

2018-19 School Plan for Student Achievement

School: Woodland Senior High School
CDS Code: 57727100000000
District: Woodland Joint Unified School District
Principal: Karrie Sequeira
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Karrie Sequeira
Position: Principal
Phone Number: 530.662.4678
Address: 21 North West St.
Woodland, CA 95695-2611
E-mail Address: karrie.sequeira@wjusd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Woodland Senior High School's Vision and Mission Statements

WOODLAND HIGH SCHOOL VISION

Woodland High School graduates are responsible and involved global citizens who pursue life-long learning.

WOODLAND HIGH SCHOOL MISSION

The mission of Woodland High School is to provide a quality educational program for all students, which emphasizes high expectations, personal responsibility, and clear academic standards. Our goal is to ensure a safe learning environment promoting ethical and responsible citizenship while building community and parent partnership.

Community and School Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 50,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, 12 elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and currently serve a total 9,807 students. Woodland High School is accredited by the Western Association of Schools & Colleges (WASC) and is also a member of the college board.

Woodland High School continues to work towards aligning our site plan with the district LCAP and the eight state priorities. For the 2017-2018 school year, WHS enrollment is currently 1312 students. The school has a committed focus to providing a challenging academic environment that prepares students for being competitively college or career ready. With a strong CTE program that is enhanced with five distinct pathways, the staff has created a learning environment that meets the varying needs of the student population that we serve. Woodland High School has a strong agriculture department that continues to directly impact the community that we serve. In the 2017-2018 school year we are proud to see the construction of our greenhouse occur and embrace the benefits of having an outdoor classroom.

The importance of engagement is defined focus at Woodland High School. This includes supporting students in finding their passion or interest. We offer a robust music and drama program that continues to delight audiences in our community. Our athletic teams continue to inspire and lead in our community through providing opportunities for students to be part of a team. Our clubs are another avenue for students to find their niche. We continue to listen to our student's voices to ensure that we are meeting their interest and needs. In bridging communication with our community we established numerous platforms to receive information. We meet this need by completing weekly messages through email and phone calls, Facebook and Instagram updates to keep all well informed.

As we venture into 2018-2019 our district wide instructional focus is qualify first teaching. Our specific site initiatives include: AVID, PLC's, PBIS and Growth Mindset.

It should be noted that more than 50% of our entire staff our WHS graduates and have chosen to come back and give back to the pack.

GO WOLVES!

2016-17 Student Enrollment at Woodland High School by Ethnic Group

African American 1.0%
American Indian >1%
Asian 2.7%
Filipino 0.4%
Hispanic or Latino 64.6%
Pacific Islander >1%
White 29.1%

Two or More 0.7%
None Reported 0.1%

2016-2017	Additional Demographics:
60%	receive free or reduced lunches
12.5%	English language learners

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There are a variety of student and parent committees that meet with WHS staff throughout the school year. During many of these meetings, data and information regarding the school is shared and school stakeholders ask questions and provide feedback on school programs. These include, site council, ELAC, department chair and staff meetings. Surveys are a powerful form of providing important input from students, parents, teachers, and staff. We rely heavily on the input to make site wide decisions and always ensure that all voices feel heard and part of the process. Some of surveys include: overall climate, discipline issues, cell phone policies, feedback on site wide initiatives, and needs assessment. Although surveys are a powerful tool, we also rely heavily on the face to face interaction so that there is not only an opportunity to be heard but more importantly an opportunity to engage in discourse and bring about agreements. In addition, we have been surveying the staff to help develop the focus for our site wide initiatives. This includes, Focusing on Our 3 P's and coming up with a common definition of positive, productive, and professional. Survey's have been sent to all stake holders and meetings are occurring to discuss to provide valuable input.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

This year we have focused on the importance of classroom observations and specifically providing opportunities for teachers to do teacher walks into colleagues classroom. As an administrative team we block out time throughout our day to do observations, not just for the one-shot evaluation of a teacher's performance, but most importantly to be a presence and form of support. The feedback from staff has been positive and they enjoy the opportunity to showcase all of their hard work and feel valued in their commitment to education. We feel the implementation year was successful and we will continue to provide opportunities for staff to continue this practice in the 2018-2019 school year. This allows teachers to get inside other teachers classrooms with a thought partner. It provides insight into sitewide needs and also an opportunity to reflect on our own instructional practices.

We conducted surveys to provide immediate feedback to teachers after the walkthroughs. The data points included evidence of: close reading, engagement, student talk, PBIS, and growth mindset. By in large, the area of growth for our school community is to provide opportunities for students to engage in discourse around learning objectives, increasing our math proficiency across the board and carefully select texts that are culturally sensitive to engage the reluctant reader. The data has been shared with the entire staff as a learning tool.

In summary, the data shows a need for clear direction in our site wide goals for the 2018-2019 school year. We will focus on Professional Learning Communities to provide opportunities for teachers to look at data, plan based on standards and the data, inquiry cycle, classroom instruction, then coming back as a PLC to look at the inquiry cycle. The second site wide objective will be Quality First Teaching (QFT). This includes the following:

- * highly focused lesson design with sharp objectives
- * high demands of pupil involvement and engagement with their learning
- * high levels of interaction for all pupils
- * appropriate use of teacher questioning, modeling and explaining

- * an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- * an expectation that pupils will accept responsibility for their own learning and work independently
- * regular use of encouragement and authentic praise to engage and motivate pupils

As a staff we are committed to supporting, pushing, and propelling ourselves, as well as our students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

The number of students "not meeting standards" continues to be an area of concern as a site and district. We continue to look at ways to improve achievement school wide. We are utilizing the following items to address the underachievement.

1. Increased Tier One supports in the classroom
2. Professional Development – ELA and Math
3. Increase after school supports-English and Math interventions
4. Increased supports for SPED students that align with their specific needs
5. The use of ninth grade MTSS lead
6. In 2018-2019 implementing a 10th grade MTSS lead
7. Increase monitoring of chronic absenteeism
8. Earlier identification through NWEA and course passage rate to provide support.

The number of students "nearly meeting standards" is the middle group which historically are the students that you can have the greatest impact with by targeting strands that need support.

1. Teachers are aligning instruction with new common core standards and skill building
2. Site PD has been beneficial (studio model, Maria Losee, Quality First Instruction, and Growth Mind Set)
3. Sharing best practices through PLC
4. Aligning instruction and grading practices through the development of Guaranteed Viable Curriculum. (Marzano)

The number of students "meeting or exceeding performance goals" is how we would like to see all students achieve success. We think some of the reasons for achievement include the following.

1. Students having agency in their educational pathway.
2. Modeling a Growth Mindset
3. Sharing best practices through PLC
4. Aligning instruction and grading practices through the development of GVCs
5. Increased training in AP courses

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We use multiple measures for student assessment including: NWEA, CELDT, Discipline Data, Intervention, SBAC, Course Passage rate/retention, A-G readiness, CTE pathways, Engagement/Extra Curricular and overall graduation rate. We are working on what are the markers to ensure to student success and preparedness for school outside of the WHS walls.

We just completed year three of NWEA assessment in both English and Math. At first, the information was more utilized as a baseline for our students.

