School Year: 2026-27

School Plan for Student Achievement

School Name	County-District-Site (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Woodside High School	41690624138053	5/18/2026	

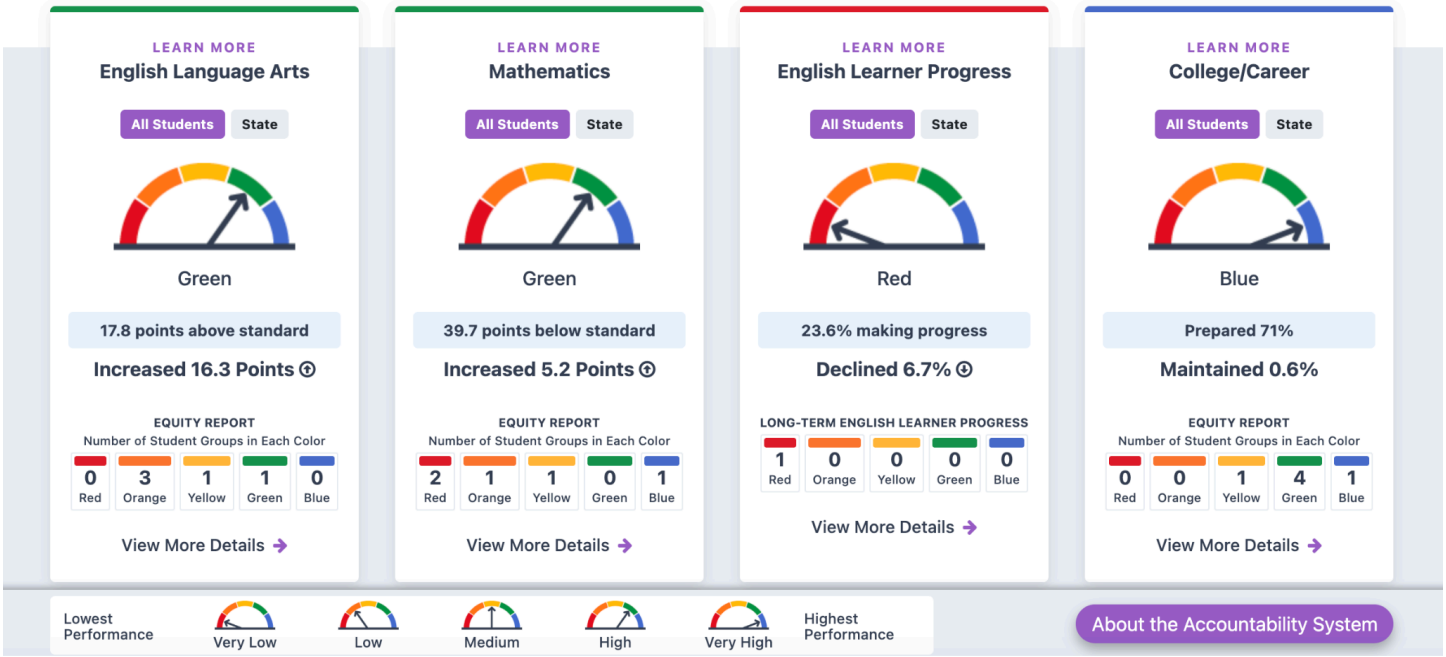
Purpose

Woodside High School's School Plan for Student Achievement (SPSA) provides measurable goals to guide our focus on student achievement for the upcoming 2026-27 school year. These goals are in line with the LCAP Proposed Goals and Actions 2026-2027 set forth by the Sequoia Union High School District's Board of Trustees. The work focuses on increasing the performance of various WHS subgroups as measured by the CA School Dashboard. The SPSA builds on the premise that all students are capable of learning with effective instruction. The color designations on the CA Dashboard are determined by both status (the performance of the students in the current year) and growth (change in performance from the prior year). Woodside HS's focused efforts as indicated by the results of the 2025 CA Dashboard exited WHS from ATSI status in 2024, due to an increased performance of our English Learners in Mathematics (Orange performance color), as well as a Yellow designation for our English Learners in the College and Career Indicators. Nonetheless, our California Dashboard results released in **November 2025** still suggest a continued effort to focus on all Woodside students, while paying particular attention to our English Learners. This report utilizes the CA Dashboard indicators to measure progress, as this is the accountability measure used by the Federal Government each year to hold schools accountable for meeting certain targets.

WOODSIDE HIGH SCHOOL
WILDCATS

Academic Performance

View Student Assessment Results and other aspects of school performance.



Description

The goals detailed in this report are congruent with our WASC goals as outlined in our February 2025 WASC Visit reflecting our core belief that **"All students can and will learn."**

All Woodside High School Students Can And Will Learn

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is directly linked with the WASC goals of Woodside High School as we strive to meet student needs. In May 2025, following a six year cycle of Self-Study, the WASC Visiting Committee praised WHS for their work in improving student sense of belonging and school-wide culture and raising College and Career Readiness for all students. Woodside received a positive appraisal with a new six-year cycle for Self-Study good through 2031. The administration drafted the SPSA with input from the WHS SDMC/School Site Council, composed of teachers, administrators, classified staff, parents and students. Several small groups began their work in August 2025 during Wednesday collaboration meetings and throughout the year during Monday SDMC/SSC meetings. To inform the SPSA, **during the 2025 school year**, **WASC Focus groups** of certificated and classified staff members met four times throughout the year to review and evaluate programs, policies, and procedures; to develop findings; and to provide evidence of each goal. Woodside High School continues to implement and monitor the SPSA through the Shared Decision Making Council, which is composed of the principal, instructional vice principal, teachers, students, parents and a community member. This body meets regularly throughout the year. The SDMC reviews and discusses SPSA content, with the specific task of analyzing data related to our progress toward meeting our all-school goals.

