

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	5/17/22	5/26/22

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 with the Student Action 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 focused, of which 521 students responded. The 12 member Student Advisory Committee has a balanced representation of student groups. The SAC completed a needs assessment by reviewing survey, academic, and local data and identified "Instructional Strategies" as an area of concern. As a follow up, the SAC met again in April 2022, reviewed the School Plan for Student Achievement (SPSA) and provided feedback on the strategies chosen for implementation. The student action 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 March 28, 2022 and with School Site Council on March, 28 2022.

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

ELAC reviewed and approved the SPSA on March, 28 2022, and provided additional feedback. School site council reviewed and approved the the plan on March 28, 2022.

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 Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	347	356	351
Grade 10	311	332	351
Grade 11	324	316	322
Grade 12	343	306	285
Total Enrollment	1,325	1,310	1,309

Conclusions based on this data:

1. The percentage of students identifying as Latino/ Hispanic at 73.3%- up 1.7% 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 2020-2021.
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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	145	123	121	10.9%	9.4%	9.2%
Fluent English Proficient (FEP)	582	600	628	43.9%	45.8%	48.0%
Reclassified Fluent English Proficient (RFEP)	17	16	29	13.4%	11.0%	23.6%

Conclusions based on this data:

1. The percent of English Language Learners has steadily declined from approximately 11 percent down to about 9 percent over the last three years.
2. The number of Fluent English Proficient (FEP) students has increased approximately 4 percent from approximately 44 percent to 48 percent.
3. The number of Reclassified Fluent English Proficient (RFEP) students has increased from 11 percent at it's lowest to approximately 24 percent at it's highest to approximately 13 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	316	301	288	304	287	188	304	285	182	96.2	95.3	65.3
All Grades	316	301	288	304	287	188	304	285	182	96.2	95.3	65.3

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2571.	2589.	2585.	18.75	16.49	15.93	27.63	41.40	40.66	30.26	25.26	23.63	23.36	16.84	19.78
All Grades	N/A	N/A	N/A	18.75	16.49	15.93	27.63	41.40	40.66	30.26	25.26	23.63	23.36	16.84	19.78

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	23.68	22.46	19.55	48.36	56.84	64.25	27.96	20.70	16.20
All Grades	23.68	22.46	19.55	48.36	56.84	64.25	27.96	20.70	16.20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.33	26.67	25.84	45.07	56.14	51.12	29.61	17.19	23.03
All Grades	25.33	26.67	25.84	45.07	56.14	51.12	29.61	17.19	23.03

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	15.46	15.79	12.85	67.11	70.18	72.07	17.43	14.04	15.08
All Grades	15.46	15.79	12.85	67.11	70.18	72.07	17.43	14.04	15.08

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	25.99	27.72	23.20	49.67	55.09	66.85	24.34	17.19	9.94
All Grades	25.99	27.72	23.20	49.67	55.09	66.85	24.34	17.19	9.94

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2018-19 overall achievement was at it highest with 57.89% of students meeting or exceeding standards. 2020-'21 overall achievement approaches high water mark with 56.6 percent of students meeting or exceeding standards.
2. Research/Inquiry is students' highest domain with 90.5 percent of students above, at, or near standard.
3. Writing is students' lowest domain with 76.96 percent of students above, at, or near standard.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	316	301	288	303	287	169	302	287	165	95.9	95.3	58.7
All Grades	316	301	288	303	287	169	302	287	165	95.9	95.3	58.7

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2522.	2523.	2556.	4.97	4.88	4.85	13.25	10.10	20.61	22.52	26.13	27.88	59.27	58.89	46.67
All Grades	N/A	N/A	N/A	4.97	4.88	4.85	13.25	10.10	20.61	22.52	26.13	27.88	59.27	58.89	46.67

2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.60	7.34	6.67	22.52	22.03	48.48	67.88	70.63	44.85
All Grades	9.60	7.34	6.67	22.52	22.03	48.48	67.88	70.63	44.85

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.95	8.04	10.30	41.39	45.45	71.52	50.66	46.50	18.18
All Grades	7.95	8.04	10.30	41.39	45.45	71.52	50.66	46.50	18.18

