



**Office of the Superintendent**

**DATE:** May 4<sup>th</sup>, 2023

**AGENDA TOPICS:** School Plan for Student Achievement (SPSA)

**PRESENTER:** Scott J. Booth

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**BACKGROUND INFORMATION:**

California *Education Code* 64001 and the Every Student Succeeds Act (ESSA) requires schools that receive federal funds through the ConApp to consolidate all school planning requirements into the School Plan for Student Achievement (SPSA). As such, those schools receiving Title I funds and operating a schoolwide program (SWP), or schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI); are required to develop a SPSA.

**Plan Requirements:**

- A comprehensive needs assessment,
- Identification of the process for evaluating and monitoring the implementation of the School Plan of the SPSA and progress towards accomplishing the goals,
- Include stakeholders in the development of the SPSA,
- Goals to improve student outcomes, including addressing the needs of student groups,
- Evidence-based strategies, actions and services, and
- Proposed expenditures.

**RECOMMENDATION:**

**School Accountability Report Cards**

Approve the annual update of the School Plan for Student Achievement for each school site.

**Thank you!**

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Murdock Elementary School	11-62661-6007603	April 26, 2023	May 4, 2023

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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.

Based on local and state data, Murdock Elementary School will meet ESSA requirements in alignment with the LCAP by:

Goal 1- Establish a High Performing District Culture with Quality Teaching and Learning.  
Goal 2- All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences.  
Goal 3- The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to increase engagement.

Murdock Elementary will continue to use state and local assessments including MAP Growth to modify instruction and improve student achievement through implementing MTSS as well as provide opportunities for collaboration for teachers to analyze and interpret assessment data as indicated in the LCAP. Murdock Elementary School will provide Professional Development for staff/teachers; maintain facilities that are safe and in good repair; increase student and parental involvement; and promote excellent student attendance. In addition, Murdock will provide instructional aides for one-on-one support, intervention before and after-school, and counseling services for students. Due to Murdock Elementary being identified for Additional Targeted Support and Improvement (ATSI), with our English Learners (EL) and Students with Disabilities (SWD) having high rates of chronic absenteeism and very low rates in performance indicators on SBAC ELA and Math assessments; Murdock Elementary School will create an improvement plan to improve student outcomes for these subgroups.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP surveys are given to staff and parents to gather data and input. They were able to share information from their perspectives on the priorities highlighted throughout the Plan and comment on issues specifically affecting them. Information was gathered to add in the LCAP where necessary.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal observations using immediate feedback with Progress Adviser, and formal observations are conducted throughout the school year. Findings are used to determine employment and provide Professional Development such as coaching. In addition, teachers are encouraged to conduct peer to peer observations to develop best practices.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The district provides extensive data using both state and district assessments for analysis. All teachers use this data regularly to evaluate and improve student achievement, identify and target students who need intervention, guide instruction; largely through PLC days, attending specific workshops related to the areas needed for improvement, and to identify individual student needs.

### Not Meeting Performance Goals

We implement Tier 1 interventions and monitor progress. Should we see little to no growth we conduct an SST meeting involving teachers, counselor and other staff to determine if we need to try different Tier 1 interventions, implement Tier 2 interventions (more intensive), or consider a referral to determine if the student has a learning disability. We are making use of Data points as pre determined by the intervention team, the counselor, and administration to determine next steps in academic interventions. We also provide after school support through SPARK and tutoring.

### Meeting Performance Goals

Students meeting performance goals are being challenged by being placed homogeneously for range 30-45 minutes a day, four days a week. The instructional practice of grouping these students provide an opportunity for them to be appropriately challenged. We also make use of adaptive computer technology programs such as MyPath and Reflex Math which provides differentiated instruction.

### Exceeding Performance Goals

Students exceeding performance goals are being challenged by being placed homogeneously for range 30-45 minutes a day four days a week. The instructional practice of grouping these students provide an opportunity for them to be appropriately challenged. We also make use of adaptive computer technology programs such as MyPath and Reflex Math which provides differentiated instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data from different measures and align instruction to standards and student needs. Some District sponsored professional development focused on monitoring student progress.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

WUSD works with the Glenn County Office of Education to monitor teacher assignment compliance to determine if teachers are appropriately certified and authorized to teach in their subject area(s). In addition to providing opportunities for professional development, the Center for Teacher Innovation (CTI) continues to be the foundation of our teacher induction program, providing the needed coursework, guidance and support to all new teachers and their coaches.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers work to provide differentiated instruction in the regular education setting, and there is release time to observe peers. Ongoing collaboration at each grade level and staff development workshops offers teachers opportunities to address all student needs. District sponsored professional development has focused on standards implementation in activities that included: NGSS integration with our Benchmark program, engagement and literacy strategies, STEM and Inquiry practices, supports for EL students, and SEL strategies and supports.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional Development is aligned to content standards and student performance. Our current Professional Development focus is based on the needs to put in place IMSE strategies to develop reading in K-3 and project ARISE for grades 4-5.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Willows Unified School District provides all staff members a day of in-service in September to expand their knowledge as professionals. Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. There are two teachers who are instructional coaches who help out with new teachers and/or with any teachers to utilize best practices.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate with their grade level peers, while we strive to implement more opportunities for vertical articulation. There are many opportunities for professional development with a site focus on Common Core implementation, Explicit Direct Instruction, and Positive Behavior and Intervention Support. Some teachers volunteer and participate in professional grants that enhance instruction. At the core of all teacher collaboration is data driven instruction based on local assessments as well as NWEA MapGrowth assessments.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CCSS aligned curriculum in Math, ELA, History/Social Studies and NGSS coupled with Professional Development has aligned curriculum with instruction. Teachers adhere to recommended instructional minutes for ELA and Math.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are dedicated for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson Pacing is scheduled to help students succeed. All grade levels have a pacing schedule. The school has a master schedule that allows for interventions as well as PE, Music, and library time for students.



Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks and materials purchased are aligned to the standards and are designed to address all student needs. A complete list of textbooks aligned to the standards can be viewed at the school site or at the district office. Additional materials are purchased for English Learners and Special Education students to accommodate different learning modalities while staying focused on the standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Staff utilizes SBE-adopted and standards aligned ELA, Math, Science, and History/Social Studies curriculum daily as verified through teacher observations. This includes intervention materials.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers work to provide differentiated instruction in the regular education setting. All grades offer flexible reading and math groups based on individual need as indicated by assessments. Ongoing collaboration at each grade level and staff development workshops offer teachers opportunities to address all student needs.

Evidence-based educational practices to raise student achievement

Teachers use direct instruction as an educational practice to raise student achievement. We also vet all intervention materials to ensure that they are evidence based. Our current ELA intervention materials are from the IMSE. In math we use Number Sense.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are available from family, school, district, and community to assist underachieving students. Parents and community members often volunteer in classrooms and organize school wide fundraisers. The school and district allocate monies to the school site to help improve student achievement especially in the area of technology and professional development. MES works closely with the WUSD Parent Engagement Team to support efforts in student, parent, and community engagement. The engagement team provides parent academies where parents are offered opportunities to learn about how to best support their students at home.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The District provides an after-school homework and activities program (SPARK). Two ELA intervention teachers and a Math intervention teacher provide additional support in the two subjects. In addition, Murdock provides some after school interventions by credentialed classroom teachers.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I is predominantly used to provide salaries and benefits for the ELD aides, the librarian, and the counselor. Title II is used to provide teacher induction for year 1 and year 2 teachers along with stipends for coaches.

## Fiscal support (EPC)

Upon available funding, fiscal support is available.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The School Plan for Student Achievement is annually reviewed by the following subgroup:

- School Site Council (SSC)- meetings are held quarterly to discuss issues related to improving student learning and performance. These meetings provided the council an opportunity to become knowledgeable about state requirements and provide Murdock the direction for the following school year.
- English Language Advisory Committee (ELAC)- Meetings are held once per quarter to discuss issues related to improving student learning and performance. The ELAC and SSC parents are informed about Murdock being in ATSI and discussed data, inequities, and the use of evidence based interventions targeted at improving achievement for EL's. In addition, in consultation with the SELPA we addressed the resource inequities for students with disabilities.

## **Resource Inequities**

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

Murdock Elementary School was identified for ATSI. One resource inequity we have identified is an inequity within our local assessment data with DIBLS and Number sense screeners. This data shows Murdock EL and SWDs are not performing to the level of their counterparts. To address this, we will look into our math and ELA and math intervention groupings. In addition we will increase time in designated ELD for 4th and 5th grade EL students. Another resource inequity identified with our local assessment data shows our students with disabilities also performing below their counterparts without disabilities. To address students with disabilities Murdock will ensure the correct tier 2 or 3 intervention is put in place. By relying on data points settings reviewed by a school team lead by the counselor. Tier 2 would take place in the general intervention program and tier 3 by the Special Education program.

To address the chronic absenteeism, Murdock is calling home daily for attendance and using AERIES analytics to identify chronically absent students for EL's and SWDs.

Murdock shares two Bilingual Parent Liaisons with the other two schools in the District , they are establishing effective communication between home and school and improving community outreach for parents and families.

