

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 22, 2024	May 23, 2024

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
- Comprehensive Support and Improvement

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
- Comprehensive Support and Improvement

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.

ESSA requirements are being met through this CSI (Comprehensive Support and Improvement)

plan. The LEA (Local Education Agency) partnered with community partners (including the principal and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI.

The CSI plan is informed by all state indicators, including student performance against statedetermined long-term goals.

The CSI plan includes evidence-based interventions.

The CSI plan is based on a school-level needs assessment.

The school and LEA have identified resource inequities, which included a review of LEA- and school-level budgeting and are addressed through the implementation of the CSI plan.

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 meets at least five times per year. It reviews the school's data and the progress made 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 Youth Advisory Committee. 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-created survey focused, 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 2024, reviewed the School Plan for Student Achievement (SPSA), and provided feedback on the strategies chosen for implementation. The student advisory committee agreed to add one section 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 on February 26, 2024, and with the School Site Council on March 18, 2024.

As a result of all Needs Assessment Activities, changes to the SPSA were made due to reduced allocated funds, specifically Title 1. Programs such as Saturday School, Tutoring, and math software were reduced or cut from the budget.

ELAC reviewed and approved the SPSA on April 22, 2024. The school site council reviewed and approved the plan on April 22, 2024.

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.

Woodland High reviewed staffing and funding and determined that resource inequities are not impacting the results. WHS will utilize funding provided for CSI to build capacity within our staffing in an effort to improve state testing scores in English, Math, and ELPI and decrease our suspension rates.

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.

Areas where overall performance was in red were English, Math, and English Learner Progress Indicator for English learners.

Areas where overall performance was in the orange: Suspension Rate

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.

English for Hispanic, White, and socioeconomically disadvantaged students; Math for Hispanic, White, and socioeconomically disadvantaged students; English Learner Progress Indicator for English learners; and Suspension rate for students with disabilities, two or more races, and socioeconomically disadvantaged 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.

Utilized surveys from students, staff, and families. Met with students in the youth advisory council to gather needs.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.56%	0.67%	7	7	8
African American	0.8%	0.88%	1.18%	10	11	14
Asian	2.6%	2.55%	2.69%	34	32	32
Filipino	0.2%	0.16%	0.08%	3	2	1
Hispanic/Latino	73.3%	73.81%	73.57%	959	927	874
Pacific Islander	0.7%	0.64%	0.51%	9	8	6
White	19.0%	18.63%	17.93%	249	234	213
Multiple/No Response	2.3%	2.23%	2.44%	30	28	29
Total Enrollment				1,309	1256	1188

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	351	306	297
Grade 10	351	340	300
Grade 11	322	315	307
Grade 12	285	295	284
Total Enrollment	1,309	1,256	1,188

Conclusions based on this data:

1. The percentage of students identifying as Latino/ Hispanic at 73.57%- is down 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. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	121	126	124	9.20%	10.0%	10.4%
Fluent English Proficient (FEP)	628	584	529	48.00%	46.5%	44.5%
Reclassified Fluent English Proficient (RFEP)	18			14.9%		

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.
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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	288	290	292	188	271	258	182	268	254	65.3	93.4	88.4
All Grades	288	290	292	188	271	258	182	268	254	65.3	93.4	88.4

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2585.	2567.	2538.	15.93	17.54	9.84	40.66	29.10	26.77	23.63	27.61	27.56	19.78	25.75	35.83
All Grades	N/A	N/A	N/A	15.93	17.54	9.84	40.66	29.10	26.77	23.63	27.61	27.56	19.78	25.75	35.83

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.55	20.08	11.02	64.25	56.82	64.17	16.20	23.11	24.80
All Grades	19.55	20.08	11.02	64.25	56.82	64.17	16.20	23.11	24.80

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	25.84	19.92	13.39	51.12	53.38	48.82	23.03	26.69	37.80
All Grades	25.84	19.92	13.39	51.12	53.38	48.82	23.03	26.69	37.80

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.85	13.11	9.45	72.07	71.16	72.44	15.08	15.73	18.11
All Grades	12.85	13.11	9.45	72.07	71.16	72.44	15.08	15.73	18.11

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.20	16.79	13.78	66.85	67.91	64.96	9.94	15.30	21.26
All Grades	23.20	16.79	13.78	66.85	67.91	64.96	9.94	15.30	21.26

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Conclusions based on this data:

1. In 2020-2021 overall achievement had 56.6 percent of students meeting or exceeding standards. Significant decline in students meeting or exceeding standards to 46.64 percent in 2021-2022. 2022-2023 continued to show a significant decline with 36.61% of students meeting or exceeding standards.
2. Research/Inquiry is students' highest domain with 84.7 percent of students above, at, or near standard in 2021-2022. 2022-2023 data indicated research/Inquiry is still high, but Listening has surpassed with 81.89% above, at, or near standard.
3. Writing is students' lowest domain with 73.3 percent of students above, at, or near standard in 2021-2022. 2022-2023 data indicates writing is still lowest with 62.21% of student above, at or near standard.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	288	290	292	169	274	256	165	274	254	58.7	94.5	87.7
All Grades	288	290	292	169	274	256	165	274	254	58.7	94.5	87.7

