

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Woodland Senior High School	57 72710 5738802	May 7, 2019	June 27, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Wide Plan meets the ESSA requirements through:

“We began the process in February with a team from WHS and the district staff walking us through data analysis as well as a needs assessment. From there, we went back to site in April and began working with the leadership team, department chairs and the whole staff. On May 1, 2019 we opened a google classroom and created even more input based on the data and site initiatives. The ELAC (English learner advisory committee) received the site plan overview in their April meeting as well.”

The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A comprehensive needs assessment process was conducted at multiple levels. Initially, Woodland High School (WHS) attended a needs assessment with district personnel on February 14, 2019. During this time, staff engaged in looking at WHS Dashboard data to identify areas of strength, weakness, and developed change ideas. This same process was emulated at the site with certificated staff during a staff meeting on February 6, 2019. Staff engaged in looking at WHS Dashboard data and worked in subject area teams to determine needs and recommend change ideas. WHS's English Learner Project Specialist worked with the English Learner Advisory Committee (ELAC) over multiple meetings in the spring to engage parents in a needs assessment. Change ideas were communicated to administration. WHS'S site principal worked with School Site Council (SSC) to engage parents in a needs assessment. Change ideas were communicated to administration. Through the needs assessment process, it became clear that there needed to be a focus on math achievement for all students, and continuing to work on engagement of all students. Change ideas around this topic were recommended to administration by multiple stakeholder groups (teachers, ELAC, SSC).

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.5%	0.78%	4	7	10
African American	1.1%	1.1%	1.25%	14	14	16
Asian	3.2%	3.2%	3.27%	42	42	42
Filipino	0.5%	0.4%	0.23%	6	5	3
Hispanic/Latino	67.8%	67.2%	68.64%	894	871	882
Pacific Islander	0.2%	0.2%	0.31%	2	3	4
White	25.9%	25.6%	22.96%	341	332	295
Multiple/No Response	0.6%	0.8%	1.17%	8	10	15
Total Enrollment				1,318	1,296	1285

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9	361	346	323
Grade 10	353	352	339
Grade 11	302	327	324
Grade 12	300	267	285
Total Enrollment	1,318	1,296	1,285

Conclusions based on this data:

1. The percentage of students identifying as Latino/ Hispanic has increased from 67.8% to 68.64%
2. Our enrollment has decreased over the last three years, although 2018-2019 there are slightly more students.
3. It is evident that the need of a multi-cultural lens in addressing the needs of our learners.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	161	136	127	12.2%	10.5%	9.9%
Fluent English Proficient (FEP)	524	529	547	39.8%	40.8%	42.6%
Reclassified Fluent English Proficient (RFEP)	16	37	17	9.9%	23.0%	12.5%

Conclusions based on this data:

1. There has been a steady decrease of English Language Learners at WHS.
2. The number of Reclassified Fluent English Proficient (RFEP) students have increased.
3. With the decrease of English learners to single digit, and the increase of RFEP students, it infers the instructional practices being utilized is helping with second language acquisition.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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.	2577.	2571.	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. There was a slight decrease of overall achievement for students that met or exceeding standards, 3% points.
2. English language arts CAASPP results for 17-18 show that 46.38% of students are either meeting standard or exceeding standard overall, which is higher than 45% of students in that category in 15-16.
3. All sub domains decreased, without specifically one outlier that adversely affected scores- it should be noted that reading/writing were the lowest of the domains.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of 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

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.	2535.	2522.	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:

- 20% met or exceeding the standards.
- Problem solving and modeling data analysis are biggest area of need with concepts and procedures following behind.

3. Intensive training for math teachers surrounding common core and inquiry based math is needed. Continuity in communication surrounding expectations of curriculum usage.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1496.3	1505.4	1486.7	32
Grade 10	1490.0	1480.1	1499.4	32
Grade 11	1524.1	1515.2	1532.5	31
Grade 12	*	*	*	*
All Grades				105

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	32
Grade 10	*	*	*	*	*	*	12	37.50	32
Grade 11	*	*	12	38.71	*	*	*	*	31
Grade 12			*	*	*	*	*	*	*
All Grades	18	17.14	31	29.52	27	25.71	29	27.62	105

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	12	37.50	*	*	*	*	*	*	32
Grade 10	12	37.50	*	*	*	*	11	34.38	32
Grade 11	11	35.48	13	41.94	*	*	*	*	31
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	36	34.29	31	29.52	15	14.29	23	21.90	105