# 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		
	20-21	21-22	22-23
Kindergarten	92	93	111
Grade 1	108	84	86
Grade 2	92	122	89
Grade3	100	96	125
Grade 4	102	100	95
Grade 5	87	96	96
<b>Total Enrollment</b>	<b>581</b>	<b>591</b>	<b>602</b>

### Conclusions based on this data:

1. Murdock's overall enrollment shows a slight increase.
2. There is a significant increase in the Kindergarten enrollment due to the addition of TK sections.
3. There is a bubble of students currently in 3rd grade. Approximately 30 students more than any other grade level.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	189	184	183	32.50%	31.1%	30.4%
Fluent English Proficient (FEP)	48	40	34	8.30%	6.8%	5.6%
Reclassified Fluent English Proficient (RFEP)	5	7		2.6%	3.8%	

### Conclusions based on this data:

1. Our EL population has slightly declined.
2. The RFEP numbers are very low at 2.6% and 3.8%.
3. The FEP numbers have declined significantly.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	93		88	84		86	84		88.0	90.3	
Grade 4	97	98		95	93		95	93		97.9	94.9	
Grade 5	82	95		77	92		77	92		93.9	96.8	
All Grades	279	286		260	269		258	269		93.2	94.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2356.	2342.		6.98	2.38		6.98	5.95		27.91	30.95		58.14	60.71	
Grade 4	2396.	2409.		2.11	9.68		20.00	19.35		17.89	21.51		60.00	49.46	
Grade 5	2454.	2425.		11.69	6.52		19.48	10.87		18.18	22.83		50.65	59.78	
All Grades	N/A	N/A	N/A	6.59	6.32		15.50	12.27		21.32	24.91		56.59	56.51	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	3.49	3.57		50.00	55.95		46.51	40.48		
Grade 4	4.21	10.75		64.21	50.54		31.58	38.71		
Grade 5	12.99	9.78		58.44	57.61		28.57	32.61		
All Grades	6.59	8.18		57.75	54.65		35.66	37.17		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.38	0.00		46.43	41.46		51.19	58.54	
Grade 4	3.23	6.45		55.91	46.24		40.86	47.31	
Grade 5	5.19	4.35		50.65	44.57		44.16	51.09	
All Grades	3.54	3.75		51.18	44.19		45.28	52.06	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.65	3.57		65.12	67.86		30.23	28.57	
Grade 4	4.21	9.68		65.26	64.52		30.53	25.81	
Grade 5	9.09	9.78		76.62	67.39		14.29	22.83	
All Grades	5.81	7.81		68.60	66.54		25.58	25.65	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.65	2.38		63.95	63.10		31.40	34.52	
Grade 4	7.37	8.60		64.21	62.37		28.42	29.03	
Grade 5	14.29	4.35		58.44	46.74		27.27	48.91	
All Grades	8.53	5.20		62.40	57.25		29.07	37.55	

**Conclusions based on this data:**

1. Writing and Reading should continue to be an area of focus for growth due to having a large percentage at or near standard.
2. Most ELA scores are improving. The greatest gains are in listening. Scores tend to increase from 3rd to 4th to 5th grade.
3. Research/Inquiry is another area with improvement gains with 29.07% of our students below 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	93		88	85		88	84		88.0	91.4	
Grade 4	97	98		93	93		93	93		95.9	94.9	
Grade 5	82	95		76	92		76	92		92.7	96.8	
All Grades	279	286		257	270		257	269		92.1	94.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2365.	2368.		2.27	2.38		15.91	17.86		28.41	26.19		53.41	53.57	
Grade 4	2421.	2431.		4.30	3.23		11.83	18.28		41.94	41.94		41.94	36.56	
Grade 5	2448.	2421.		6.58	4.35		7.89	5.43		31.58	26.09		53.95	64.13	
All Grades	N/A	N/A	N/A	4.28	3.35		12.06	13.75		34.24	31.60		49.42	51.30	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.82	4.76		38.64	48.81		54.55	46.43	
Grade 4	9.68	10.75		39.78	52.69		50.54	36.56	
Grade 5	7.89	4.35		38.16	40.22		53.95	55.43	
All Grades	8.17	6.69		38.91	47.21		52.92	46.10	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.27	3.57		47.73	51.19		50.00	45.24	
Grade 4	8.60	7.53		38.71	48.39		52.69	44.09	
Grade 5	6.58	2.17		47.37	38.04		46.05	59.78	
All Grades	5.84	4.46		44.36	45.72		49.81	49.81	



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.41	1.19		67.05	63.10		29.55	35.71	
Grade 4	7.53	2.15		51.61	59.14		40.86	38.71	
Grade 5	3.95	4.35		55.26	45.65		40.79	50.00	
All Grades	5.06	2.60		57.98	55.76		36.96	41.64	

**Conclusions based on this data:**

1. Communicating and reasoning shows a loss in all categories.
2. Concepts and Procedures is improving, especially at the At or Near Standard.
3. Overall it is nearly a flatline.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1408.7	1392.3		1414.0	1403.8		1396.0	1365.1		29	28	
<b>1</b>	1413.5	1426.5		1431.1	1449.8		1395.4	1402.8		38	26	
<b>2</b>	1463.2	1456.5		1464.4	1469.0		1461.3	1443.4		26	44	
<b>3</b>	1467.6	1475.8		1473.4	1475.1		1461.4	1476.3		34	28	
<b>4</b>	1487.4	1491.5		1487.8	1498.9		1486.7	1483.7		32	34	
<b>5</b>	1510.0	1517.6		1509.6	1522.6		1509.9	1512.0		20	27	
<b>All Grades</b>										179	187	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.90	0.00		31.03	18.52		34.48	59.26		27.59	22.22		29	27	
<b>1</b>	0.00	3.85		10.53	7.69		42.11	65.38		47.37	23.08		38	26	
<b>2</b>	3.85	4.55		42.31	31.82		38.46	50.00		15.38	13.64		26	44	
<b>3</b>	2.94	10.71		26.47	28.57		44.12	39.29		26.47	21.43		34	28	
<b>4</b>	12.50	2.94		31.25	38.24		50.00	44.12		6.25	14.71		32	34	
<b>5</b>	5.00	7.41		45.00	40.74		45.00	48.15		5.00	3.70		20	27	
<b>All Grades</b>	5.03	4.84		29.05	28.49		42.46	50.54		23.46	16.13		179	186	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.45	0.00		34.48	25.93		37.93	55.56		24.14	18.52		29	27	
<b>1</b>	7.89	3.85		31.58	42.31		26.32	50.00		34.21	3.85		38	26	
<b>2</b>	11.54	22.73		46.15	31.82		30.77	38.64		11.54	6.82		26	44	
<b>3</b>	17.65	17.86		52.94	32.14		11.76	32.14		17.65	17.86		34	28	
<b>4</b>	28.13	32.35		46.88	38.24		12.50	23.53		12.50	5.88		32	34	
<b>5</b>	20.00	40.74		60.00	48.15		20.00	7.41		0.00	3.70		20	27	
<b>All Grades</b>	14.53	20.43		44.13	36.02		22.91	34.41		18.44	9.14		179	186	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.90	0.00		20.69	18.52		55.17	48.15		17.24	33.33		29	27	
<b>1</b>	0.00	3.85		5.26	0.00		31.58	19.23		63.16	76.92		38	26	
<b>2</b>	3.85	0.00		19.23	18.18		46.15	40.91		30.77	40.91		26	44	
<b>3</b>	2.94	3.57		2.94	14.29		38.24	42.86		55.88	39.29		34	28	
<b>4</b>	3.13	0.00		12.50	17.65		46.88	32.35		37.50	50.00		32	34	
<b>5</b>	0.00	3.70		15.00	11.11		55.00	51.85		30.00	33.33		20	27	
<b>All Grades</b>	2.79	1.61		11.73	13.98		44.13	39.25		41.34	45.16		179	186	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.34	0.00		68.97	81.48		20.69	18.52		29	27	
<b>1</b>	13.16	7.69		68.42	92.31		18.42	0.00		38	26	
<b>2</b>	0.00	20.45		88.46	70.45		11.54	9.09		26	44	
<b>3</b>	17.65	25.00		61.76	57.14		20.59	17.86		34	28	
<b>4</b>	34.38	26.47		59.38	70.59		6.25	2.94		32	34	
<b>5</b>	10.00	14.81		80.00	74.07		10.00	11.11		20	27	
<b>All Grades</b>	15.08	16.67		69.83	73.66		15.08	9.68		179	186	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	24.14	0.00		37.93	77.78		37.93	22.22		29	27	
<b>1</b>	13.16	7.69		52.63	76.92		34.21	15.38		38	26	
<b>2</b>	23.08	18.18		65.38	68.18		11.54	13.64		26	44	
<b>3</b>	38.24	25.00		50.00	53.57		11.76	21.43		34	28	
<b>4</b>	37.50	44.12		50.00	47.06		12.50	8.82		32	34	
<b>5</b>	55.00	81.48		35.00	14.81		10.00	3.70		20	27	
<b>All Grades</b>	30.17	29.03		49.16	56.99		20.67	13.98		179	186	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.90	0.00		72.41	76.00		20.69	24.00		29	25	
<b>1</b>	0.00	4.17		24.32	4.17		75.68	91.67		37	24	
<b>2</b>	7.69	0.00		65.38	52.27		26.92	47.73		26	44	
<b>3</b>	2.94	0.00		26.47	39.29		70.59	60.71		34	28	
<b>4</b>	0.00	0.00		62.50	44.12		37.50	55.88		32	34	
<b>5</b>	10.00	3.70		50.00	51.85		40.00	44.44		20	27	
<b>All Grades</b>	3.93	1.10		48.31	45.60		47.75	53.30		178	182	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.59	14.81		51.72	48.15		20.69	37.04		29	27	
<b>1</b>	0.00	3.85		34.21	73.08		65.79	23.08		38	26	
<b>2</b>	8.00	4.55		64.00	61.36		28.00	34.09		25	44	
<b>3</b>	0.00	10.71		58.82	67.86		41.18	21.43		34	28	
<b>4</b>	3.13	2.94		68.75	64.71		28.13	32.35		32	34	
<b>5</b>	0.00	3.70		90.00	81.48		10.00	14.81		20	27	
<b>All Grades</b>	6.18	6.45		58.43	65.59		35.39	27.96		178	186	

**Conclusions based on this data:**

1. Students are mostly scoring in level 2.
2. EL students scored higher in speaking.
3. Overall, there are fewer students scoring 1.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>591</b>	<b>85.6</b>	<b>31.1</b>	<b>0.3</b>
Total Number of Students enrolled in Murdock Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	184	31.1
Foster Youth	2	0.3
Homeless	8	1.4
Socioeconomically Disadvantaged	506	85.6
Students with Disabilities	62	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
American Indian	16	2.7
Asian	29	4.9
Filipino		
Hispanic	306	51.8
Two or More Races	14	2.4
Pacific Islander	1	0.2
White	216	36.5

**Conclusions based on this data:**

1. About 85.6% of MES' students are socioeconomically disadvantaged.
2. The largest ethnic population at MES is Hispanic followed by White.
3. About 1.4% of MES' population is homeless and .3% are in foster care.