Monitoring the SPSA begins each year when the Principal reviews relevant data with staff during all-staff meetings in early August. Each year, the focus of the schoolwide data reflects current trends in student demographics/achievement and also district LCAP goals. Implementation of schoolwide goals is demonstrated in classrooms where instructional strategies meet the needs of English Learners, at counseling meetings where students are guided to meet A-G requirements, and during 8 Conditions activities to improve school climate. Schoolwide goals also guide the formation and action plans of Collab 2 and Task Force groups. Budget requests are also considered through the lens of our schoolwide goals. All constituents of the Woodside High School community will have an opportunity to be involved in the review of data and action plans during scheduled meetings of various groups: Shared Decision-Making Council (SDMC), School Site Council (SSC), and English Learner Advisory Council (ELAC). All stakeholders are represented on the SDMC/SSC as this committee reviews initiatives on campus, from interventions to implementation of improved literacy initiatives to campus culture, that are illustrated in the SPSA.

	WHS Staff/Team	Student Groups Targeted for Intervention/Support
	Classroom Teachers	Tier 1: All students
	School Counselors + College and Career Advisors	Students in all groups on their caseloads. Work with specific staff, administration, identification of needs from teachers, and referrals. Promote college and career readiness supports.
	Mental Health Counselor - Kathleen Holmes	Students accessing Adolescent Counseling Services, groups for mental health, facilitate SOS peer to peer supports
	Bilingual Resource Teacher - Jesus Cervantes	ELD 1,2,3 and EML students and newcomers - facilitates with bilingual IAs and teachers to support
	Bilingual Parent Coordinator - Maricela Lopez	Teacher referrals for Spanish-speaking families. General outreach, ELAC and Parent Project education and support for Spanish-speaking families -Focus- LTELs and Newcomer Families
	SAAP Advocate - Thelma Mooney	9th grade students identified for SAAP from Compass and Counselor/Teacher recommendations. Follow up with some 10th graders – last year's 9th graders in SAAP.
	Special Ed Co-Dept. Chairs - Yeni Jimenez & Heidi Sharp	All students with IEPs accessing special education. All case managers have assigned IAs to help with student support and parent contacts.
	Intervention Counselor - Maria Isabel Phillips	Students recommended for SST, with 504 Plans, Foster/Homeless Youth and universal screenings.
	Community Liaison - Yesica Mendieta Hernandez	Students with excessive absences - family outreach to the general population
	Administrative Vice Principals- Amy Hanson and Charles Velschow	Students in all categories (A-L Velschow, M-Z Hanson). Coordinate with small groups (e.g. AVID, Academies and **COST**) for intervention and follow-up. Review A2A weekly attendance to generate letters, phone calls and conferences
	Campus Aides - Eddy Marroquin, Kenny Bryant, Rosie Zepeda	Facilitate student support during school day and after school activities
	Instructional Vice Principal - Adrienne Philippe Principal - Karen van Putten	Facilitate support for all students and staff

Goal 1: Focus - English Learners

SPSA Goal 1/CSLN 1: Woodside High School will improve EML and LTEL achievement on CAASPP performance levels, ELPAC scores, reclassification rates, and graduation rates.

SUHSD Strategic Plan

ACADEMIC GROWTH & MASTERY FOR ALL

Our students receive equitable access to high-quality curriculum and support, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their own learning at school and beyond.

2026-27 SUHSD LCAP Goal 2:

The District will improve the academic performance of student subgroups who score "very low" (red) in ELA and Math, as determined by the CAASPP results and indicated on the CA Dashboard.

2026-27 SUHSD LCAP Goal 5:

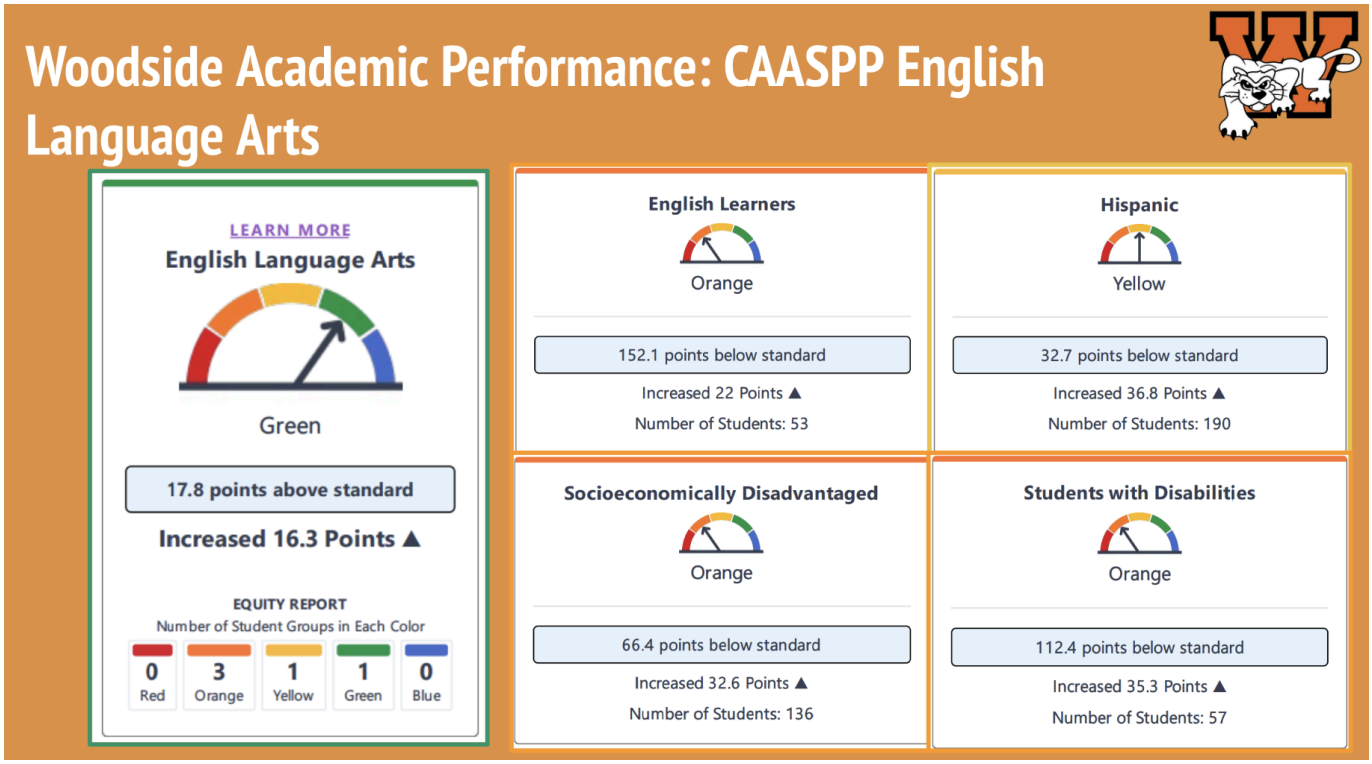
The district will continue to increase the number of English Learner students for reclassification and focus on monitoring academic progress for English Learners and Reclassified fluent English proficient (RFEP) students.