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	18	56.25	32
Grade 10	*	*	*	*	*	*	17	53.13	32
Grade 11			*	*	15	48.39	*	*	31
Grade 12					*	*	*	*	*
All Grades	*	*	15	14.29	38	36.19	49	46.67	105

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	11	34.38	*	*	12	37.50	32
Grade 10	*	*	12	37.50	11	34.38	32
Grade 11	*	*	17	54.84	*	*	31
Grade 12			*	*	*	*	*
All Grades	26	24.76	42	40.00	37	35.24	105

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	18	56.25	*	*	*	*	32
Grade 10	15	46.88	*	*	12	37.50	32
Grade 11	18	58.06	*	*	*	*	31
Grade 12	*	*	*	*	*	*	*
All Grades	56	53.33	26	24.76	23	21.90	105

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	25	78.13	32
Grade 10	*	*	*	*	20	62.50	32
Grade 11			12	38.71	19	61.29	31
Grade 12			*	*	*	*	*
All Grades	*	*	28	26.67	73	69.52	105

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	15	46.88	11	34.38	32
Grade 10	*	*	19	59.38	*	*	32
Grade 11	*	*	21	67.74	*	*	31
Grade 12	*	*	*	*	*	*	*
All Grades	17	16.19	63	60.00	25	23.81	105

Conclusions based on this data:

1. Roughly 28% of students are a level 1, 25% level 2, 30% level 3 and 17% level 4.
2. Area of greatest need is in written language, and there is need or practice oral language to help transfer to written.

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3. Reading is also an area of need, and having texts in both Spanish/English would help with acquisition.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,285	65.2%	9.9%	1.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	127	9.9%
Foster Youth	16	1.2%
Homeless	25	1.9%
Socioeconomically Disadvantaged	838	65.2%
Students with Disabilities	154	12.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	1.2%
American Indian	10	0.8%
Asian	42	3.3%
Filipino	3	0.2%
Hispanic	882	68.6%
Two or More Races	18	1.4%
Pacific Islander	4	0.3%
White	295	23.0%







Conclusions based on this data:

1. We are below 10% of students who are English Learners, which is a data point that is trending downwards.
2. In 2017-2018 there were roughly 65% of students identified as socioeconomically disadvantaged.
3. Professional development targeted to address the needs of socioeconomically disadvantaged students, would not only bring about awareness but also strategies to support their needs.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. WHS suspension data significantly decreased for the third straight year, and dis-proportionality is almost non-existent.
2. Mathematics is the greatest area of need site wide, with English language arts also needing a push to get passed the 2/3 met or exceeded.
3. Graduation rates and College/Career indicators are both strong.

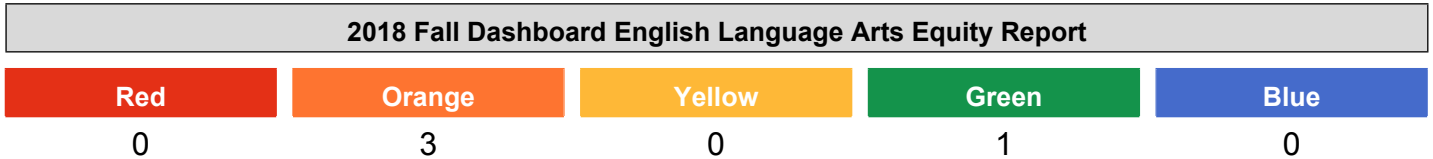
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 7.9 points below standard Declined -3 points 290 students	<p>English Learners</p>  Orange 102.6 points below standard Increased 6.3 points 47 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Orange 29.2 points below standard Declined -6 points 186 students	<p>Students with Disabilities</p>  No Performance Color 130 points below standard Declined -5.1 points 22 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color 1.6 points below standard 13 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.2 points below standard Declined -8.7 points 206 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 20.5 points above standard Increased 6.1 points 60 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
125.3 points below standard Increased 47.1 points 23 students	81.7 points below standard Declined -5.8 points 24 students	19.9 points above standard Increased 15 points 130 students

Conclusions based on this data:

- English Learners increased 47.1 points on the ELA dashboards - but still significantly below standards.
- Overall WHS is 8 points away from the standard for all students.
- Socioeconomically disadvantage students decreased on English language arts achievement by 6 points, but are only 30 points below the standard.