# School and Student Performance Data

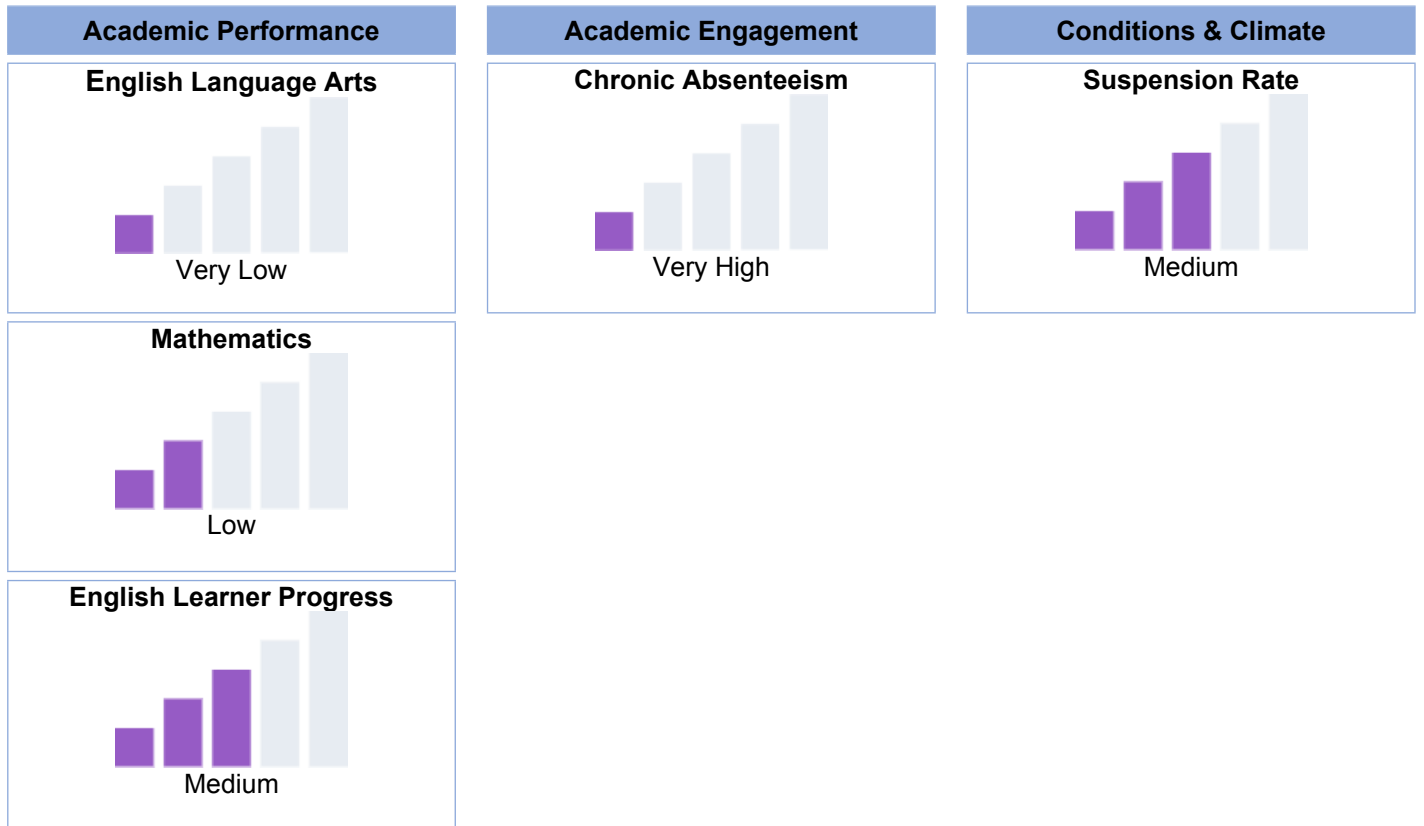
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. MES suspension was at Medium Status Level.
2. MES is Very Low in ELA .
3. MES is Very High in Chronic Absenteeism.



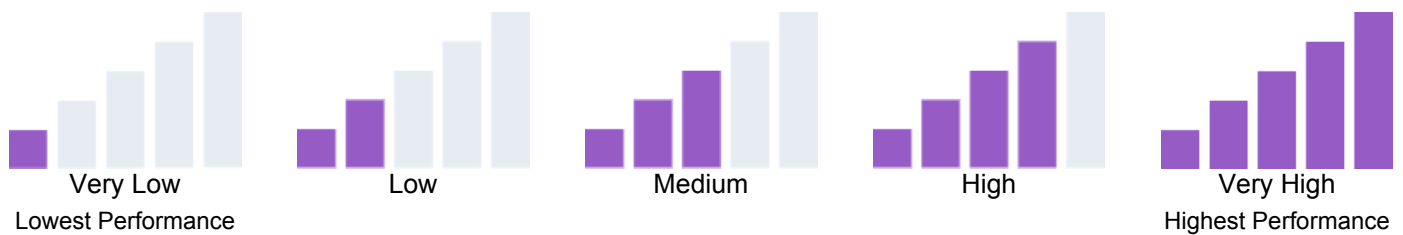


# School and Student Performance Data

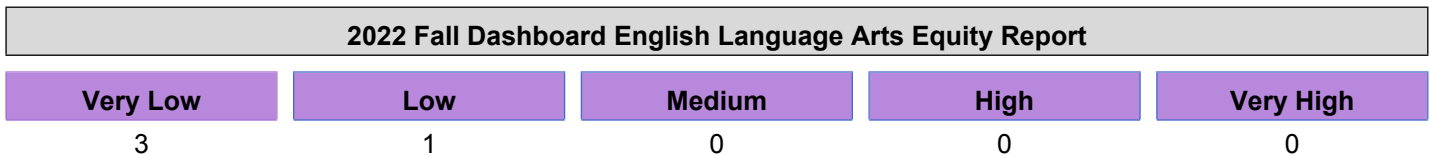
## Academic Performance English Language Arts

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

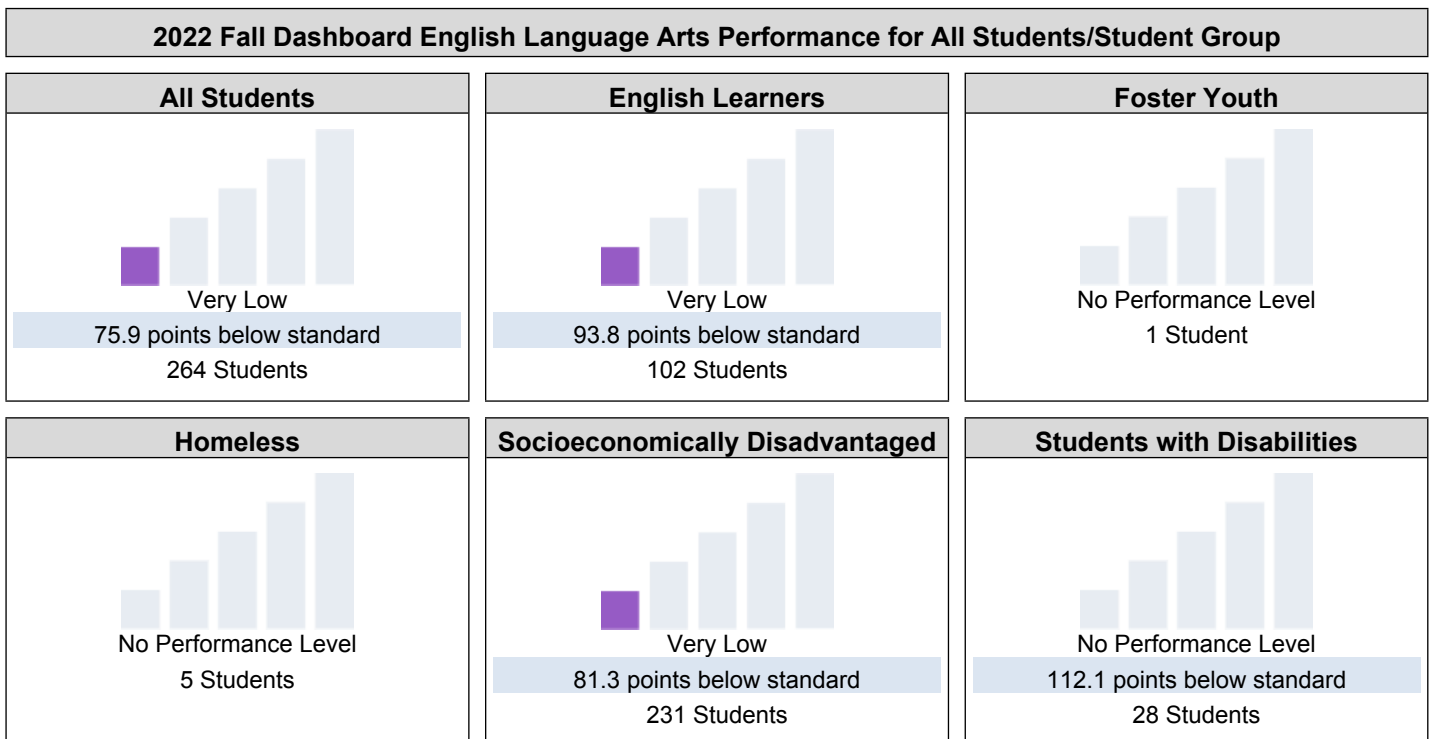
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