Graduation Rates

97% in 2016

93% in 2015

90% in 2014

SBAC Math 2016-17

Level %

1 61%

2 29%

3 11%

4 3%

SBAC English 2016-17

Level %

1 29%

2 26%

3 31%

4 14%

2016-17 CELDT Classification Levels

Advanced 9

Early Advanced 22

Intermediate 50

Early Intermediate 28

Beginning 18

NWEA 2017-18 school year

11th grade Math

Fall Mean RIT 223.8 74 of 266 students tested "at or above norm grade level" 28% of our students

Winter Mean RIT 229.4 94 of 270 students tested "at or above norm grade level" 35% of our students

Compared to last year 2016-2017 – 11th graders

Fall Mean RIT 222.3 36 of 175 students tested "at or above norm grade level" 20.5% of our students

Winter Mean RIT 224.1 41 of 153 students tested "at or above norm grade level" 27% of our students

When compared to how we fared on the SBAC in Math:

2014-2015 15% met or exceeds

2015-2016 14% met or exceeds

2016-2017 21% met or exceeds

NWEA Reading Data – 11th graders

Fall Mean RIT 215.8 83 of 233 students tested "at or above norm grade level" 36% of our students

Winter Mean RIT 222.8 163 of 288 students tested "at or above norm grade level" 57% of our students

Compared to last year 2016-2017 11th graders

Fall Mean RIT 217.5 89 of 214 students tested "at or above norm grade level" 41% of our students

Winter Mean RIT 223.4 126 of 219 students tested "at or above norm grade level" 57% of our students

Compared to how we fared on the SBAC in ELA

2014-2015 49% met or exceeds

2015-2016 45% met or exceeds

2016-2017 51% met or exceeds

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Core teachers meet at least monthly by department to review student work, share assignments, refine grading rubrics, and revisit course pacing guides. Teachers can access student data from Illuminate and make changes to formative and summative assessments during collaboration time. Throughout the year, departments also meet to examine district assessment data and spend time identifying specific areas of need that need to be addressed. The results of the data reviewed serves as a guide for teachers to set action plans for student intervention and/or enrichment. PHS and WHS have the opportunity to collaborate as part of district wide professional development that include ELA and Math. In addition, district collaboration days are an opportunity for further collaboration. In addition, our school is implemented Guaranteed and Viable Curriculum to ensure there is equity in all courses offered at WHS. This includes the following: Common Assessment, Common Grading Scale, Common expectations including late work/extra credit. The English department is piloting their common syllabi this year, and focused time is provided to vet through the process with all other departments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All staff at WHS are credentialed and verified through the California Commission on Teacher Credentialing.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All WHS teachers are properly credentialed in the subject that they teach and have access to AB466 training on SBE adopted instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our site leadership team developed a yearlong plan to ensure there is professional development that meets the needs of teachers and students. We have looked at our NWEA, SBAC, graduation rates, course passage and soft data including teacher feedback to come up with best ways to address the areas of growth. In addition, we ensured alignment with district goals. The opportunities for professional development and growth include the following:

- Maria Losse – literacy support
- UCD math cohort
- Ethnic Studies cohort
- CTE national conference
- Solution Tree conference – latino students
- Professional Learning Community training
- Trauma Informed training – YCOE
- Curriculum Study Commission ELA
- California Mathematic Council Conference
- Restorative Practice Training

* Evaluate ongoing professional development opportunities presented throughout the year by YCOE

We will continue to measure our growth by various markers indicating student achievement. The ongoing data discussions will drive our decisions on how best to meet the needs of students and staff.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

All teachers need support in their profession to ensure continued growth. New teacher receive support through our BTSA program for the first two years. This support comes in the way of pairing the teacher with a mentor teacher who will guide them throughout the year. They also receive additional professional development by setting goals and receive support through the program.

Additional support for teachers include the following:

- Literacy Support – Maria Losse
- UCD Math support
- Ethnic Studies Cohort
- Ongoing YCOE trainings
- District wide professional development

Through the professional learning community model, teachers will work collaboratively with their designated team. This focused time will include looking at data and initiating/completing the six week cycle of inquiry.

Designated staff meeting time will include the following throughout the year:

- Teacher led professional development
- Growth Mindset Training
- ELA support – Maria Losse
- Quality First Instruction/Teaching

We have designated two teachers to support 9th graders and 10th graders. This will include supporting teachers and being a conduit of information between grade level teachers.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All certificated staff is required to attend Wednesday meetings (district shortened day) . The Wednesday meetings were scheduled before the beginning of the school year, but the schedule is adjusted occasionally to meet needs that arise during the school year. The types of Wednesday meetings include: staff meetings, department meetings, close reading training, AVID strategies, SLT, Teacher Team, Math Action Team and PBIS.

STAFF MEETINGS

The purpose of staff meetings is to dispense information, conduct in-service training and to celebrate our successes as a staff. All certificated staff will be in attendance for the entire meeting unless prior arrangements have been made with site administration.

DEPARTMENT MEETINGS

This time will be used to articulate curriculum as well as to continue the development of State/District content and performance standards. Student performance data will be analyzed to make informed instructional decisions. Implementation of standards-based instruction and the use of research-based strategies will be discussed. All certificated staff will be in attendance for the entire meeting unless prior arrangements have been made with site administration.

PROFESSIONAL DEVELOPMENT - SITE WIDE FOCUS

Throughout the year, professional development will be provided to focus on our site goals. This includes growth mindset, AVID strategies, Quality First Instruction, and PLC training. Each professional development opportunity allows for teachers to observe the strategy, discuss with their table top group, practice the strategy, and collaborate on implementation.

PBIS

Positive Behavior Intervention Support is a group of teachers, RTI specialist, and an administrator who will focus on the varying needs of the student population. Specially, interventions that could be put in place to deter unwanted behavior. Also, it is an opportunity to work on wrap around supports for the student population.

SITE LEADERSHIP TEAMS

The site leadership team meets twice a month at WHS. This time is dedicated for a group of teachers, classified, PBIS, RTI, EL Specialist, and Admin to create our site wide focus. During this collaboration time, we continue to work on close reading and defining what positive, professional, and productive look like in a variety of environments.

PROFESSIONAL COLLABORATION (TEACHER DISCRETION)

Language from MOU between the district and teachers' union regarding professional collaboration Wednesdays:
The topics of the professional collaboration days shall include, but not be limited to curriculum, instructional strategies, assessments and student data, and lesson planning. The intent of this provision is to provide flexibility to each staff member in the selection of the topic and the group of colleagues with whom they will collaborate. Therefore, each unit member shall work with colleagues to select a topic, develop an agenda and submit the agenda, including names of participants, to site administration within the week prior to the designated collaboration days. Minutes from each meeting shall be submitted to the site administration.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers use state adopted materials and supplemental curriculum to teach the common core standards.

Two years ago, WJUSD completed the math adoption and selected the BIG IDEAS curriculum. Our teachers piloted the math curriculum and were able to have voice and choice in the decision.

Our language arts is in need of a new adoption. Teachers were part of developing USG's to provide the framework of addressing the standards. The district designated time for the teacher to come together and be part of the development. This year we purchased supplemental curriculum to enhance the instruction, utilizing best teaching practices and carefully selecting engaging novels.

We are adding two courses that are utilizing an ethnic studies lens: Multicultural Literature and Race & Social Justice. Both courses require additional texts and guidelines to ensure standards are being addressed.

