

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	5/1/25

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.

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.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.56%	0.67%	0.60%	7	8	7
African American	0.88%	1.18%	1.02%	11	14	12
Asian	2.55%	2.69%	2.99%	32	32	35
Filipino	0.16%	0.08%	0.17%	2	1	2
Hispanic/Latino	73.81%	73.57%	74.81%	927	874	876
Pacific Islander	0.64%	0.51%	0.43%	8	6	5
White	18.63%	17.93%	16.31%	234	213	191
Two or More Races	2.23%	2.44%	2.39%	28	29	28
Not Reported	0.56%	0.93%	1.28%	7	11	15
Total Enrollment				1,256	1188	1171

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	306	297	299
Grade 10	340	300	295
Grade 11	315	307	303
Grade 12	295	284	274
Total Enrollment	1,256	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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	126	124	147	10.0%	10.4%	12.6%
Fluent English Proficient (FEP)	584	529	516	46.5%	44.5%	44.1%

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://www.cde.ca.gov/ta/tg/eng/elpac/) 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.

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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
<div>English Language Arts</div> <div> Yellow</div>	<div>Graduation Rate</div> <div> Orange</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Yellow</div>		
<div>College/Career</div> <div> Yellow</div>		

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

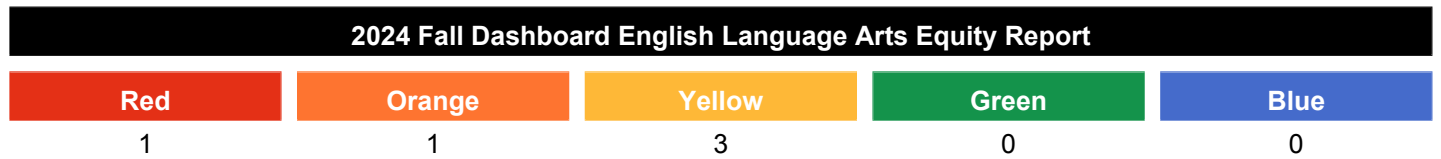
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This section provides number of student groups in each level.



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

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:

1. 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.
2. 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.
3. 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

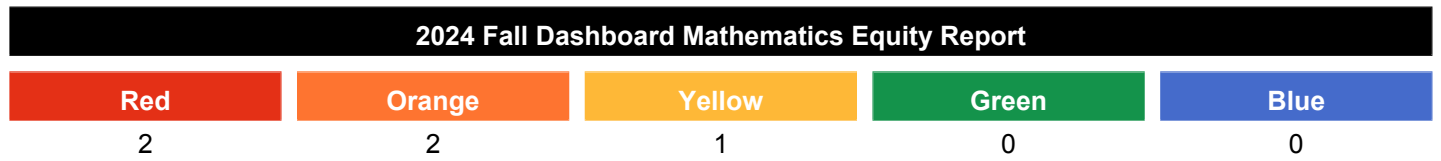
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<div>All Students</div> <div></div> <div>Orange</div> <div>126.6 points below standard</div> <div>Increased 16.2 points</div> <div>261 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>199.3 points below standard</div> <div>Declined 16.8 points</div> <div>41 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>237.3 points below standard</div> <div>Declined 55.0 points</div> <div>11 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>137.7 points below standard</div> <div>Increased 13.7 points</div> <div>204 Students</div>

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:

- 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.
- The only student groups that showed a significant increase in performance were socioeconomically disadvantaged and white students.
- 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.