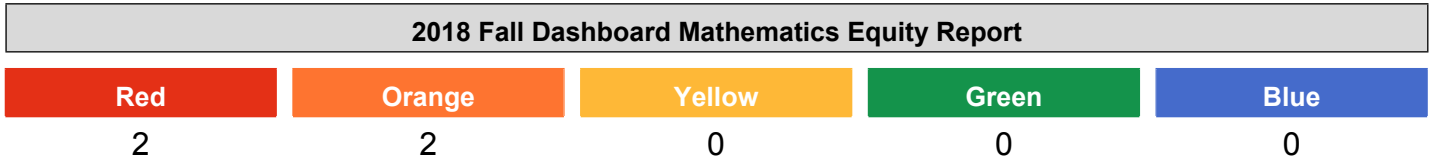
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 104.6 points below standard Declined -12.6 points 292 students	<p>English Learners</p>  Red 201.4 points below standard Declined -39.2 points 49 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<p>Socioeconomically Disadvantaged</p>  Red 123.9 points below standard Declined -15 points 188 students	<p>Students with Disabilities</p>  No Performance Color 218.9 points below standard Declined -45.7 points 23 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color 0 Students	 No Performance Color 96 points below standard 13 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 114.7 points below standard Declined -15.8 points 208 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Orange 78.6 points below standard Declined -13.6 points 60 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
214.5 points below standard Declined -7.3 points 25 students	188.8 points below standard Declined -49.9 points 24 students	85.6 points below standard Declined -3.5 points 130 students

Conclusions based on this data:

1. Socioeconomically disadvantaged students dropped fifteen points and are significantly below the standard.
2. English learners dropped 40 points in math achievement.
3. Overall, each sub group declined and math has become the greatest area of need.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
105	17.1%	29.5%	25.7%	27.6%

Conclusions based on this data:

1. English Learner graduation rates are strong - continue with programs to support EL's including tutoring, mentoring and communicating with families.
2. Suspensions 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.

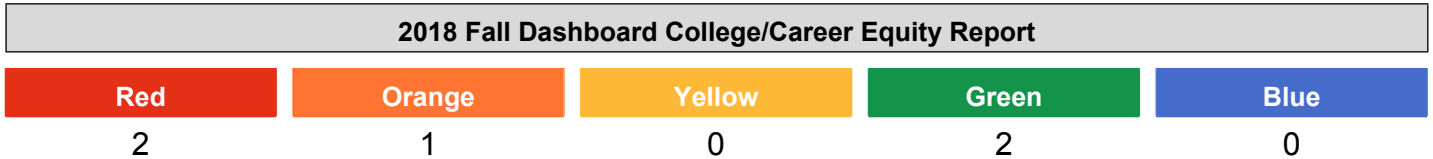
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p>  Green 37.4% prepared Increased 2.3% 294 students	<p>English Learners</p>  Red 5.7% prepared Maintained 1.9% 35 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 11.1% prepared Declined -22.2% 18 students	<p>Socioeconomically Disadvantaged</p>  Orange 31.9% prepared Maintained 1.9% 216 students	<p>Students with Disabilities</p>  Red 0% prepared Declined -15.2% 34 students

2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 36.4% prepared Increased 2.3% 195 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Green 45.3% prepared Increased 5.1% 75 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
40.2% Prepared	35.1 Prepared	37.4 Prepared
31.6% Approaching Prepared	25.7 Approaching Prepared	20.7 Approaching Prepared
28.2% Not Prepared	39.1 Not Prepared	41.8 Not Prepared

Conclusions based on this data:

1. Less than half of our students are considered college and career ready.
2. Students with disabilities, homeless, socioeconomically disadvantage groups need additional support to increase achievement.
3. There were more students in 2016 prepared than in 2018.

