School Year: **2023-24**

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	5/8/23	5/25/23

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
Additional Targeted Support and Improvement
English Learners and Students with Disabilities

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.

This ATSI plan meets state and ESSA requirements:

- In partnership with educational partners (including the principal and other school leaders, teachers, students, and parents) the school developed and will implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification.
- The ATSI plan was informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable)
- The ATSI plan includes evidence-based interventions.

Additionally, the ATSI plan identified resource inequities, which included a review of LEA- and school-level budgeting, which is addressed through implementation of its ATSI plan.

Educational Partner 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 and with the Youth Advisory Committee. Each meeting included an in-depth review of the most recent California School Dashboard data for Woodland High School students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

STUDENT INPUT

Student input was gathered through a Student Advisory Committee created survey, of which 521 students responded. The 12 member Student Advisory Committee (SAC) has a balanced representation of student groups. The SAC completed a needs assessment by reviewing survey, academic, and local data and identified "Instructional Strategies" as an area of concern. As a follow up, the SAC met again in February 2023, reviewed the School Plan for Student Achievement (SPSA) and provided feedback on the strategies chosen for implementation. The student advisory committee agreed with the addition of three sections of Credit Recovery to the SPSA and reiterated the need for teachers to have access to high quality professional development to implement the positive instructional strategies identified in the student survey. These were incorporated into the SPSA.

Needs assessment meetings were also held with ELAC on February 27, 2023 and with School Site Council on February 27, 2023.

As a result of all Needs Assessment Activities, no major changes to the SPSA with the exception of one additional section of Credit Recovery added under Goal 2.

ELAC reviewed and approved the SPSA on April 24, 2023. School site council reviewed and approved the plan on May 8, 2023.

Resource Inequities

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

Examining resource inequities includes reviewing funding, facilities, as well as teacher experience levels and credentialing. Woodland High reviewed staffing and funding and determined that resource inequities are not impacting the results.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

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

Student Enrollment
Enrollment By Grade Level

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

Conclusions based on this data:

1. The percentage of students identifying as Latino/ Hispanic at 73.57%- is down slightly from percent from last year.
2. Enrollment over the last three years shows a decline. Significant drop in 21-22 school year, which continued in 22-23.
3. WHS continues to have a diverse population with no major fluctuations in any student group.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	121	126	124	9.20%	10.0%	10.4%
Fluent English Proficient (FEP)	628	584	529	48.00%	46.5%	44.5%
Reclassified Fluent English Proficient (RFEP)	18			14.9%		

Conclusions based on this data:

1. The percent of English Language Learners has steadily declined for a couple of years to approximately 9 percent, back up to 10% last year.
2. The number of Fluent English Proficient (FEP) students is declining slowly, indicating a need to focus on reclassification.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	288	290		188	271		182	268		65.3	93.4	
All Grades	288	290		188	271		182	268		65.3	93.4	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2585.	2567.		15.93	17.54		40.66	29.10		23.63	27.61		19.78	25.75	
All Grades	N/A	N/A	N/A	15.93	17.54		40.66	29.10		23.63	27.61		19.78	25.75	

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

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

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

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

Conclusions based on this data:

1. In 2020-2021 overall achievement had 56.6 percent of students meeting or exceeding standards. Significant decline in students meeting or exceeding standards to 46.64 percent in 2021-2022. 2022-2023 data is still pending.
2. Research/Inquiry is students' highest domain with 84.7 percent of students above, at, or near standard in 2021-2022. 2022-2023 data is still pending.
3. Writing is students' lowest domain with 73.3 percent of students above, at, or near standard in 2021-2022. 2022-2023 data is still pending.

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

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

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	10.30	6.20		71.52	60.58		18.18	33.21	
All Grades	10.30	6.20		71.52	60.58		18.18	33.21	

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

Conclusions based on this data:

1. 16.06 percent of students are above or meeting standard in 21-22 assessment. 2022-2023 data is still pending.

