

School Year: **2021-22**

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 17, 2021	May 27, 2021

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

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
a school and family engagement policy
a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

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

Woodland High School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participates in the needs assessment process, and develops and approves the annual School Plan.

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

Student input was gathered through a survey focused on "Student Engagement", of which 315 students responded. Student focus groups were created, with a balanced representation of student groups. Twenty four students participated in the focus group process. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified "Student Engagement" as an area of concern. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again on April 19, 2021, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. On April 14, 2021, a team of staff conducted an in - depth review of 1287 students' performance data, identified "Student Engagement" as an area of need, and proposed actions and strategies to support these needs.

Needs assessment meetings were also held with ELAC on April 27, 2021, and with School Site Council groups on April 29, 2021. Both groups agreed "Student Engagement" was an appropriate and needed area of focus.

ELAC and staff reviewed the SPSA on May 15, 2021, and provided additional feedback. School site council reviewed the plan on May 17, 2021, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 17, 2021.

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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.78%	0.6%	0.84%	10	8	11
African American	1.25%	1.28%	1.15%	16	17	15
Asian	3.27%	3.17%	2.75%	42	42	36
Filipino	0.23%	0.23%	0.31%	3	3	4
Hispanic/Latino	68.64%	71.4%	71.6%	882	946	938
Pacific Islander	0.31%	0.6%	0.53%	4	8	7
White	22.96%	20.3%	20.38%	295	269	267
Multiple/No Response	1.17%	0.83%	2.14%	15	11	4
Total Enrollment				1285	1,325	1,310

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	323	347	356
Grade 10	339	311	332
Grade 11	324	324	316
Grade 12	285	343	306
Total Enrollment	1,285	1,325	1,310

Conclusions based on this data:

1. The percentage of students identifying as Latino/ Hispanic at 71.6- up .2 percent from last year. Continues incremental trend of increase.
2. Enrollment over the last three years has been fairly consistent with a slight decrease in 2019-2020.
3. WHS continues to have a diverse population with no major fluctuations in any subgroup.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	127	145	123	9.9%	10.9%	9.4%
Fluent English Proficient (FEP)	547	582	600	42.6%	43.9%	45.8%
Reclassified Fluent English Proficient (RFEP)	17	17	16	12.5%	13.4%	11.0%

Conclusions based on this data:

1. The percent of English Language Learners has held between 9.5 to about 11 percent over the last three years.
2. The number of Reclassified Fluent English Proficient (RFEP) students has fluctuated between 11 to about 13.5 percent over the last three years but remains approximately the same in number of students.
3. The number of FEP students has steadily increased by about three percent over the last three years.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	295	316	301	282	304	287	281	304	285	95.6	96.2	95.3
All	295	316	301	282	304	287	281	304	285	95.6	96.2	95.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2577.	2571.	2589.	14.95	18.75	16.49	37.37	27.63	41.40	28.83	30.26	25.26	18.86	23.36	16.84
All Grades	N/A	N/A	N/A	14.95	18.75	16.49	37.37	27.63	41.40	28.83	30.26	25.26	18.86	23.36	16.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	23.13	23.68	22.46	53.38	48.36	56.84	23.49	27.96	20.70
All Grades	23.13	23.68	22.46	53.38	48.36	56.84	23.49	27.96	20.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.56	25.33	26.67	51.96	45.07	56.14	23.49	29.61	17.19
All Grades	24.56	25.33	26.67	51.96	45.07	56.14	23.49	29.61	17.19

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	16.37	15.46	15.79	66.90	67.11	70.18	16.73	17.43	14.04
All Grades	16.37	15.46	15.79	66.90	67.11	70.18	16.73	17.43	14.04

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	24.56	25.99	27.72	53.02	49.67	55.09	22.42	24.34	17.19
All Grades	24.56	25.99	27.72	53.02	49.67	55.09	22.42	24.34	17.19

Conclusions based on this data:

1. In 2018-19 overall achievement was at it highest with 57.89% of students meeting or exceeding standards. Continued investment into the PLC (Professional Learning Community) Data Inquiry process should be explored to continue upward trend.
2. Students in the "standard not met" category was the lowest in 2018-19 over the last three years at 16.84%. Losee PD series on literacy in 2018-'19 school year a likely contributor to increased performance.
3. Percent above standard in writing and research/inquiry steadily increasing- listening is lowest domain.