Identified Need:

The English Learner population has changed significantly in the last four years, with an influx of newcomers and a reclassification of long-term EL students. As of October 2025 Dashboard, English Learners (EL) represent 12% (209/1688) of Woodside High School's total student population. 38% (79/209) of this group is comprised of newcomers **emerging multilingual** (**EML**) **students**, who have been enrolled in US Schools from 0-3 years, and 62% (130/209) are either **long-term English learners** (**LTEL**) or at risk of becoming LTEL, each with their own distinct needs. Language acquisition and academic achievement are Woodside's focus for both groups, EML and LTEL students require specific strategies to support their overall success.

The 2025 CA Dashboard documents how each of our subgroups performs for every indicator. In examining the Subgroup Report, our English Learners as a subgroup improved from "Red"in 2024 in the ELA and ELPAC measures to "Orange" for English Learners in 2025, but dipped into the "Red" for Long Term English Learners, indicating the importance of focusing on English Language acquisition and monitoring students progress on the ELPAC, as well as the SBAC in ELA. In addition, students with Disabilities and Hispanic Students were also

categorized in the “Red” for SBAC in ELA in 2024, but made progress with Students with Disabilities moving to the “Orange” and Hispanic students moving to the “Yellow” range. Unfortunately, our Long Term English Learners were “Green” on two of the indicators (ELPAC and Suspension Rate) in 2024, but in 2025, this subgroup moved into the “Yellow” for suspension and “Red” for the ELPAC. This suggests that our highest need group at this time continues to be our English Learners, and that the students within this group who need the most attention are a combination of students who have arrived in the U.S. between 1-6 years.



The color designations on the CA Dashboard are determined by both status and growth. That is, the status of the students in the current year from which the data is collected, as well as the change in performance from the prior year. For example, in 2024, our English Learners were in the “Very Low” category for Status and in the “Maintained” for Growth in CAASPP ELA. In order to move into the Orange category, our English Learners needed to increase by 3 points, but they actually **increased 22 points.** Similarly, in 2024 our Hispanic students as well as our Students with Disabilities also “Declined” in the growth measure from the prior year. In order to move into the Orange Category for the 2026 CA Dashboard they needed to improve by at least 3 points

compared to last year's performance and they increased 36.8 points and 35.3 points respectively. One major impact on the "Distance from Standard" is by ensuring a 95% participation rate on the CAASPP. Students who are eligible to test and don't test are assigned the lowest possible scale score and that is averaged into the formula.

Woodside High (Woodside, CA)
Sequoia Union High

Reporting Year: 2025

This report displays the performance level (color) for each student group on all the state indicators.

Note: The English Learner Progress Indicator reflects data for the English learner and Long-Term English learner student groups only, information on other student groups will result in an N/A (or Not Applicable).

Student Group Report for 2025

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Red	N/A	Orange	Green	Green	Green	Green	Blue
English Learners	Red	N/A	Green	Yellow	Orange	Red	Red	Yellow
Long-Term English Learners	Red	N/A	Yellow	Green	--	--	--	Green
Foster Youth	N/A	N/A	--	N/A	--	--	--	N/A
Homeless	N/A	N/A	--	--	N/A	N/A	--	--
Socioeconomically Disadvantaged	N/A	N/A	Orange	Yellow	Orange	Orange	Yellow	Green
Students with Disabilities	N/A	N/A	Orange	Yellow	Orange	Red	Red	Green
Black or African American	N/A	N/A	--	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	--	--	--	--	--
Asian	N/A	N/A	Blue	--	--	--	--	--
Filipino	N/A	N/A	--	--	--	--	--	--
Hispanic or Latino	N/A	N/A	Orange	Yellow	Yellow	Yellow	Green	Green
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--	--
White	N/A	N/A	Green	Blue	Green	Blue	Blue	Blue
Two or More Races	N/A	N/A	Yellow	--	--	--	--	--

N/A: Not Applicable

Woodside High (Woodside, CA)
Sequoia Union High

English Language Arts Indicator - Student Group Five-by-Five Placement

Return to Search
View the Dashboard Report
View District Placement

Reporting Year: 2025 **Select a Report:** 5x5 English Language Arts Placement Report (Grades 3-8 and 11)

View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by more than 15.1 points)*	DECLINED *from Prior Year (by 3.0 to 15.0 points)*	MAINTAINED *from Prior Year (declined or increased by less than 2.9 points or fewer)*	INCREASED *from Prior Year (by 3.0 to 14.9 points)*	INCREASED SIGNIFICANTLY *from Prior Year (by 15.0 points or more)*
VERY HIGH (HIGHEST STATUS) *+75.0 points or more in Current Year*	Green (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
HIGH *+30.0 to +74.9 points in Current Year*	Green (None)	Green (None)	Green ▪ White	Green (None)	Blue (None)
MEDIUM *0.0 to +29.9 points in Current Year*	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green ▪ **All Students (School Placement)**
LOW *-0.1 to -45.0 points in Current Year*	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow ▪ Hispanic or Latino
VERY LOW (LOWEST STATUS) *-45.1 points or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged ▪ Students with Disabilities

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Viewing the district 5x5 tables by school type adds cut scores to the status and change labels, however, the district placement may not be held to the school type cut scores shown. District placement is kept on the 5x5 table for reference purposes only.

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
5	0	3	1	1	0

Lastly, the ELPAC Progress Indicator suggests that while our Long Term English Learners perform in the "Green" category, our English Learners as a whole are scoring in the "Red", due to their Very Low performance on the ELPAC as well as a decline from the prior year. In order to move our English Learners into the "Orange" Category, we must focus on supporting our English Learners (Newcomers especially) to see if we can increase our Status to the "Low" (35% making progress) or at least increase our performance by two percentage points (32.3%).