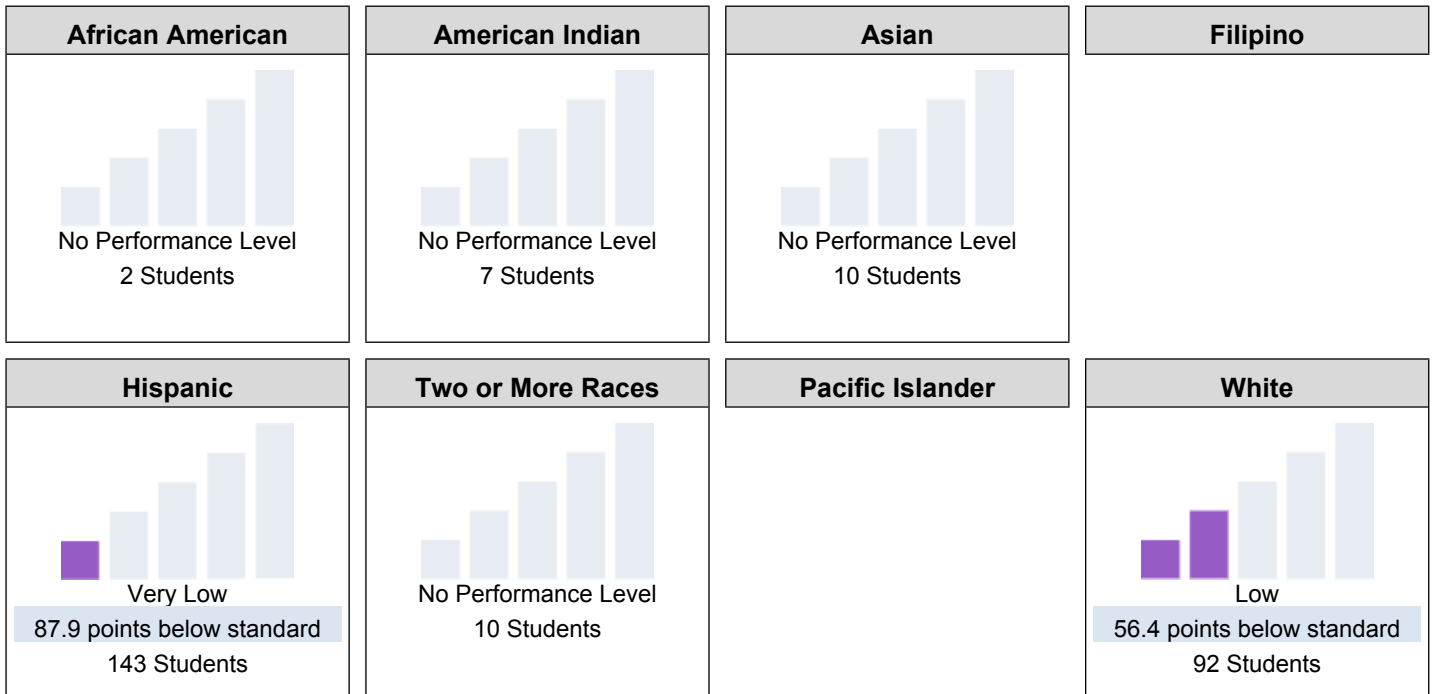
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
115.4 points below standard 84 Students	21.4 points below standard 20 Students	64.3 points below standard 156 Students

**Conclusions based on this data:**

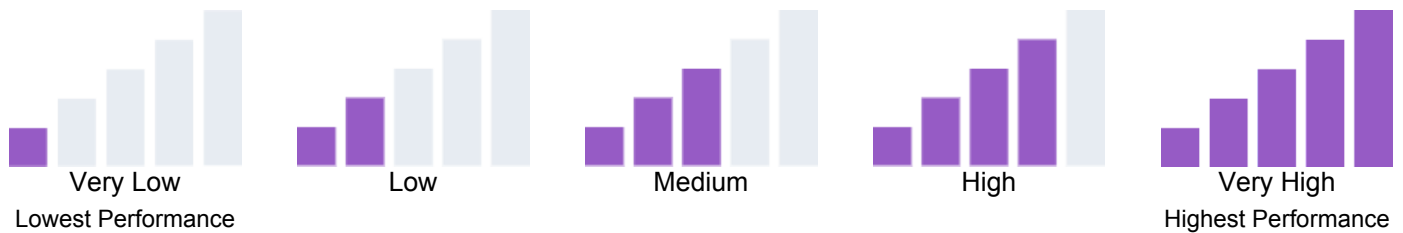
- MES is Very Low in ELA Overall, with English Learners, Hispanic, and Socioeconomically Disadvantaged.
- Reclassified English Learners were the closest to standard as compared to Current English Learners and English Only.
- MES does not have any subgroups in the High or Very High categories.

# School and Student Performance Data

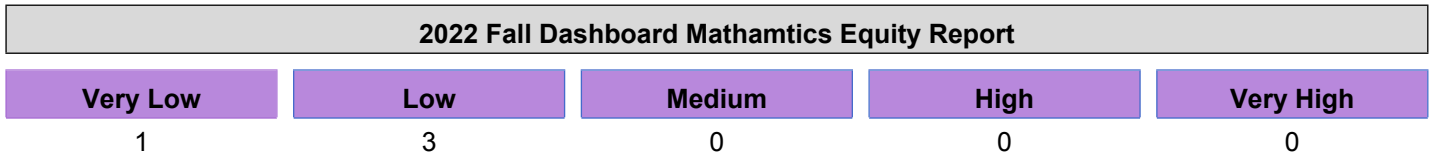
## Academic Performance Mathematics

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

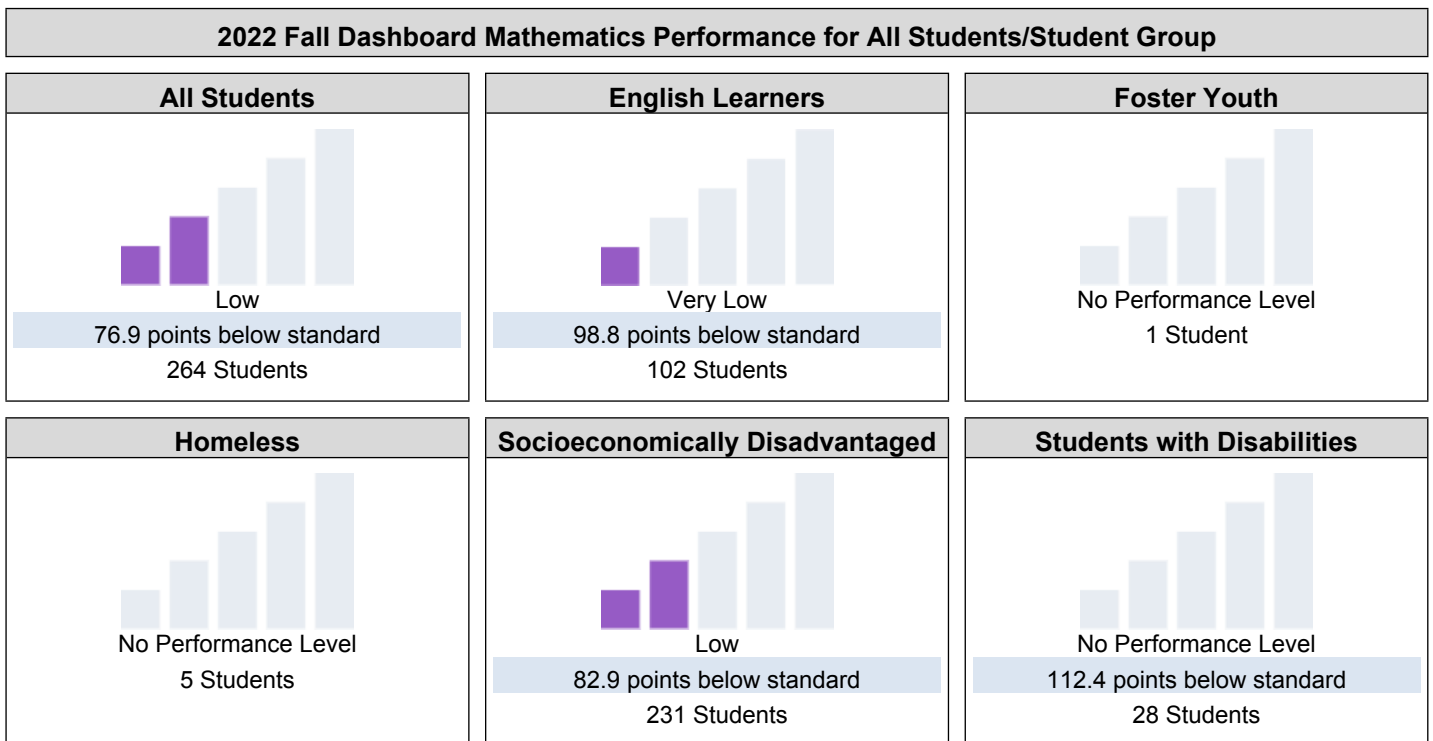
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