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			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	295	316	301	283	303	287	283	302	287	95.9	95.9	95.3
All	295	316	301	283	303	287	283	302	287	95.9	95.9	95.3

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2535.	2522.	2523.	3.89	4.97	4.88	16.61	13.25	10.10	24.73	22.52	26.13	54.77	59.27	58.89
All Grades	N/A	N/A	N/A	3.89	4.97	4.88	16.61	13.25	10.10	24.73	22.52	26.13	54.77	59.27	58.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	8.48	9.60	7.34	26.50	22.52	22.03	65.02	67.88	70.63
All Grades	8.48	9.60	7.34	26.50	22.52	22.03	65.02	67.88	70.63

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	6.01	7.95	8.04	41.34	41.39	45.45	52.65	50.66	46.50
All Grades	6.01	7.95	8.04	41.34	41.39	45.45	52.65	50.66	46.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	10.25	7.62	5.59	56.18	50.00	55.94	33.57	42.38	38.46
All Grades	10.25	7.62	5.59	56.18	50.00	55.94	33.57	42.38	38.46

Conclusions based on this data:

1. Only 14.98% of students are scoring above or meeting standard. Math proficiency remains WHS area of greatest need- high turnover in this department and continued need for development of effective instructional strategies are major contributors.
2. The percentage above or meeting standard is at a the lowest in a three-year decline in 2018-'19. Items for increased tutoring opportunities written into SPSA.

3. "Communicating reasoning" is strongest area of meeting or exceeding standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1496.3	1488.7	1505.4	1492.8	1486.7	1484.3	32	43
Grade 10	1490.0	1482.1	1480.1	1466.3	1499.4	1497.4	32	26
Grade 11	1524.1	1490.3	1515.2	1473.7	1532.5	1506.5	31	27
Grade 12	*	1498.6	*	1483.5	*	1513.2	*	27
All Grades							105	123

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	25.58	*	46.51	*	27.91	32	43
10	*	11.54	*	23.08	*	15.38	37.50	50.00	32	26
11	*	3.70	38.71	18.52	*	40.74	*	37.04	31	27
12		3.70	*	29.63	*	33.33	*	33.33	*	27
All Grades	17.14	4.07	29.52	24.39	25.71	35.77	27.62	35.77	105	123

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	37.50	11.63	*	46.51	*	25.58	*	16.28	32	43
10	37.50	26.92	*	15.38	*	15.38	34.38	42.31	32	26
11	35.48	3.70	41.94	29.63	*	33.33	*	33.33	31	27
12	*	14.81	*	37.04	*	25.93	*	22.22	*	27
All Grades	34.29	13.82	29.52	34.15	14.29	25.20	21.90	26.83	105	123

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	34.38	0.00	*	67.44	37.50	32.56	32	43
10	*	3.85	37.50	50.00	34.38	46.15	32	26
11	*	0.00	54.84	37.04	*	62.96	31	27
12		0.00	*	51.85	*	48.15	*	27
All Grades	24.76	0.81	40.00	53.66	35.24	45.53	105	123

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	56.25	65.12	*	18.60	*	16.28	32	43
10	46.88	42.31	*	23.08	37.50	34.62	32	26
11	58.06	51.85	*	18.52	*	29.63	31	27
12	*	48.15	*	29.63	*	22.22	*	27
All Grades	53.33	53.66	24.76	21.95	21.90	24.39	105	123

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	27.91	78.13	72.09	32	43
10	*	3.85	*	38.46	62.50	57.69	32	26
11		0.00	38.71	33.33	61.29	66.67	31	27
12		3.70	*	51.85	*	44.44	*	27
All Grades	*	1.63	26.67	36.59	69.52	61.79	105	123

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	46.88	67.44	34.38	32.56	32	43
10	*	11.54	59.38	53.85	*	34.62	32	26
11	*	7.41	67.74	51.85	*	40.74	31	27
12	*	3.70	*	70.37	*	25.93	*	27
All Grades	16.19	4.88	60.00	61.79	23.81	33.33	105	123

Conclusions based on this data:

1. Overall performance on the ELPAC (English Learner Proficiency Assessment for California) dipped approximately eight percent with the 9th and 10th graders and 34% in the 11th grade over the last two years. Inconsistent staffing and lack of highly trained instructors are major contributing factors. Focused hiring efforts and reassigning of sections are in progress.
2. Students classified as 4s and 3s decreased and increased in 2s and 1s in overall language. Roughly 35% of students are a level 1, 35% level 2, 24% level 3 and 4% level 4.
3. Area of greatest need is in reading with the lowest percentage of students scoring "Well Developed" (1.62 percent) and the highest percentage of students scoring "Beginning" (61.79 percent).