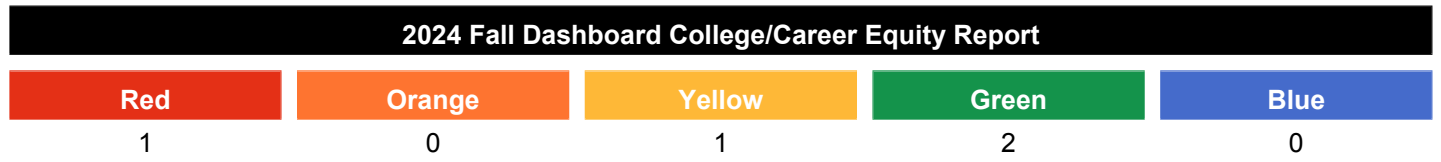
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












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		
<div>All Students</div> <div> Yellow</div> <div>39.6 Prepared</div> <div>Maintained 1.4</div> <div>278 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>18.8 Prepared</div> <div>Increased 18.8</div> <div>32 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>23.8 Prepared</div> <div>Increased 23.8</div> <div>21 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>6 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>36.4 Prepared</div> <div>Maintained 0.5</div> <div>236 Students</div>

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

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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

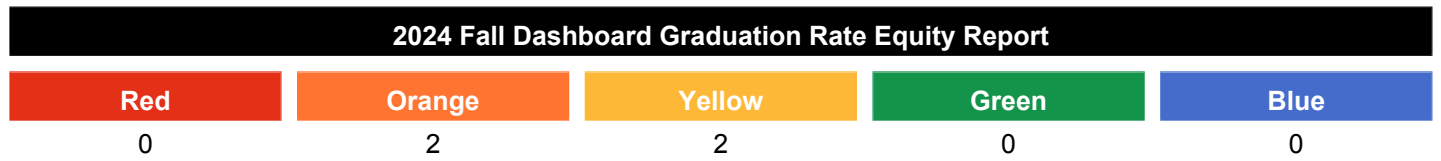
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This section provides number of student groups in each level.



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

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

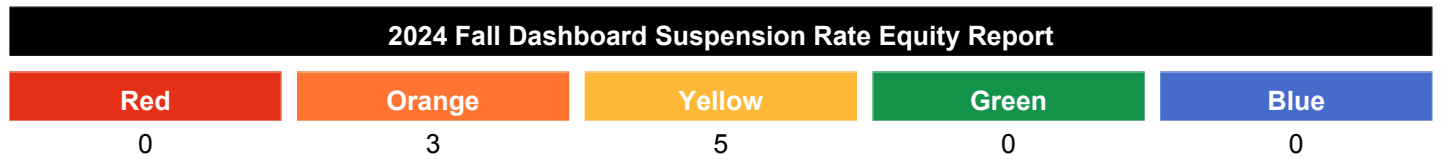
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This section provides number of student groups in each level.



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

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).	<p>2020-2021: 623 students participated in VPA classes (49% of the student population)</p> <p>2021-2022: 564 students participated in VPA classes (45% of the student population)</p> <p>2022-2023: 435 students participated in VPA classes (37% of the student population)</p> <p>2023-2024: 392 students participated in VPA classes (34% of the student population)</p> <p>2024-2025: 422 students participated in VPA classes (37% of the student population)</p>	Increase current levels of VAPA participation by 5%.
Percentage of students completing UC/CSU a-g course requirements (high school only).	<p>2020-2021: 43.6% of students completed UC/CSU A-G course requirements.</p> <p>2021-2022: 40.5% of students completed UC/CSU A-G course requirements.</p> <p>2022-2023: 41.9% of students completed UC/CSU A-G course requirements.</p> <p>2023-2024: 36% of students completed UC/CSU A-G course requirements.</p> <p>2024-2025: data pending</p>	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).	<p>2020-2021: 76 (28.3%) of students completed at least one career pathway</p> <p>2021-2022: 106 (36.7%) of students completed at least one career pathway</p> <p>2022-2023: 95 (36.1%) of students completed at least one career pathway</p> <p>2023-2024: 96 (37.6%) of students completed at least one career pathway</p> <p>2024-2025: 195 students are currently enrolled in a completer course.</p>	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).	<p>2020-2021: 68 students were eligible for the Seal of Biliteracy.</p> <p>2021-2022: 49 students were eligible for the Seal of Biliteracy.</p>	Increase the number of students eligible for the Seal of Biliteracy by 5%.