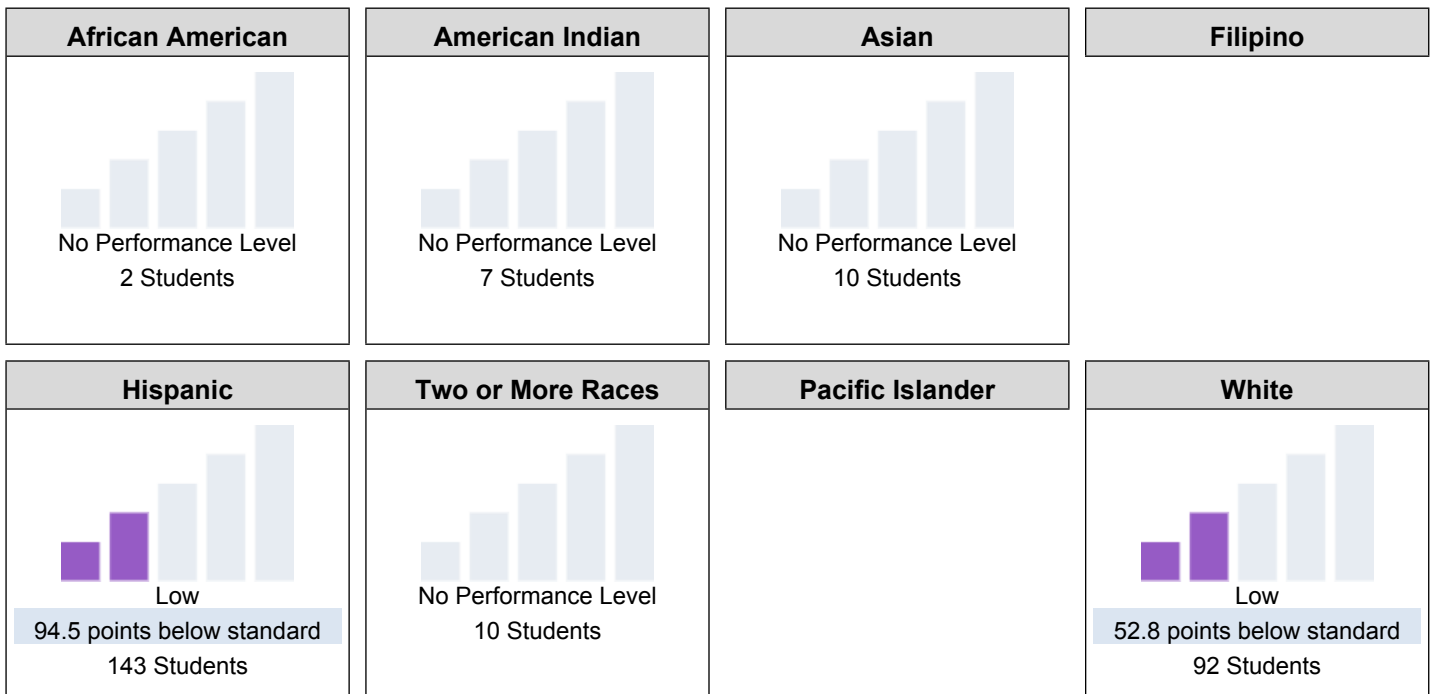
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>110.8 points below standard 84 Students</p>	<p>63.4 points below standard 20 Students</p>	<p>64.0 points below standard 156 Students</p>

**Conclusions based on this data:**

1. White students outperform the other subgroups.
2. English Learners score the lowest at 98.8 points below standard.
3. MES does not have any High or Very High subgroups.

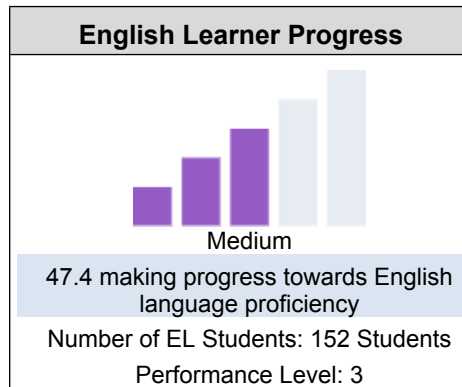
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4%	30.3%	0.7%	46.7%

#### Conclusions based on this data:

1. The 2022 Dashboard shows 47.4 % of EL's making progress towards proficiency.
2. MES had 46.7% of students making improvement by at least one ELPI level.
3. Overall, MES ELD students were performing at a Medium level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

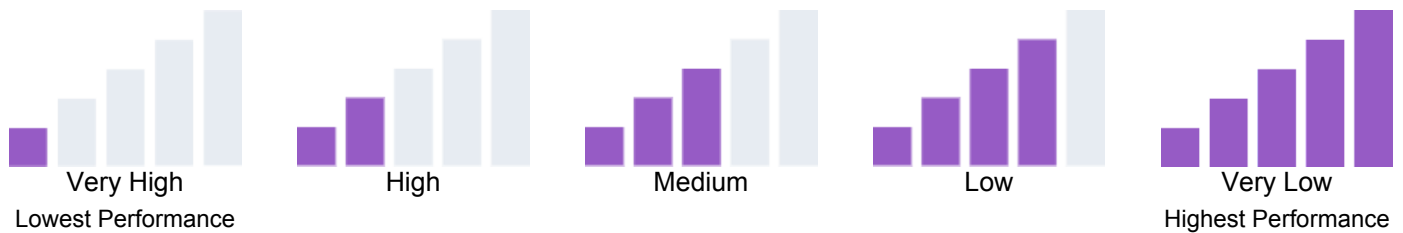
1. N/A
2. N/A
3. N/A

# School and Student Performance Data

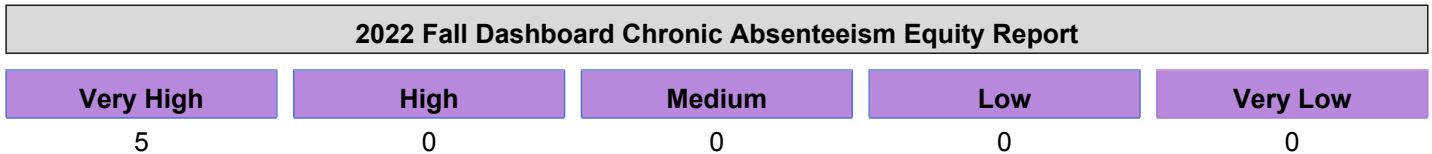
## Academic Engagement Chronic Absenteeism

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

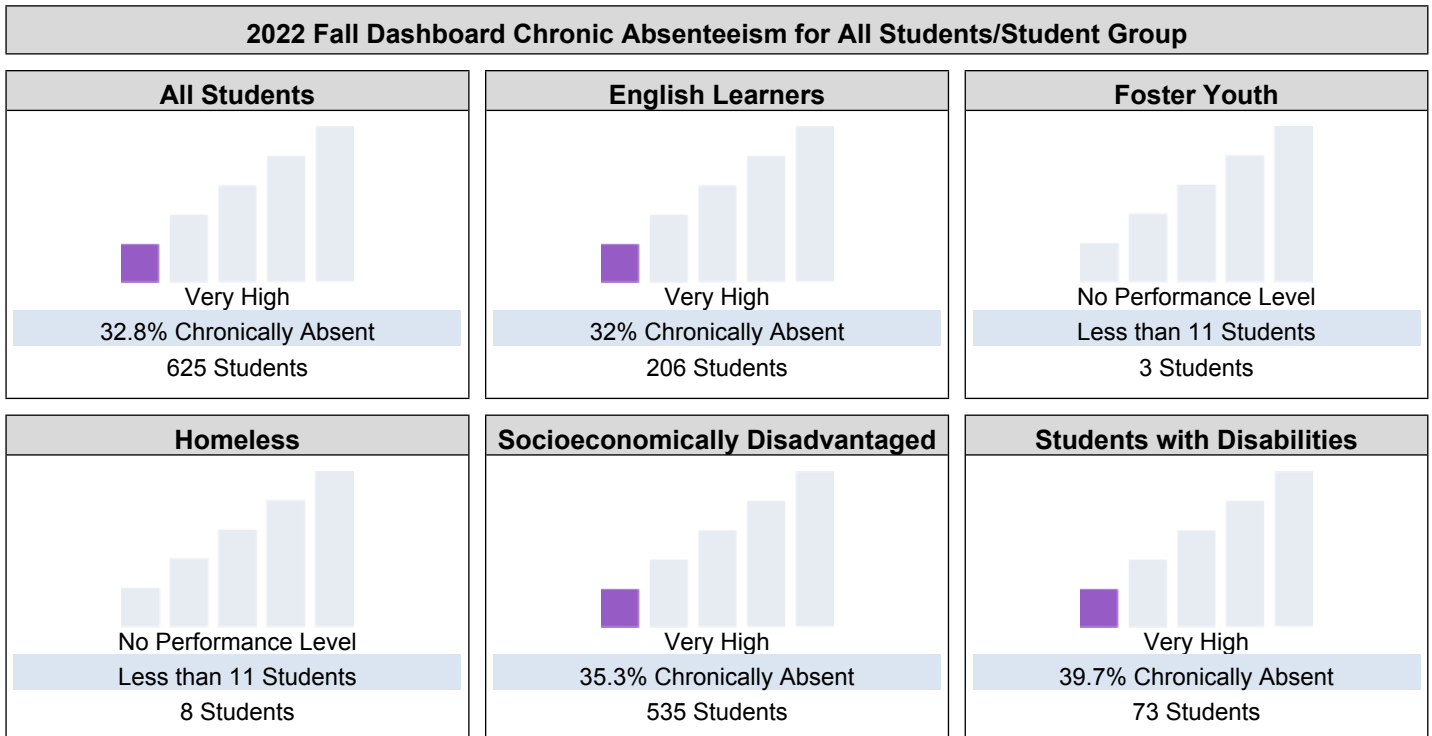
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