2. 2020-2021 marks the first increase in students above or meeting standard in three-years with a 10.48 percent increase. However, there was a 9 percent decrease in students meeting or exceeding standard for 2021-2022. 2022-2023 data is still pending.

3. "Communicating Reasoning" is students' strongest domain with 71.53 percent of students at standard, near standard, or exceeding standard. "Concepts and Procedures" is students' weakest domain with 39.78 percent of students at standard, near standard, or exceeding standard. 2022-2023 data is still pending.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1512.4	1535.7		1510.4	1528.3		1513.8	1542.6		37	28	
10	1515.7	1564.8		1503.1	1566.5		1527.8	1562.6		20	30	
11	1536.5	1512.8		1524.6	1501.5		1547.8	1523.6		28	16	
12	1513.1	1552.0		1488.9	1550.6		1536.9	1552.8		15	26	
All Grades										100	100	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.70	14.29		24.32	35.71		37.84	32.14		35.14	17.86		37	28	
10	10.53	16.67		26.32	43.33		31.58	33.33		31.58	6.67		19	30	
11	11.11	12.50		22.22	18.75		55.56	31.25		11.11	37.50		27	16	
12	7.14	3.85		14.29	46.15		50.00	42.31		28.57	7.69		14	26	
All Grades	7.22	12.00		22.68	38.00		43.30	35.00		26.80	15.00		97	100	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.41	21.43		51.35	50.00		24.32	17.86		18.92	10.71		37	28	
10	15.79	26.67		31.58	56.67		26.32	13.33		26.32	3.33		19	30	
11	11.11	25.00		55.56	18.75		22.22	18.75		11.11	37.50		27	16	
12	7.14	34.62		28.57	42.31		28.57	15.38		35.71	7.69		14	26	
All Grades	9.28	27.00		45.36	45.00		24.74	16.00		20.62	12.00		97	100	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00		77.78	75.00		22.22	25.00		36	28	
10	5.26	3.33		47.37	90.00		47.37	6.67		19	30	
11	0.00	0.00		74.07	50.00		25.93	50.00		27	16	
12	0.00	3.85		57.14	80.77		42.86	15.38		14	26	
All Grades	1.04	2.00		67.71	77.00		31.25	21.00		96	100	

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

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

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

Conclusions based on this data:

1. Overall performance on the ELPAC improved. More students scored at the 3 and 4 level, indicating an improvement in language acquisition. This is likely due to an increased focus on providing tutors and intervention for English Learners.
2. Students classified as 4s and 3s increased and decreased in 2s and 1s in overall language. Roughly 15% of students are a level 1, 35% level 2, 28% level 3 and 12% level 4.
3. Area of greatest need is in listening, with the lowest percentage of students scoring "Well Developed" (2 %).

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,256	**72.9**	**10.0**	**0.3**
Total Number of Students enrolled in Woodland Senior High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	126	10.0
Foster Youth	4	0.3
Homeless	12	1.0
Socioeconomically Disadvantaged	915	72.9
Students with Disabilities	187	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	0.9
American Indian	7	0.6
Asian	32	2.5
Filipino	2	0.2
Hispanic	927	73.8
Two or More Races	28	2.2
Pacific Islander	8	0.6
White	234	18.6

Conclusions based on this data:

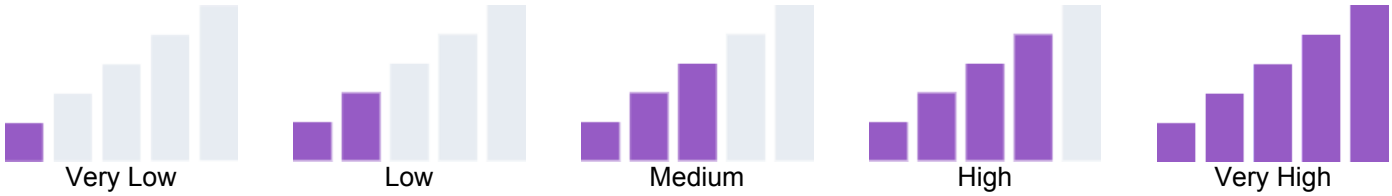
1. In 2021-2022 the percentage of English Learners increased to 10%.
2. In 2021-2022 there were roughly 72.9% of students identified as socioeconomically disadvantaged- rate has increased.
3. Hispanic students remain the largest total percentage of WHS's population at 73.8%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Graduation Rate** Very High	**Suspension Rate** High
Mathematics Very Low		
English Learner Progress Low		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Graduation Rate is strong and indicators show it is very high. Strong student centered vision and consistent administrative leadership over last two years have contributed in upward movement. College/Career indicators were high in previous years but were not reported in 2022.
2. ELA Performance, English Learner Progress, and Mathematics proficiency rates remain the greatest area of need site wide.
3. Suspension rate has seen an increase from previous years.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

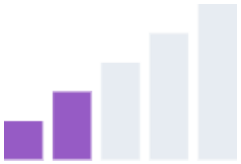
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
20.8 points below standard	143.1 points below standard	2 Students
273 Students	36 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
5 Students	25.2 points below standard	156.5 points below standard
	204 Students	42 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 3 Students	No Performance Level 10.1 points above standard 13 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 19.0 points below standard 192 Students	No Performance Level 5 Students	No Performance Level 1 Student	Low 36.9 points below standard 57 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
192.8 points below standard 13 Students	121.7 points below standard 24 Students	26.7 points below standard 120 Students

Conclusions based on this data:

1. Overall performance in ELA is low with some student groups decreasing (English Learners and Students with Disabilities are very low suggesting a need to focus on support for these groups).
2. Students as a whole are all low on the most recent indicators.
3. While overall performance, six groups are points below the standard ranging from 19 points below standard (Hispanic students) to 156.5 points below standard (Students with Disabilities). Additional supports and restructuring of RSP in progress to address special education needs.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

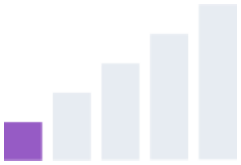
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
4	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
116.3 points below standard	191.9 points below standard	2 Students
273 Students	36 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
5 Students	121.2 points below standard	205.7 points below standard
	203 Students	42 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 3 Students	No Performance Level 54.7 points below standard 13 Students	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 127.1 points below standard 190 Students	No Performance Level 5 Students	No Performance Level 1 Student	Low 86.3 points below standard 57 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
208.7 points below standard 13 Students	185.0 points below standard 24 Students	116.3 points below standard 120 Students

Conclusions based on this data:

1. Overall performance is very low at 116.3 points below standard.
2. The only student group outperforming overall performance is white students, at 86.3 points below standard.
3. The largest performance gap for student groups are the students with disabilities, at 205.7 points below standard, and English learners, at 191.9 points below standard, indicating a need to focus on improving first instruction for these groups.

School and Student Performance Data

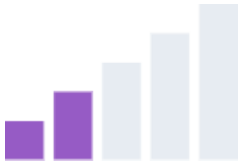
Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress



Low

61.1 making progress towards English language proficiency

Number of EL Students: 90 Students

Performance Level: 2

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.

2022 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
10.0%	28.9%	1.1%	60.0%

Conclusions based on this data:

1. Over 61% of students are making progress toward English language proficiency.
2. 28.9% of students are maintaining but not progressing while about 10% are decreasing performance.
3. Decreased performance of English Learners indicates a need to focus on designated and integrated ELD supports.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Graduation rate remains high in 2021-'22.
2. A-G completion is below 50 percent at 40.5 percent in 2021-2022.
3. 17% of student population enrolled in completer courses in our CTE pathways.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	2	1

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Medium	No Performance Level
95% graduated	87.5% graduated	Less than 11 Students
300 Students	40 Students	3 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Low
Less than 11 Students	94.7% graduated	78.6% graduated
8 Students	228 Students	42 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	No Performance Level	
Less than 11 Students	Less than 11 Students	Less than 11 Students	
1 Student	1 Student	9 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High	No Performance Level	No Performance Level	High
96% graduated	Less than 11 Students	Less than 11 Students	92.3% graduated
227 Students	5 Students	3 Students	52 Students