Source: https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp **for** High School 5x5 Indicators CA Dashboard for Woodside, Accompanying Presentation prepared for 2025 CA Dashboard-Woodside

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All 11th Graders with a special focus on EML and Long Term English Learners (LTELs)

STRATEGY 1: ELA/MATH CAASPP Supports

Proactively set aside designated class time during the junior year in the weeks leading up to CAASPP so students can practice understanding the assessment and use these tools. Provide all staff and students information about CAASPP and access to CAASPP practices via Canvas. Provide staff/proctors tools to train unduplicated student groups on how to access designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the illustration Glossary and Closed Captioning. Encourage IEP teams and Intervention Counselors to understand how and why to assign various embedded designated supports and accommodations to students. (LCAP Action 2.1)

- Why the CAASPP Matters to Me
- What to Expect about the CAASPP Tests
- How to Use Tools in CAASPP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All students 9th-12th with a special focus on EML and LTEL students

STRATEGY 1: Training/Curriculum

As of Fall 2025, 35% of all Woodside teachers have been trained in Constructing Meaning training. By Spring 2026, increase to 45% of all staff who will complete a CM training. Teachers will utilize reading, writing, and oral language support to scaffold materials to meet the needs of all students, with a focus on English Learners. (Measure - PD Department Participation Rates)

100% of EML / ELD teachers will participate in the Constructing Meaning Cohort Training specifically for EML students. As of November 2025, 13 out of 15 EML/ELD - ELA Teachers have completed training by 2026 and they will infuse CM strategies in their content area instruction. (Measure - PD Department Participation Rates)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 3,000 District level training	District Professional Development Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

EML and LTEL Students

STRATEGY 3: Structured Supports Including Vertical Alignment of Curriculum

BRT will coordinate with school resources to ensure that current and new EML students receive sufficient support. Examples include BRT push-in, pull-out, collaborative planning, EML/ELD Collab I, coordinating with Counselors, and student-led academic mentoring (Metric - CA Dashboard ELPI Scores 2025; Adjusted Graduation Rates [accounting for AB2121])

WHS will continue to recruit LTEL students into specialized programs such as AVID, Green Academy, Graphic and Technology Academy, and SAAP. These programs provide students with smaller class sizes, specific study strategies, academic support, and specialized counseling (Metric - CA Dashboard ELPI Scores 2025; Graduation Rates, CAASPP Performance Scores, Reclassification Rates)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 13,000 Release Days for Planning, Alignment	Private Donor

Strategy/Activity 4

Students to be Served by this Strategy/Activity

EML and LTEL Students

STRATEGY 4: Structured Supports

The District will support Woodside's implementation of the Newcomer Program by providing teachers with continuous support with PD opportunities such as Constructing Meaning - Newcomer Strand. Ensure teachers access ELPAC practice tests with their students and complete the current Reclassification course on Canvas. Continue to reduce the number of students repeating level 4 on the ELPAC for levels 1,2, and 3 across our

newcomer and LTEL levels. Determine our understanding of which EL populations are struggling to progress one level through our analytics tools. (LCAP 5.6) (Measure - CA - Dashboard - ELPI scores in 2025.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Long-term English Learners (LTELs)

STRATEGY 5: Courses for Graduation + College/Career Readiness

Continue to work with teachers to design courses accessible to EML students so they have a diverse array of options to meet their graduation requirements. Work with students, teachers, and counselors to ensure that course offerings meet their needs. BRT, counselors, and college counselors will provide specific support to senior students to navigate post-secondary options and financial aid. (Metric - CA Dashboard ELPI Scores 2025; Adjusted Graduation Rates [accounting for AB2121])

Teachers and BRT will use ELLevation to monitor EL progress both in English acquisition and academic progress. BRT will work with counselors and teachers to address student needs in terms of meeting graduation requirements, credit recovery, and academic support. (Metric - CA Dashboard ELPI Scores 2025; Graduation Rates, CAASPP Performance Scores, Reclassification Rates)

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 142,500 for BRT 1.0 FTE	District General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

English Learners

STRATEGY 6: Parent Outreach and Education

Our Bilingual Parent Liaison will provide focused outreach to our EML and LTEL students' families to learn how to support their children and how to navigate the school system through Parent Project sessions and education via ELAC (English Language Advisory Council) participation. When students and families are supported and educated about school programs, students are motivated to make progress in their academics.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

English Learners and Students identified with 3+ years below grade level reading

STRATEGY 7: Intensive English Program

Placement in English I Intensive: At present, 36 students are slated for English I Intensive. Four of those students tested into Intervention ELA, suggesting they require more intensive phonics-based instruction and may qualify for the SAI course. Even without those students, however, a class size of 32 remains too large for the level of support these students need. If we adjust the placement cut point to 744, the class size would be reduced to approximately 25 students, making it significantly more manageable—particularly with a dedicated co-teaching pair and strong IA support in place.

Additional Support for English II Intensive Support: The English II Intensive Support class is projected to be quite large next year, with approximately **22–24 students**. This course will require significant support in order to meet student needs effectively. Ideally, the class would have a SPED co-teacher or consistent push-in support. If that is not possible, the class will need at least one instructional aide, and potentially two.

Fund a **SPED co-teacher position or Reading Specialist**. Given the current FTE allocations within the English department, running the Intervention classes at a 14:2 ratio with a paraeducator is not feasible. Doing so would require multiple teachers to take on three separate preps, which is not a sustainable model. To truly achieve smaller class sizes and the level of intervention support students need, the district would need to fund additional FTEs or a dedicated reading specialist. Until then, funding a SPED co-teacher appears to be the strongest and most practical solution.