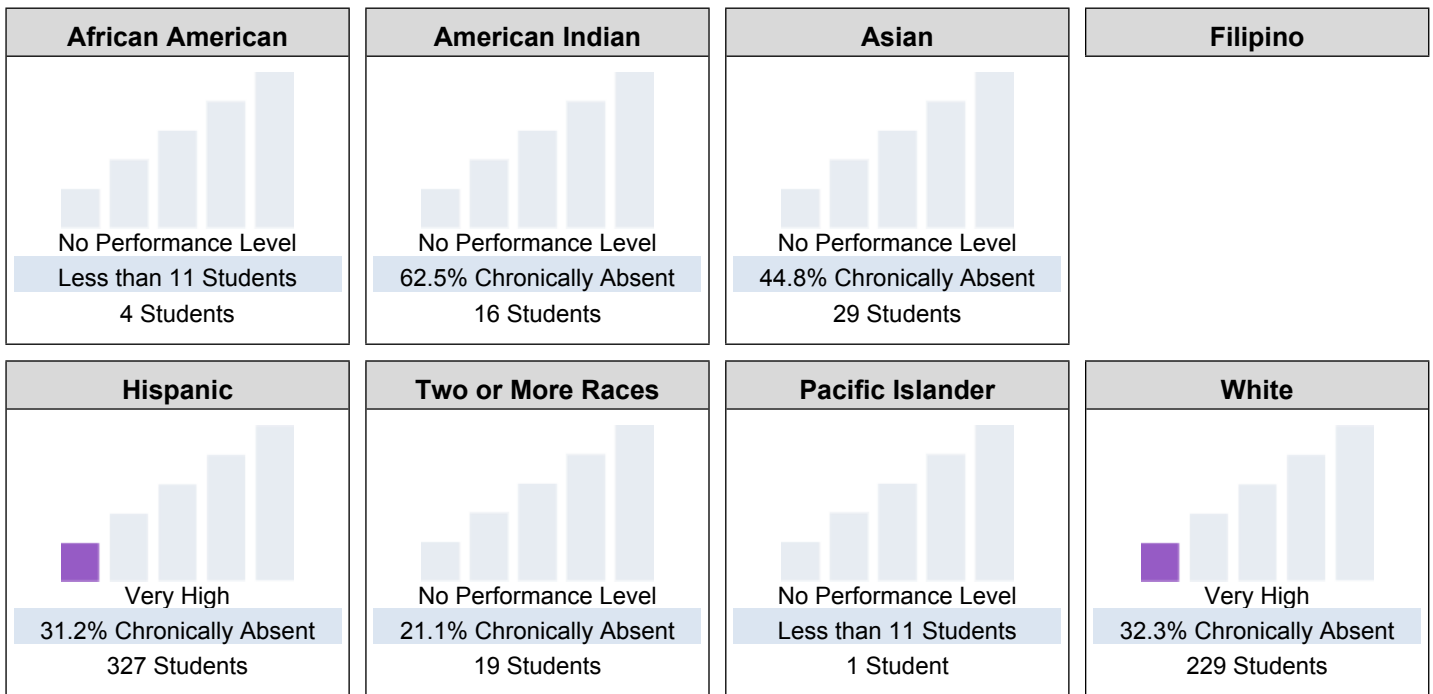
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Fall 2022 Data, MES had 32.8% chronically absent students (absent 10% or more).
2. Fall 2022 data, shows students with disabilities had the highest percent of chronically absent.
3. The following subgroups were in the Very High category: Hispanic, White, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners.



# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Very Low                      Low                      Medium                      High                      Very High  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

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

### Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

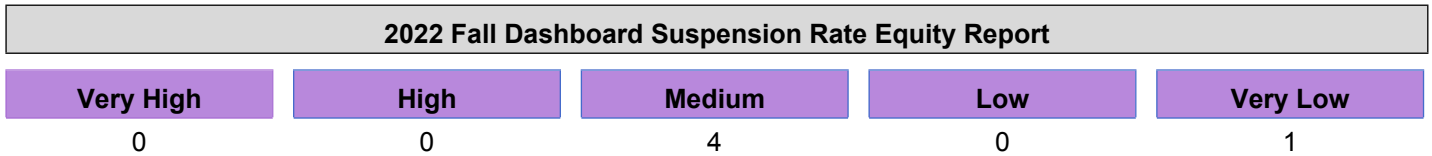
## Conditions & Climate Suspension Rate

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

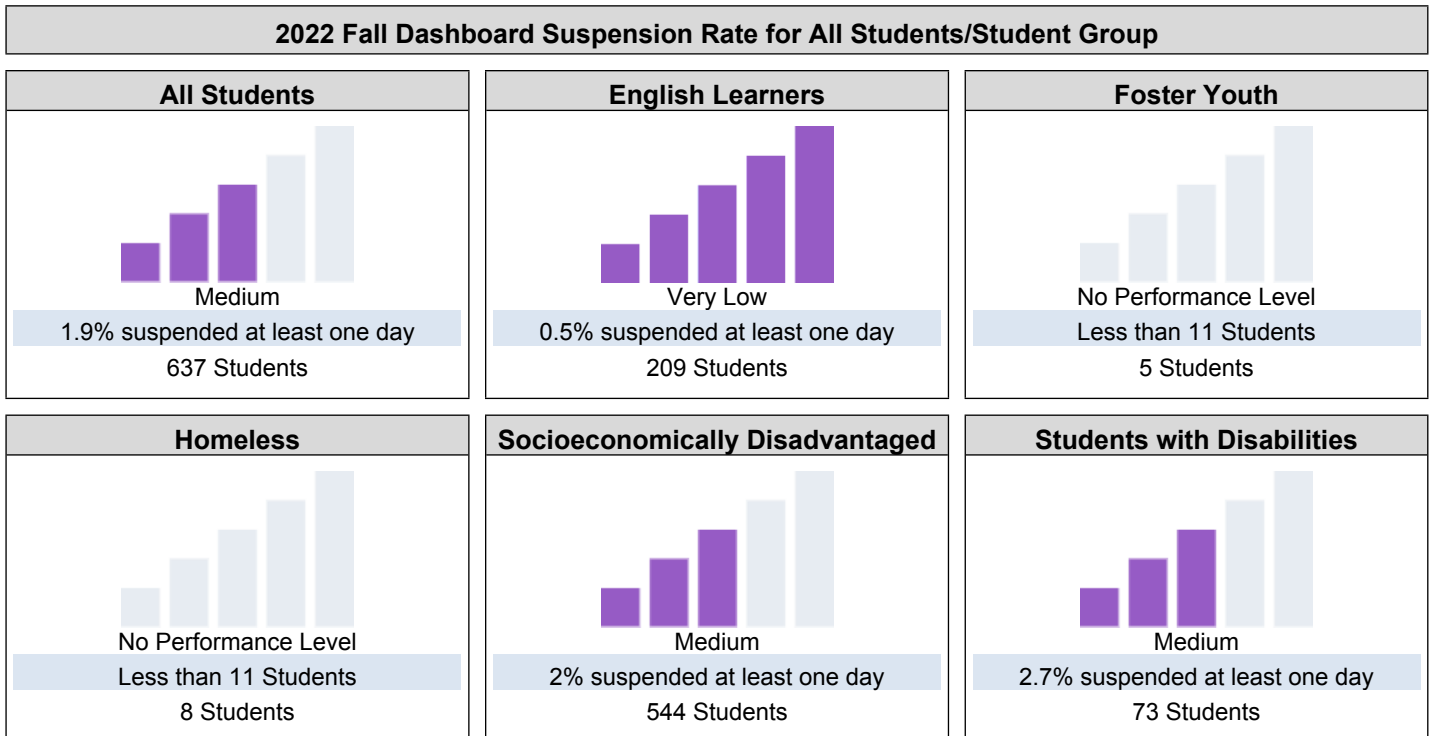
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



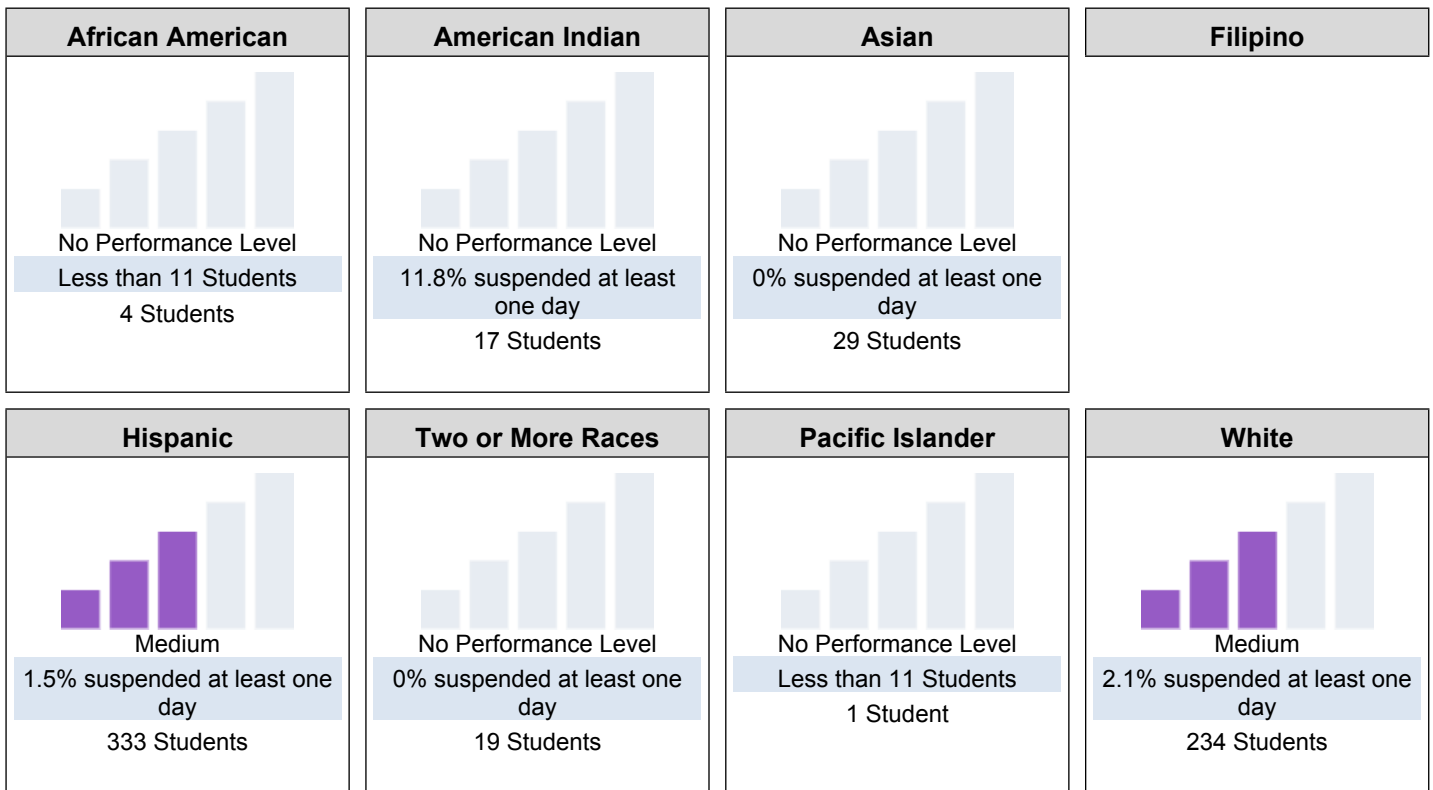
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. MES suspension rate was Medium.
2. Students with disabilities had the highest suspension rates at 2.7%.
3. English Learners had the lowest suspension rate at .05%

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Performance on school, district, state assessment

## LEA/LCAP Goal

LCAP Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes:

Willows Unified School District will provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to better ensure student success.