	<p>2022-2023: 47 students were eligible for the Seal of Biliteracy.</p> <p>2023-2024: 59 students were eligible for the Seal of Biliteracy</p> <p>2024-2025: 57 students were eligible for the Seal of Biliteracy</p>	
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	<p>2020-2021: limited due to WCC course offerings after the COVID pandemic.</p> <p>2021-2022: 35 students in concurrent enrollment.</p> <p>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.</p> <p>2023-2024: 224 students participating in dual enrollment, concurrent enrollment, or articulated classes</p> <p>2024-2025: 248 students participating in dual enrollment, concurrent enrollment, or articulated classes</p>	Increase the number of dual enrollment course offerings. Increase the number of students taking courses at WCC by 5%.
College/Career Indicators	<p>2020-2021: not reported</p> <p>2021-2022: not reported</p> <p>2022-2023: 38.2% prepared</p> <p>2023-2024: 39.6% prepared</p> <p>2024-2025: data pending</p>	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	<p>2020-2021: not reported</p> <p>2021-2022: 95% graduated</p> <p>2022-2023: 93.8% graduated</p> <p>2023-2024: 89.9% graduated</p> <p>2024-2025: data pending</p>	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 "prepared" status, and advance A-G eligibility on	All students	3,000 Supplemental/Concentration

	<p>the CA dashboard and participation of subgroups.</p> <p>Activities:</p> <ul style="list-style-type: none"> • 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	<p>Strategy: Increase staffing in Visual/Performing Arts classes to provide additional courses and opportunities for students.</p> <p>Activities:</p> <ul style="list-style-type: none"> • 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	<p>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.</p> <ul style="list-style-type: none"> • 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.	<p>2020-2021: Data not reported</p> <p>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</p> <p>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.</p> <p>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.</p> <p>2024-2025: data pending</p>	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)	<p>2020-2021: Data not reported.</p> <p>2021-2022: Students were indicated as low.</p> <p>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.</p> <p>2023-2024: New indicators show that students are in the yellow (41.9%) are making progress toward English Language.</p> <p>2024-2025: Data pending</p>	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).	<p>2021-2022: 45.2% of students met or exceeded the English Language Arts standards</p> <p>2022-2023: 36% of students met or exceeded the English Language Arts standards</p> <p>2023-2024: 50% of students met or exceeded the English Language Arts standards</p> <p>2024-2025: Data pending</p>	Increase by 3 to 14.9 points to get in the orange in English for English Learners.
Performance on the CA Spanish Assessment	<p>2023-2024: No test results due to a total number of students taking the assessment below 11.</p> <p>2024-2025: Data pending</p>	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.	<p>2020-2021: Data not reported.</p> <p>2021-2022: 16% of students met or exceeded the mathematics standards</p> <p>2022-2023: 9% of students met or exceeded the mathematics standards</p> <p>2023-2024: 15% of students met or exceeded the mathematics standards</p> <p>2024-2025: Data pending</p>	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	<p>2020-2021: 16.81% of students were chronically absent.</p> <p>2021-2022: 37.46% of students were chronically absent.</p> <p>2022-2023: 27.34% of students were chronically absent.</p> <p>2023-2024: 26.42% of students were chronically absent.</p> <p>2024-2025: Data pending</p>	Decrease students who are chronically absent by 5%.
Student sense of safety and school connectedness	<p>PASS</p> <p>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.</p> <p>The lowest areas on the PASS are students' attitudes toward general work ethic (34% satisfaction) and feelings about school (39% satisfaction).</p>	<p>Increase PASS data of students' attitudes towards general work ethic and feelings about school by 5%.</p> <p>Increase students' feelings of connection to school by 5% in 9th grade and 5% in 11th grade.</p> <p>Increase students' feelings of safety by 5% in 9th grade and 5% in 11th grade.</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	
School Climate	<p>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.</p>	<p>Increase the percentage of staff and students feelings towards the school climate by 5%.</p>