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	7.62	5.59	7.27	50.00	55.94	69.09	42.38	38.46	23.64
All Grades	7.62	5.59	7.27	50.00	55.94	69.09	42.38	38.46	23.64

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 25.46 percent of students are above or meeting standard.
2. 2020-2021 marks the first increase in students above or meeting standard in three-years with a 10.48 percent increase.
3. "Problem Solving and Modeling/Data analysis" is students' strongest domain with 81.82 percent of meeting or exceeding standard. "Communicating Reasoning" is students' weakest domain with 76.36 percent 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1496.3	1488.7	1512.4	1505.4	1492.8	1510.4	1486.7	1484.3	1513.8	32	43	37
10	1490.0	1482.1	1515.7	1480.1	1466.3	1503.1	1499.4	1497.4	1527.8	32	26	20
11	1524.1	1490.3	1536.5	1515.2	1473.7	1524.6	1532.5	1506.5	1547.8	31	27	28
12	*	1498.6	1513.1	*	1483.5	1488.9	*	1513.2	1536.9	*	27	15
All Grades										105	123	100

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	2.70	*	25.58	24.32	*	46.51	37.84	*	27.91	35.14	32	43	37
10	*	11.54	10.53	*	23.08	26.32	*	15.38	31.58	37.50	50.00	31.58	32	26	19
11	*	3.70	11.11	38.71	18.52	22.22	*	40.74	55.56	*	37.04	11.11	31	27	27
12		3.70	7.14	*	29.63	14.29	*	33.33	50.00	*	33.33	28.57	*	27	14
All Grades	17.14	4.07	7.22	29.52	24.39	22.68	25.71	35.77	43.30	27.62	35.77	26.80	105	123	97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	37.50	11.63	5.41	*	46.51	51.35	*	25.58	24.32	*	16.28	18.92	32	43	37
10	37.50	26.92	15.79	*	15.38	31.58	*	15.38	26.32	34.38	42.31	26.32	32	26	19
11	35.48	3.70	11.11	41.94	29.63	55.56	*	33.33	22.22	*	33.33	11.11	31	27	27
12	*	14.81	7.14	*	37.04	28.57	*	25.93	28.57	*	22.22	35.71	*	27	14
All Grades	34.29	13.82	9.28	29.52	34.15	45.36	14.29	25.20	24.74	21.90	26.83	20.62	105	123	97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	34.38	0.00	0.00	*	67.44	77.78	37.50	32.56	22.22	32	43	36
10	*	3.85	5.26	37.50	50.00	47.37	34.38	46.15	47.37	32	26	19
11	*	0.00	0.00	54.84	37.04	74.07	*	62.96	25.93	31	27	27
12		0.00	0.00	*	51.85	57.14	*	48.15	42.86	*	27	14
All Grades	24.76	0.81	1.04	40.00	53.66	67.71	35.24	45.53	31.25	105	123	96

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	56.25	65.12	43.24	*	18.60	40.54	*	16.28	16.22	32	43	37
10	46.88	42.31	63.16	*	23.08	10.53	37.50	34.62	26.32	32	26	19
11	58.06	51.85	55.56	*	18.52	29.63	*	29.63	14.81	31	27	27
12	*	48.15	35.71	*	29.63	28.57	*	22.22	35.71	*	27	14
All Grades	53.33	53.66	49.48	24.76	21.95	29.90	21.90	24.39	20.62	105	123	97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	13.51	*	27.91	29.73	78.13	72.09	56.76	32	43	37
10	*	3.85	10.53	*	38.46	42.11	62.50	57.69	47.37	32	26	19
11		0.00	3.70	38.71	33.33	44.44	61.29	66.67	51.85	31	27	27
12		3.70	7.14	*	51.85	28.57	*	44.44	64.29	*	27	14
All Grades	*	1.63	9.28	26.67	36.59	36.08	69.52	61.79	54.64	105	123	97

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	2.86	46.88	67.44	60.00	34.38	32.56	37.14	32	43	35
10	*	11.54	0.00	59.38	53.85	63.16	*	34.62	36.84	32	26	19
11	*	7.41	3.70	67.74	51.85	81.48	*	40.74	14.81	31	27	27
12	*	3.70	7.14	*	70.37	64.29	*	25.93	28.57	*	27	14
All Grades	16.19	4.88	3.16	60.00	61.79	67.37	23.81	33.33	29.47	105	123	95