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2556.	2510.	2500.	4.85	3.65	1.18	20.61	12.41	7.87	27.88	19.34	22.05	46.67	64.60	68.90
All Grades	N/A	N/A	N/A	4.85	3.65	1.18	20.61	12.41	7.87	27.88	19.34	22.05	46.67	64.60	68.90

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.67	4.38	4.72	48.48	35.40	25.98	44.85	60.22	69.29
All Grades	6.67	4.38	4.72	48.48	35.40	25.98	44.85	60.22	69.29

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.30	6.20	4.72	71.52	60.58	61.42	18.18	33.21	33.86
All Grades	10.30	6.20	4.72	71.52	60.58	61.42	18.18	33.21	33.86

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.27	3.65	2.36	69.09	67.88	61.02	23.64	28.47	36.61
All Grades	7.27	3.65	2.36	69.09	67.88	61.02	23.64	28.47	36.61

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Conclusions based on this data:

- 16.06 percent of students are above or meeting standard in 21-22 assessment. 2022-2023 data indicates
- 2020-2021 marks the first increase in students above or meeting standard in three-years with a 10.48 percent increase. However, there was a 9 percent decrease in students meeting or exceeding standard for 2021-2022. 2022-2023 data is still pending.
- "Communicating Reasoning" is students' strongest domain with 71.53 percent of students at standard, near standard, or exceeding standard. "Concepts and Procedures" is students' weakest domain with 39.78 percent of students at standard, near standard, or exceeding standard. 2022-2023 data is still pending.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1512.4	1535.7	1521.4	1510.4	1528.3	1519.7	1513.8	1542.6	1522.6	37	28	55
10	1515.7	1564.8	1528.9	1503.1	1566.5	1515.1	1527.8	1562.6	1542.2	20	30	29
11	1536.5	1512.8	1557.8	1524.6	1501.5	1542.3	1547.8	1523.6	1572.9	28	16	30
12	1513.1	1552.0	*	1488.9	1550.6	*	1536.9	1552.8	*	15	26	9
All Grades										100	100	123

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.70	14.29	9.09	24.32	35.71	36.36	37.84	32.14	25.45	35.14	17.86	29.09	37	28	55
10	10.53	16.67	10.34	26.32	43.33	37.93	31.58	33.33	27.59	31.58	6.67	24.14	19	30	29
11	11.11	12.50	16.67	22.22	18.75	36.67	55.56	31.25	33.33	11.11	37.50	13.33	27	16	30
12	7.14	3.85	*	14.29	46.15	*	50.00	42.31	*	28.57	7.69	*	14	26	*
All Grades	7.22	12.00	10.57	22.68	38.00	35.77	43.30	35.00	29.27	26.80	15.00	24.39	97	100	123

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.41	21.43	23.64	51.35	50.00	40.00	24.32	17.86	16.36	18.92	10.71	20.00	37	28	55
10	15.79	26.67	27.59	31.58	56.67	31.03	26.32	13.33	17.24	26.32	3.33	24.14	19	30	29
11	11.11	25.00	23.33	55.56	18.75	50.00	22.22	18.75	13.33	11.11	37.50	13.33	27	16	30
12	7.14	34.62	*	28.57	42.31	*	28.57	15.38	*	35.71	7.69	*	14	26	*
All Grades	9.28	27.00	22.76	45.36	45.00	42.28	24.74	16.00	14.63	20.62	12.00	20.33	97	100	123

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		3.57	1.82		17.86	9.09		46.43	49.09		32.14	40.00		28	55
10		6.67	3.45		26.67	24.14		46.67	37.93		20.00	34.48		30	29
11		0.00	10.00		6.25	26.67		50.00	43.33		43.75	20.00		16	30
12		0.00	*		15.38	*		57.69	*		26.92	*		26	*
All Grades		3.00	4.07		18.00	17.07		50.00	45.53		29.00	33.33		100	123

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	9.09	77.78	75.00	69.09	22.22	25.00	21.82	36	28	55
10	5.26	3.33	3.45	47.37	90.00	72.41	47.37	6.67	24.14	19	30	29
11	0.00	0.00	10.00	74.07	50.00	76.67	25.93	50.00	13.33	27	16	30
12	0.00	3.85	*	57.14	80.77	*	42.86	15.38	*	14	26	*
All Grades	1.04	2.00	7.32	67.71	77.00	71.54	31.25	21.00	21.14	96	100	123

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	43.24	71.43	61.82	40.54	17.86	16.36	16.22	10.71	21.82	37	28	55
10	63.16	73.33	65.52	10.53	20.00	10.34	26.32	6.67	24.14	19	30	29
11	55.56	50.00	60.00	29.63	12.50	20.00	14.81	37.50	20.00	27	16	30
12	35.71	69.23	*	28.57	23.08	*	35.71	7.69	*	14	26	*
All Grades	49.48	68.00	62.60	29.90	19.00	14.63	20.62	13.00	22.76	97	100	123