Our health teachers designated time this summer to evaluate our current curriculum. Through the process they provided recommendation to the district.

Departments will continue to meet in teams; working on refining their GVC and agreements, analyzing NWEA data, and initiating the six week cycle of inquiry.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All students receive the recommended instructional minutes in reading/language arts and mathematics. Students also go above the required reading minutes with the informational texts in Science and Social Studies.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The teachers, with support and guidance from the district office and site administration, have created Unit Study Guides (USGs)/pacing guides for core subject areas. Teachers utilize these standards maps to guide instructional planning and pacing. Strategic classes are all offered in the morning, before students take their corresponding benchmark class. At the beginning of the year and at the end of first semester the intervention and core teachers review data and collaborate to determine appropriate placement of students. Their decisions on placement are discussed with administration and counselors to make any necessary adjustments to student schedules for appropriate placement. Newly created USGs incorporate the use of a summative assessment to identify areas for reteaching and extension.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Textbook adoptions as per State Board of Education (SBE) approval are aligned to the previous California Content Standards. WHS and the school district plan to pilot and eventually adopt new textbooks approved by the SBE and aligned to CCSS. All students are provided appropriate instructional materials. Supplemental materials are purchased with site and district funds to supplement instruction as needed.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students at WHS have access to SBE-adopted materials, including intervention materials.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Academic assistance is provided by Community Service Learning Center (CSLC) trained tutors from UC Davis, CSUS, AVID tutors, WHS peer tutors, Woodland Community College and adult volunteers. The CSLC takes the time to review student data and call students in to describe the supports available to assist in their area(s) of need. This is done to make connections with students, so they are more likely to drop into the CSLC for support. Most individual classroom teachers provide tutorials for students before school, at lunch and/or after school. Additional sections for students who are performing one or more years below grade level are provided instruction in strategic or intensive English language arts and Math I. All support classes are scheduled at the beginning of the day and students may move at appropriate times during the school year to higher level classes when they are ready. To assist teachers with finding additional time to make calls home, during block Wednesday's teachers are allotted 15 minutes to make phone calls to parents to provide feedback of student performance, before the afternoon meetings begin.

14. Research-based educational practices to raise student achievement

Research based educational practice to raise student achievement.

We employ the following practices to support/raise student achievement.

- Engagement including sports, music and clubs
- Building relationships with students and parents
- Restorative Practice/Process
- Growth Mindset
- AVID Strategies
- Increasing PUENTE program to two sections in 9th grade
- Quality First Instruction – Implementation year
- Increasing culturally relevant course options
- Support of learning center tutors

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We have two parent advisory groups who provide regular input to administration and faculty on student matters. These are the English Language Advisory Committee (ELAC) and our School Site Council (SSC). Both groups meet once per month with administration, teachers, students and staff. A bilingual parent liaison serves as a resource in our counseling office to support parents and is available to arrange meetings with teachers and registration for AERIES parent portal (online access to student's grade, communication with teachers and as a general resource). This year we brought in Cultural Co-Op to work with parents, staff and students. The focus was on understanding our own biases and how to work together to support all students. We will continue our partnership with this organization. We will continue to foster partnerships with the universities and colleges, especially in the areas of Early Academic Outreach Program (EAOP), Advancement Via Individual Determination (AVID), Puente, and Educational Talent Search (ETS) to increase the number of students going on to higher education. Our Community Service Learning Center (CSLS) offers academic support services to all students. The students are sought out based on their identified needs, they drop in to the CSLS or are referred by a teacher, parent or counselor. Our Study Halls, which that are open 4 times a week after school and are staffed by WHS teachers, serves students needing additional support in either Math or English. All students 9-12 grade check out chromebooks and hot spots if needed for internet access. AERIES Parent Portal, an online database that provides parents with timely information about their students' grades, attendance, and pending assignments, has proven to be a highly effective tool for communicating with parents.

The implementation of our co-teaching model has given more students access to grade-level content, while still providing additional academic support to students with an IEP. In conjunction with La Samilla, we have been conducting information nights and events to support our Spanish-speaking parents. Topics included literacy, community resources, A-G, financial aid workshops and understanding recent legal rulings that could impact our families. Our partnership with YFRC extends to student programming during non-instructional time. Clubs, activities and field trips scheduled during non-instructional time supports continued learning for our students, enrichment opportunities they may not have access to already and academic supports that extend beyond the school day/calendar.

We continue to focus on Multi-Tiered-System of Support (MTSS), to look at the whole child and offer wrap around supports. Wrap around supports could include counseling through Communicare, Victor Services, or La Samilla. In addition, our PBIS coach focused on providing teacher support on how to encourage positive behavior which improves school climate. This is completed by modeling, as well as mini-lessons with various staff members. Our RTI specialist looks critically at all of the data points. When a student is not succeeding, we then reach out to determine what supports are needed and what supports are currently being used by the student.

Supporting all students requires dedicated time to find a recipe that will meet the needs of each individual student and family.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

WHS has an actively operating School Site Council and English Learner Advisory Council. All parent groups serve in an advisory role in the development, implementation, and monitoring of school programs and plans.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Tutorial academic assistance is provided by the Woodland High School Community Service Learning Center (CSLC). Trained tutors from UC Davis, CSUS, Woodland Community College, adult volunteers, and WHS peer tutors assist students during class, lunch, before school and/or after school. Categorical dollars are also used to pay the partial salary of our Community Service Center Coordinator (20% of her salary). Some areas in which students may receive support in the CSLC are in all subject areas,, PSAT/SAT test preparation and assistance with college and scholarship applications is provided by our counseling team. On-line courses are available after school for students who may be at risk of not graduating due to lack of credits or in need of extended learning. Supplemental materials are purchased to support ELLs in their ELD and/or core subject area classrooms and in the CSLC. Categorical funds are provided for workshops and conferences to further develop our teachers' knowledge and strategies on teaching our English Language Learner population.

18. Fiscal support (EPC)

WHS receives funding from the following Federal, State, and local sources: LCFF Base Funding, LCFF Supplemental/Concentration and Discretionary. WHS has also written grants and received additional funding for the implementation of after school programs, California Partnership Academy in Agriculture, Smaller Learning Communities and the engineering program Project Lead the Way.

IV. Description of Barriers and Related School Goals

The three largest barriers or obstacles that we face at Woodland High School are attendance/truancy, wrap around services, and bridging the achievement gap. Our site has created specific goals, with the support of the district office, to help address the barriers. We have hired a bilingual parent outreach coordinator to help build relationships with the parents and address attendance issues. In addition, the district has designated an attendance liaison to work hand in hand with our outreach coordinator to set up truancy meetings and discuss supports. Wrap around services are needed for our school community, and through the district initiative of Multi Tiered Systems of Support, we have created a system to help identify the varying needs of our students. This includes counseling support, group work, academic support, behavioral support, and family support. The efforts are led by our PBIS coach, RTI, counseling team, and administration. The final barrier is that of the achievement gap, especially within the realm of gender. We have identified students based on their SRSS score, NWEA assessments, usage of the learning center, D/F rate, and teacher anecdotal information. We meet regularly to determine who is working with each student, and if need be assign either academic or emotional support.

V. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	280	295	316	266	282	304	263	281	304	95	95.6	96.2
All Grades	280	295	316	266	282	304	263	281	304	95	95.6	96.2

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2563.3	2577.8	2571.5	14	14.95	18.75	31	37.37	27.63	26	28.83	30.26	29	18.86	23.36
All Grades	N/A	N/A	N/A	14	14.95	18.75	31	37.37	27.63	26	28.83	30.26	29	18.86	23.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	17	23.13	23.68	54	53.38	48.36	29	23.49	27.96
All Grades	17	23.13	23.68	54	53.38	48.36	29	23.49	27.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	23	24.56	25.33	43	51.96	45.07	34	23.49	29.61
All Grades	23	24.56	25.33	43	51.96	45.07	34	23.49	29.61

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	16.37	15.46	63	66.90	67.11	22	16.73	17.43
All Grades	14	16.37	15.46	63	66.90	67.11	22	16.73	17.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	27	24.56	25.99	52	53.02	49.67	21	22.42	24.34
All Grades	27	24.56	25.99	52	53.02	49.67	21	22.42	24.34

Conclusions based on this data:

1. Reading - demonstrating understanding of literacy and non fictional texts area of need.
2. Need to provide targeted reading comprehension instruction utilizing all texts including non-fictional
3. Listening - Effective communication skills scores are significantly below where they should be to show achievement. - provide instructional strategies and support for teachers to implement targeted instruction to address needs

V. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	280	295	316	266	283	303	264	283	302	95	95.9	95.9
All Grades	280	295	316	266	283	303	264	283	302	95	95.9	95.9

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2517.9	2535.1	2522.1	3	3.89	4.97	11	16.61	13.25	25	24.73	22.52	61	54.77	59.27
All Grades	N/A	N/A	N/A	3	3.89	4.97	11	16.61	13.25	25	24.73	22.52	61	54.77	59.27

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	9	8.48	9.60	25	26.50	22.52	66	65.02	67.88
All Grades	9	8.48	9.60	25	26.50	22.52	66	65.02	67.88

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	5	6.01	7.95	45	41.34	41.39	50	52.65	50.66
All Grades	5	6.01	7.95	45	41.34	41.39	50	52.65	50.66

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	9	10.25	7.62	53	56.18	50.00	38	33.57	42.38
All Grades	9	10.25	7.62	53	56.18	50.00	38	33.57	42.38

Conclusions based on this data:

1. 20% met or above, 80% not
2. Problem solving and Modeling data analysis biggest area of need with concepts and procedures following behind
3. Continuous professional development through UCD Math project - data discussions and a site wide focus on math strategies to benefit all learners

V. School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9				24	15		35	45		22	24		19	15	
10		3		38	8		44	38		10	31		8	21	
11	8	7		32	30		45	33		11	19		5	11	
12	9			45	27		23	50		14	14		9	9	
Total	4	2		34	18		38	41		14	23		10	15	

Conclusions based on this data by levels:

1. The majority of our English Language Learners scored Intermediate or Early Advanced on the CELDT. We have a variety of leveled English Language Development courses to support students at their specific proficiency level. We have also started ELD courses to support students that have become long-term ELLs. We will continue our case management and intervention efforts to focus on meeting the specific language needs of our ELL. Targeting specific language needs will assist in moving students to reclassification.

V. School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	2			24	13		30	38		17	25		26	25	
10		2		36	7		39	38		9	31		16	21	
11	9	7		29	30		42	30		13	17		7	17	
12	8			48	22		20	52		12	11		12	15	
Total	4	2		33	17		34	39		13	22		16	20	




Conclusions based on this data by levels:

1.

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	0
English Learner Progress (1-12)		1	0
Graduation Rate (9-12)		4	0
College/Career (9-12)	N/A	N/A	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. English learner progression continues to be an area of strength. Reinforce the procedures and supports in place to progress more students.
2. Suspension rates are still an area of need, although improved. Continue with restorative practice, breaking down barriers for students and alternatives to suspensions.
3. Look critically at the non-grad and look for trends that are impeding graduation rates. Discuss as a Site Leadership Team and make a plan moving forward.

School and Student Performance Data








Status and Change Report

Suspension Rate



The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		1,363	High 7.9%	Declined -1.9%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1,363	High 7.9%	Declined -1.9%
English Learners		147	Very High 10.2%	Declined Significantly -6.2%
Foster Youth		12	Very High 41.7%	Increased Significantly +26.7%
Homeless		23	Very High 26.1%	Increased Significantly +3.7%
Socioeconomically Disadvantaged		898	High 9.6%	Declined Significantly -2%
Students with Disabilities		146	Very High 10.3%	Declined Significantly -3.1%
African American		15	Very High 20%	Increased Significantly +8.2%
American Indian		9	*	*
Asian		47	Very Low 0%	Declined Significantly -2.3%
Filipino		5	*	*
Hispanic		914	High 9%	Declined Significantly -2.7%
Pacific Islander		5	*	*
Two or More Races		12	Very Low 0%	
White		346	Medium 5.5%	Maintained +0.2%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:


1. Trends - for the most part the data is trending down, but it should be noted that it is still high for many groups.
2. African American - although there are only 15 students identified as African American there appears to be disproportional in suspensions within the identified sub-groups. Yet, we take each case seriously and individually to ensure the consequence is justified through ed code and alternative means of suspension were pursued.
3. Student with Disability - We need to make it standard protocol to include making contact with their caseworker to ensure it is not a manifestation of their disability.

School and Student Performance Data




Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		164	High 81.7%	Increased +9.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 10.2%	Declined Significantly -6.2%
English Learner Progress (1-12)		High 81.7%	Increased +9.3%
Graduation Rate (9-12)		High 90.5%	Increased Significantly +8.8%
College/Career (9-12)	N/A	Low 15.1%	N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. English Learner graduation rates are strong - continue with programs to support English learners including tutoring, mentoring and communicating with families
2. Suspension rates are considered "very high" but should be noted that there was a 6.2% decrease in suspensions - continue to look at the "why" behind suspensions
3. English learner progress increased but is still an area of need - work with the district to ensure supports are adequate and targeted

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. n/a
2. n/a
3. n/a

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. n/a

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017
English Learners	72.4%	81.7%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared
Class of 2016	40.2%	31.6%	28.2%

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts

Mathematics

Assessment Performance Results for Grade 11		
Indicator	2016	2017
English Language Arts	17.3 points below level 3	4.9 points below level 3
Mathematics	109.6 points below level 3	92 points below level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Math - large gap in achievement. A sense of urgency must be instilled and supported through professional development of teachers.
2. ELA - growth occurred in proficiency but an emphasis on reading comprehension is needed
3. More than half of our student are not college/career ready - sharing data with site leadership team to develop a comprehensive plan

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	9.8% (136)	7.9% (107)

Conclusions based on this data:

1. Positive Relationships

It is critical to create positive trusting relationships with all stakeholders. It is a key component to deter poor choices, having student feel connected and trusting that you will be fair. In addition, we worked with our families' one on one to create a culture of trust. We utilize a team approach with parents, students and staff. A positive authentic relationship has allowed for not only staff buy in, but for creating a positive school climate.