<p>Suspension rate</p>	<p>2020-2021: 0% of students were suspended for at least one day.</p> <p>2021-2022: 9.7% of students were suspended for at least one day.</p> <p>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.</p> <p>2023-2024: 7.9% of students were suspended for at least one day. No student groups were in the red.</p> <p>2024-2025: data pending</p>	<p>Decrease suspension rate to below 7%.</p>
<p>Parent/family satisfaction on Healthy Kids Survey, on key indicators</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Maintain current levels of satisfaction with input.</p> <p>Increase the "active partnership" item by 5%%.</p> <p>Increase the "input on important decision" item by 5%.</p> <p>Continue to encourage participation in the survey.</p>

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	<p>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.</p> <p>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</p>	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	<p>Strategy: Provide opportunities to enhance teacher content knowledge and student enrichment beyond the classroom and create an environment conducive to growth and learning.</p> <p>Activities:</p> <ul style="list-style-type: none"> 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	<p>35,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>
2.2	<p>Strategy: Provide tutors for instructional support to benefit student learning and academic success.</p> <p>Activities:</p> <ul style="list-style-type: none"> Hire Learning Center Tutors for Instructional Support. Includes portion of Learning Coordinator's Salary. 	All Students	<p>45,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>
2.3	<p>Strategy: To ensure a high-quality learning environment for students and an efficient, safe, and well-maintained educational system.</p> <p>Activities</p> <p>Supplemental Supplies, Services, and Operations of the campus</p> <ul style="list-style-type: none"> copies/leases/postage/supplies supplemental materials 	All Students	<p>12,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>
2.4	Strategy: To ensure a high-quality learning environment for students and an efficient, safe, and		<p>67,646.50</p> <p>Supplemental/Concentration</p>

	<p>well-maintained educational system.</p> <p>Activities</p> <p>Supplies, Services, and Operations of the campus</p> <ul style="list-style-type: none"> • copies/leases/postage/supplies • Provide Department Supplies, including but not limited to consumables, furniture, and classroom materials. • Positive Behavioral Intervention and Support Materials. 		<p>Supplemental 7,000 Supplemental/Concentration Concentration</p>
2.5	<p>Strategy: To support students academically, socially, and emotionally by improving academic performance, supporting mental health, addressing learning gaps, and providing opportunities for remediation.</p> <p>Activities:</p> <p>Increase Credit Recovery opportunities in the Master Schedule to help support students' eligibility for graduation.</p> <p>Fund the Saturday School program</p> <ul style="list-style-type: none"> • 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 <p>Positive Behavioral Intervention and Supports</p> <ul style="list-style-type: none"> • Continuation of Student Support Programs (for positive recognition) • Include programs such as Student of the Week, HEROES, SOW, and PBIS. 	All Students	<p>60,146.50 Supplemental/Concentration Concentration</p>
2.6	<p>Strategy: Discretionary funds for prioritizing student achievement, supporting teacher development and retention, improving infrastructure and learning environment, and enriching programs.</p> <p>Actions:</p> <ul style="list-style-type: none"> • Student Enrichment Supports • Graduation Costs • End of year costs 	All Students	<p>43,972.08 Site Discretionary</p>

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).	<p>2020-2021: Data not reported.</p> <p>2021-2022: Students were indicated as low.</p> <p>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.</p> <p>2023-2024: New indicators show that students in the yellow (41.9%) are progressing toward English Language.</p> <p>2024-2025: Data pending</p>	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.	<p>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)</p> <p>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)</p> <p>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)</p>	<p>Increase each sub-component and the average in principle to 3.5.</p> <p>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</p>

	<p>E. Supporting English Learners with disabilities (score: 2.8)</p> <p>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</p>	
Percentage of English Learners with D's and F's at grading mark 3	<p>2020-2021: not previously used in SPSA metrics</p> <p>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.</p> <p>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.</p> <p>2023-2024: During 1st semester, 37% of grades earned by EL students were a D or F.</p> <p>2024-2025: During 1st semester, 11% of grades earned by EL students were a D or F.</p>	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	<p>Strategy: Provide tutors for instructional support to benefit student learning and academic success.</p> <p>Activities:</p> <ul style="list-style-type: none"> 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)	<p>12,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>