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	13.51	7.14	3.64	29.73	57.14	49.09	56.76	35.71	47.27	37	28	55
10	10.53	13.33	6.90	42.11	53.33	55.17	47.37	33.33	37.93	19	30	29
11	3.70	0.00	10.00	44.44	43.75	56.67	51.85	56.25	33.33	27	16	30
12	7.14	0.00	*	28.57	69.23	*	64.29	30.77	*	14	26	*
All Grades	9.28	6.00	6.50	36.08	57.00	50.41	54.64	37.00	43.09	97	100	123

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.86	0.00	0.00	60.00	75.00	72.73	37.14	25.00	27.27	35	28	55
10	0.00	3.33	3.45	63.16	83.33	75.86	36.84	13.33	20.69	19	30	29
11	3.70	0.00	23.33	81.48	68.75	60.00	14.81	31.25	16.67	27	16	30
12	7.14	8.00	*	64.29	84.00	*	28.57	8.00	*	14	25	*
All Grades	3.16	3.03	7.32	67.37	78.79	69.92	29.47	18.18	22.76	95	99	123

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

- 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.
- Students classified as 4s and 3s decreased slightly in 22-23. Roughly 24% of students are a level 1, 29% level 2, 36% level 3 and 11% level 4.

3. Area of greatest need is in listening with the lowest percentage of students scoring "Well Developed" (2 %) in 21-22. 22-23 data indicated an increase in listening to 7.3%. Lowest domain is written language at 4%.

School and Student Performance Data

California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1188	78.2	10.4	0.5
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	10.4
Foster Youth	6	0.5
Homeless	7	0.6
Socioeconomically Disadvantaged	929	78.2
Students with Disabilities	181	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	1.2
American Indian	8	0.7
Asian	32	2.7
Filipino	1	0.1
Hispanic	874	73.6
Two or More Races	29	2.4
Pacific Islander	6	0.5
White	213	17.9

Conclusions based on this data:

1. In 2021-2022, the percentage of English Learners increased to 10%. 22-23 data indicates a .4% increase in English Learners.
2. In 2021-2022, roughly 72.9% of students identified as socioeconomically disadvantaged. 22-23 data indicates that there is an increase in socioeconomically disadvantaged, and it is now 78.2%.
3. Hispanic students remain the most significant percentage of WHS's population at 73.6%.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Yellow	Suspension Rate  Orange
Mathematics  Red	Chronic Absenteeism  No Performance Color	
English Learner Progress  Red		
College/Career Medium		

Conclusions based on this data:

1. The graduation rate is strong, and the indicators show it is very high. College/Career indicators were high in previous years but were not reported in 2022. 2023 data show college/career indicators as medium.
2. 2023 data indicates that ELA Performance, English Learner Progress, and Mathematics proficiency rates remain the greatest areas of need site wide.
3. The suspension rate has seen an increase from previous years.

School and Student Performance Data

Academic Performance English Language Arts

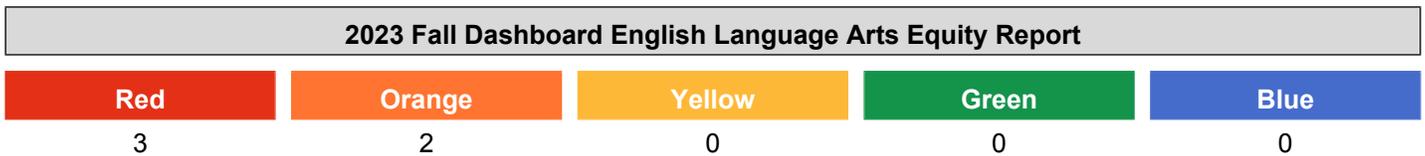
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;">All Students</p> <p style="text-align: center;"> Red</p> <p style="text-align: center;">65.3 points below standard Decreased Significantly -44.1 points</p> <p style="text-align: center;">277 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">126.9 points below standard Increased Significantly +20.8 points</p> <p style="text-align: center;">36 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">4 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">3 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <p style="text-align: center;"> Red</p> <p style="text-align: center;">69.2 points below standard Decreased Significantly -43.2 points</p> <p style="text-align: center;">217 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">154.5 points below standard Increased +8.7 points</p> <p style="text-align: center;">51 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 67.6 points below standard Decreased Significantly - 48.6 points 203 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Red 68.7 points below standard Decreased Significantly - 27.9 points 52 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
150 points below standard Increased Significantly +60 points 20 Students	111.9 points below standard Increased +9.8 points 17 Students	83.3 points below standard Decreased Significantly -55.7 points 121 Students

Conclusions based on this data:

- Overall, ELA performance is low, with some student groups decreasing (socioeconomically disadvantaged, English Learners, Hispanic, and white are very low, suggesting a need to focus on support for these groups).
- Students, as a whole, are all low on the most recent indicators.
- In overall performance, six groups are points below the standard, ranging from 67.6 points below standard (Hispanic students) to 126.9 points below standard (English Learners).