2. Alternatives to Suspension

As a staff we disseminated our data and looked at trends/commonalities for suspensions. Through discussions we came up with a menu of alternatives to suspensions that was vetted with all stakeholders. The goal is not to "punish" the students but find a means that would support corrected behavior. Alternatives include: counseling for drug/alcohol consumption, writing letters of apology acknowledging the poor choices, meetings with parents, meetings with teachers, and also we utilize a cooling off period to support the student. There are some non-negotiable including : possession of a weapon, drugs, or any type of physical altercation.














3. Implementation Tier 1 in Classroom

Teachers work hard at building relationships with the students and are able to see triggers prior to a student escalating to unwanted choice making. Teachers see the value of learning more and asking from resources of support from our PBIS coach as needed. They allow "break time," one-on one conversations, and/or meeting outside of the classroom to discuss the needs of the student. In the course of the last three years, the teachers have grown enormously in this area and have a tool box of strategies to help all students.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Conclusions based on this data:

1. Suspension rates still must be addressed - looking towards alternatives to suspensions
2. English learner progress is strong - deepen understanding of EL master plan
3. Graduation rates are strong especially in the category of English Learners and Hispanic

VI. Planned Improvements in Student Performance

All students will be proficient in literacy, numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will be proficient in literacy, numeracy and 21st century skills through high quality teaching and learning.
All students will be proficient in literacy, numeracy and 21st century skills through high quality teaching and learning.
Data Used to Form this Goal:
NWEA Graduation Rate Common Assessment - Guaranteed Viable Curriculum CELDT D/F Rate SBAC English Learner Progress Equity Report AP Passage Rate
Findings from the Analysis of this Data:
In the fall of 2017 the California Department of Education transitioned to a dashboard to measure and display student success. There are different variables that are included in the data to provide a picture of the trends occurring in the school setting. The equity report that was released in the fall indicates Woodland High School English Learner Progress had a significant increase and is considered 'high.' That information validates the reclassification rate and showing that our English learners are progressing towards second language acquisition. The growth is attributed to smaller sections of our ELD classes, carefully selecting teachers to meet the needs, and providing support through our learning center. In addition, push in support by mentors from UCD/CSUS provides additional support. Woodland High School graduation rates continue to soar. During the 2014-2015 school year WHS had a total of 93.2% high school graduates and of those 92% were identified

Hispanic/Latino. In my first year 2015-2016 we rose to 94% overall graduation rate with 95.2% identified Hispanic/Latino. In 2016-2017 our self-identified high school graduation rates were 97.6% with 96.5% identified Hispanic/Latino. Impacts include implementation of guaranteed viable curriculum and our well-developed CTE pathways that provide engagement and options for all students.

WHS SBAC data continues to make gains in most areas. Overall in ELA there was a 6% gain for students meeting or exceeding. Most notable the male students who met or exceeded rose 12% from the past year. Our math also made gains across the board and overall the scores increased 6% as well. This could be attributed to Guaranteed Viable Curriculum, and a really strong math department that has built in collaboration throughout the day.

2015-2016	2016-2017	Change
ELA # of Students	249	283 ^34 students
ELA Met or Exceeded	46%	52% ^6%
ELA Nearly Met	26%	29% ^3%
ELA Not Met	29%	19% >10%
ELA Male Met or Exceeded	33%	45% ^12%
ELA Female Met or Exceeded	59%	60% ^1%
ELA Socio. Disadv Met or Exceeded	45%	47% ^2%
ELA Latino Met or Exceeded	43%	50% ^7%
ELA SPED	23%	20% >2%
Math # of Students	250	283 ^33 students
Math Met or Exceeded	15%	21% ^6%
Math Nearly Met	24%	25% ^1%
Math Not Met	61%	55% >6%
Math Male Met or Exceeded	14%	22% ^8%
Math Female Met or Exceeded	16%	20% ^4%
Math Socio Disadv Met or Exceeded	8%	14% ^6%
Math Latino Met or Exceeded	18%	15% -3%

Math SPED

4%

0

4%

How the School will Evaluate the Progress of this Goal:

- Student Progress Reports
- NWEA – Fall, Winter and Spring
- Course Passage Rate
- Informal/Formal Assessments – unit tests, finals and other measurable tasks
- SBAC
- Teacher input

First Interim Analysis:

NWEA and Course Passage Rate

Second Interim Analysis:

NWEA and Course Passage Reate

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.1</p> <p>Implementation of Professional Learning Communities to support student learning and teacher professional growth.</p> <p>Use of formative analysis to make instructional decisions, utilizing all relevant data points including: course passage, NWEA, common assessments, attendance, engagement, and discipline.</p> <p>The focus is for students who are identified at risk or, falling within the achievement gap, and English Learners</p>	2018-2019	Teachers Counselors RTI/PBIS Administrators	<p>Release time for co-planning, data analysis, and sub time</p> <p>PLC Conferences- RTI, PBIS< MTSS, PLC</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>8,000.00</p> <p>10,000.00</p> <p>10,000.00</p>
<p>1.2</p> <p>Increased passage of courses without remediation in future courses will come from:</p> <p>The Community Service Learning Center (CSLC) will utilize a variety of data to identify students that are struggling in or not passing classes.</p> <p>Aside from supporting all students that want to work in the Center, there will be students selected for case management that will extend throughout the school year. Students will meet with CSLC staff regularly to receive the support needed for success. Case management groups</p>	2018-2019	Administration CSLC Staff Teachers Counselors	<p>Increase course passage rates and decrease need for remediation by providing support in the form of tutors for the learning center.</p>	<p>Supplemental/Concentration</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>10,000.00</p> <p>10,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>will be selected by subgroups (i.e. underperforming, ELL, 9th grade).</p> <p>In addition, the support will be provided either in small group, individual, or classroom push in support.</p>					
<p>1.3</p> <p>Provide support for students falling in the gap, by lowering class numbers and providing additional resources to monitor and ensure students are progressing to achieve their academic goals.</p>	2018-2019	Administration Teachers RTI PBIS Counselors	Provide a 9th grade and 10th grade intervention period to monitor students academics, attendance, socio-emotional, and discipline data.	Supplemental/Concentration	32,000.00
<p>1.4</p> <p>In order to increase student proficiency specifically in English Language arts, on-site professional development will be provided surrounding the site wide goal of Quality First Instruction.</p>	2018-2019	Administration Teachers Counselors RTI PBIS	Professional Development - roughly 10 days of PD embedded in the school day.	Supplemental/Concentration	18,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>1.5 Instructional Leadership & Staff Development/Collaboration</p> <p>Staff will be provided opportunities to participate in professional development and collaboration geared towards the implementation of Common Core with a focus on students in the opportunity gap.</p> <p>Such professional development and collaboration will include, but not be limited to, conferences, sub costs, collaboration days, coaching, and training to better prepare teachers in supporting all subgroups.</p>	2018-2019	Administration Teachers Substitutes	ELA Conference Math Conferences Sub/release costs for conference attending National CTE Conference AP Conference Professional Development	Supplemental/Concentration Site Discretionary	13,516.00 9138.00
<p>1.6</p> <p>Supplies for office and teacher needs such as paper, pencils, etc. and enrichment materials for curriculum, including:</p> <p>Technology Upkeep/maintenance for classes, teachers, computer labs, office, and support staff</p> <p>Funding for department supplies/office supplies</p> <p>Funding for student services</p> <p>Staff Meetings</p> <p>Copy Costs</p> <p>Shredding</p> <p>Diplomas</p>	2018-2019	Administration Teachers Support Staff Counseling Department Chairs	Site Discretionary Site Discretionary Title I Part A: Parent Involvement Supplemental/Concentration	Site Discretionary Site Discretionary Title I Part A: Parent Involvement Supplemental/Concentration	60,000.00 2,261.00 5000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Print Shop Reprographics Replacing PE equipment Replacing Music Equipment Supplemental Curriculum Media Subscriptions Postage Additional purchase at site discretionary					
1.7 With the implementation of common core there is a need for students to have supplemental curriculum, to enhance the district adopted texts. This provides not only an intervention for our at risk, but also this is an intervention for all learners. The online program purchases would be at the discretion of the math/language arts department after vetting with staff, counseling, and administration.	2018-2019	Administration Teachers Support Staff Counseling Department Chair	Online purchasing of support curriculum	Supplemental/Concentration	14,000.00
1.8 Students often need supplemental curriculum to understand the content. In addition, teachers need supplies or curriculum to help by providing multiple opportunities for	2018-2019	Administration Teachers Support Staff Counseling	Supplemental Curriculum and Supplies for teachers	Title I Part A: Basic Grants Low-Income and Neglected Site Discretionary	13,100 8,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
learning. By providing supplemental curriculum to support board adopted curriculum it will support the learning and comprehension of the content.					
1.9 We have an aging facility with furniture that needs replacement including desks, tables and chairs.	2018-2019	Administration Teachers Support Staff Counseling	Replacement of Furniture	Site Discretionary	8,000.00

