocated an increase to the learning center for hiring additional tutors to support within the classroom, since we are having to cut costs for other interventions. Research indicates that tutors help close achievement gaps, provide individual support and act as mentors. Decreased our supplies budget due to a decrease in the supplemental/concentration budget.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Accelerate the academic achievement and English proficiency of each English Learner (EL) through an assets oriented approach, and standards based instruction.

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.

Goals were not met but progress was made in English Learner Progress Indicators (ELPI) moving out of the red and into the yellow. Will continue to work on increasing the ELPI. Decreasing Long-Term English Learners (LTELs) needs attention. Movement on rating on EL Roadmap Principal needs to be made.

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
Reclassification rate for English Learners (EL)	2020-2021: 14.6 % of WHS students are RFEP 2021-2022: 19.2% of WHS are RFEP 2022-2023: 11% reclassification rate. 2023-2024: 19% reclassification rate. 2024-2025: 35 students are eligible for reclassification.	Continue to increase the reclassification rate by 5%.
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	2020-2021 76% of our ELs are LTELs 2021-2022: 84% of our ELs are LTELs 2022-2023: 43% of our ELs are LTELs 2023-2024: 51% of our ELs are LTELs 2024-2025: data pending	Continue to decrease the number of LTELs by 5%.
Reclassify 100% of all Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3.	2024-2025: 0	New Metric but will continue to monitor data associated with this metric should it occur.

Reclassify 100% of all Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	2024-2025: 1	Reclassify 100% of SPED/EL students who were assigned Domain Exemptions and have an ELPAC level 4.
English Learner Progress Indicator (ELPI).	2020-2021: Data not reported. 2021-2022: Students were indicated as low. 2022-2023: New indicators show that students in the red (35.2%) are progressing toward English Language Proficiency despite not reaching the 95% testing participation rate. 2023-2024: New indicators show that students in the yellow (41.9%) are progressing toward English Language. 2024-2025: Data pending	Increase performance level on the English Learner Progress Indicator by one level to 45%. Reach 95% testing participation rate.
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	2021-2022 Principal 1: Assets-Oriented and Needs-Responsive Schools Self-reflection rubric A. Language and cultures are assets (score: 3.4) B. No single EL profile (score: 3) C. School climate is affirming, inclusive, and safe (score: 3.5) D. Strong family and school partnership (score: 3) E. Supporting English Learners with disabilities (score: 2.5) 2022-2023: Principal 1: Assets-Oriented and Needs-Responsive Schools Self-reflection rubric A. Language and cultures are assets (score: 3.57) B. No single EL profile (score: 3.17) C. School climate is affirming, inclusive, and safe (score: 3.45) D. Strong family and school partnership (score: 2.9) E. Supporting English Learners with disabilities (score: 3.27) 2023-2024: Principal 1: Assets-Oriented and Needs-Responsive Schools Self-reflection rubric A. Language and cultures are assets (score: 3.5) B. No single EL profile (score: 3.5) C. School climate is affirming, inclusive, and safe (score: 4.0) D. Strong family and school partnership (score: 2.8)	Increase each sub-component and the average in principle to 3.5. A. Increase to 3.7 B. Increase to 3.7 C. Increase to 4.0 D. Increase to 3.5 E. Increase to 3.5