Proposed Expenditures for this Strategy/Activity

Amount	Source(s)
$ 131,100 for Bilingual Parent Liaison $ 147,025 for Additional SpED or Reading Specialist	Title 1 Fund + Donor Foundation

Goal 2

SPSA Goal 2/CSLN 2: Woodside High School will increase the number of students who graduate college- and career-ready as indicated by the College and Career Indicators, noted below:

- Advanced Placement Exams
- a–g Completion
- Career Technical Education Pathway Completion
- College Credit Course (formerly called Dual Enrollment)
- International Baccalaureate Exams
- Leadership/Military Science
- Pre-Apprenticeships
- Smarter Balanced Summative Assessments in English Language Arts/Literacy and Mathematics (Grade 11)
- State and Federal Job Programs
- State Seal of Biliteracy
- Transition Classroom and Work-Based Learning Experiences

SUHSD Strategic Plan

READINESS FOR CAREER, COLLEGE & LIFE

Our students graduate from high school empowered with the mindset, knowledge, and skills for success in career, college, and post-secondary transitions of their choice.

ACADEMIC GROWTH & MASTERY FOR ALL

Our students receive equitable access to high-quality curriculum and supports, demonstrate continuous growth towards mastery of rigorous academic standards and targets, and acquire skills to shape their own learning at school and beyond.

LCAP Goal 2:

The District will improve the academic performance of student subgroups who score “very low” (red) in ELA and Math, as indicated on the CA Dashboard.

LCAP Goal 3:

The District will improve the results of student groups scoring “very low” on the Readiness for College and Career CA Dashboard Indicator and those student groups scoring "very low" on Graduation rates.

Identified Need

Woodside High (Woodside, CA)
Sequoia Union High

College/Career Indicator - Student Group Five-by-Five Placement

Return to Search
View the Dashboard Report
View District Placement

Reporting Year: 2025 **Select a Report:** 5x5 College/Career Placement Report (Grades 9-12)

View Detailed Data

LEVEL	DECLINED SIGNIFICANTLY *from Prior Year (by 9.1% or more)*	DECLINED *from Prior Year (by 2.0% to less than 9.0%)*	MAINTAINED *from Prior Year (declined or increased by less than 1.9%)*	INCREASED *from Prior Year (by 2.0% to 8.9%)*	INCREASED SIGNIFICANTLY *from Prior Year (by 9.0% or more)*
VERY HIGH *70.0% or greater in Current Year*	Yellow (None)	Green (None)	Blue ▪ **All Students (School Placement)**	Blue ▪ White	Blue (None)
HIGH *55.0% to 69.9% in Current Year*	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
MEDIUM *35.0% to less than 54.9% in Current Year*	Orange (None)	Orange (None)	Yellow (None)	Green ▪ Long-Term English Learners ▪ Socioeconomically Disadvantaged ▪ Students with Disabilities ▪ Hispanic or Latino	Green (None)
LOW *10.0% to 34.9% in Current Year*	Red (None)	Orange (None)	Orange (None)	Yellow ▪ English Learners	Yellow (None)
VERY LOW *9.9% or lower in Current Year*	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

All Student Groups	Red	Orange	Yellow	Green	Blue
6	0	0	1	4	1

According to the 2025 CA Dashboard for Woodside, the College and Career Indicators suggest that the students who are Long Term English Learners, Socioeconomically Disadvantaged, Student with Disabilities and Hispanic/Latino all moved into the "Green" (Medium Performance, and Increased from Prior Year). To support these subgroups in their performance on the College and Career Indicators we looked at the opportunities to show Preparedness on the College and Career Indicators and selected the highest leverage measures for each subgroup. As such, our metrics look at the metrics associated with the CCIs, in particular A-G Completion, Smarter Balanced, College Course Enrollment and AP Exams.

Based on the analysis of data during our 20109-2025 WASC Self-Study process, it became apparent that there is an achievement gap between subgroups in college and career readiness indicators.
Based on the CA State Dashboard results from 2023, the percentage of students *overall* deemed "prepared" on the CCI was 55.2%, and the Class of 2025 saw an increase of 10% to 65% "Prepared."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard College and Career Indicator	Class of 2025: **OVERALL**: 65% Prepared 10% Increase from Prior Year (BLUE) Number of Students: 448 **SPED**: 27.1% Prepared Maintained -1.6% from prior year Number of Students: 70 (ORANGE) **English Learners:** 15.3% Prepared Increased 8.4% (YELLOW) Number of Students: 85 **Hispanic**: 46.2% Prepared Increased 5.5% (GREEN) Number of Students: 208 **Socio-Economically Disadvantaged:** Prepared 37.9% Increased 6.4% (GREEN) Number of Students = 174 **White:** Prepared 81.6% Increased 11.2% (BLUE) Number of Students = 201	2026 College and Career Indicator: Increase the percentage of all students "Prepared" to 70% on the CCI: prepared to stay in the Blue Category (i.e., 70% or higher)

A-G Completion Rates	2025 Graduates who met A-G: **Overall**: 70% (287/410) **English Learners** - 12.3% (7/57) **Hispanic** - 48.3% (84/175) **SED** - 39.7% (58/146) **SpEd** - 32.7% (18/55)	5 percentage point increase in all subgroups
"Prepared" via Students scoring "3 or higher "on two AP exams before graduating	Class of 2025 **Overall**: 33% (149/448 students) **Hispanic**: 11.5% (24/208) **SED**: 7.47% (13/174) **White**: 52.7% (106/201)	5 percentage point increase in all subgroups
"Prepared" via College Credit Course for CCI (aka Dual Enrolled Course)	Class of 2025 **Overall**: 22.5% (101/448) **English Learners**: 11.8% (10/85) **Hispanic**: 25% (51/208) **SED**: 21.8% (38/174)	5 percentage point increase in all subgroups
"Prepared" via Smarter Balanced for CCI - At least a Level 3 (Standard Met) on Both CAASPP ELA and Math on the 11th grade Assessments	Class of 2025 **Overall**: 33.9% (152/448) **White**: 52.7% (106/201) **Hispanic**: 13% (27/208) **SED**: 8% (14/174)	5 percentage point increase in all subgroups

Percent of Graduates meeting A-G (Dataquest):
https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=41690624138053&agglevel=school&year=2022-23&initrow=&ro=y
Source (College and Career Indicators):
https://www6.cde.ca.gov/californiamodel/ccireport?&year=2024&cdcode=&scode=4138053&reporttype=sgroups
Source (AP Exams for Graduates): https://dashboard.schoolytics.com/public/embed/suhsd

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All WHS Students

STRATEGY 1:

Students will learn about the CAASPP, why it matters, and how to use the tools. Students will practice using featured tools for each of the CAASPP tests: Math, Science & ELA. Create student-facing training materials on how to access designated supports and online tools, such as the Desmos Calculator, the Text-to-Speech feature, the Illustration Glossary, and Closed Captioning.