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1325	64.8	10.9	0.8

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.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	145	10.9
Foster Youth	10	0.8
Homeless	6	0.5
Socioeconomically Disadvantaged	859	64.8
Students with Disabilities	186	14.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	1.3
American Indian	8	0.6
Asian	42	3.2
Filipino	3	0.2
Hispanic	946	71.4
Two or More Races	21	1.6
Pacific Islander	8	0.6
White	269	20.3






Conclusions based on this data:

1. The percentage of English Learners saw a two percent increase from below ten percent to almost 11 percent.
2. In 2018-'19 there were roughly 65% of students identified as socioeconomically disadvantaged- rate has stayed the same from last year.
3. Hispanic students remain the largest total percentage of WHS's population and 71.4 percent.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Graduation Rate</p>  <p>Green</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Orange</p>		
<p>College/Career</p>  <p>Green</p>		

Conclusions based on this data:

1. ELA Performance, the Graduation Rate, Suspension Rate, and College/Career indicators are all strong. ELA moved from Yellow to Green this school year. Strong student centered vision contributed in upward movement.
2. Mathematics proficiency rates remain the greatest area of need site wide.

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.7 points above standard</p> <p>Increased ++13.6 points</p> <p>289</p>	<p>English Learners</p>  <p>Orange</p> <p>79.6 points below standard</p> <p>Increased Significantly ++20.9 points</p> <p>40</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>6 points below standard</p> <p>Increased Significantly ++23.2 points</p> <p>190</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>81.9 points below standard</p> <p>Increased Significantly ++44.4 points</p> <p>40</p>

2019 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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 0.5 points below standard Increased Significantly ++16.7 points 200	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 26.1 points above standard Increased ++5.7 points 67

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
122.1 points below standard Maintained -1.9 points 23	23.1 points below standard Increased Significantly ++58.6 points 17	16.3 points above standard Declined -3.6 points 142

Conclusions based on this data:

1. Overall performance in ELA (English Language Arts) is strong with five groups increasing (All, EL(English Learners), and Socioeconomically Disadvantaged, Students with Disabilities, and RFEPs (Reclassified Fluent English Proficient).
2. Current English Learners maintained performance while only one group, EO (English only) students, declined.
3. While overall performance increased, six groups are points below the standard ranging from .5 points below standard (Hispanic students) to 81.9 points below standard (Students with Disabilities). Additional supports and restructuring of RSP (Resource Specialist Program) in progress to address Sped (special education) needs.

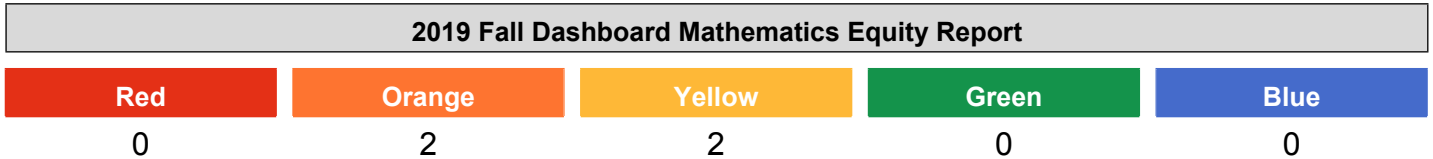
School and Student Performance Data

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 101.6 points below standard Maintained ++2.9 points 285	<p>English Learners</p>  Orange 166.8 points below standard Increased Significantly ++32.2 points 39	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<p>Socioeconomically Disadvantaged</p>  Yellow 114.1 points below standard Increased ++9.9 points 187	<p>Students with Disabilities</p>  No Performance Color 182.1 points below standard Increased Significantly ++34 points 38

2019 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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 113.1 points below standard Maintained ++1.5 points 197	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 67.8 points below standard Increased ++10.8 points 66

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
203.4 points below standard Increased ++6.2 points 22	120.2 points below standard Increased Significantly ++68.5 points 17	90.1 points below standard Declined -4.5 points 141

Conclusions based on this data:

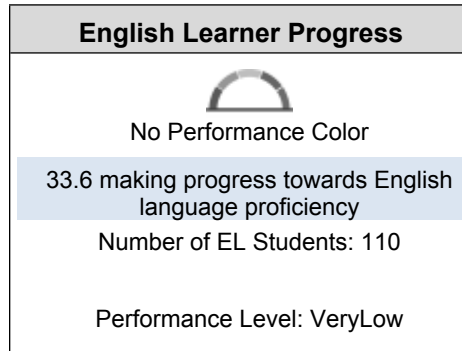
1. Overall performance in six groups increased (ELs, Socioeconomically Disadvantaged (SED), Students with Disabilities, White students, Current ELs, and RFEPs)
2. All students maintained performance along with Hispanic subgroup while EOs declined.
3. All groups are below standard ranging from 67.8 points (White students) to 182.1 points below standard (Students with Disabilities). Same comment as previous data set for Sped student needs.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.6	42.7	1.8	31.8

Conclusions based on this data:

1. A little over one-third of students are making progress toward English language proficiency. Same comment as previous data set on ELPAC scores.
2. Almost half of students (44 percent) are maintaining but not progressing while about a quarter are decreasing performance (24 percent) and a little under a third are progressing (31 percent)

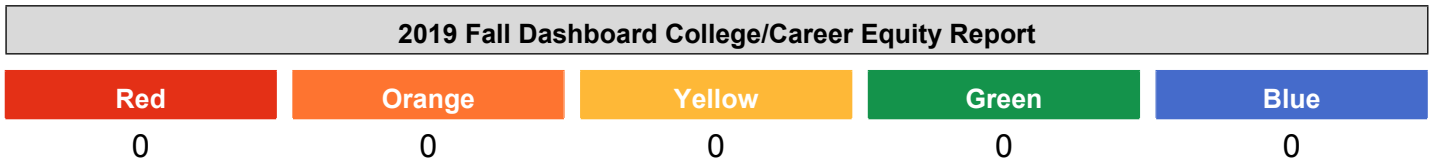
School and Student Performance Data

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.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>51.4</p> <p>Increased Significantly +14</p> <p>317</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

2019 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 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
37.4 Prepared	37.4 Prepared	51.4 Prepared
20.7 Approaching Prepared	20.7 Approaching Prepared	18.6 Approaching Prepared
41.8 Not Prepared	41.8 Not Prepared	30 Not Prepared

Conclusions based on this data:

- Overall College and Career Readiness increased to over half of all students with six groups increasing (All, EL, Homeless, SED, Students with Disabilities, and Hispanic students).
- White students maintained performance and no groups declined. Students with disabilities require more targeted efforts.
- There were more students considered prepared in 2019 than 2018 by an increase of 14 percent. Correction of CALPADS data reporting error has course corrected this performance indicator.

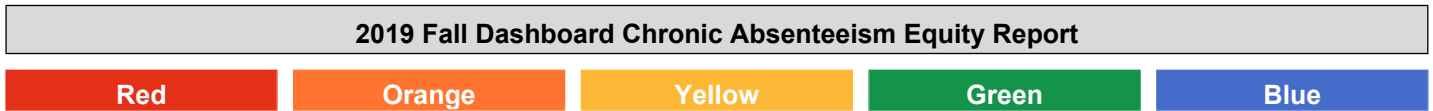
School and Student Performance Data

Academic Engagement Chronic Absenteeism

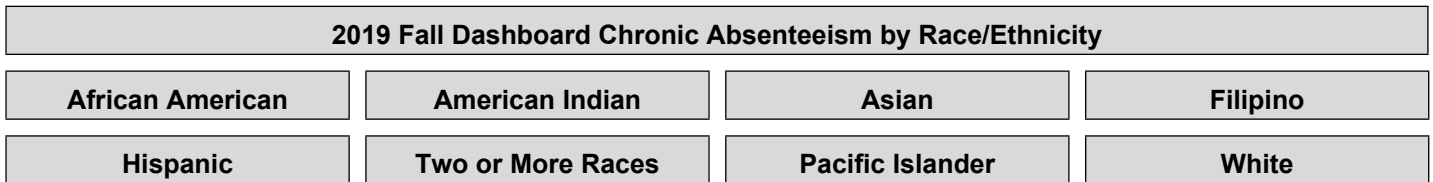
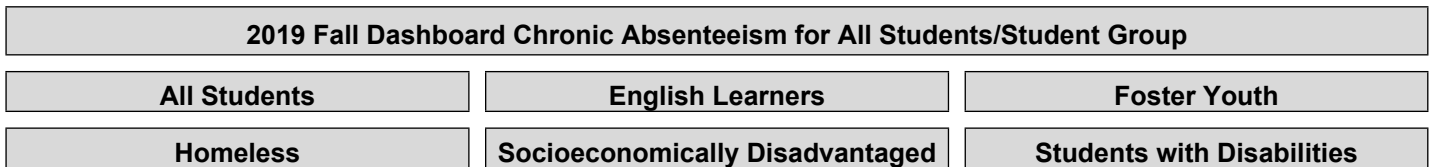
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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