VI. Planned Improvements in Student Performance

All students will graduate high school and be competitively college and career ready through personalized learning.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Every Student will Graduate High School and be Competitively College and Career Ready Through a Choice of Pathways.
Every Student will Graduate High School and be Competitively College and Career Ready Through a Choice of Pathways.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Graduation rate data, overall and disaggregated by subgroups• Transcript review of 12th grade students to identify completed pathways• IEP goals and accommodations• Advanced Placement reports• Communication home, agendas, sign in sheets and handouts from school site sponsored parent education workshops• Parent surveys and forums to provide feedback• Parents signed up to represent our school site on district/school committees and advisory groups
Findings from the Analysis of this Data:
<ul style="list-style-type: none">• College and Career readiness scores indicate a need to focus on direct-targeted instruction to increase student achievement.• Emphasis placed on students who are on an IEP and evaluate current support in place to increase graduation rates.• Need to provide better communication and bridge with parent community to collaborate towards student graduation.• Need to provide targeted professional development in language arts specifically reading comprehension.• Need to provide targeted professional development in math• Need to reinforce intervention and ensure students are identified early to provide supports needed to increase student achievement.
How the School will Evaluate the Progress of this Goal:
<ul style="list-style-type: none">• Transcript review starting first semester of 9th grade• NWEA – fall, winter and spring• SBAC scores• Course passage rate• Formal and Informal Assessments• Analyze SST referral outcomes

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.1</p> <p>The need to increase the usage of technology for all students, as well as expose them to the most current trends is critical for all students to be 21st century ready.</p> <p>This includes the purchase of screens, laptops, online programs, online curriculum, repairing of current technology, chromebooks, nanos for audio books, online audio books, ear buds for students, and charging stations and other technology that may support preparing our students for a technologically global world.</p>	2018-2019	Administration Department Chairs EL Specialist Teachers Counselors RTI BIS	purchase of technology	Supplemental/Concentration	30000.00
<p>2.2</p> <p>When addressing the A-G readiness for our students, there comes a need to have early intervention and dedicated time for the team to meet with each student, support staff, and parents after the first semester of their 9th grade years to re-evaluate the four year plan and make modifications as needed.</p> <p>This A-G focused summit is geared toward early detection and support for our students and families.</p>	2018-2019	Administrators Counselors Teachers RTI PBIS Department Chairs Support Staff	Extra Duty Pay Teachers Counselors RTI PBIS	Title I Part A: Basic Grants Low-Income and Neglected	6,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.3 AVID</p> <p>WHS will robustly fund the AVID program:</p> <p>Identify incoming 9th grade students eligible for AVID and encourage them to apply to participate in the AVID Program</p> <p>AVID students will be provided the AVID curriculum and supported by a trained AVID teacher.</p> <p>WHS will provide teachers and staff funding for staff development, conferences and substitute teachers to support the implementation of the AVID program</p> <p>WHS will support student field trips to expose students to a college going mentality.</p>	2018-2019	Administrators Teachers Department Chairs Counselors Intervention Teachers RTI PBIS Support Staff	<p>AVID- supplement materials, supplies, transportation, travel, conferences, subs, extra duties</p> <p>AVID Tutors</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>Supplemental/Concentration</p>	<p>4,201.00</p> <p>10,000</p>
<p>2.4</p> <p>Increase AP, PSAT, SAT Participation and Increase Overall AP, SAT, and PSAT success</p> <p>Administration, faculty and counseling will encourage and recommend subgroups students to AP courses with higher frequency to ensure a balanced demographic that mirrors the school population.</p> <p>Saturday classes to support students.</p>	2018-2019	Administrators Teachers Counselors RTI PBIS	<p>Subsidize Cost of AP, PSAT, and SAT test</p> <p>AP/SAT Prep</p> <p>AP/SAT Test Prep Material</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p>	<p>5000.00</p> <p>4000.00</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>2.5 WCC Outreach</p> <p>Students often enroll in a class at our local community college, which is free for the students. They enroll for a variety of reasons including; credit recovery or acceleration.</p> <p>Students that are in the opportunity gap are unable to purchase the books on their own. This money would specifically be used for students who are in the gap and needing the support by the purchase of curriculum.</p>	2018-2019	Admin Ed Services	Purchase of Books	Title I Part A: Basic Grants Low-Income and Neglected	500
<p>2.6 Band Enrichment</p> <p>Our students who participate in our VAPA program will be provided opportunities to perform at festivals, visit colleges, and explore the VAPA world that exists after high school. Through this exposure it will not only allow them to be college and career ready but will provide insight/inspiration to continue their passion.</p>	2018-2019	Admin Counseling Teachers	Transportation	Supplemental/Concentration Site Discretionary	10,000 4,000.00