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall performance on the ELPAC 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1309	57.8	9.2	0.9
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	121	9.2
Foster Youth	12	0.9
Homeless	5	0.4
Socioeconomically Disadvantaged	756	57.8
Students with Disabilities	167	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.8
American Indian or Alaska Native	7	0.5
Asian	34	2.6
Filipino	3	0.2
Hispanic	959	73.3
Two or More Races	30	2.3
Native Hawaiian or Pacific Islander	9	0.7
White	249	19.0

Conclusions based on this data:

1. In 2019-2020 the percentage of English Learners stayed at 9.2%.

2. In 2019-2020 there were roughly 57.8% of students identified as socioeconomically disadvantaged- rate has maintained
3. Hispanic students remain the largest total percentage of WHS's population at 73.3%%.






School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

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 and consistent administrative leadership over last two years have 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

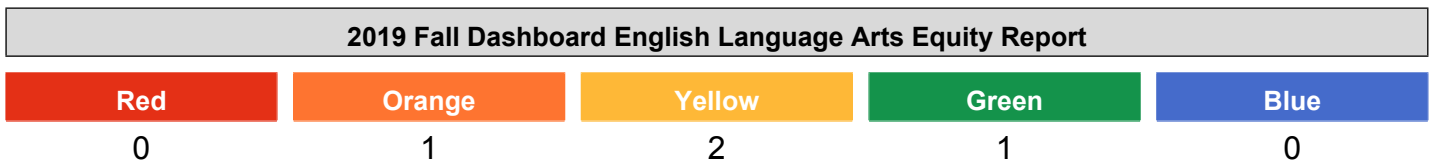
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











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</p> <p>++20.9 points</p> <p>40</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>6 points below standard</p> <p>Increased Significantly</p> <p>++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</p> <p>++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	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
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	 No Performance Color Less than 11 Students	 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:

- Overall performance in ELA is strong with five groups increasing (All, EL, and Socioeconomically Disadvantaged, Students with Disabilities, and RFEPs)
- Current English Learners maintained performance while only one group, EO students, declined.
- 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 in progress to address Sped. needs.

School and Student Performance Data

Academic Performance Mathematics

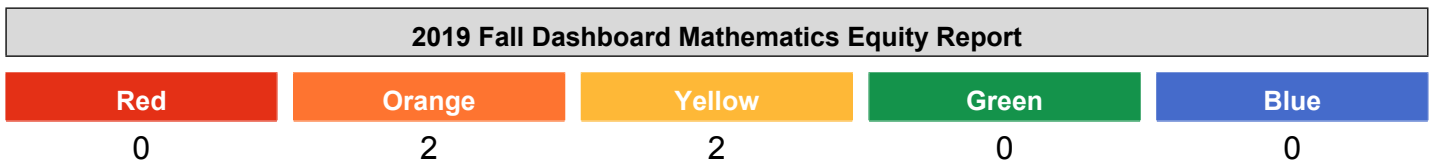
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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> <p>Orange</p> <p>101.6 points below standard</p> <p>Maintained ++2.9 points</p> <p>285</p>	<p>English Learners</p> <p>Orange</p> <p>166.8 points below standard</p> <p>Increased Significantly ++32.2 points</p> <p>39</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>114.1 points below standard</p> <p>Increased ++9.9 points</p> <p>187</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>182.1 points below standard</p> <p>Increased Significantly ++34 points</p> <p>38</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
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	 No Performance Color Less than 11 Students	 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, 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