## Goal 1

Goal 1- Improving student performance on school, district, and state assessments by meeting or exceeding the standards--addressing the needs of all students including at promise, English Learners, low-achieving students, Homeless and Foster Youth, and students with disabilities.

## Identified Need

Based on our test scores and the Dashboard, Murdock is still performing below standard in ELA and math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores	CAASPP- ELA- 49.7 points below standard CAASPP- Math- 56.1 point below standard	CAASPP- ELA to reduce the below standard by 3 points from 49.7 to 46.7. CAASPP- Math to reduce the below standard 3 points from 56.1 to 53.1.

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- focus on low performing students

### Strategy/Activity

1. Identify students early in the school year who are low achieving and implement interventions to enhance their classroom learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School-wide intervention in ELA and Math.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

2. Provide staffing for classroom assistance (Instructional Aide I & II). ELA intervention and Math Intervention 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)
505,316	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessional salary costs
214,678	LCFF - Supplemental 3000-3999: Employee Benefits Employer statutory costs (PERS, FICA, etc.)
22,536	Title I 2000-2999: Classified Personnel Salaries Stat. Employee Costs
11,188	Title I 3000-3999: Employee Benefits Stat. Employee Costs
237,192	LCFF - Supplemental 0001-0999: Unrestricted: Locally Defined ELA Intervention and Math Intervention teachers
53,672	LCFF - Supplemental 3000-3999: Employee Benefits Employer Statutory Costs (STRS, Medicare, SUI, WorkComp)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

### Strategy/Activity

3. Provide teachers and staff supplemental materials and supplies to promote different learning styles

#### **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)

60,440

Source(s)

Unrestricted  
4000-4999: Books And Supplies  
Instructional Supplies (unrestricted Lottery - Resource 1100)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

All students

### Strategy/Activity

4. Provide opportunities for teacher training and paraprofessional training in IMSE and Project ARISE to improve reading instruction. Provide training for EL strategies.

#### **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)

22,350

Source(s)

LCFF - Base  
5000-5999: Services And Other Operating Expenditures  
Conference registration and travel, on-site presenters, collaboration resources

13,715

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Teacher Stipends

3,170

LCFF - Base  
3000-3999: Employee Benefits  
Statutory Employer Costs on Salaries

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

5. Continue to provide updated Math and Reading Programs for all classrooms.

**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)

5,000

LCFF - Base  
4000-4999: Books And Supplies  
Supplemental Curriculum

11,100

LCFF - Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
Accelerated Math & Accelerated Reading  
licensing

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

6. Continue to provide learning opportunities through technology for staff and students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

35,000

LCFF - Base  
4000-4999: Books And Supplies  
Classroom TV installations, Smart Board  
installations, replacement of classroom printers

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

All Students-- and low performing students

Strategy/Activity

7. Provide a Library / Media Specialist who will maintain library materials, and help low performing students during intervention. Provide a Reading teacher to provide a reading program in the Library.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
20,353	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Library Salary Costs
26,029	Title I 2000-2999: Classified Personnel Salaries
12,223	LCFF - Supplemental 3000-3999: Employee Benefits
16,723	Title I 3000-3999: Employee Benefits

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

0	
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**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Socioeconomically disadvantaged, ELs, Foster, and Homeless students

Strategy/Activity

The counselor will provide additional services for our subgroups: socioeconomically disadvantaged, ELs, Foster, and Homeless students.

**Proposed Expenditures for this Strategy/Activity**

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



Amount(s)	Source(s)
28,379	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries MES Counselor
42,568	Title I 1000-1999: Certificated Personnel Salaries
9,631	LCFF - Supplemental 3000-3999: Employee Benefits
14,446	Title I 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

The aides have been preparing and modifying instructional materials to students in the classroom, and translating for parents and teachers as required. The aides have also learned to run groups in class as well as in the intervention classroom.

The counselor has been providing counseling sessions to individuals and groups, such as prevention and behavior intervention. The counselor has been working with teachers to make sure students are succeeding in their classrooms by providing additional layers of communication and support via the SST process as well as communicating with GCOE Foster/Homeless Youth Coordinator to make sure that we are providing services for our foster and homeless students. The counselor has arranged for ongoing counseling support from a GCOE therapist. The counselor has been meeting weekly GCBH to refer students who need therapy and counseling and the parent liaisons conduct home visits to the families of our at-risk learners. The counselor has been taking part in the Hatching Results PD which is looking at changing the role of the counselor to include College and Career, Academic, and Social Emotional supports in tiered formats.

As a result of this funding, WUSD works with WUSD SPARK (Supporting Participation in Academic and Recreation for Kids) Program to serve our students from grades TK through fifth grade. The program begins at the close of each regular school day and runs until 6:00pm.

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

A part of the following employees salaries and benefits are being paid out of Title I- instructional aides, librarians, and counselor. \*\*\*\*\*

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.

There is always someone available who speaks Spanish in the office to address the needs of the community. The current secretary, counselor, and Principal are bilingual. The bilingual parent liaisons (parent engagement team) also assist our parents in accessing information and provide valuable support for our EL students.

Local control of Alternative Programs will be considered in accordance with new federal guidelines that will allow districts flexibility in designing their own tutoring programs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Safety

## LEA/LCAP Goal

LCAP Goal 3:(Meets State Priority 3, 5, 6)

Engagement:

Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, and community involvement and input.

## Goal 2

Goal 2- Continuing to improve a safe school climate-- maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.

## Identified Need

MES had about 1.9% of their students suspended at least once during the 2021-2022 school year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard CALPADS report 7.1	1.9% of MES students suspended at least once 56 disruption/defiance 5 caused physical injury	A decline by at least .1% in students suspended once 55 or less disruption/defiance 4 or less physical injury

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

1. Provide materials, supplies, and program necessary for tobacco awareness.

### 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)

500

Source(s)

LCFF - Base  
4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Maintain surveillance equipment- lighting and cameras. Improve perimeter safety with crash bar gates, install a "buzz-in" system for the front gate, purchase a system for visitor check in.

### 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)

25,000

Source(s)

Other  
6000-6999: Capital Outlay

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Purchase counseling materials and resources

### 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)

3,600

Source(s)

Other  
4000-4999: Books And Supplies  
PBIS Materials - MTSS

800

LCFF - Base  
5800: Professional/Consulting Services And  
Operating Expenditures

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Implement MTSS Program School Wide. Continue to improve school culture by offering PD for staff.

### 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)

60,000

#### Source(s)

Other  
4000-4999: Books And Supplies  
MTSS Materials and PD for staff

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Murdock will continue to foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance; low suspension rates; a culture that promotes student and employee safety.

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

Due to COVID, many things were budgeted to meet the needs for learning loss. \*\*\*

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.

The Ca School Dashboard will help our district and schools identify needs for all diverse student population.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Partnership with community

## LEA/LCAP Goal

LCAP Goal 3: (Meets State Priority 3, 5, 6)

Engagement:

Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.

## Goal 3

Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding supported by the engagement team.

## Identified Need

Because of the diversity at school and not enough parental representatives from each subgroup, MES would like to recruit more parental involvement from all subgroups to be members in committees.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records for parent meetings, forums, etc.	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.	An increase of at least +1 parent attendee at a meeting

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

1. Provide opportunities for parents to be involved in developing school policy.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings
2500	Title I 5000-5999: Services And Other Operating Expenditures Materials and supplies for meetings, parent engagement

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

2. Continue to promote communication between school and home (Blackboard Connect, Aeries Portal, Remind, ClassDojo, Parent Square) and the parent engagement team.

### 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)
5,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard, and other communication tools (approx site share of cost)

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

MES will continue to examine existing committees and develop a plan to include additional parents from various groups in the decision making process (SSC, DELAC/ELAC, etc.). the plan will include

making sure that a bilingual interpreter is available and incorporate opportunities for parents to better understand educational programs.

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.

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.

The Ca School Dashboard will help our district and schools identify needs for all diverse student population.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Learners

## LEA/LCAP Goal

LCAP Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes:

Willows Unified School District will provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to better ensure student success.

## Goal 4

Goal 4: Increase one ELPAC Proficiency level overall and/or in one of the four domains (listening, speaking, reading, writing) per year per ELD student.

## Identified Need

From the 2021-2022 ELPAC results, Murdock had 7 students that were re-designated. According to the CA Dashboard, Murdock had 46.7 % of students who progressed at least one ELPI level, .7% who maintained level4, 30.3% who maintained levels 1-3H, and 22.4%who decreased at least one level.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Results	47.4% ELs are making progress towards English Proficiency. 7 reclassifications.	Have an increase to 57.4% of students making progress towards English Proficiency. Double the reclassifications to 14.
CA Dashboard	This data was not available this year. From the last Dashboard data in 2019, 6.56% were proficient, 16.94% were minimally developed, 48.09% were somewhat developed, 28.42% were moderately developed, and 6.56% were well developed.	Have an increase by 10% in each area.

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 English Learners

### Strategy/Activity

One-on-one support with a paraprofessional. Small group support via pull out and push in by two ELD 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)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Murdock will continue to monitor ELD student progress through:

- Observation in designated ELD classes
- Progress on student report cards
- Formal and informal Assessments
- Data discussion at DELAC and ELAC

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

Murdock will continue to provide instructional aides and professional development for staff.

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.