VI. Planned Improvements in Student Performance

All students will be successful through the development of targeted and coherent systems of support.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
All students will be successful through the development of targeted and coherent systems of support
Provide a Multi-Tiered System of Support for all students.
Data Used to Form this Goal:
<ul style="list-style-type: none">• Site/Classroom walkthroughs• WASC student group feedback• Review of caseloads from: counselors, behavior therapist, outside counseling agencies, Save a Senior, SLC meeting minutes, etc.• Site discipline reports, overall and by subgroups• Attendance data• Student surveys (i.e. senior exit surveys, Healthy Kids Survey)• Activities/athletic calendar, rosters for activities/athletics• Copies of information sent home, intervention notes regarding communication home and copies of handouts from parent events• Intervention notes in Aeries will document case management of students• Student enrollment in leadership courses or programs on campus• Student involvement in clubs, music programs, and other activities on campus
Findings from the Analysis of this Data:
Walkthroughs of campus and classrooms reflect a presence of the 3 Ps. The feedback from BEST and WASC walkthroughs by outside groups have been that all students with whom they engaged were able to articulate the school-wide behavioral expectations known as the 3 P's: Positive, Productive, and Professional.
The school activities calendar reflects scheduled student recognition events throughout the school year. These events have been conducted in a variety of formats: school wide, grade level, SLC, by invitation and in classrooms.
Enrollment in student leadership courses/programs has increased. We now have two designated student leadership classes on the master schedule (ASB, Link Crew). Aside from classes we have teachers serving as facilitators for a variety of leadership programs our students participate in (i.e. Boys and Girls State, MeCHA, Latina Action Day, Ag Action Day). Athletic rosters reflect an increase in athletes this year in each season.
The meeting calendar for the year has time set aside on block weeks for teachers to make communication home to families regarding their student's progress at school. Teachers were provided with training to input their contacts with students and parents in Aeries. There has been an increase in the inputting of these contacts. Teachers still continue to use AERIES for posting grades and to interact with students and parents. We have created WHS postcards that teachers can fill out and leave with the front office

secretary to mail home to share good news with parents/guardians. The postcards are located in various locations so that they are easy for teachers to grab and write a quick positive note home.

Our RTI specialist will be working with families to provide intervention early in regards to truancy. She will meet with students, families, counselors, and teachers to provide wrap around supports for the students who are considered "truant." We will take data from the end of last year, and meet monthly to discuss the findings.

How the School will Evaluate the Progress of this Goal:

- NWEA data
- Learning Center Usage Reports
- Counseling referrals
- Suspension data
- Alternative to suspension data
- Course passage rate
- Graduation rates

First Interim Analysis:

Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>3.1 WOLF Room</p> <p>By providing a support person in our WOLF room we will work on building relationships with students, decreasing our of class suspensions, providing a space and person to process out of class referrals, and providing an opportunity for student voices to be heard. In addition, through the reflection piece we will provide a way to help restore relationships that have been fractured.</p>	2018-2019	Administration Counselors Behavior Therapist RTI Teachers Support Staff	Wolf Room Support Staff	Supplemental/Concentration	22,000
<p>3.2 Collaboration among coaching staff and school staff to increase recruitment and participation of students in WHS athletic programs. Identify and implement strategies to assist them in being scholar athletes and to have stronger bodies to perform athletically. By increasing participation students' health will increase, as well as a possible increase in underrepresented students qualifying for scholarships.</p>	2018-2019	Administration Coaches Athletic Director Staff	Collaboration between coaches and school staff to increase student athletic participation - supplement costs to provide access to athletics for all.	Site Discretionary	250.00
<p>3.3</p> <p>School climate will improve through:</p> <p>Providing students with a daily planner.</p> <p>Providing opportunities for college or</p>	2018-2019	Administration Counselors Truancy Teachers	<p>Purchase of Daily Planners for all</p> <p>Purchase of Incentives for Opportunity Gap Students</p> <p>PBIS Incentives</p> <p>PBIS Tracker</p>	<p>Supplemental/Concentration</p> <p>Supplemental/Concentration</p> <p>Site Discretionary</p>	<p>5,000.00</p> <p>3,000.00</p> <p>2,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
offered as a year-long course that students can take. Throughout the year these students will lead activities that support the successful transition of new students to WHS. The students and teachers will collaborate with other schools/districts to continually improve the use of Link Crew at WHS.					
3.6 RTI The response to intervention teacher is a layer of our Multi-Tiered Systems of Support. The person is utilized to monitor students and look for markers that would indicate and intervention would be needed. This could be in the form of academic or socio emotional support. Through the screening process, the RTI would determine what support meets the needs of the student.	2018-2019	RTI Administration Counselors	RTI Position - District Funded		
3.7 Counseling Tech/Liasion The counseling TECH will provide support to the counseling office and do tier 1 level support including: calling parents, completing referrals, adding/dropping courses, or other requests needed to support.	2018-2019	Administration Counseling Support Staff	Counseling Tech/Liasion	Title I Part A: Basic Grants Low-Income and Neglected	15,688
3.8 Activity Period	2018-2019	Administration Teachers Counselors	Activity Period	Title I Part A: Basic Grants Low-Income and Neglected	16,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
The need for an activity period to support students by providing planning and preparing for student activities is necessary. The time will be dedicated to support the ASB and Link Crew program.		RTI/PBIS			
<p>3.9</p> <p>Saturday instruction to support struggling learners. Over the course of the last two years we worked at providing opportunities for students to receive small group instruction. It has occurred on Saturdays and we saw a direct correlation between course passage rate with those students that attended.</p> <p>The Saturday program would allow for four teachers to support students for a total of 20 Sessions.</p>	2018-2019	Teachers Counselors Administration RTI PBIS	Extra Duty Pay 4 teachers for 20 Saturday's	Supplemental/Concentration	14,000.

VI. Planned Improvements in Student Performance

Improve the English proficiency and academic achievement of English Learners.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Improve the English proficiency and academic achievement of English Learners
Improve the English proficiency and academic achievement of English learners.
Data Used to Form this Goal:
Looking at reclassification rate from the last three school years showed a jump in students meeting the criteria. In addition, all stakeholders looked at the course passage rate and graduation rate.
Findings from the Analysis of this Data:
Woodland High has a high number of students being reclassified each year, however, they continues to be a large number of long-term English Learners.
How the School will Evaluate the Progress of this Goal:
On a regular basis the English Learner Specialist will meet with admin and review student reclassification rates, grades, and progress toward graduation. We will also review student progress toward acquiring the district's Seal of Biliteracy.
First Interim Analysis:
EL Specialist, with admin, will review students' progress toward reclassification as well as writing samples collected. EL Specialist will also conduct ongoing EL and RFEP monitoring.
Second Interim Analysis:
EL Specialist, with admin, will review student grades, and progress toward graduation and acquiring Seal of Biliteracy.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>4.1</p> <p>English language Development</p> <p>Students identified as English Learners <CELDT Level 4 will be enrolled in English Language Development (ELD)</p> <p>The ELD teachers will provide instruction to the students using updated EL curriculum.</p> <p>School wide systems, routines, and instructional practices will be implemented in core classes to support English Learners in accessing and learning the required content.</p> <p>ELD Teachers, EL Specialist, RTI Specialist, I and Parent Liaison will work closely together to monitor and communicate English Learners' progress towards reclassification.</p>	2018-2019	<p>Teachers</p> <p>ELD Specialist</p> <p>Counselors</p> <p>Admin</p> <p>PBIS</p> <p>RTI</p>	<p>Additional sections (.4) supported by District in LCAP for Class Size Reduction in ELD</p> <p>EL Specialist (supported by District)</p>	None Specified	
<p>4.2</p> <p>ELAC meetings will occur once a month. The EL Specialist will meet with the officers to plan agendas for the meetings, meetings will be facilitated by parents. The EL Specialist and Principal will meet with the ELAC parents to discuss district/school programs. At these meetings parents will provide feedback on implementation of various initiatives. Allocated funding will support light refreshments, day</p>	2018-2019	<p>Teachers</p> <p>ELD Specialist</p> <p>PBIS</p> <p>RTI</p> <p>Counselors</p> <p>Admin</p> <p>Support Staff</p>	<p>Supplies for meeting including:</p> <p>General Supplies</p> <p>Childcare</p> <p>Food</p>	Supplemental/Concentration	1,500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
care and other incentives to increase parent participation. Administration and staff will work together to provide school-wide information in English and Spanish to improve communication with parents. Punjabi and Urdu translation will also be utilized when possible.					
<p>4.3</p> <p>Translation Services</p> <p>It is imperative for our parents to read material that goes home in their native language. By allocating funding for translation not only will the student feel supported but it will bridge communication with the parents.</p>	2018-2019	Administration EL Specialist ELD Teachers	Translation Services Postage	Site Discretionary	1,000.00
<p>4.4</p> <p>Parent Liaison</p> <p>Our parent liaison position is a critical role at our school. The person helps bridge the language gap for our parents and ensures there is an opportunity for all parents to become engaged. The role is that of translating, scheduling meetings, meeting with parents and being the liaison between counselors, admin, teachers and parents.</p>	2018-2019	Administration Teachers Parent Liaison Support Staff Counselors	Parent Liasion	Supplemental/Concentration	18,000.00
<p>4.5</p> <p>Supplies for Learning Center</p>	2018-2019	Administration Teachers Parent Liaison Support Staff	Supplies	Site Discretionary	4,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
Our learning center provides tutoring throughout the day for our students to receive the support necessary. The need to run the center includes basic school and office supplies.		Learning Center			