	E. Supporting English Learners with disabilities (score: 2.8) 2024-2025: Principal 1: Assets-Oriented and Needs-Responsive Schools Self-reflection rubric A. Language and cultures are assets = 3.3 B. No Single EL Profile = 3.3 C. School climate is affirming = 3.6 D. Strong family and school partnership = 3.3 E. Supporting ELs with disabilities = 3.3	
Percentage of English Learners with D's and F's at grading mark 3	2020-2021: not previously used in SPSA metrics 2021-2022: During 1st semester, 46% of grades earned by EL students were a D or F. During 2nd semester, 47% of grades earned by EL students were a D or F. 2022-2023: During 1st semester, 42% of grades earned by EL students were a D or F. During 2nd semester, 46% of grades earned by EL students were a D or F. 2023-2024: During 1st semester, 37% of grades earned by EL students were a D or F. 2024-2025: During 1st semester, 11% of grades earned by EL students were a D or F.	Decrease the number of Ds and Fs by 5% for semester 1.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy: Provide tutors for instructional support to benefit student learning and academic success. Activities: -Hire Learning Center Tutors for Instructional Support. -Includes funding of VSA (Variable Service Agreement) tutors to provide ELLs with Academic Intervention through the Learning Center -Includes support for newcomers at Saturday School/Intervention Program(s)	English Learners (ELL's)	12,000 Title I Part A: Basic Grants Low-Income and Neglected
3.2	Strategy: Provide professional development to teachers to improve instructional strategies and best practices for working with English Learners.	English Learners (ELL's)	21,840 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Activity: -Provide both on-site and conference Professional Development surrounding instructional strategies and the use of technology to enhance instruction -Includes support for subs, travel costs, conference registration, and release time.		
3.3	Strategy: Provide opportunities for parent involvement to improve school connectedness. Activities -ELAC (English Learner Advisory Committee) support -Including supplies to increase parent participation -Parent Seminars for Non-English speaking families This includes the college application process, info nights, the FAFSA (Free Application for Federal Student Aid), etc.	English Learners (ELL's)	2,536 Title I Part A: Parent Involvement
3.4	Strategy: Provide opportunities to support our English learners. Activity -Support for ELRT (English Language Resource Team) and ELS (English Learner Specialists)/teacher collaboration to support best practices. -Release time for teachers -ELD (English Language Development) Teachers to meet with ELS once per quarter -Supplies and materials for EL Specialists to provide whole staff Tier I PD -ELS to model and collaborate with staff as well as provide PD on Tier I integrated ELD instructional strategies at one Faculty Meeting per semester to the whole staff, including TPS (Think Pair Share) 2.0 strategies, reciprocal teaching, and writing scaffolding -EL specialist (ELS) to collaborate and provide PD focused on intervention and differentiation to meet students' needs by proficiency level during integrated ELD content instruction. -PD Support -Supplemental materials -Including materials and texts in the primary language as a bridge to learning a new language	English Learners (ELL's)	2,000 Supplemental/Concentration Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Tutors were hired and supported EL students during in-school tutoring and Saturday intervention. Research indicates that tutors help close achievement gaps, provide individual support, and act as mentors. Some teachers used ELD collaboration to support best practices by working with our English Learner Specialist. A group of 10 teachers took part in professional development by the CA Association of Bilingual Education (CABE) and learned the best strategies for working with our English Learners. A smaller group of the same teachers attended the annual conference for CABE. Teachers now feel better equipped to support our English Learners. Students benefited from all the support, as indicated by the semester's lower D and F rates.

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

There were no significant differences between the intended implementation and/or the budgeted expenditures.

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.

In addition to supports we provided this year, WHS is going to be providing additional support for newcomers during Saturday school, professional development for teachers to develop best practices. Teachers will continue to use instructional strategies such as modeling academic language, building on background knowledge, using visual supports. Teachers will focus on academic language, differentiate assignments, build trust and foster a culturally responsive classroom. We will utilize formative assessments more often to establish what students are learning vs what they have been taught. This will be done to increase the graduation rate and the ELPI indicators.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community

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.

A review of student survey data, student focus groups, and the Student Advisory Council indicates a need for youth input in decision-making and for adding student recognition programs.

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
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	2020-2021: Did not have many partnerships due to COVID restrictions. 2021-2022: 46 partnerships for students to engage in Community Service and leadership opportunities, and 35 local partners offering student scholarships. 2022-2023: 46 partnerships for students to engage in Community Service and leadership opportunities, and 35 local partners offering student scholarships. 2023-2024: 46 partnerships for students to engage in Community Service and leadership opportunities, and 35 local partners offering student scholarships. 2024-2025: 46 partnerships for students to engage in Community Service and leadership opportunities, and 37 local partners offering student scholarships.	Maintain the current number of partnerships at above 46. Add additional community scholarships for students.
Number of extracurricular and co-curricular programs offered	2020-2021: We had limited seasons and fewer programs offered due to COVID-19 restrictions. 2021-2022: WHS had 16 sports programs and 17 extracurricular clubs. 2022-2023: WHS had 21 sports programs and 19 extracurricular clubs. 2023-2024: WHS has 22 sports programs and 20 extracurricular clubs. 2024-2025: WHS currently has 22 sports programs and 21 extracurricular clubs.	Maintain current sports offerings of 22 sports programs and at least 22 extracurricular clubs.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2020-2021: no data reported 2021-2022: 315 responses to the internal "Needs Assessment Survey" (Approximately 25% of the school population) 2022-2023: 521 responses to the internal "Needs Assessment Survey" (Approximately 41% of the school population) 2023-2024: 419 responses to the internal "Needs Assessment Survey"	Increase student participation in the "Needs Assessment" Survey to at least 50% of the population.