School and Student Performance Data

Academic Performance Mathematics

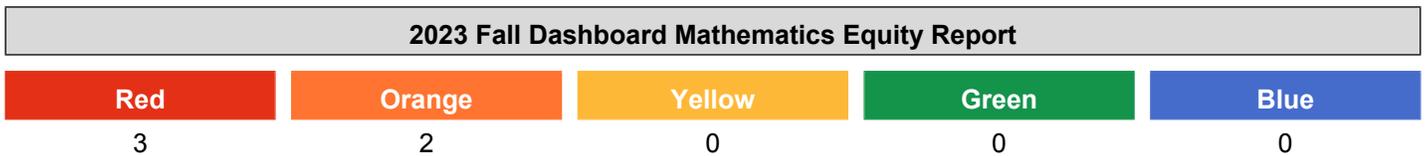
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Red 142.8 points below standard Decreased Significantly -25.8 points 277 Students	<p>English Learners</p>  Orange 182.4 points below standard Increased Significantly +20.8 points 36 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 151.4 points below standard Decreased Significantly -29.1 points 217 Students	<p>Students with Disabilities</p>  Orange 195.8 points below standard Increased Significantly +26.9 points 51 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 2 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 149.8 points below standard Decreased Significantly - 22.7 points 202 Students	Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Red 116.8 points below standard Decreased Significantly - 26.9 points 52 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
207.3 points below standard Increased Significantly +24.9 points 20 Students	162.9 points below standard Increased Significantly +30.6 points 17 Students	147 points below standard Decreased Significantly -29.8 points 121 Students

Conclusions based on this data:

1. Overall performance is very low at 142.8 points below standard.
2. The only student groups that showed a significant increase in performance were English Learners and students with disabilities.
3. The largest performance gap for student groups is among the socioeconomically disadvantaged: 151.5 points below standard, Hispanic at 149.8 points below standard, and white at 116.8 points below standard. This indicates a need to focus on improving first instruction for these groups.

School and Student Performance Data

Academic Performance English Learner Progress

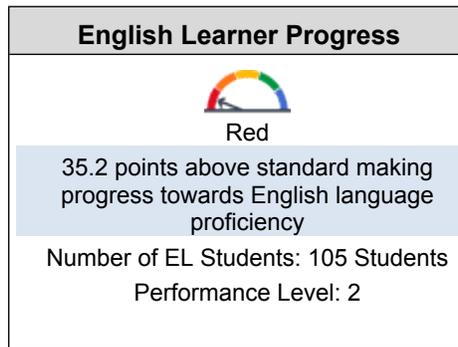
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
22	46	2	35

Conclusions based on this data:

- Students are 35.2 points above standard regarding making progress towards English language proficiency.
- 46% of students maintain but do not progress, while about 21% decrease their performance.
- Decreased performance of English Learners indicates a need to focus on designated and integrated ELD supports.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 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.

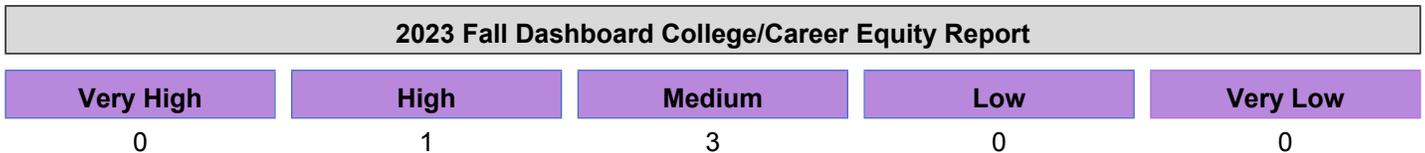
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