VI. Planned Improvements in Student Performance

Goal 5: Excellence for All students is supported through meaningful stakeholder engagement.

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LEA GOAL:
Excellence for all students is supported through meaningful stakeholder engagement
Excellence for all students is supported through meaningful stakeholder engagement
Data Used to Form this Goal:
Attendance Extra Curricular Student Involvement Athletic Participation Suspension Data Student Referrals
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
First Interim Analysis:
Second Interim Analysis:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
<p>5.1</p> <p>This year we were faced with some sensitive cultural issues school wide. We began to do some very important work with the Cultural Co Op. The goal is to help support the community of under represented students and help bridge a mutual respect and understanding with all students/families.</p>	2018-2019	Teachers Admin Parents Support Staff Counselors	Parent Nights Staff PD Student Meetings	Title I Part A: Basic Grants Low-Income and Neglected	12,000.00
<p>5.2</p> <p>Attending parent night or any events after school can be a bit tricky to have a large attendance. The goal is to get the parents to attend and often the times are in the evening. By providing refreshments and light snacks it will encourage participation and sustain them throughout the presentations.</p>	2018-2019	Counseling Admin Teachers	Food Refreshments	Site Discretionary	500.00
<p>5.3</p> <p>Athletic Speakers, Wall of Fame, Posters</p> <p>Promoting and encouraging engagement of all learners by providing opportunities for students to learn more about the importance of athletics. The series will discuss nutrition, health and wellness and</p>	2018-2019	Parents Teachers Counselors Athletic D	Parent Nights Athletic Posters	Title I Part A: Basic Grants Low-Income and Neglected Site Discretionary	2000.00 1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
the importance of balancing athletics with school.					
<p>5.4</p> <p>Scholarship Night</p> <p>Our scholarship night is an opportunity for our community to join the wolfpack and acknowledge students that have exhibited our 3 P's. Positive, productive and professional. We will come together for scholarship night to celebrate our students and honor our community.</p>	2018-2019	Counseling Admin Teachers	Awards Food Program	Site Discretionary	500.00
<p>5.5</p> <p>Back to School Night</p> <p>Our back to school night is an opportunity for our community to learn about the school year for their student. The importance of building relationships with the parents is critical towards academic success. This night continues to grow in participation and opportunities for families to become engaged with WHS community.</p>	2018-2019	Counselors Admin	Supplies	Site Discretionary	1,000.00
<p>5.6</p> <p>Open House</p> <p>The Spring open house is a time for our community to come and celebrate a year filled with learning. In addition, our counselors utilize this time to talk about the four year</p>	2018-2019	Teachers Admin Counseling	supplies	Site Discretionary	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
process and we invite our incoming 9th graders to attend.					
<p>5.7</p> <p>Art Show</p> <p>Our incredible VAPA department provides an evening showcasing our resident artists with various medias. Included in the event is our culinary department and music department. They both provide treats made by students and an incredible jazz performance. The night resembles a true art show and has become a school favorite.</p>	2018-2019	Teachers Counseling Admin	treats decorations supplies music performance	Site Discretionary	500.00
<p>5.8</p> <p>School Field Trips</p> <p>Exposing the students to experiences of visiting places that enrich their educational experiences and provides oportunities to learn more about the world is imperative. Then, connecting it back to their own learning helps with not only engagement but also it inspires students to work harder and achieve their dreams. Possible field trips include: aquarium, yosemite, universities,puente program visits and other content specific locations.</p>	2018-2019	Teachers Admin Counselors RTI PBIS	Buses Admit Costs Sub Costs	Site Discretionary Supplemental/Concentration	14,000.00 8,000.00
<p>5.9</p> <p>Science Fair</p>	2018-209	Teachers Admin Counselors RTI	Supplies	Site Discretionary	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
All students participate in a science fair that exposes them to the STEAM world. It is an opportunity to showcase to the community what they have learned and also to put their hypothesis to the test. The community comes out to support the students and learn about the STEAM world at WHS. In addition, awards are given out to the students in a variety of categories.		PBIS			

VIII. Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Supplemental/Concentration	247,016.00	0.00
Site Discretionary	144,619.00	10,731.00
Title I Part A: Basic Grants Low-Income	91,489.00	0.00
Title I Part A: Parent Involvement	2,261.00	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Site Discretionary	133,888.00
Supplemental/Concentration	247,016.00
Title I Part A: Basic Grants Low-Income and Neglected	91,489.00
Title I Part A: Parent Involvement	2,261.00

VIII. Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: All students will be proficient in literacy, numeracy,	231,015.00
Goal 2: All students will graduate high school and be	75,701.00
Goal 3: All students will be successful through the	102,938.00
Goal 4: Improve the English proficiency and academic	24,500.00
Goal 5: Goal 5: Excellence for All students is supported	40,500.00

IX. Title I: Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

I will be on time daily to school and not only be physically present but present to learn. I will ask question when needed and for support to ensure that I am building agency in my education.

Parents Pledge:

I will partner with WHS to ensure my student is getting a rigorous education, emotional support and not only is successful in the four years but beyond graduation.

Staff Pledge:

We will provide an enriching, nurturing and rigorous learning environment that promotes academic and personal growth.

X. 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:

Name of Members	Contact Number	Year Term Ends	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Karrie Sequeira	661-5401	N/A	X				
Janice Rose	662-4678	2020		X			
Eric Dyer	662-4678	2019		X			
Charles Bruns	662-4678	2020		X			
Max Shellnut	662-4678	2019		X			
Dawn Mc Bride	662-4678	2019				X	
Eric Wilson	662-4678	2020				X	
Kara Green	662-4678	2020				X	
Alexia Johnson	662-4678	2020					X
Ariana Amado	662-4678	2020					X
Anahi Mora	662-4678	2020					X
Numbers of members of each category:			1	4	1	2	

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.

XI. Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Karrie Sequeira

Typed Name of School Principal

Signature of School Principal

Date

Christopher Whitehead

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date