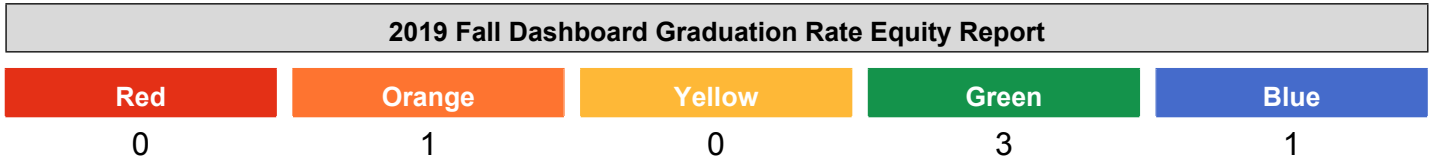
School and Student Performance Data

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.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>94.4</p> <p>Maintained +0.8</p> <p>319</p>	<p>English Learners</p>  <p>Green</p> <p>87.5</p> <p>Increased +1.8</p> <p>48</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>92</p> <p>Declined -2.4</p> <p>25</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>94.2</p> <p>Increased +1.2</p> <p>242</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>85.7</p> <p>Increased +12.2</p> <p>35</p>

2019 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 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 100 14	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 95.9 Increased +1.6 221	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 88.2 Declined -5.1 68

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.

2019 Fall Dashboard Graduation Rate by Year

2018	2019
93.5	94.4

Conclusions based on this data:

1. Graduation rates increased in four groups (EL, SED, Students with Disabilities, and Hispanic Students).
2. All students maintained overall high graduation rate while two groups declined (Homeless and White students)
3. White student graduation rate may need attention while SED student graduation rate (94.2 percent is a significant achievement).

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	2	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>5.8</p> <p>Declined -0.7</p> <p>1395</p>	<p>English Learners</p>  <p>Green</p> <p>5</p> <p>Declined Significantly -2.6</p> <p>161</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>17.4</p> <p>Declined -17.2</p> <p>23</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students -Data not displayed due to privacy</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>6.5</p> <p>Declined -1.7</p> <p>923</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>7.9</p> <p>Declined -1.4</p> <p>202</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 16.7 Declined -1.5 18	 No Performance Color Less than 11 Students-Data not displayed for student privacy	 Blue 0 Declined -2.2 42	 No Performance Color Less than 11 Students - Data not displayed for student privacy
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.4 Declined -1.3 991	 Red 10.5 Increased +7.7 38	 No Performance Color Less than 11 Students -Data not displayed due to privacy	 Orange 6.3 Increased +0.5 284

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.5	5.8

Conclusions based on this data:

1. Suspension rate decreased for eight groups (All, EL, Foster Youth, SED, Students with Disabilities, African American, Asian, and Hispanic students). Restorative Practices trainings, and RTI (Response to Intervention) efforts have contributed to this decline over the last three years.
2. Two groups increased (Students who identify as two or more races and white students).
3. Foster Youth and African American students have the highest suspension percentage (16.7 and 17.4 percent respectively).