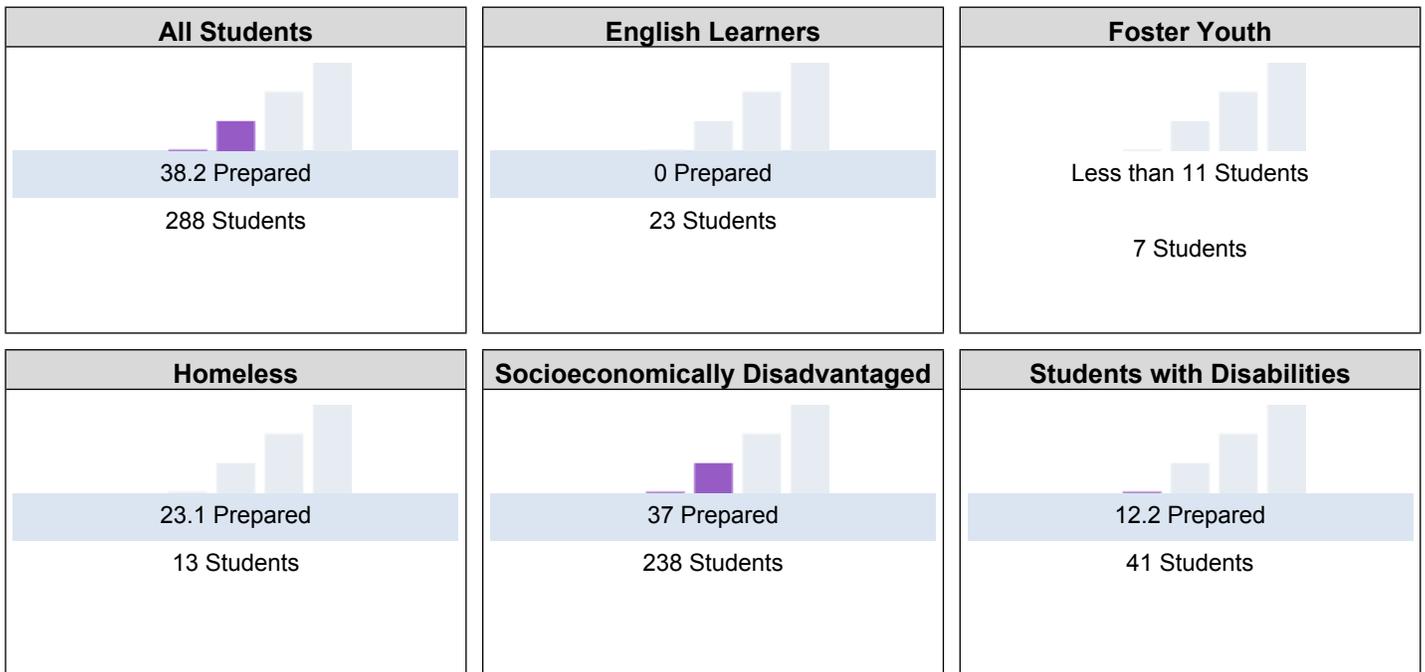


This section provides number of student groups in each level.

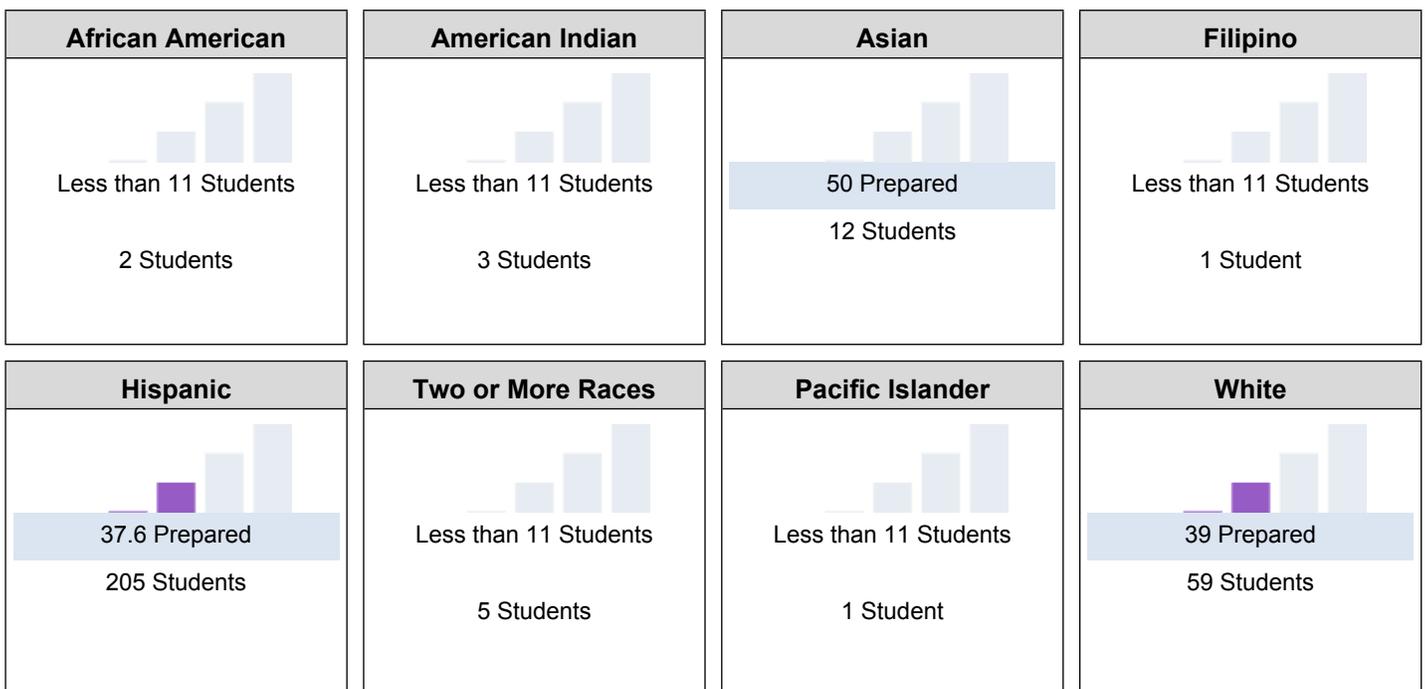


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. The graduation rate remains high in 2022-2023.
2. Overall students were medium on the college and career indicators.
3. students with disabilities were low on the college and career indicators.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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