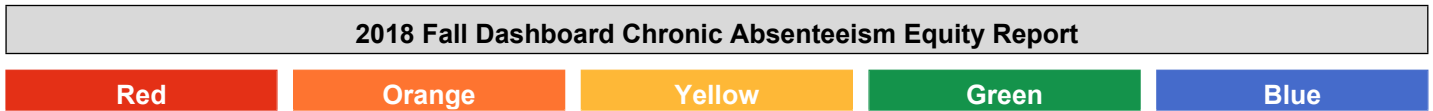
School and Student Performance Data

Academic Engagement Chronic Absenteeism

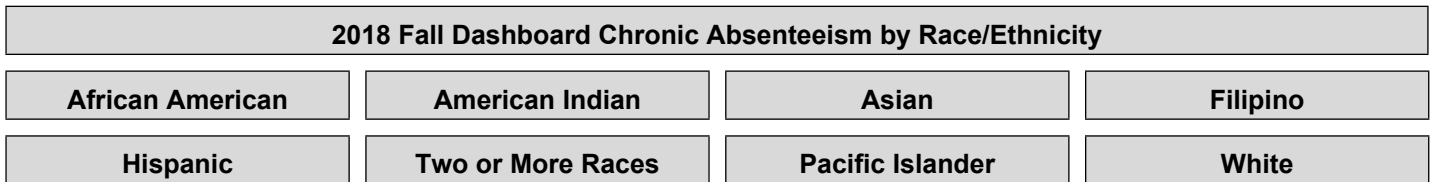
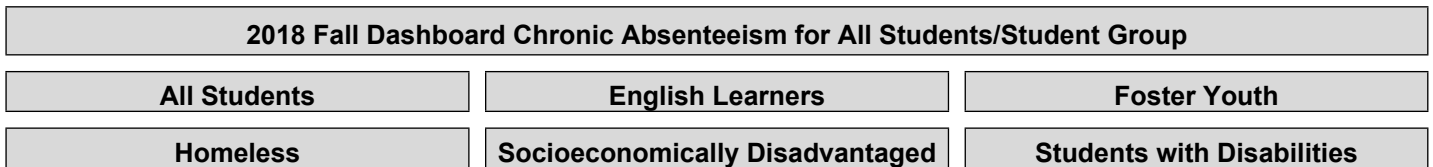
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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



Conclusions based on this data:

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

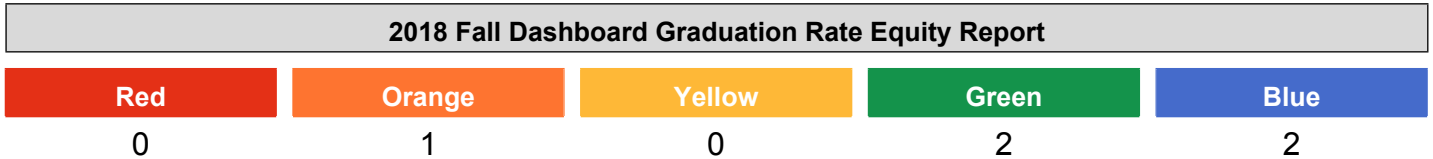
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  Green 93.5% graduated Increased +4.8% 294 students	<p>English Learners</p>  Green 85.7% graduated Increased +4.9% 35 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color 94.4% graduated Increased +7.8% 18 students	<p>Socioeconomically Disadvantaged</p>  Blue 93.1% graduated Increased +5.4% 216 students	<p>Students with Disabilities</p>  Orange 73.5% graduated Declined -5.3% 34 students

2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 94.4% graduated Increased +6.3% 195 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color 0 Students	 Green 93.3% graduated Increased +1.9% 75 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017	2018
88.8% graduated	93.5% graduated

Conclusions based on this data:

1. Graduation rates are high compared to schools of like demographics-socioeconomically disadvantaged students show a slightly lower success rate.
2. Socioeconomically impacted students' graduation rates increased 5.4%.
3. English Learners' graduation rate increased 4.9%.

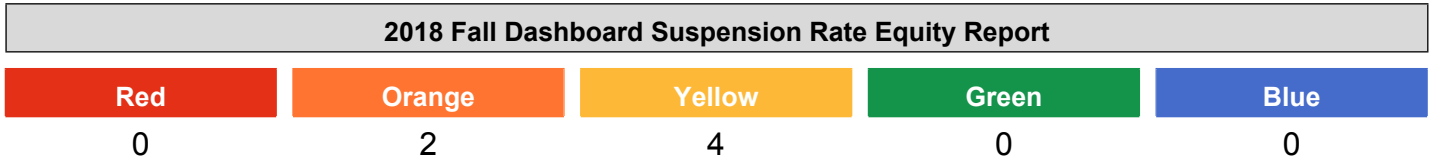
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 6.5% suspended at least once Declined -1.3% 1363 students	<p>English Learners</p>  Yellow 7.5% suspended at least once Declined -2.7% 146 students	<p>Foster Youth</p>  No Performance Color 34.6% suspended at least once Declined -7.1% 26 students
<p>Homeless</p>  No Performance Color 10.3% suspended at least once Declined -15.7% 29 students	<p>Socioeconomically Disadvantaged</p>  Yellow 8.2% suspended at least once Declined -1.4% 917 students	<p>Students with Disabilities</p>  Yellow 9.3% suspended at least once Declined -1% 172 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 18.2% suspended at least once Declined -1.8% 22 students	 No Performance Color 18.2% suspended at least once 11 students	 Orange 2.2% suspended at least once Increased 2.2% 46 students	 No Performance Color Less than 11 Students - Data 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.8% suspended at least once Declined -2.2% 931 students	 No Performance Color 2.9% suspended at least once Increased 2.9% 35 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 5.8% suspended at least once Increased 0.3% 309 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
9.8% suspended at least once	7.9% suspended at least once	6.5% suspended at least once