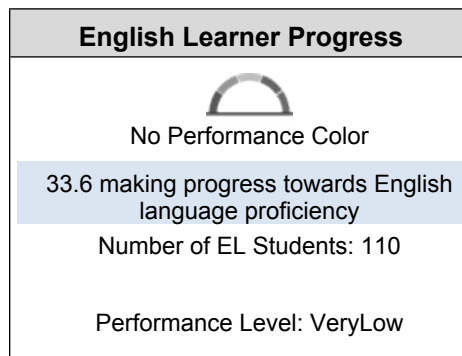
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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 Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	279	100
African American	2	0.7
American Indian or Alaska Native	1	0.4
Asian	4	1.4
Filipino	1	0.4
Hispanic	204	73.1
Native Hawaiian or Pacific Islander	2	0.7
White	55	19.7
Two or More Races	9	3.2
English Learners	29	10.4
Socioeconomically Disadvantaged	218	78.1
Students with Disabilities	33	11.8
Foster Youth	4	1.4
Homeless	5	1.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	22	7.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	18	8.9
Native Hawaiian or Pacific Islander		
White	2	3.6
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	14	6.5
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	68	24.4
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	49	24
Native Hawaiian or Pacific Islander		
White	15	27.3
Two or More Races		
English Learners	5	17.2
Socioeconomically Disadvantaged	50	22.9
Students with Disabilities	8	24.2
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	113	40.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	79	38.7
Native Hawaiian or Pacific Islander		
White	25	45.5
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	74	33.9
Students with Disabilities	3	9.1
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	17	6.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	12	5.9
Native Hawaiian or Pacific Islander		
White	4	7.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	9	4.1
Students with Disabilities	1	3
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	46	16.5
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	35	17.2
Native Hawaiian or Pacific Islander		
White	6	10.9
Two or More Races		
English Learners	1	3.4
Socioeconomically Disadvantaged	37	17
Students with Disabilities	3	9.1
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	23	8.2
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	16	7.8
Native Hawaiian or Pacific Islander		
White	4	7.3
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	19	8.7
Students with Disabilities	1	3
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	67	24
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	65	31.9
Native Hawaiian or Pacific Islander		
White	1	1.8
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	58	26.6
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Graduation rate remains at 100 percent in 2020-'21 with parity in ethnic subgroups.
2. A-G completion is below 50 percent at 40.1 percent in 2020-2021.
3. A-G completion rate is lower in Hispanic students with 38.7 percent than White students at 44.5 percent even though Hispanic students comprise over approximately 70 percent of the student body and White students comprise approximately 20 percent.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

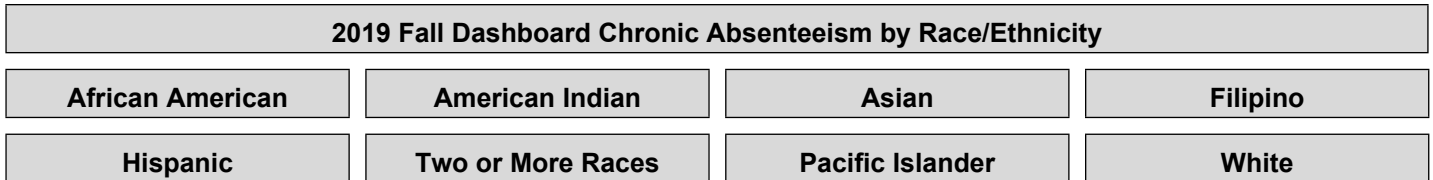
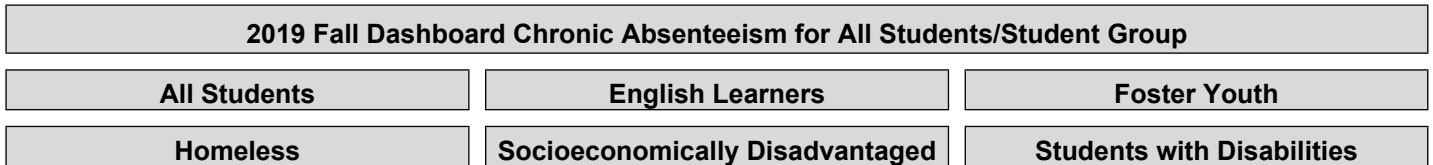
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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 Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	279	268	2	96.1
English Learners	29	23	1	79.3
Foster Youth	4		0	
Homeless	5		1	
Socioeconomically Disadvantaged	218	207	2	95
Students with Disabilities	33	26	1	78.8
African American	2		0	
American Indian or Alaska Native	1		0	
Asian	4		0	
Filipino	1		0	
Hispanic	204	195	2	95.6
Native Hawaiian or Pacific Islander	2		0	
White	55	53	0	96.4
Two or More Races	9		0	

Conclusions based on this data:

1. 2021 graduation rates remain high in all subgroups.
2. Lowest graduation rate in significant subgroups of English Learners (79.3 percent) and Students with Disabilities (78.8 percent) in 2021.
3. SED student graduation rate increased from 94.2 percent to 95 percent in 2021.