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

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

Goal 1

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

Identified Need

A little above half of WHS (Woodland High School) students are considered "College and Career" ready and among those only 51.4 percent (a little over half) complete A-G courses. While WHS has a strong number of CTE (Career Technical Education) pathways, a very small percentage of students are completers. Compared to the large number of Spanish speaking students WHS has a low amount of Seal of Biliteracy recipients (mainly due to CAASPP (California Assessment of Student Performance and Progress) performance).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only).	Baseline: 2020-'21 Concurrent enrollment in Fall = 83 students	Continue concurrent enrollment numbers of between 80-90 students and complete dual enrollment coordination efforts.
Percentage of students completing UC/CSU a-g course requirements (high school only).	2018-'19 38.13% of students completed UC/CSU a-g course requirements/ 2019-'20 51.4% of the students completed a-g course requirements.	Increase UC/CSU a-g course completion to 55%.
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	WHS had 865 enrolled (65% of student population- 1325 total) in a CTE (Career Technical Education) class in 19-20, with 38 completer students (3% of student population)/WHS had 1,064 students enrolled (81% of student population-1310 total) in a CTE class in 2020-'21 = 73 completer students (6% of student population).	Maintain current CTE (Career Technical Education) enrollment of over 800 students. Increase completer students to 85 students.
Number of students who participate in VAPA (Visual and Performing Arts).	2019-'20 650 students who participated in one or more VAPA (Visual and Performing Arts) courses with 26.0% Male and 26.84% Female	Maintain high current levels of VAPA participation of over 650 students including balance in gender participation- but increase participation to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>participation. Two student groups without parity: Hispanic/Latino 72.18% of population with 37.28% participation, and Pacific Islander .57% of population with .32% participation. /2020-'21 673 students participating in one or more VAPA courses with 23.7 Male and 26.5% Female. Four students groups without parity: Hispanic/Latino 75.02% of population with 14.9% participation, Asian (Non-Hispanic) 2.78% of population with 1.76% participation, Pacific Islander .68% of population with .4% participation, Black .84% of population with .56% participation.</p>	<p>completely close parity gaps in all student groups.</p>
Number of State Seals of Biliteracy awarded to students (high school only).	2019-'20- 42 students were eligible for the seal of biliteracy/2019-'20 eligibility in progress of being determined at time of SPSA (School Plan Student Achievement) development	Increase Seal of Biliteracy to 50 eligible students.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	N/A	N/A

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

Strategy: Provide programs and supports to increase achievement, increase College/Career "prepared" status, and advance A-G eligibility on the CA dashboard, and participation of subgroups.

Activities:

- AVID (Advancement Via Individual Determination) program supports: College Field trips for AVID students, subs to cover classrooms during field trips/PD(Professional Development), provide a coordinator stipend, professional development for AVID elective teachers, hiring of AVID tutors to support student development, celebration expenses for AVID senior night.
- VAPA (Visual and Performing Arts) Supports: Increased parent presentations/informational nights to recruit subgroup participation, presentations in ELD (English Language Development) classes, field trips to support opportunities for subgroup participation and enrichment.
- CTE supplemental materials: Supplemental instruction materials for CTE courses.
- AP subsidies: Support increased student participation in taking AP exams through scholarships.
- Puente program supports: College Field Trips for Puente students, subs to cover staff classrooms during field trip supervision, supplemental instructional materials, celebration expenses for Puente senior night.
- Math Department Supports: After school intervention, collaboration time for departments to review data and set goals, collaboration time for planning co-teaching with SPED teachers.

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)
32,920.00	Supplemental/Concentration
46,000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

With the exception of field trips, AVID Support was executed to plan. Three AVID tutors were hired to provide direct support to students. VAPA, CTE, Puente all accessed funding to purchase the planned for supplies and supports. AP Subsidies used in full to support SED students.

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

With the pandemic, funds allocated for field trips (including classroom subs) were minimally utilized (AVID, VAPA, and Puente all attended lower cost virtual field trips) so funds were reallocated to purchase of additional materials to address equity issues (e.g. The need for art supplies, culinary supplies, books for Puente, etc. for each student that they would normally share in person). Math department supports were not fully used as math students utilized other supports outline in other

goals in higher number. Math department collaboration around data and planning with SPED did not occur.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To achieve a 5% increase in A-G completion, five student increase in CTE Completer status, subgroup participation in VAPA, and increased Seal of Biliteracy achievement- and with a possible full return in the Fall, we will reimplement the original plan and redouble our efforts with Math Department support.