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 sub groups.
2. African American - although there are only 15 students identified, there appears to be disproportional suspensions within the identified sub-group.
3. Students with Disabilities - We need to make it standard practice to include making contact with their case worker to ensure it is not a manifestation of their disability prior to delivering a suspension.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Goal 1

All Students will be proficient in Literacy, Numeracy, and 21st Century Skills through high quality, effective teaching and learning practices.

Identified Need

Math achievement is a great area of need for our entire community. Looking critically at the data and crafting goals to address the needs of our students became the priority at site. Professional development as well as release time to work in PLC groups to plan around data is an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Show growth on the English Language Arts and Math Academic Indicator.	46% of students met or exceeded the English Language Arts standards on the SBAC (Smarter Balanced) 18% of students met or exceeded the Mathematics standards on the SBAC.	Language arts will increase to 50% of students meeting or exceeding. Mathematics will increase to 25% of students meeting or exceeding.
Percentage of students who reach growth targets on iReady (elementary schools) and NWEA (secondary schools) in Reading and Math.	NWEA scores: 9th grade Math mean - 228 which is 4.2 below the norm 9th grade Reading mean - 213.7 which is 7.7 below the norm 9th grade Language mean - 216.1 which is 3.6 below the norm 10th grade Math mean - 229 which is 2.5 points below the norm 10th grade Reading mean - 213.6 which is 6.4 below the norm 10th grade Language mean - 216.7 which is 3 points below the norm	Increase scores on the NWEA assessment to meet the standardized "mean". Each grade level and each subject has a different mean.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>11th grade Math mean - 235.7 which is 1.3 points below the norm</p> <p>11th grade Reading mean - 219.2 which is 3.5 points below the norm</p> <p>11th grade Language mean - 220.7 which is 1.4 points below the norm</p> <p>12th grade Math mean - 247.8 which is 9.5 points ABOVE district mean</p> <p>12th grade Reading mean - 220.5 which is 2.3 below the district mean</p> <p>12th grade Language mean - 222.9 which is .2 below the district mean</p>	
Percentage of Professional Learning Communities (PLC) that analyze student work to implement best practices.	Baseline will be established.	Baseline will be established.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students

Strategy/Activity

Reinforce Professional Learning Communities (PLC) to support student learning and teacher professional growth. Use of formative analysis to make instructional decisions, utilizing all relevant data points including: course passage, NWEA, common assessments, attendance, engagement, and discipline.

The focus is for students who are identified at risk or, falling within the achievement gap, and English Learners. Including release time for co-planning, texts to support learning of PLC model, PLC conferences or PD at site around PLC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,891	Supplemental/Concentration
10,000	Site Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

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. Provide a 9th/10th grade teacher period to monitor students attendance, socio-emotional needs, discipline and academics. One section will be purchased from site funds to support identifying and addressing needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,000.00	Supplemental/Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide remediation and enrichment opportunities for Woodland High students in order to reduce the achievement gap and increase student achievement.