School and Student Performance Data

Conditions & Climate Suspension Rate

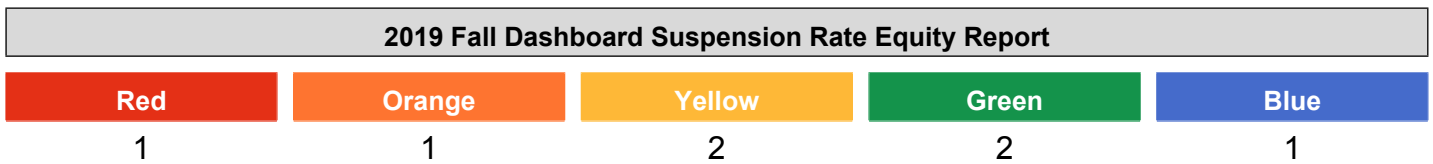
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

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</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	 Blue 0 Declined -2.2 42	 No Performance Color Less than 11 Studentsy
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	 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). Consistent admin. leadership, Restorative Practices trainings, and RTI 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 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 pathways, a very small percentage are completers. Compared to the large number of Spanish speaking students WHS has a low amount of Seal of Biliteracy recipients (mainly due to SBAC/CAASP 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)	2020-'21 46 students completed at least one college course. 23 students completed at least two college courses. 2021-'22 Concurrent enrollment in Fall = 35 students	Continue concurrent enrollment numbers 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. 2020-'21 - 40.5% of students completed UC/CSU 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)	Maintain current CTE (Career Technical Education) enrollment of over 800 students. Increase completer students to 80 students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>WHS had 1,064 students enrolled (81% of student population-1310 total) in a CTE class in 2020-'21 = 68 completer students (24.4%).</p> <p>WHS has 796 students enrolled (63% of student population - 1254 total) in a CTE class in 2021-'22 = 220 enrolled in completer courses (17% of student population).</p>	
<p>Number of students who participate in VAPA (Visual and Performing Arts).</p>	<p>2019-'20 - 650 students who participated in one or more VAPA (Visual and Performing Arts) courses with 26.0% Male and 26.84% Female 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.</p> <p>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>2021-'22 - 565 students participated in one or more VAPA (Visual and Performing Arts) courses with 25% male and 29% female participation.</p>	<p>Maintain high current levels of VAPA participation of over 600 students including balance in gender participation- but increase participation to completely close parity gaps in all student groups.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of State Seals of Biliteracy awarded to students (high school only).	2020-'21- 67 students were eligible for the seal of biliteracy. 2021-'22 - 109 students were eligible for the seal of biliteracy	Increase Seal of Biliteracy to 120 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, 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.
- 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)

32,000	Supplemental/Concentration
27,000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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. AP Subsidies used in full to support socio-economically disadvantaged 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.

Funds allocated for field trips (including classroom subs) were utilized (AVID, VAPA, and Puente all attended field trips). 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 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.