Conclusions based on this data:

1. 2022 graduation rates remain high in all student groups.
2. Lowest graduation rate in significant student groups of English Learners (87.5 percent) and Students with Disabilities (78.6 percent) in 2022.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

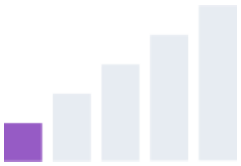
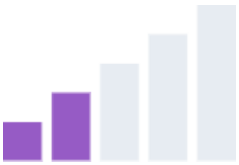
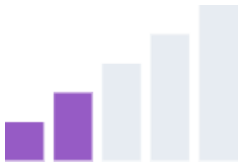
Very High	High	Medium	Low	Very Low
4	2	1	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
9.7% suspended at least one day	17.6% suspended at least one day	Less than 11 Students
1327 Students	136 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
20% suspended at least one day	10.5% suspended at least one day	12.7% suspended at least one day
15 Students	974 Students	212 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level	No Performance Level	Medium	No Performance Level
8.3% suspended at least one day	Less than 11 Students	3% suspended at least one day	Less than 11 Students
12 Students	8 Students	33 Students	2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Very High	High	No Performance Level	High
10.7% suspended at least one day	9.5% suspended at least one day	Less than 11 Students	7.8% suspended at least one day
967 Students	42 Students	8 Students	255 Students

Conclusions based on this data:

1. Suspension rate increased in the 2022 school year for all groups from less than 1% to 9.7%.
2. Two groups increased more than others (English Learners and Students with Disabilities).
3. Hispanic students and those that identify as two or more races have the highest suspension percentage.

Goals, Strategies, & Proposed Expenditures

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

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

Increase the amount of students that are "College and Career Ready". WHS A-G completion rate has dropped significantly to 36% due to the number of students repeating Math classes and not completing Math 3 and low enrollment is Visual/Performing Arts. While WHS has a strong number of CTE pathways, a very small percentage are completers. Increase the number of students enrolling in CTE courses and capstone courses. Compared to the large number of Spanish speaking students WHS has a low number of Seal of Biliteracy recipients (mainly due to SBAC/CAASPP performance). Reinforce the importance of SBAC scores with students and parents and the effects on Early Assessment Program and the Seal of Biliteracy.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	2022-2023: There were 433 students that participated in at least one Visual and Performing Arts class. 37% of total students.	Maintain high current levels of VAPA participation.
Percentage of students completing UC/CSU a-g course requirements (high school only).	2022-2023: 36% of students currently meet the requirements for UC/CSU A-G course requirements.	Increase UC/CSU a-g course completion to 42%.
Number and Percent of students that complete a CTE (Career Technical Education) pathway (high school only).	2022-2023: 756 (64%) students enrolled in a CTE course. 246 (21%) students are enrolled in a completer course.	Increase the number of students taking CTE and enrolled in a completer course by 5%.
Number of State Seals of Biliteracy awarded to students (high school only).	2022-2023: 52 students were eligible for the Seal of Biliteracy.	Increase the number of students eligible for the Seal of Biliteracy by 5%.
Number of students receiving college credit through dual enrollment, concurrent enrollment and articulated classes (high school only)	2022-2023: 8 students in one dual enrollment at WHS. There were 29 students concurrently enrolled at WCC 1st semester and 31 students currently	Increase the number of dual enrollment course offerings. Increase the number of students taking courses at WCC by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	enrolled at WCC during 2nd semester.	

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, 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 Supports: Increased parent presentations/informational nights to recruit subgroup participation, presentations in ELD classes,
- Field trips to support opportunities for subgroup participation and enrichment.
- CTE supplemental materials: Supplemental instruction materials for CTE courses.
- AP (Advanced Placement) subsidies: Support increased student participation in taking AP exams through scholarships. Including students needing to pass language exam for Seal of Biliteracy.
- 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 special education 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)
$32,700	Supplemental/Concentration
$27,000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

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.