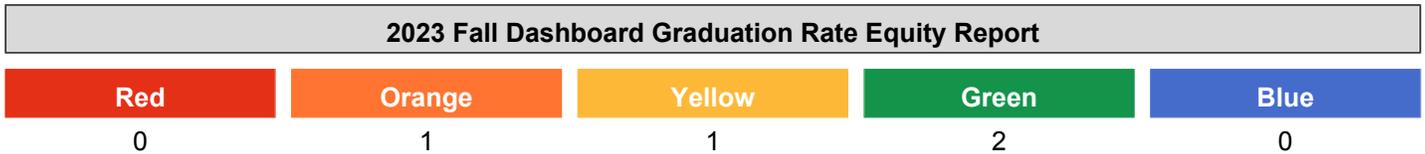
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 93.8% graduated Decreased -1.3 288 Students	English Learners 52.2% graduated Decreased Significantly -35.3 23 Students	Foster Youth Less than 11 Students 7 Students
Homeless 76.9% graduated 13 Students	Socioeconomically Disadvantaged  Green 94.1% graduated Maintained -0.6 238 Students	Students with Disabilities  Orange 75.6% graduated Decreased -3 41 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	91.7% graduated 12 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94.1% graduated Decreased -1.9 205 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Green 91.5% graduated Maintained -0.8 59 Students

Conclusions based on this data:

1. 2023 graduation rates remain high in all student groups, although there was a slight decrease of 1.3%.
2. Lowest graduation rate in significant student groups of English Learners (87.5 percent) and Students with Disabilities (78.6 percent) in 2023.
3. No student groups are in the red.

School and Student Performance Data

Conditions & Climate Suspension Rate

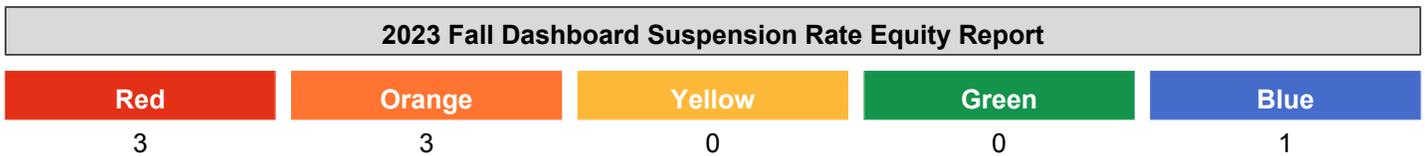
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>10% suspended at least one day</p> <p>Increased 0.3 1229 Students</p>	<p>English Learners</p> <p>Orange</p> <p>14.8% suspended at least one day</p> <p>Declined -2.9 142 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 10 Students</p>
<p>Homeless</p> <p>15.4% suspended at least one day</p> <p>Declined -4.6 13 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>10.5% suspended at least one day</p> <p>Maintained 0 972 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>14.4% suspended at least one day</p> <p>Increased 1.6 195 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>26.7% suspended at least one day</p> <p>Increased 18.3 15 Students</p>	<p>Less than 11 Students 9 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -3 32 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>10.4% suspended at least one day</p> <p>Declined -0.3 908 Students</p>	<p align="center"> Red</p> <p>14.6% suspended at least one day</p> <p>Increased 5.1 41 Students</p>	<p>Less than 11 Students 6 Students</p>	<p align="center"> Orange</p> <p>8.3% suspended at least one day</p> <p>Increased 0.5 217 Students</p>

Conclusions based on this data:

- The suspension rate increased in the 2023 school year for all groups by .3%.
- Two groups increased more than others (Two or More races and Students with Disabilities).
- Socioeconomically disadvantaged students with disabilities and those who identify as two or more races have the highest suspension percentage.

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 increased slightly to 41.9%. However, there is still room for improvement. Our VAPA numbers are slowly declining, along with enrollment, and VAPA is an A-G requirement. While WHS has a strong number of CTE pathways, our enrollment in those courses is still relatively low compared to the overall enrollment. Increase the number of students enrolling in CTE and capstone courses to help improve our college/career indicators. Compared to the many Spanish-speaking students, WHS has a low number of Seal of Biliteracy recipients (mainly due to SBAC/CAASPP performance). Reinforce the importance of SBAC scores with students and parents and the effects on the Early Assessment Program and the Seal of Biliteracy. Our English and Math scores on the SBAC have declined, and we need to move our scores out of the red.

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>	Increase current levels of VAPA participation by 10%.
Percentage of students completing UC/CSU a-g course requirements (high school only).	2020-2021: 43.6% of students completed UC/CSU A-G course requirements.	Increase UC/CSU a-g course completion to 44%.

	<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: data pending</p>	
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	<p>2020-2021: 76 (39.6%) of students completed at least one career pathway</p> <p>2021-2022: 106 (50%) of students completed at least one career pathway</p> <p>2022-2023: 95 (49%) of students completed at least one career pathway</p> <p>2023-2024: 249 students currently enrolled in a career pathway 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> <p>2022-2023: 47 students were eligible for the Seal of Biliteracy.</p> <p>2023-2024: 63 students were eligible for the Seal of Biliteracy</p>	Increase the number of students eligible for the Seal of Biliteracy by 5%.
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 coming off of COVID.</p> <p>2021-2022: 35 students in concurrent enrollment.</p> <p>2022-2023: 8 students in one dual enrollment at WHS. 29 concurrently enrolled at WCC in 1st semester, and 31 students currently enrolled at WCC during 2nd semester.</p> <p>2023-2024: 59 dual enrollment, 35 concurrent enrollment during 2nd semester.</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: data pending</p>	Increase the number of students prepared by 5%.