- supplemental materials
- supplies, technology, and copies to support intervention and differentiation of the curriculum
- Learning center support to provide support to students who are struggling academically.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38,000.00	Title I Part A: Basic Grants Low-Income and Neglected
22,000.00	Supplemental/Concentration
40,000.00	Site Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Purchase flexible seating to encourage engagement and access for our students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21,022.00	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Increase students who are A-G eligible, based on 2018 data showing 19% prepared. CTE (Career technical education) pathways need alignment and opportunities for internships.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students completing UC/CSU a-g course requirements (high school only)	18.9% of students completed a-g course requirements	Increase students who have completed the A-G track to 25%.
Number of pathways that result in certification in high demand, local industry sectors	Currently there are 7 pathways that result in a certification at WHS. WHS had 792 enrolled in a CTE (career technical education) class in 18-19, but only 79 completer students.	Increase participation, specifically in welding which has declined enrollment. Increase the number of completer students to 100.
Increase the number of students who are "Prepared" on the College/Career Indicator (high school only)	37.4% of all students are college and career ready based on the dashboard.	increase students who are college and career ready to 40% on the dashboard.
Increase opportunities for all students to have meaningful participation in the Visual and Performing Arts	Currently we have roughly 110 students who participate in band and drama.	Increase student participation to 150 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

AVID (Advancement via individual determination) Tutors, field-trips, support for subs and cost of training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000.00

Title I Part A: Basic Grants Low-Income and Neglected

4,000.00

Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Attend professional development around literacy, PLC (professional learning communities), Math, Science, Social Studies, CTE or VAPA (visual and performing arts) both off and on site

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,000

Supplemental/Concentration

15,000

Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000.00

Source(s)

Supplemental/Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL CTE Students

Strategy/Activity

Equipment and supplies for industry relevant instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Supplemental/Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

AP (Advanced placement)Students

Strategy/Activity

Subsidize the cost of AP exam for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Purchase supplemental curriculum and supplies for Science, Math, Social Studies, VAPA, PE, CTE, World Language and English. PE is a state requirement for graduation and we need to ensure there is adequate and safe equipment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,973	Title I Part A: Basic Grants Low-Income and Neglected
20,000	Supplemental/Concentration
10,000	Site Discretionary

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Address the 16% of students who are identified as chronically absent, increase the sense of school safety to over 50% and increase ELO (Extended learning opportunities)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease the number of students who are chronically absent.	16.2% of students are identified as chronically absent	Decrease to 10% of students identified as chronically absent.
Increase student sense of safety and school connectedness.	CHKS (California Healthy Kids Survey) 2016-2017 35% of 9th graders and 41% of 11th graders feel connected to the school 49% of 9th graders and 57% of 11th graders feel that the school is safe.	Increase to 40% of students feeling connected to school Increase to 60% of students feeling the school is safe.
Ensure access to extended learning opportunities (ELO).	Minimal Extended Learning Opportunities are available, unless in a CTE pathway or attending Woodland Community College.	After surveying students to see there interest, establish a menu of extended learning opportunities for our students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

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. Staffing Wolf Room.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

22,000.00

Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Daily Planners - help students with organization, school connectedness and accountability.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Supplemental/Concentration

2,000

Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

The Link Crew program will be utilized for new student orientation and engagement, and anti-bullying throughout the year. Teacher leaders will train student leaders to run the program for the opening of the school year. Link Crew will also be 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Site Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Saturday School - to provide students support with credentialed teachers to assist students with preparing for assessments, improving grades and scores on assignments, and offering remediation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Supplemental/Concentration

5,000

Site Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

A VSA (Variable service agreement) for a counseling technician that will support our students and families. The counseling tech provides supports including: translations, resources for families that are available, helping with scheduling, contacting parents to set up meetings, scheduling ELAC, communication to parents, grade checks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,000

Source(s)

Supplemental/Concentration

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Increase security on campus during the active time of day. - VSA 4 hours each day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,000

Source(s)

Site Discretionary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

PUENTE Students

Strategy/Activity

Field trips, professional development, subs and supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Improve the English proficiency and academic achievement of English Learners.

Goal 4

Improve the English proficiency and academic achievement of English Learners.

Identified Need

WHS had 27 students eligible for seal of biliteracy, and that should increase. Lower the number of long term EL's from 55% to below 50%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the Reclassification rate for English Learners.	12.5% of WHS students are RFEP (Reclassified fully English Proficient)	Increase reclassification rate to 15%
Show growth on the English Learner Progress Indicator (CA School Dashboard).	17.1% Level 4 Well Developed, 29.5% Level 3 Moderately Developed, 25.7% Level 2 somewhat Developed, 27.6% Level 1 beginning	Increase Level 3 to 35% Increase Level 4 to 25% Decrease level 2 to 20% Decrease Level 1 to 20%
Decrease the number of Long Term English Learners (LTEL)	Roughly 55% of our EL's are LTELS, it should be noted that the number of EL's are now declining to single digit percentage.	Decrease LTEL percentage to less than 50%
Increase the number of State Seals of Biliteracy(SOB) awarded to students (high school only).	For the 2018-2019 school year, 27 students were eligible for the seal of biliteracy.	Increase students eligible for the SOB to 50 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Provide tutors from the learning center for push in support for our english language learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000.00	Supplemental/Concentration

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Release time for teachers to meet with EL staff and parents to discuss el student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

ELAC meetings will occur once a month. The EL (English Learner) 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 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 necessary. Supplies, general supplies, childcare, translations and food.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500.00	Title I Part A: Parent Involvement

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Liaison

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.