AVID Support was executed to plan. AVID tutors were hired to provide direct support to students. VAPA, CTE, Puente all accessed funding to purchase the planned for supplies and supports. Advanced Placement (AP) Subsidies used in full to support socio-economically disadvantaged students and encourage the number of students participating in AP courses.

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

Funds allocated for field trips (including classroom subs) were utilized (AVID, VAPA, and Puente all attended field trips). Math department implemented a Math 1 Bridge program second semester to try and remediate first semester grades and support second semester student 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.

To achieve an increase in A-G completion, Increase student participation in capstone courses to increase CTE Completer status, increase subgroup participation in VAPA, and increased Seal of Biliteracy achievement. 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. Approximately two thirds of students surveyed feel safe or connected to the school. The school was identified for Additional Targeted Assistance and Support due to the underperformance of students with disabilities (SWD) and English learners (EL) in both academic areas and suspension rate. These student groups will be specifically addressed with metrics and actions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	2022-2023: New indicators (similar to last year's orange) show all students together are low in English Language Arts; New indicators (similar to last year's red) show all students together are very low in mathematics. EL: 143.1 points below standard SWD: 156.5 points below standard	Move to Yellow for ELA and Orange for math. Increase performance data of English Learners and Students with disabilities to orange for ELA and Math.
Performance level on English Learner Progress Indicator (ELPI)	2022-2023: Students are low (35% to 44.9%) making progress toward English Language Proficiency in Current Year. Due to not reaching the 95% testing participation rate.	Increase performance level on English Learner Progress Indicator by one level to 45%. Reach 95% testing participation rate.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced	46.64% of students met or exceeded the English Language Arts standards on the SBAC (Smarter Balanced Assessment Consortium)	(Continued from last year) Percentage of students meeting or exceeding English Language Arts Proficiency will increase to 52%. Increase the

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assessment Consortium) in English Language Arts (ELA).		percentage of English Learners and Students with disabilities meeting or exceeding standards to above 10%.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) in Math.	16.06% of students met or exceeded the Mathematics standards on the SBAC.	Percentage of students meeting or exceeding Math Proficiency will increase to 21%. Increase the percentage of English Learners and Students with disabilities meeting or exceeding standards to above 10%.
Percentage and number of students who are chronically absent	2022-2023: As of March 2023, 28.55% of students are chronically absent.	Decrease students who are chronically absent to 15%.
Student sense of safety and school connectedness	2022-2023:Based on PASS data, students are indicating a Preparedness for Learning: 72% High Satisfaction; 8% Moderate Satisfaction; Attitudes to Teachers: 62% High Satisfaction; 13% Moderate Satisfaction as a strength. Students’ attitudes towards general work ethic (34% satisfaction) and feelings about school (39% satisfaction) are the lowest areas on the PASS. 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 62% of 9th graders and 58% of 11th graders feel connected to the school.	Increase PASS data of students' attitudes towards general work ethic and feelings about school by 5% Increase students' feelings of connection to school to 65% in 9th grade and 60% in 11th grade. Increase students' feelings of safety to 75% in 9th grade and 65A% in 11th grade.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	44% of 9th graders and 35% of 11th graders feel that the school is safe/2020-'21 71% of 9th graders and 61% of 11th graders feel that the school is safe or very safe.	
Suspension rate	2021-2022: 9.7% of students were suspended for at least one day. 2022-2023: Currently at 7.1% as of March 2023 EL: 17.6% of those in 21-22 school year. SWD: 12.7% in 21-22 school year.	Decrease suspension rate to below 6%
Parent/family satisfaction on Healthy Kids Survey, on key indicators	CHKS (California Healthy Kids Survey) 2019-2020.: 83% of parents agree that WHS allows input and welcomes parent contributions. 67% of parents agree that WHS encourages them to be an active partner with the school to educate their child. 50% of parents agree that WHS actively seeks the input of parents before making important decisions. CHKS 2021-2022: • 83% of parents agree that WHS allows input and welcomes parent contributions. • 67% of parents agree that WHS encourages them to be an active partner with the school to educate their child.	Maintain current levels of satisfaction on input. Increase "active partnership" item to 70%. Increase "input on important decision" item to 60%. Continue to encourage participation on the survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	• 50% of parents agree that WHS actively seeks the input of parents before making important decisions.	