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

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

Goal 2

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

Identified Need

Students are below the State Average in ELA and Math proficiency. Need for increased stakeholder input on important decisions. Chronic absenteeism approaching 20 percent. Below half of students surveyed feel safe or connected to the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator.	2018-'19 WHS is Green on the dashboard for ELA (English Language Arts) and Orange for math. (No 2019-'20 Data)	Move to Blue for ELA and yellow for math
Performance level on English Learner Progress Indicator	33.6% making progress towards English Language Proficiency	Increase performance level on English Learner Progress Indicator by one level to 35%
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts.	57% of students met or exceeded the English Language Arts standards on the SBAC (Smarter Balanced Assessment Consortium)	Percentage of students meeting or exceeding English Language Arts Proficiency will increase to 60%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	14.98% of students met or exceeded the Mathematics standards on the SBAC (Smarter Balanced Assessment Consortium)	Percentage of students meeting or exceeding Math Proficiency will increase to 20%.
Number of students who are chronically absent	N/A	N/A
Student sense of safety and school connectedness	CHKS (California Healthy Kids Survey) 2019-2020 48% of 9th graders and 43% of 11th graders feel connected to the school./2020-'21 CHKS Survey currently in progress	Increase students' feelings of connection to school to 50% across all grade levels. Increase students' feelings of safety to 50% across all grade levels.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	44% of 9th graders and 35% of 11th graders feel that the school is safe/2020-'21 CHKS Survey currently in progress	
Suspension rate	In 2019-2020 5.8% of students were suspended. 2020-2021 there is limited data.	Decrease the percentage of students suspended to less than 4%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	<p>CHKS (California Healthy Kids Survey) 2019-2020. 2020-2021 CHKS survey currently in progress.</p> <p>"Satisfaction" not one of the surveyed items.</p> <p>83% of parents agree that WHS allows input and welcomes parent contributions.</p> <p>67% of parents agree that WHS encourages them to be an active partner with the school to educate their child.</p> <p>50% of parents agree that WHS actively seeks the input of parents before making important decisions.</p>	<p>Maintain current levels of satisfaction on input.</p> <p>Increase "active partnership" item to 70%.</p> <p>Increase "input on important decision" item to 60%.</p> <p>Continue to encourage participation on the survey.</p>
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	N/A for high school	N/A for high school

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

Strategy: Provide opportunities to enhance teacher content knowledge, student enrichment beyond the classroom, and create an environment conducive to growth and learning.

Activities:

- Professional Development surrounding literacy and conference attendance, use of technology to enhance instruction, and collaboration time to put Universal Design for Learning into practice.
- Includes support for subs, travel costs, conference registration, and release time
- Learning Center support
- Includes funding VSAs (Variable Service Agreement) to hire tutors to provide Academic Intervention and Support
- Department supplies including but not limited to consumables, furniture, classroom materials.
- Saturday School funding
- Includes Extra Duty hours to staff program and expand into Monday-Friday offering to support student intervention, make up work, and differentiation

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)
92,311.00	Supplemental/Concentration
50,000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Learning Center support and Department Supplies, all executed to plan. Difficult to assess effectiveness with lack of current data. Some off-site PD (Professional Development) accessed by staff.

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

PD had to be redirected primarily towards technology with Distance Learning being the primary instructional method. Some PD on pedagogy (2 sessions: social emotional learning activities and Rigorous Discussion models). Funding from field trips diverted to supplies so that teachers could fully implement new technologies. Strong increase in frequency and teacher participation in Saturday School Intervention and an expansion to "Wednesday Workshops" especially towards the end of grading periods to respond to student demand and depressed grades data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be recommitting to PD that focuses on instructional strategies including on use of interactive technology, increasing rigor and relevance of curriculum, increasing interactive lessons, amongst others.

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

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

Goal 3

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

Identified Need

Goals were not met and progress was not made in English Learner Progress. Decreasing LTELs needs attention. Movement on rating on EL Roadmap Principle needs to be made.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the reclassification rate for English Learners.	2019-'20 11% of WHS students are RFEP (Reclassified Fluent English Proficient)/ In 2020-'21 23.6 % of WHS students are RFEP	Continue to increase reclassification rate to 25%.
Show growth on the English Learner Progress Indicator.	2019-'20 33.6% making progress towards English language proficiency = "Very Low" category	Increase reclassification rate by 5% to 38% within the "Low" category.
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	2019-'20 60% of our ELs are LTELs (Long Term English Learners)/ In 2020-'21 68% of our ELs are LTELs	Decrease LTEL percentage to less than 50%
Improve the school's rating of the English Learner Roadmap Principle 1 on the self assessment.	Principal 1: Assets-Oriented and Needs-Responsive Schools Self-reflection rubric A. Language and cultures are assets (score: 3.5) B. No single EL profile (score: 3) C. School climate is affirming, inclusive, safe (score: 3.5) D. Strong family and school partnership (score: 3)	A. Increase to 4 B. Increase to 3.5 C. Increase to 4 D. Increase to 3.5 E. Increase to 3

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	E. Supporting English Learners with disabilities (score: 2.5)	

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)

English Learners (ELL's)

Strategy/Activity

Strategy: Provide professional development to teachers to improve instructional strategies, academic supports to increase student achievement, and opportunities for parent involvement to improve school connectedness.