1. Provide training to case managers and other proctors on designated supports and online tools and on student-facing training materials.
2. Provide training to case managers at department meetings, and Intervention Counselors (students with 504s) to understand how and why to assign various embedded designated supports and accommodations to students. (LCAP Action 2.1)

- Why the CAASPP Matters to Me
- What to Expect about the CAASPP Tests
- How to Use Tools in CAASPP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All WHS Students

STRATEGY 2:

Woodside HS will continue to expand Informational campaigns that promote 2-4 year college opportunities, a-g completion, and post-secondary educational opportunities and career exploration. This includes adding sections of dual enrollment for social science. Currently, we offer 4 sections of Dual Enrollment US History with Canada College. In 2025-26, we are planning on adding sections in Dual Enrollment Gov/Econ with Canada College. These campaigns will come from the school, Guidance Department, College and Career Center, centering on College Day and throughout the year, with SoCal and NorCal college campus visits, Community College campus visits, standardized testing support, UC Personal Statement / PIQs, and Common Application essay writing support. There will be ongoing summer sessions for rising seniors.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$38,500 Dual Enrollment Release	District General Fund
$40,000 College Day Activities • (Free PSAT / SAT / College Campus Tours)	Private Donor
$ 120,000 College Access Program • (Free College Essay and SAT Test Prep workshops; SoCal and NorCal/Pacific NW College Campus Tours; Career Expo)	WHS Foundation Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All WHS Students

STRATEGY 3:

The guidance department will continue to use the Hatching Results inquiry model (PDSA - Plan, Do, Study, Act) to address the executive functioning, attendance, and/or social-emotional needs of 9-11th grade students with 2 or more F's in core classes (English, Math, History, Science)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

10th grade students

STRATEGY 4:

WHS with support from the District will target rising 10th grade student groups scoring "red" on the State Dashboard College and Career Indicator for Academies, Seal of Biliteracy and/or other CTE pathways for pathway completion and dual enrollment. (LCAP Action 3.8)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

9th grade students

STRATEGY 5:

The Sequoia Aspirations Advocate Program (SAAP) is designed as an intensive 9th grade support system for both individual and small group cohorts of identified at-risk students entering high school. WHS will continue to identify underperforming 9th graders at the end of each progress report and/or via disciplinary referrals to provide them with SAAP intervention, in addition to already identified incoming 9th graders.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 60,000 SAAP Coordinator (Classified)	District General Fund

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged Students

STRATEGY 6:

SAAP Incentives: The Sequoia Aspirations Advocate Program (SAAP) is designed as an intensive 9th grade support system for both individual and small group cohorts of identified at-risk students entering high school. These incentives help to develop a positive learning environment and provide additional support for students to reach their fullest potential and complete their high school education.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 5,000	WHS Private Donor

Strategy/Activity 7

Students to be Served by this Strategy/Activity

EL, SED, SWD students

STRATEGY 7:

1. Geometry Summer Acceleration - Two Sessions (up to 70 students)
2. Algebra 2 / Calculus Boot Camp: A free, two-day review session of Algebra 1 material over the summer (July) to prepare students for Algebra 2. Algebra 2 is a struggle for many students and is key to success on CAASPP as well as in post-secondary studies. Preview of Calculus gives all students a running start.
3. AP World History Boot Camp: A free, three-day prep AP World History course in the summer.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 34,000	WHS Foundation (WHSF)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

Hispanic/Latino, EL & SED students

STRATEGY 8:

AVID (Advancement Via Independent Determination) teachers would like to increase a sense of community through increased communication and interaction between AVID parents/guardians, students, and teachers. Our goal is to have communication with at least 75% of parents/guardians through one of the following options: parent meeting offered each semester; teacher contact; meeting with the teacher. Distribute AVID newsletter to increase awareness of AVID activities, college admissions results, and other achievements to help the school community understand what AVID is. Create a stronger community by creating opportunities for students to interact with grade-level peers and other grades in AVID (Friday team building aspirations activities, competitions, and other events).

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 3,000	District AVID Fund

Goal 3

Woodside SPSA Goal 3/CSLN 3: Woodside High School will promote a positive and inclusive learning environment for students in all subgroups based on the 8 Conditions that will serve as a non-academic means toward academic ends.

SUHSD Strategic Plan

SAFETY, WELL-BEING & CONNECTION

Our students experience a safe and inclusive school culture through trusting relationships and formal supports that nurture their sense of belonging, connection, and growth as a whole person.

Identified Need

Based on recommendations from the Visiting Committee of our WASC self-study, Woodside will continue fostering the "8 Conditions of Student Success" to work to improve the disconnect between various groups of students based on race, socioeconomic backgrounds, learning abilities, and language differences and incorporate/include students who are new to the country.

For example: In 2026, based on self-reporting in the student MyVoice survey, 26.9% of students were not participating in extracurriculars (clubs, teams, or theater)which has decreased (an improvement from 2023 when 32.0% students indicated not being involved). Additionally, because 50.2% of respondents identify as Hispanic/Latino and because Hispanic/Latino represents the largest subgroup at Woodside, this data point shows our need to improve engagement with this population specifically, and ALL subgroups of the WHS community generally.