	(Approximately 37% of the school population) 2024-2025: 453 responses to the internal "Needs Assessment Survey" (Approximately 40% of the school population)	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	2020-2021: no data reported. 2021-2022: 24 students (4 EL (16%), 4 Low Income (16%), 4 Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members. 2022-2023: 24 students (4 EL (16%), 4 Low Income (16%), 4 Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members. 2023-2024: 26 students (3 EL (12%), 5 Low Income (19%), 5 Low Performing (19%), 5 SPED (19%), 8 Demographically representative of WHS Population (31%) in focus groups. 3 student School Site Council members. 2024-2025: 23 students (7 EL (30%), 6 Low Income (26%), 4 Low Performing (17%), 2 SPED (8%), 15 Demographically representative of WHS Population (65%) in focus groups. 3 student School Site Council members. Regular meetings with the Youth Advisory Council at WHS. Student representation during School Site Council meetings.	Maintain the current Youth Advisory Council process and membership of 24 students in focus groups, including 3 student School Site Council members. Establish a student senate with bi-weekly access to ASB so all students can voice concerns or ideas for student activities/leadership opportunities.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Strategy: Provide students with programs and activities to increase school connectedness and leadership opportunities. Activities: -Provide students with regular opportunities for	All Students	10,000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	feedback and input through the Student Advisory Council. -Utilize diverse Student Focus Groups in the SPSA development process Increase opportunities for student voice in ELAC and School Site Council		
4.2	Strategy: Support the program's activities planned to welcome the incoming 9th-grade class before the school year starts. Activities: -Link Crew support -Includes materials and supplies to run programs -Increase recruiting of underrepresented student groups	All Students	500 Supplemental/Concentration Supplemental
4.3	Strategy: Discretionary funds for prioritizing student achievement, supporting teacher development and retention, improving infrastructure and learning environment, and enriching programs. Activities: -Hold Student Advisory Council meetings every quarter to review data and give feedback -ASB support -Leadership Field Trips	All Students	6,500 Site Discretionary

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

All activities were implemented to support the intended strategy of the goal. Research shows that there is a strong connection between leadership involvement and higher GPAs, graduation rates and postsecondary planning. Also shows that leadership roles help adolescents develop emotional intelligence, self-regulation and a sense of purpose. Associated Student Body (ASB) class was able to participate in a leadership camp at the Yolo County Fairgrounds through CA Association of Directors of Activities (CADA).

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

There were no significant differences between the intended implementation and/or the budgeted expenditures.

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 plan is to increase the budget for Positive Behavioral Intervention and Supports (PBIS) incentives to promote positive behavior on campus. Research shows a reduction in disciplinary incidents, enhancement in academic performance, and improved school climate when implementing PBIS. Hold more student advisory meetings. Also, a "student senate" should be developed where students can meet with ASB offices and voice their opinions or concerns about campus activities.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$165,376
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$559,256.08
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$162,840.00
Title I Part A: Parent Involvement	\$2,536.00

Subtotal of additional federal funds included for this school: \$165,376.00

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 (\$)
Arts and Music in Schools	\$203,115.00
Site Discretionary	\$50,472.08
Supplemental/Concentration	\$140,293.00

Subtotal of state or local funds included for this school: \$393,880.08

Total of federal, state, and/or local funds for this school: \$559,256.08

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	203,115.00
Site Discretionary	50,472.08
Supplemental/Concentration	140,293.00
Title I Part A: Basic Grants Low-Income and Neglected	162,840.00
Title I Part A: Parent Involvement	2,536.00

Expenditures by Budget Reference

Budget Reference	Amount
	262,605.08

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	203,115.00
	Site Discretionary	50,472.08
	Supplemental/Concentration	140,293.00
	Title I Part A: Basic Grants Low-Income and Neglected	162,840.00
	Title I Part A: Parent Involvement	2,536.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	233,115.00
Goal 2	270,765.08
Goal 3	38,376.00
Goal 4	17,000.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Gerald Salcido	Principal
Beth Loesch	Parent or Community Member
Greta Eoff	Parent or Community Member
Silvia Meza Lara	Parent or Community Member
Anahi Rojas-Gonzalez	Secondary Student
Martin Navarro Gomez	Secondary Student
Jesus Hernandez	Secondary Student
Yessica Gonzalez	Other School Staff
Jennifer Drewek	Classroom Teacher
Katrina Machado	Classroom Teacher
Sherrie Jensen	Classroom Teacher
Anne Mapalo	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/14/2025.

Attested:



Principal, Gerald Salcido Jr on April 14, 2025



SSC Chairperson, Yessica Gonzalez on April 14, 2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

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