Strategy/Activity

ALL

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

17,000

Supplemental/Concentration

1,140

Title I Part A: Parent Involvement

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Excellence for ALL students is supported through meaningful stakeholder engagement.

Goal 5

Excellence for ALL students is supported through meaningful stakeholder engagement.

Identified Need

Engage parents and encourage increased participation in school wide events. Low number of parents attend meetings, and we need to survey the stakeholders to identify the reason for low participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase participation rate of parents at SSC (school site council) /ELAC/PTA (parent teacher association)/Boosters to represent diversity of student demographics.	Approximately 9% of students our identified EL's at WHS- We have on average 10 parents that attend, so roughly 10% of our EL parents attend. Our site council garners just the members of the council which is 4 parents. We do not have a PTA at WHS.	With increased messaging, ideally there would be an increase to 15 parents regularly attending the site council meetings/elac meetings. With increased diversity, it would be representative of our school wide demographics.
Increase parent/family satisfaction to high on the healthy kids survey	Will establish baseline next year	Will establish outcome after baseline
Increase use of technology tools and applications by site staff to communicate with parents about student progress.	Remind me app is site wide with 25% enrolled. Facebook and Instagram provide additional communication.	With increased outreach, parents will join the text messaging to increase the participation to 1/3 participation.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Back to School Night

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. - Supplies - this includes providing water for guests, helping fund culinary so food can be distributed that evening to promote the pathway, and miscellaneous costs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

Site Discretionary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Graduation from Woodland High School, brings a large number of community members to celebrate the next generation, thus building relationships with families. (supplies, programs, diplomas...etc) We also pay for sound system as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Site Discretionary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Scholarship Night

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. - awards/supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Site Discretionary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Open House

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 process and we invite our incoming 9th graders to attend. This includes buying supplies, copy costs for flyers and teachers, water, money for food for culinary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Site Discretionary

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Art Show

Our incredible VAPA (visual and performing arts) 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Site Discretionary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

School Field Trips - transportation, entry fee, and subs

Exposing the students to experiences of visiting places that enrich their educational experiences and provides opportunities 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, thus increasing engagement with the school and community. Possible field trips include: aquarium, Yosemite, universities ,Puente program visits and other content specific locations. This strategy helps with promoting positive school climate, keeps students engaged, allows for students to have extended learning opportunities outside of the classroom walls.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,000.00	Title I Part A: Basic Grants Low-Income and Neglected
12,000.00	Supplemental/Concentration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL

Strategy/Activity

Science Fair

All students participate in a science fair that exposes them to the STEAM (Science technology art and math) 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Site Discretionary

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,616
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$423,526.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$91,973.00
Title I Part A: Parent Involvement	\$2,640.00

Subtotal of additional federal funds included for this school: \$94,613.00

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

State or Local Programs	Allocation (\$)
Site Discretionary	\$127,022.00
Supplemental/Concentration	\$201,891.00

Subtotal of state or local funds included for this school: \$328,913.00

Total of federal, state, and/or local funds for this school: \$423,526.00

School Site Council Membership

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

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

Name of Members	Role
Karrie Sequeira	Principal
Janice Rose	Classroom Teacher
Eric Dyer	Classroom Teacher
Charles Bruns	Classroom Teacher
Max Shellnut	Classroom Teacher
Dawn Mc Bride	Parent or Community Member
Eric Wilson	Parent or Community Member
Kara Green	Parent or Community Member
Alexia Johnson	Secondary Student
Ariana Amado	Secondary Student
Anahi Mora	Secondary Student
Marty Buchignanj	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Rosalba RT. 5-8-19.

English Learner Advisory Committee

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

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

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

Attested:

Karrie Sequeira
Dawn McBride

Principal, Karrie Sequeira on

5/7/19

SSC Chairperson, Dawn McBride on

5/7/19