Demographics

The demographic data are presented both as counts and as percentages.[1]

Total number of respondents: 1106

Gender of Students		
Gender	Count	Percent
Male	568	51.7%
Female	518	47.2%
Other	12	1.1%

Students Planning on Going to College		
College	Count	Percent
Yes	942	85.3%
No	29	2.6%
Undecided	133	12.0%

Grade of Students		
Grade	Count	Percent
6th	1	0.1%
7th	0	0.0%
8th	0	0.0%
9th	336	30.5%
10th	346	31.4%
11th	247	22.4%
12th	173	15.7%

Participants in Co-Curricular Activities[2]		
Co-Curricular	Count	Percent
Music	109	9.9%
Theater	58	5.3%
Sports	603	54.8%
Academic Clubs	243	22.1%
Student Council	34	3.1%
Other	157	14.3%
Not involved in activities	296	26.9%

Age of Students		
Age	Count	Percent
9	0	0.0%
10	1	0.1%
11	0	0.0%
12	0	0.0%
13	0	0.0%
14	141	12.8%
15	344	31.2%
16	300	27.2%
17	228	20.7%
18	86	7.8%
19	1	0.1%
Other	3	0.3%

Racial Heritage of Students[2]		
Racial Heritage	Count	Percent
White	530	48.1%
Black or African American	27	2.5%
Hispanic, Latino	553	50.2%
Asian	165	15.0%
Native Hawaiian	11	1.0%
American Indian or Alaska Native	9	0.8%
Other Pacific Islander	19	1.7%
Other	38	3.5%

Language Selected by Respondent for Survey		
Language	Count	Percent
English	1047	94.7%
Spanish	59	5.3%

Annual Measurable Outcomes

Most recent results from the March 2026 My Voice Survey (8 Conditions of Student Success), 1106 WHS students completed the survey and these five custom questions were the Metric/Indicator for the 2025-26 school year. Our **Expected Outcome** is a 3 to 5% increase in each of the five metrics and the staff will analyze these results at the start of the 2026-27 school year to determine focus areas for improvement:

March 2026 My Voice Survey Custom Questions

School Custom

Below are custom questions setup for this particular survey.

Question	Total in Agreement	Gender		Grade						
		Male	Female	6th	7th	8th	9th	10th	11th	12th
51. WHS staff encourage and support me to take advanced classes.	79.1%	76.4%	81.9%	N/A*	N/A*	N/A*	78.4%	80.9%	80.1%	75.0%
52. Tutorial time helps me to be academically successful: time to finish homework, make up labs, take quizzes or tests, read for class or personal enjoyment, meet with teachers/counselors, review/organize my notes, etc.	85.4%	82.7%	88.3%	N/A*	N/A*	N/A*	86.9%	87.9%	83.8%	79.6%
53. I have utilized available college and career resources such as meeting with my school counselor or college and career advisor, participating in college trips, test prep, application/essay workshops, etc.	65.6%	60.6%	71.3%	N/A*	N/A*	N/A*	51.5%	67.6%	72.2%	78.6%
54. I am comfortable accessing school mental health supports, like F-14, if I need it.	60.6%	56.8%	64.8%	N/A*	N/A*	N/A*	56.0%	64.1%	62.2%	58.9%
55. I have someone I can hang out with during brunch/lunch.	92.7%	91.0%	94.5%	N/A*	N/A*	N/A*	93.0%	93.2%	94.2%	88.7%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

All WHS students

STRATEGY 1:

All staff members incorporate the language of the "8 Conditions of Student Success" into school-wide activities and academics such as Aspirations Field Day, Assemblies, course syllabi, classroom norms, and at Back to School Night and Open House and in other publications in both English and Spanish language. Teachers/Counselors proactively encourage students to select appropriate courses based on interest as well as taking on the next level challenge such as Advanced Standing and Advanced Placement courses. Students, staff, and parents use technology to promote examples of the 8 conditions at Woodside (PTSA email blast, ELAC group texts, Wildcat Spirit Instagram, Woodside HS FB Page, online voting, revised announcement format, Student/Athlete of the Week initiative). WHS staff receives ongoing consultation and training from Dr. Lisa Lande from Quaglia: Student Leadership, Aspirations Task Force, Compass Program Coordinator, and Wellness Coordinator.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$40,000	WHS Private Donor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

All WHS students

STRATEGY 2:

Mental Health and Social and Emotional Well-Being

The Facility

The Confidential Counseling Center offers space for students to access therapy services. Students experiencing dysregulation, or anxiety can use the Counseling Center as a safe space for a 10-15 minute break.

Individual Therapy

In partnership with SUHSD Wellness Program, clinical interns are providing therapy to WHS students with supervision from a licensed Marriage Family Therapist.

Group Therapy

Based on referrals and assessing client needs, groups will be offered to our students. Group therapy can be a powerful way for students to make social and emotional progress. The process of speaking to and hearing from others about their experience can help students achieve their social/emotional needs.

Consultation

Our Mental Health Support Specialist and Mental Health Supervisors are available for consultation with staff and parents. Ongoing collaboration with the Student Support Services Site Team provides an opportunity to case study students who need additional support.

Class Presentations

Working with outside agencies such as SafeSpace, class and evening presentations for parents are available.

Students Offering Support

Peer-led supports are impactful and effective. Our home grown program, Students Offering Support (SOS), trains students on how to identify the needs of others, how to advocate for help, and when adult intervention is required. Our largest sub-program is Freshman Transition in which freshmen participate in a SEL lesson in their Life Skills class. Students trained to be Safe School Ambassadors and learn how to become an upstander for students that may be mistreated on campus. Students are coached how to safely intervene when smaller infractions happen before the bigger issues happen.

Crisis Intervention and Support

In cases where crisis intervention is needed, our crisis team provides assessment, intervention coordination and case management to identify ongoing needs.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 60,000 Mental Health Counseling Support	WHS Foundation (WHSF) Donation
$ 10,000 Mental Health Counseling Support	WHS Foundation (WHSF) Private Donor

Strategy/Activity 3

Students to be Served by this Strategy/Activity

All WHS students

STRATEGY 3:

Woodside High School's Wildcat Resource Center provides newcomer students, Homeless and Foster Youth and any student demonstrating need with essential school supplies and access to school events: PE clothing, backpacks, coats, shoes, eyeglasses, crisis assistance, bus passes, dance tickets, formal attire and hygiene supplies.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
$ 15,000	WHS Private Donor

Strategy/Activity 4

Students to be Served by this Strategy/Activity

All WHS students

STRATEGY 4:

WHS administration, campus supervisors, and staff should strengthen supervision and tracking protocols for students during unscheduled class periods, lunch, and tutorial to ensure campus well-being and accountability. (Added based on SDMC's recommendation from the WASC 2025 visit.) IVP is leading the staff with selection of a student tracking system to be in place for training and implementation for Fall 2026.