Activity:

- Learning Center support
- Includes funding of VSA to provide ELLs Academic Intervention through the Learning Center
- Includes support for newcomers at Saturday School/Intervention Program(s)
- Support for ELRT (English Language Resource Team) and ELS (English Learner Specialists)/teacher collaboration
- Release time for teachers
- ELD (English Language Development) Teachers to meet with ELS once per quarter
- Supplies and materials for EL Specialists to provide whole staff Tier I PD
- ELS to model and collaborate with staff as well as provide PD on Tier I integrated ELD instructional strategies at one Faculty Meeting per semester to whole staff including TPS (Think Pair Share) 2.0 strategies, reciprocal teaching, and writing scaffolding
- EL specialist to collaborate and provide PD focused on intervention and differentiation to meet students needs by proficiency level during integrated ELD content instruction.
- ELAC (English Learner Advisory Committee) support
- Including supplies to incentivize increased parent participation
- PD Support
- Supplemental materials
- Including materials and texts in primary language as bridge to learning of new language
- Parent Seminars for Non-English speaking families
- Includes, college application process, info nights, FAFSA, (Free Application for Federal Student Aid) etc.

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)

2,500.00	Supplemental/Concentration
23,769.00	Title I Part A: Basic Grants Low-Income and Neglected
2,944	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Through focused SPSA goals and support, EL Specialists and teachers were better able to support students. The ELS took advantage of the collaborative time and implemented more regular parent seminars (four throughout the year).

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

All activities went to plan except the PD for teachers put on by ELS due to limited time supplanted by district level technology PD to support Distance Learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Better coordination between the LRC (Learning Resource Center) and the Saturday School program will need to occur to make sure the dedicate EL support person is contacted to be available for Saturday/Wednesday Intervention support programs.

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

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

Goal 4

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

Identified Need

Student Engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Baseline- 2020-'21- 46 partnerships for students to engage in Community Service and leadership opportunities and 35 local partners offering student scholarships.	Maintain current number of partnerships at above 45.
Number of extracurricular programs offered	Baseline- 2020-'21- We currently field 16 sports programs as well as 17 extracurricular clubs	Maintain current sports offerings of 16 programs as well as at least 17 extracurricular clubs.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	Baseline- 2020-'21- 315 responses to internal "Needs Assessment" survey (Approximately 25% of school population)	Increase student participation on "Needs Assessment" Survey to at least 50% of population.
Number and percent of students by representative demographic providing input to the SPSA through focus groups	Baseline- 2020-'21- 24 students (4 EL (16%), 4 Low Income (16%), 4 Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members.	Maintain current focus group process and membership of 24 students (4 EL (16%), 4 Low Income (16%), 4 Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members.

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

Provide students with programs and activities to increase school connectedness

- Link Crew, Student Government, School activities, after-school clubs, sports and programs supports
- Includes materials and supplies to run programs
- Increase recruiting of underrepresented student groups
- Experiential Field Trips for supplemental instruction to extend beyond the classroom
- Includes support for subs and transportation

Provide students regular opportunities for feedback and input

- Utilize diverse Student Focus Groups in SPSA development process
- Hold Student Advisory Council meetings on a quarterly basis to review data and give feedback
- Increase opportunities for student voice in ELAC and School Site Council
- Continue strong partnerships with community organizations
- Continue robust supports of community service programs as well as scholarship partnerships

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)

9,447.00

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

N/A Year One of Goal 4

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

N/A Year One of Goal 4

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A Year One of Goal 4

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	\$122,713
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$259,891.00

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	\$119,769.00
Title I Part A: Parent Involvement	\$2,944.00

Subtotal of additional federal funds included for this school: \$122,713.00

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

State or Local Programs	Allocation (\$)
Supplemental/Concentration	\$137,178.00

Subtotal of state or local funds included for this school: \$137,178.00

Total of federal, state, and/or local funds for this school: \$259,891.00

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
Peter Lambert	Principal
Kristi Lopez	Parent or Community Member
Angelica Reyes	Parent or Community Member
Erik Wilson	Parent or Community Member
Hannah Fettig	Secondary Student
Michelle Godoy	Secondary Student
Jace Williams	Secondary Student
Victor Rosales	Other School Staff
Chuck Bruns	Classroom Teacher
Eric Dyer	Classroom Teacher
Sherri Jensen	Classroom Teacher
Anne Mapalo	Classroom Teacher

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


Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/17/2021.

Attested:

	Principal, Peter Lambert on 5/17/2021 
	SSC Chairperson, Victor Rosales on 5/17/2021 