Graduation Rate	2020-2021: not reported 2021-2022: 95% graduated 2022-2023: 93.8% graduated 2023-2024: data pending	Increase the graduation rate to above 95%.
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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
1.1	<p>Strategy: Provide 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> <p>Activities:</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, celebration expenses for AVID senior night. VAPA Supports: Increased parent presentations/informational nights to recruit subgroup participation, presentations in ELD classes, Field trips to support opportunities for subgroup participation and enrichment. CTE supplemental materials: Supplemental instruction materials for CTE courses. AP (Advanced Placement) subsidies: These subsidies support increased student participation in taking AP exams through scholarships, including students who need to pass a language exam for the Seal of Biliteracy. <p>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.</p> <p>The Math Department Supports After-school intervention, collaboration time for departments to review data and set goals, and collaboration time for planning co-teaching with special education teachers.</p>	All students	<p>18,200 Supplemental/Concentration</p> <p>22,000 Title I Part A: Basic Grants Low-Income and Neglected</p>

Annual Review

SPSA Year Reviewed: 2023-24

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 benefitted students and staff.

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 need to make changes to the type of math support provided due to the large decrease in title I allocation. The budget was paying for IXL, which was a significant cost, but there was no increase in scores with the use of this. The math department will be looking at other options for math study support.

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 ELA and Math proficiency. Need for increased community partner input on important decisions. Chronic absenteeism 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: Data Pending</p>	Move to Orange for ELA and Orange 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: Data Pending</p>	Increase performance level on the English Learner Progress Indicator by one level to 45%. Reach 95% testing participation rate. Increase by 2 to 10 points to get in the orange in ELPI for English learners.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) in English Language Arts (ELA).	<p>2020-2021: Data not reported</p> <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: Data pending</p>	(Continued from last year) The percentage of students meeting or exceeding English Language Arts Proficiency will increase by 5%. Increase by 3 to 14.9 points to get in the orange in English for Hispanic, White, and socioeconomic disadvantaged.
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>	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

	<p>2022-2023: 9% of students met or exceeded the mathematics standards</p> <p>2023-2024: Data Pending</p>	<p>Hispanic, White, and socioeconomic disadvantaged.</p>
<p>Percentage and number of students who are chronically absent</p>	<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: As of March 2024, 25.42% of students are chronically absent.</p>	<p>Decrease students who are chronically absent by 5%.</p>
<p>Student sense of safety and school connectedness</p>	<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>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>CHKS (California Healthy Kids Survey)</p> <p>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</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>

	the school. 45% of 9th graders and 38% of 11th graders feel that the school is safe or very safe.	
Suspension rate	<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: As of March, 7.9% of students were suspended for at least one day.</p>	Decrease suspension rate to below 8%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	<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>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	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.	Increase our implementation by all staff by 1.0.

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"> • Increase Credit Recovery opportunities in the Master Schedule to help support students' eligibility for graduation. • 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. • 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. • Aeries parent night(s) to support parents in understanding and navigating aeries. Ability to support students better. Will provide support in English and Spanish. • Provide Learning Center support • This includes funding VSAs to hire tutors for academic intervention and support. Helped with English and math support in the classroom for English Learners and Students with Disabilities. • Provide Department Supplies, including but not limited to consumables, furniture, and classroom materials. • Fund Saturday School program • Extra Duty hours to staff program to provide intervention, time to make up work, and differentiation • Includes extra funds to support additional mid-week opportunities at critical times of the school year • Positive Behavior Intervention and Support Materials. • Summer bridge math program to support incoming students in their math readiness. • Tobacco/Nicotine/Drug intervention for students other than suspension. Counseling supports at WHS. 	All students	<p>111,598 Supplemental/Concentration</p> <p>71,300 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>1,080 Title I Part A: Parent Involvement</p> <p>120,000 CSI</p>

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Annual Review

SPSA Year Reviewed: 2023-24

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 PD days, including PLC, CAFE, Asilomar, ASB Works, and others. Teachers were given collaboration time to develop and learn about best practices and strategies for supporting English Learners and students with disabilities.

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 SBAC and promote further progress in student literacy. We will also provide additional funding to support PBIS and the incentives for positive behavior on campus. We would also like to budget for tobacco/nicotine/drug intervention/counseling for students who need support. This would be a tier 2 intervention as a step before suspension.

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, and progress was not made in English Learner Progress. 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: 19% reclassification rate.	Continue to increase the reclassification rate by 5%.
English Learner Progress Indicator (ELPI).	2020-2021: Data not reported. 2021-2022: Students were indicated as low. 2022-2023: New indicators show that students in the red (35.2%) are making progress toward English Language Proficiency despite not reaching the 95% testing participation rate. 2023-2024: Data Pending	Increase performance level on the English Learner Progress Indicator by one level to 45%. Reach 95% testing participation rate.
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	Continue to decrease the number of LTELs by 5%.