Annual Review

Woodside High School's goals 1 and 2 have been revised to more accurately identify the EML and LTEL target groups and College and Career Readiness Indicators as we plan for the February 2026 WASC Visit and the 2026-27 SPSA cycle; strategies and implementation have become more refined and directed since our 2022 Mid-cycle Review.

Goal 1

SPSA Goal 1/CSLN 1: Woodside High School will improve EML and LTEL achievement on CAASPP performance levels, ELPAC scores, reclassification rates, and graduation rates.

Woodside is committed to tracking multiple measures to gauge our strengths and weaknesses in serving our English Learner population. As stated in our 2026-27 Annual Measurable Outcomes, we are focused on increasing A-G completion and College/Career preparedness for this group of students.
Our focus has been on changing methods of delivery of curriculum (Constructing Meaning - Structured Student Talk opportunities) and monitoring core programs (Algebra Initiative, English I for all 9th graders, Biology for all 9th graders,).

Goal 2

SPSA Goal 2/CSLN 2: Woodside High School will increase the number of students who graduate college and career ready as indicated by the College and Career Indicators.

Woodside has directed energy to make AVID, Academies, AP offerings, dual and concurrent enrollment at local community colleges, and CTE pathways more prominent for students and parents to access.
Woodside is continuing work on improving effective tutorial use, summer school promotion, and SAAP to improve the rates of credit achievement. Moving forward, however, we have altered our Measurable Outcome for this goal in the '26-27 SPSA cycle to better reflect our WASC objectives and to be more closely aligned with data points on the California State Dashboard.

Goal 3

SPSA Goal 3/CSLN 3: Woodside High School will promote a positive and inclusive learning environment for students in all subgroups based on the 8 Conditions that will serve as a non-academic means toward academic ends.

Overall

To support ALL students at Woodside and to support our three SPSA goals:
- WHS teachers will continue to periodically administer sample questions and activities that model task expectations on the ELA and Math CAASPP assessments.
- WHS teachers will incorporate ELPAC sample questions and activities into appropriate courses to prepare students for the expectations of that assessment.
- Core departments will have ongoing release days by grade level or by course to align curriculum, assessments, and common units.
- WHS will continue to maintain high expectations for all students. The rigor in class, combined with the supportive role of the instructor and access to the wider campus curriculum will have a positive impact on dashboard measures, such as standardized testing (CAASPP) but also in integration into the campus culture, and A-G and College and Career Indicators.

Summary of 2024 - 2026 Work:

- **Student Academics**
    - Increased number of EL students in AVID who took part in college field trips around the state.
    - ELA/ELD I and II split to improve student learning and language acquisition. Teacher teams have common prep to improve alignment and provide multiple opportunities to address ELD standards.
    - Individualized assessment to support students taking non-LEP/EML courses based on language needs (students enrolled in mainstream Science, History, and Math)
    - Used IPT testing for Spanish Speakers to review student reading levels in their native language
    - ELD I held monthly language exchanges with Spanish I and Spanish II to practice authentic language with native speakers.
    - Development of new courses for 2025-27 (AP Psychology and AP Chemistry)
        - Separated ELA/ELD courses in levels 1 and 2 as stated above
            - Language teachers teach ELD sections to support English acquisition

- Offered Algebra 2 EML to support students completing 3 years of math
- Offered Primary Language World History to support writing and analysis skills for newcomers in their native language.

- BRT provided coaching and lesson support for EML and elective teachers with regular classroom visits and push-ins every week.
- Streamlined placement of new students with the counseling department by developing student profiles to guide course offerings
- Partnered with Canada College to register students for concurrent enrollment ESL courses.
  - Will offer Golden State Pathways dual enrollment pathway for EML students
  - Promote ELPAC through celebration of multilingualism, educate students on testing importance, and encourage them to do their best
- Worked with SPED case managers to enter testing supports and domain exemptions (when appropriate) to support student ELPAC testing

- **Student Support**
  - Increased Mental Health and counseling services
  - Partnered with Stanford to offer multiple free health clinics. Students received vaccines, exams, and sports clearances
  - Provided vision and hearing screenings for all students in ELD
  - Provided free dental and vision clinics on campus for interested ELD students
  - Provided bus passes to all eligible newcomers to get to school
  - Partnered with Community Liaison and Bilingual Parent Liaison to address attendance problems
  - Provided more than 150 tickets to school dances, including prom. Supported students with transportation and formal attire to prom by partnering with local businesses
  - Partnered with Boys and Girls Club for academic support and mental health support.
  - Created a leadership group for ELD students:
    - Three former ELD students joined School Leadership and led the Translation Committee.
    - Students held multiple assemblies to help instruct ELD students in school events
    - Students designed a mentoring program to help new students orient themselves to WHS
  - Partnered with Student Leadership to help students participate in spirit events, assemblies, and dances
- **Programming**
  - Maintained a collab 2 group to evaluate program needs
    - The group focused on teacher training to support EL students, addressing student needs, and increasing opportunities to showcase WHS diversity through cultural events
  - Advocated for and received specific training for newcomer teachers
    - Stanford World Language Project
    - SUHSD Constructing Meaning for Newcomers
  - Reviewed master schedule and highlighted scheduling inequities (too many first periods,

reduced elective choices, imbalance classes) and remedied those for 2024-2025
- Worked with counseling to streamline the placement of rising 9th-grade newcomers transitioning from middle schools
- Advocated for addressing A-G inequities in English Intensive courses - Woodside HS plans to implement them next year
- Expanded reclassification criteria to include passing grade-level English with a C- or better
- Partnered with Stanford Gardner Center to align reclassification criteria and expand reclassification in 8th grade with partner districts
- Provided release days for vertical alignment planning for ELA/ELD teams

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Budget Summary-For Review by WHS School Site Council 5/2026

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$ 65,078 from Title 1
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$**796,947**

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 1	$65,078

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 ($)
WHS Foundation /	$361,025
WHS Private Donor	$188,922
District General Fund	$247,000

Subtotal of state or local funds included for this school: **$ 796,947**
Total of federal, state, and/or local funds for this school: **$ 862,025**



WOODSIDE HIGH SCHOOL

WILDCATS