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, with a focus on students with disabilities and English learners

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:

- Increase Credit Recovery opportunities in the Master Schedule to help support students eligibility for graduation.
- Provide both on site and and conference Professional Development surrounding instructional strategies and use of technology to enhance instruction
- Includes support for subs, travel costs, conference registration, and release time.
- Collaboration time to put Universal Design for Learning and English Learner Roadmap strategies into practice to increase grades in our English Learners and Students with Disabilities populations to promote higher graduation rates and increase SBAC scores in ELA and Math.
- Aeries parent night(s) to support parents in understanding and navigating aeries. Ability to support students better. Will provide support in English and Spanish.
- Provide Learning Center support
- Includes funding to hire tutors to provide Academic Intervention and Support. Help with English and math support in the classroom to support both English Learners and Students with Disabilities.
- Provide Department Supplies including but not limited to consumables, furniture, and classroom materials.
- Fund Saturday School program
- Extra Duty hours to staff program to provide intervention, time to make up work, and differentiation
- Includes extra funds to support additional mid-week opportunities at key times of the school year
- Positive Behavior Intervention and Support materials.

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)
$97,500	Supplemental/Concentration
$133,407	Title I Part A: Basic Grants Low-Income and Neglected
$1,250	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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, Department Supplies, and Saturday School support all executed to plan. Staff took advantage of professional development. Team of educators attending the Professional Learning Community (PLC) conference this summer to support teaching and learning.

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

Professional Development (PD) in person was more accessible and more opportunities were taken advantage of. COVID restrictions lessened and students were able to attend field trips that were an extension of the classroom instruction. Strong increase in frequency and teacher participation in Saturday School Intervention and an expansion to Math 1 bridge program to support students struggling in Math 1 so that A-G rates could increase.

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. Additionally we will support an additional credit recovery sections to allow students to make up courses.

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 (EL) 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 Long Term English Learners (LTEL's) needs attention. Movement on rating on EL Roadmap Principle needs to be made.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	2020-2021 14.6 % of WHS students are RFEP 2021-2022 19.2% of WHS are RFEP	Continue to increase reclassification rate to 25%.
English Learner Progress Indicator (ELPI).	2022-2023: Students are low (35% to 44.9%) making progress toward English Language Proficiency in Current Year. Due to not reaching the 95% testing participation rate.	Increase performance level on English Learner Progress Indicator by one level to 45%. Reach 95% testing participation rate.
Decrease the number of Long Term English Learners (LTEL) (middle and high school only).	2020-'2021 76% of our ELs are LTELs 2021-2022: 84% of our ELs are LTELs	Decrease the number of LTELs to below 80%.
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: 3.57) B. No single EL profile (score: 3.17)	Increase each sub-component and the average in principle to 3.5. A. Increase to 3.7 B. Increase to 3.4 C. Increase to 3.6 D. Increase to 3.3 E. Increase to 3.5

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	C. School climate is affirming, inclusive, safe (score: 3.45) D. Strong family and school partnership (score: 2.9) E. Supporting English Learners with disabilities (score: 3.27)	
Percentage of English Learners with D's and F's at grading mark 3	2022-2023: 287 D's and F's earned during M3 (Fall 2022), which represents 67% of ELs (80 total) who received a D and/or F	Decrease the number of Ds and Fs by 5% in Mark 3 (Fall 2023).