3.2	<p>Strategy: Provide professional development to teachers to improve instructional strategies and best practices for working with English Learners.</p> <p>Activity:</p> <ul style="list-style-type: none"> • 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. 	English Learners (ELL's)	21,840 Title I Part A: Basic Grants Low-Income and Neglected
3.3	<p>Strategy: Provide opportunities for parent involvement to improve school connectedness.</p> <p>Activities</p> <ul style="list-style-type: none"> • ELAC (English Learner Advisory Committee) support • Including supplies to increase parent participation • Parent Seminars for Non-English speaking families <p>This includes the college application process, info nights, the FAFSA (Free Application for Federal Student Aid), etc.</p>	English Learners (ELL's)	2,536 Title I Part A: Parent Involvement
3.4	<p>Strategy: Provide opportunities to support our English learners.</p> <p>Activity</p> <ul style="list-style-type: none"> • 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 	English Learners (ELL's)	2,000 Supplemental/Concentration Supplemental

	<ul style="list-style-type: none">• Including materials and texts in the primary language as a bridge to learning a new language		
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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	<p>2020-2021: Did not have many partnerships due to COVID restrictions.</p> <p>2021-2022: 46 partnerships for students to engage in Community Service and leadership opportunities, and 35 local partners offering student scholarships.</p> <p>2022-2023: 46 partnerships for students to engage in Community Service and leadership opportunities, and 35 local partners offering student scholarships.</p> <p>2023-2024: 46 partnerships for students to engage in Community Service and leadership opportunities, and 35 local partners offering student scholarships.</p> <p>2024-2025: 46 partnerships for students to engage in Community Service and leadership opportunities, and 37 local partners offering student scholarships.</p>	Maintain the current number of partnerships at above 46. Add additional community scholarships for students.
Number of extracurricular and co-curricular programs offered	<p>2020-2021: We had limited seasons and fewer programs offered due to COVID-19 restrictions.</p> <p>2021-2022: WHS had 16 sports programs and 17 extracurricular clubs.</p> <p>2022-2023: WHS had 21 sports programs and 19 extracurricular clubs.</p> <p>2023-2024: WHS has 22 sports programs and 20 extracurricular clubs.</p> <p>2024-2025: WHS currently has 22 sports programs and 21 extracurricular clubs.</p>	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	<p>2020-2021: no data reported</p> <p>2021-2022: 315 responses to the internal "Needs Assessment Survey" (Approximately 25% of the school population)</p> <p>2022-2023: 521 responses to the internal "Needs Assessment Survey" (Approximately 41% of the school population)</p> <p>2023-2024: 419 responses to the internal "Needs Assessment Survey"</p>	Increase student participation in the "Needs Assessment" Survey to at least 50% of the population.

	<p>(Approximately 37% of the school population)</p> <p>2024-2025: 453 responses to the internal "Needs Assessment Survey" (Approximately 40% of the school population)</p>	
Number and percent of students by representative demographic providing input to the SPSA through focus groups	<p>2020-2021: no data reported.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Regular meetings with the Youth Advisory Council at WHS. Student representation during School Site Council meetings.</p>	<p>Maintain the current Youth Advisory Council process and membership of 24 students in focus groups, including 3 student School Site Council members.</p> <p>Establish a student senate with bi-weekly access to ASB so all students can voice concerns or ideas for student activities/leadership opportunities.</p>

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	<p>Strategy: Provide students with programs and activities to increase school connectedness and leadership opportunities.</p> <p>Activities:</p>	All Students	<p>10,000</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>

	<ul style="list-style-type: none"> • Provide students with regular opportunities for 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	<p>Strategy: Support the program's activities planned to welcome the incoming 9th-grade class before the school year starts.</p> <p>Activities:</p> <ul style="list-style-type: none"> • Link Crew support • Includes materials and supplies to run programs • Increase recruiting of underrepresented student groups 	All Students	500 Supplemental/Concentration Supplemental
4.3	<p>Strategy: Discretionary funds for prioritizing student achievement, supporting teacher development and retention, improving infrastructure and learning environment, and enriching programs.</p> <p>Activities:</p> <ul style="list-style-type: none"> • 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