<p>Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.</p>	<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) E. Supporting English Learners with disabilities (score: 2.8)</p>	<p>Increase each sub-component and the average in principle to 3.5. A. Increase to 3.7 B. Increase to 3.7 C. Maintain 4.0 D. Increase to 3.0 E. Increase to 3.0</p>
<p>Percentage of English Learners with D's and F's at grading mark 3</p>	<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>Decrease the number of Ds and Fs by 5% for semester 1 and semester 2.</p>

	2023-2024: During 1st semester, 37% of grades earned by EL students were a D or F. Semester 2 is still pending.	
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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
3.1	<p>Strategy: Provide professional development to teachers to improve instructional strategies, academic support to increase student achievement, and opportunities for parent involvement to improve school connectedness.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Learning Center support • Includes funding of VSA(Variable Service Agreement) to provide ELLs Academic Intervention through the Learning Center • Includes support for newcomers at Saturday School/Intervention Program(s) • 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. • ELAC (English Learner Advisory Committee) support • Including supplies to incentivize increased parent participation • PD Support • Supplemental materials • Including materials and texts in the primary language as a bridge to learning a new language 	English Learners (ELL's)	<p>4,500.00 Supplemental/Concentration</p> <p>7,078.00 Title I Part A: Basic Grants Low-Income and Neglected</p> <p>1,080.00 Title I Part A: Parent Involvement</p> <p>43,444 CSI</p>

	<ul style="list-style-type: none"> • 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> <ul style="list-style-type: none"> • Saturday Enrichment for newcomers for putting lessons and learning into real-life context. • Includes time sheets for teachers providing enrichment and supplies for the program. • Summer Bridge program for newcomers to acclimate them to the community school and provide transition support. • -Includes time sheets for teachers providing enrichment and supplies for the program. • 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. 		
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Annual Review

SPSA Year Reviewed: 2023-24

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. Some teachers took advantage of ELD collaboration to support best practices.

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 the summer and during Saturday school, professional development for teachers to develop best practices.

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>	Maintain the current number of partnerships at above 46. Add additional community scholarships for students.
Number of extracurricular and co-curricular programs offered	2020-2021: We had limited seasons and fewer programs offered due to COVID-19 restrictions.	Maintain current sports offerings of 22 sports programs and at least 20 extracurricular clubs.

	<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 currently has 22 sports programs and 20 extracurricular clubs.</p>	
<p>Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys</p>	<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" (Approximately 37% of the school population)</p>	<p>Increase student participation in the "Needs Assessment" Survey to at least 50% of the population.</p>
<p>Number and percent of students by representative demographic providing input to the SPSA through focus groups</p>	<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>Regular meetings with the Youth Advisory Council at WHS. Student representation during School Site Council meetings.</p>	<p>Maintain current Youth Advisory Council process and membership of 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>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>Provide students with programs and activities to increase school connectedness.</p> <ul style="list-style-type: none"> • Link Crew, Student Government, School activities, after-school clubs, sports and programs support • Includes materials and supplies to run programs • Increase recruiting of underrepresented student groups • Experiential Field Trips for supplemental instruction to extend beyond the classroom • Includes support for subs and transportation <p>Provide students with regular opportunities for feedback and input.</p> <ul style="list-style-type: none"> • Utilize diverse Student Focus Groups in the SPSA development process • Hold Student Advisory Council meetings every quarter to review data and give feedback • Increase opportunities for student voice in ELAC and School Site Council • Continue strong partnerships with community organizations • Continue robust support of community service programs as well as scholarship partnerships • Continuation of Student Support Programs (for positive recognition) • Include programs such as Student of the Week, HEROES, and PBIS. 	All Students	7,600.00 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2023-24

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.

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 PBIS incentives to promote positive behavior on campus. 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	\$265,982
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$407,880.00
Total Federal Funds Provided to the School from the LEA for CSI	\$163,444

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 (\$)
CSI	\$163,444.00
Title I Part A: Basic Grants Low-Income and Neglected	\$100,378.00
Title I Part A: Parent Involvement	\$2,160.00

Subtotal of additional federal funds included for this school: \$265,982.00

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 (\$)
Supplemental/Concentration	\$141,898.00

Subtotal of state or local funds included for this school: \$141,898.00

Total of federal, state, and/or local funds for this school: \$407,880.00

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
CSI	163,444.00
Supplemental/Concentration	141,898.00
Title I Part A: Basic Grants Low-Income and Neglected	100,378.00
Title I Part A: Parent Involvement	2,160.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	CSI	163,444.00
	Supplemental/Concentration	141,898.00
	Title I Part A: Basic Grants Low-Income and Neglected	100,378.00
	Title I Part A: Parent Involvement	2,160.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,200.00
Goal 2	303,978.00
Goal 3	56,102.00

Goal 4

7,600.00

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
Ramish Naseem	Secondary Student
Kylie Mills	Secondary Student
Jesus Hernandez	Secondary Student
Yessica Gonzalez	Other School Staff
Jennifer Drewek	Classroom Teacher
Eric Dyer	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 April 22, 2024

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 4/22/2024.

Attested:

	Principal, Gerald Salcido Jr on April 22, 2024
	SSC Chairperson, Yessica Gonzales on April 22, 2024