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-2020-'21 No data on CA Dashboard to indicate "color" progress.	(Continued from last year) Move to Blue for ELA and yellow for math
Performance level on English Learner Progress Indicator	2019-'20- 33.6% making progress towards English Language Proficiency. No 2020-'21' date as of March 2021.	(Continued from last year) 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) in English Language Arts (ELA).	57% of students met or exceeded the English Language Arts standards on the SBAC (Smarter Balanced Assessment Consortium) DATA QUEST 45.2% of students met or exceeded the English Language Arts standards on the 2020-'21 SBAC. AERIES ANALYTICS	(Continued from last year) 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) in Math.	14.98% of students met or exceeded the Mathematics standards on the SBAC in 2019-'20 . 22.7% of students met or exceeded the Mathematics standards on the	Percentage of students meeting or exceeding Math Proficiency will increase to 25%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	SBAC in 2020-'21. AERIES ANALYTICS	
Number of students who are chronically absent	N/A As of March 2022, 16.5% of students are chronically absent. AERIES ANALYTICS	Decrease students who are chronically absent to 15%.
Student sense of safety and school connectedness	<p>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.</p> <p>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.</p>	<p>Increase students' feelings of connection to school to 65% in 9th grade and 60% in 11th grade.</p> <p>Increase students' feelings of safety to 75% in 9th grade and 65A% in 11th grade.</p>
Suspension rate	0% due to distance learning	Continue to have a low percentage of students suspended, the percentage of students suspended less than 4%.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	<p>CHKS (California Healthy Kids Survey) 2019-2020.:</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>CHKS 2020-2021:</p> <ul style="list-style-type: none"> -% of parents agree that WHS allows input 	<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>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>and welcomes parent contributions.</p> <ul style="list-style-type: none"> • -% of parents agree that WHS encourages them to be an active partner with the school to educate their child. • -% 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

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.
- Provide both on site and and conference Professional Development surrounding instructional strategies, 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
- Provide Learning Center support
- Includes funding VSAs to hire tutors to provide Academic Intervention and Support
- 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

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)
94,000	Supplemental/Concentration
90,000	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2021-22

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. Limited PD (Professional Development)

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

Most PD accessed via virtual conferences but in person opportunities accessed as COVID restrictions began to lift in March 2022. Funding from field trips in Goal 1 diverted to supplies to meet increased needs. Strong increase in frequency and teacher participation in Saturday School Intervention and an expansion to "Wednesday Workshops" especially towards the end of grading periods.

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 increase the number of 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 Principal 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 fully English Proficient) In 2020-'21 14.6 % 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).	In 2020-'21 76% 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: 3.4) 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 3.5 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(Variable Service Agreement) to provide ELLs Academic Intervention through the Learning Center
- Includes support for newcomers at Saturday School/Intervention Program(s)
- Support for ELRT (English Language Resource Team) and ELS (English Learner Specialists)/teacher collaboration
- 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.
- Edgenuity classes to support credit recovery

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
22,786.00	Title I Part A: Basic Grants Low-Income and Neglected
3,010.00	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2021-22

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 lack of EL specialist for the site to begin the year.

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 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 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

Anecdotal student reports cite an increased need for input on school decision making.

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	2020-'21- 46 partnerships for students to engage in Community Service and leadership opportunities and 35 local partners offering student scholarships. 2021-'22' Same levels.	(Continued from last year) 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 2021-'22' same levels	(Continued from last year) 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	2020-'21- 315 responses to internal "Needs Assessment" survey (Approximately 25% of school population) 2021-'22- 521 responses to internal "Needs Assessment Survey" (Approximately 41% of school population)	(Continued from last year) Increase student participation on "Needs Assessment" Survey to at least 50% of population.
Number and percent of students by representative	2020-'21- 24 students (4 EL (16%), 4 Low Income (16%), 4	Maintain current focus group process and membership of 24

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
demographic providing input to the SPSA through focus groups	Low Performing (16%), 4 SPED (16%), 8 Demographically representative of WHS Population (32%) in focus groups. 3 student School Site Council members.	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
- Reinstatement of Student Support Programs (for acknowledgement)
- Includes programs such as "HEROES"

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)

13,930.00

Source(s)

Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2021-22

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 Action Committee. 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 Action Committee by teachers and we will be organizing a greater synergy between that 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	\$140,058
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$282,488.00

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	\$139,786.00
Title I Part A: Parent Involvement	\$3,010.00

Subtotal of additional federal funds included for this school: \$142,796.00

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	\$142,430.00

Subtotal of state or local funds included for this school: \$142,430.00

Total of federal, state, and/or local funds for this school: \$285,226.00

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
Casey Raubach	Parent or Community Member
Melissa Atkin	Parent or Community Member
Iris Ramirez	Secondary Student
Connor Green	Secondary Student
Metzy Solorio	Secondary Student
Jose Gonzalez	Other School Staff
Jennifer Drewek	Classroom Teacher
Eric Dyer	Classroom Teacher
Carla Serratos	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 May 17, 2022
	SSC Chairperson, Jose Gonzales on May 17, 2022