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 (Variable Service Agreement) to provide EL's Academic Intervention through the Learning Center
- Includes support for newcomers at Saturday School/Intervention Program(s)
- Support for ELRT (English Language Resource Team) and ELS (English Learner Specialists)/ teacher collaboration to support best practices.
- Release time for teachers
- ELD (English Language Development) Teachers to meet with ELS once per quarter
- Supplies and materials for EL Specialists to provide whole staff Tier I PD
- ELS to model and collaborate with staff as well as provide PD on Tier I integrated ELD instructional strategies at one Faculty Meeting per semester to whole staff including TPS (Think Pair Share) 2.0 strategies, reciprocal teaching, and writing scaffolding
- EL specialist (ELS) to collaborate and provide PD focused on intervention and differentiation to meet students' needs by proficiency level during integrated ELD content instruction.
- ELAC (English Learner Advisory Committee) support
- Including supplies to incentivize increased parent participation
- PD Support
- Supplemental materials

- Including materials and texts in 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)
$3,500.00	Supplemental/Concentration
$20,000.00	Title I Part A: Basic Grants Low-Income and Neglected
$1,251.00	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2022-23

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 parent seminars. Very low attendance at ELAC meetings even though multiple options were offered for attendance, including in-person and zoom.

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.

Coordination between the LRC (Learning Center) and the Saturday School program led to dedicated EL support person being available for Saturday Intervention support programs. Also led to more support in the classrooms with high proportion of EL students.

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

Review of student survey data, student focus groups, and Student Advisory Council indicate a need for youth input in decision making as well as adding student recognition programs.

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	2022-2023: 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 46. Add additional community scholarships for students.
Number of extracurricular and co-curricular programs offered	2022-2023: We currently have 21 sports programs as well as 19 extracurricular clubs.	Maintain current sports offerings of 21 sports programs as well as at least 19 extracurricular clubs. Work towards establishing new CIF sponsored sport (Girls Flag Football).
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2022-2023- 521 responses to internal "Needs Assessment Survey" (Approximately 41% 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	2022-2023: 24 students (4 EL (16%), 4 Low Income (16%), 4 Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members.	Maintain current Youth Advisory Council process and membership of 24 students (4 EL (16%), 4 Low Income (16%), 4 Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Regular meetings with the Youth Advisory Council at WHS. Student representation during School Site Council meetings.	Establish student senate with bi-weekly access to ASB so all students can voice concerns or ideas for student activities/leadership opportunities.

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
- Reinstatement of Student Support Programs (for positive recognition)
- Include programs such as student of the week.

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)
$7,855.00	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2022-23

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.

Both community partnerships and extracurricular activities were maintained from previous years. With the easing of COVID restrictions, meeting in person allowed for more student involvement at higher interest in the Student Advisory Council. Partnerships with teachers and the use of Canvas and Parent Square facilitated an approximately a 300 student increase in participation in the student Needs Assessment Survey.

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

No major differences from plan to implementation.

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.

Next year we will have increased participation in the Student Advisory Committee. Will also incorporate a student senate time so more students can have a voice in leadership opportunities on campus. Will be organizing a greater synergy between student advisory committee, ASB, Site Council, and School Board representations

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	$182,908
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$324,463.00

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	$180,407.00
Title I Part A: Parent Involvement	$2,501.00

Subtotal of additional federal funds included for this school: $182,908.00

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

State or Local Programs	Allocation ($)
Supplemental/Concentration	$141,555.00

Subtotal of state or local funds included for this school: $141,555.00

Total of federal, state, and/or local funds for this school: $324,463.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Gerald Salcido	Principal
Erik Wilson	Parent or Community Member
Casey Raubach	Parent or Community Member
Chris Whitehead	Parent or Community Member
Iris Ramirez	Secondary Student
Kylie Mills	Secondary Student
Metzy Solorio	Secondary Student
Yessica Gonzalez	Other School Staff
Jennifer Drewek	Classroom Teacher
Eric Dyer	Classroom Teacher
VACANT	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 5/8/2023.

Attested:

	Principal, Gerald Salcido Jr on May 8, 2023
	SSC Chairperson, Yessica Gonzales on May 8, 2023