This goal is new to the 22-23 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

#### 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.

# 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	\$135990
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,472,109.00

## 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	\$135,990.00

Subtotal of additional federal funds included for this school: \$135,990.00

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 (\$)
	\$0.00
LCFF - Base	\$85,535.00
LCFF - Supplemental	\$1,101,544.00
Other	\$88,600.00
Unrestricted	\$60,440.00

Subtotal of state or local funds included for this school: \$1,336,119.00

Total of federal, state, and/or local funds for this school: \$1,472,109.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	85,535.00
LCFF - Supplemental	1,101,544.00
Other	88,600.00
Title I	135,990.00
Unrestricted	60,440.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	237,192.00
1000-1999: Certificated Personnel Salaries	92,162.00
2000-2999: Classified Personnel Salaries	574,234.00
3000-3999: Employee Benefits	335,731.00
4000-4999: Books And Supplies	166,040.00
5000-5999: Services And Other Operating Expenditures	40,950.00
5800: Professional/Consulting Services And Operating Expenditures	800.00
6000-6999: Capital Outlay	25,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

1000-1999: Certificated Personnel Salaries	LCFF - Base	13,715.00
3000-3999: Employee Benefits	LCFF - Base	3,170.00
4000-4999: Books And Supplies	LCFF - Base	40,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	27,350.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	800.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	237,192.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	35,879.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	525,669.00
3000-3999: Employee Benefits	LCFF - Supplemental	290,204.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,100.00
4000-4999: Books And Supplies	Other	63,600.00
6000-6999: Capital Outlay	Other	25,000.00
1000-1999: Certificated Personnel Salaries	Title I	42,568.00
2000-2999: Classified Personnel Salaries	Title I	48,565.00
3000-3999: Employee Benefits	Title I	42,357.00
5000-5999: Services And Other Operating Expenditures	Title I	2,500.00
4000-4999: Books And Supplies	Unrestricted	60,440.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,373,209.00
Goal 2	89,900.00
Goal 3	9,000.00

# 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
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Miguel Barriga	Principal
Marsha Squier	Other School Staff
Sara Cervantes	Other School Staff
Jennifer Porter	Classroom Teacher
Madison Alves	Classroom Teacher
Susan Cameron	Classroom Teacher
Kelly Yoder	Parent or Community Member
Meghan Cohan	Parent or Community Member
Emma Sapigao	Parent or Community Member

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 April 26, 2023.

Attested:

Principal, Miguel Barriga on April 26, 2023

SSC Chairperson, Emma Sapigao on April 26 2023



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willows Intermediate School	11-62661-6007611		

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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.

Based on local and state data, Willows Intermediate School will meet Every Student Succeeds Act (ESSA) requirements in alignment with the LCAP by:

Goal 1: Improve student performance on assessments by meeting or exceeding the standards-addressing the needs of all students (including at-risk, English Learners, Homeless and Foster Youths, and students with disabilities).

Goal 2: Continue to improve our safe school climate AND CULTURE.

Goal 3: Creating a partnership with the community by developing greater cultural awareness, tolerance, and understanding.

Goal 4: Improve student attendance by decreasing chronic absenteeism.

Willows Intermediate will continue to use state and local assessments to modify instruction and improve student achievement by providing opportunities for teacher collaboration for analyzing and interpreting assessment data as indicated in the LCAP. Willows Intermediate will provide Professional Development for staff/ teachers; maintain facilities that are safe and in good repair; increase student and parental involvement; and promote excellent student attendance. In addition, Willows Intermediate will provide an instructional aide for ELs, intervention before and after-school, and counseling services for students.

This plan also implements Additional Targeted Support and Improvement (ATSI) elements for our English Learner and Student With Disabilities groups. These two groups have been identified, using the California Dashboard data, as having high rates of chronic absenteeism and very low rates in performance indicators on SBAC ELA and Math assessments.

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## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessment data is used for analysis of student performance (individual and targeted groups) and to support and guide instruction. Data analysis in schoolwide and grade/department level collaboration is ongoing throughout the school year to evaluate student achievement, identify and target students who need intervention supports, and continued improvement in instructional practices that deliver high-quality instruction. The district has purchased NWEA, MAP Growth which allows the district to gather benchmark assessment data three times throughout the year, to help determine which students are showing gains and which students still need to receive intervention services. Reinstating the practice of grade-level review team (GLRT) meetings to evaluate our at-risk population, continues to be our focus.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, while also aligning instruction to key standards and to meet student needs. Teachers are allowed time during collaboration, or PLC, days to analyze student data from our MAP Growth assessments and classroom assessments to properly place students in the appropriate course for the level of support each student needs (Tier I, II, III).

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of our staff at Willows Intermediate School meet the standards to be qualified as highly qualified. WUSD works with the Glenn County Office of Education (GCOE) to monitor teacher assignment compliance to determine if teachers are appropriately certified and authorized to teach in their subject area(s). Along with providing opportunities for professional development to all staff, the Center for Teacher Innovation (CTI) continues to be the foundation of our teacher induction program, providing the needed coursework, guidance and support to all new teachers and their coaches.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers work to provide differentiated instruction in the regular education setting. Ongoing collaboration at each grade level; and staff development workshops, offer teachers opportunities to address all student needs. Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. School-wide professional development supported by the district may include the following:

- Technology Workshops
- Curriculum Alignment to Standards
- CTI (Center for Teacher Induction)
- Workshops: Math, Language Arts, Social Studies, Science, Band, and Alternative Ed.

Universal Design for Learning,  
Multi-Tiered Systems of Support

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development opportunities are aligned to content standards and student performance. District sponsored professional development has focused on standards implementation in activities that included: NGSS integration with our Benchmark program, engagement and literacy strategies, STEM and Inquiry practices, supports for EL students, and SEL strategies and supports, as well as Universal Design for Learning (UDL) and Multi-Tiered Systems of Support.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Veteran teachers are mentors through the teacher induction program (CTI) for our new teachers. GCOE provides whole staff and content area support for our teachers. These trainings focus on lesson design, UDL and assistance with curriculum adoption.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate with grade level peers, while we strive to implement more opportunities for vertical articulation. There are many opportunities for professional development with a site focus on student achievement and curricular alignment to our standards.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The teachers at WIS continue to evaluate their curricula and instruction, in both, grade-level collaborations and vertical articulations. We recently adopted a new science curriculum to more closely align with NGSS. This is an ongoing process as state adopted materials are continually being updated.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Appropriate instructional minutes are provided for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing is scheduled to help students succeed. This will continue to be a focal point of staff meetings to identify the Essential-Power standards and then be able to develop and/or adjust the scope and sequence for when these should be taught. We are working on curricular maps that will align within a grade level, but also vertically align with "ins/outs" at each grade level.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks and materials purchased are aligned to the standards and are designed to address all student needs. A complete list of textbooks aligned to the standards can be viewed at the school site or district office.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Staff utilizes SBE-adopted and standards aligned ELA and Math curriculum daily as verified through teacher observations. This includes access to intervention materials.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers work to provide differentiated instruction in the regular education classroom (grades 6-8), based on need as indicated by assessments or staff observations. We also utilize a school counselor, SST referral procedures, and community-partner agencies. The district has hired two temporary positions at WIS, to serve as intervention specialists focusing on math and ELA. We are creating a tiered response to intervention model. Within this process, we are focusing on UDL so that ALL students are exposed to the general curriculum.

Evidence-based educational practices to raise student achievement

Teachers use a wide variety of sound instructional practices, to include direct instruction, to raise student achievement. This includes a constant refocusing upon the principles of Explicit Direct Instruction.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The district has developed a Parent Engagement Team that focuses on reaching out to parents and increase attendance at our Educational Partner meetings. In addition to increasing our parent engagement, this team is utilized in providing needed and timely support activities, in efforts to curb chronic truancy. The district provides an after school homework and activities program – After School Academic Program (ASAP). We provide all communications in English and Spanish. WIS offers a lunchtime tutorial session where struggling students can complete work and/or get assistance on topics they are having difficulty with.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members often volunteer for school wide fundraisers, booster club fundraisers and athletic fundraisers. The school and district allocate monies to the school site to help improve student achievement, especially in the areas of technology and professional development. Parents also sit on our Site Council committee to serve as an advisory on the School Accountability Report Card (SARC), the School Plan for Student Achievement (SPSA) and provide input on the Local Control Accountability Plan (LCAP)

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Our Schoolwide Plan provides a wide range of intervention personnel and programs targeted to meet student needs: a second language aide, Intervention, instructional aides, ELD classes, and a school counselor.

Fiscal support (EPC)

Upon available funding, fiscal support is available.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The School Plan for Student Achievement is annually reviewed by the following subgroup:

- School Site Council (SSC)- meetings are held quarterly to discuss issues related to improving student learning and performance. These meetings provided the council an opportunity to become knowledgeable about state requirements and provide WIS direction for the following school year. The SSC builds upon their knowledge of the School Accountability Report Card to help provide input for the SPSA.
- English Language Advisory Committee (ELAC)- and District English Language Advisory Committee (DELAC) Meetings are held once per quarter to discuss issues related to improving student learning, academic achievement and performance.
- Local Control Accountability Plan (LCAP) Meetings are held throughout the year to review the district's strategic goals, LCAP metrics and data, and gather input from all Educational Partners.

## **Resource Inequities**

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

Through discussion with the School Site Council, we have determined a need for more extensive Social-Emotional training and education for all educational partners. This area of emphasis will be addressed with the upcoming Multi-Tiered Systems of Support as well as a priority of the WUSD to provide and support professional development opportunities for staff in our district. Our district has two teams involved in the NorCal ELC (Educatoinal Leader Consortium) professional development. Other areas included within the scope of this plan include improved school culture and a decrease on chronic absenteeism.

Our English Learner group is 25.4% chronic absentee rate (very high), 112.8 points below standard in math and 85.4 points below standard in English Language Arts. The Students With Disabilities group has a rate of 9.8% suspension rate, a rate of 43.9% absenteeism, scores 162.7 points below standard in math and scores 128.3 points below standard in English Language Arts. Therefore, these groups have qualified for Additional Targeted Support and Improvement to improve in these areas.

Based on the above data, we need to investigate and learn WHY the chronic absentee rates are so high for these two student groups. We need to continue our work on improving intervention classes and supports to improve on the achievement for these two student groups. We need to analyze the reasons for suspensions within the Students With Disabilities group.

# 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		
	20-21	21-22	22-23
Grade 6	94	101	102
Grade 7	105	100	101
Grade 8	94	107	92
<b>Total Enrollment</b>	293	308	295

### Conclusions based on this data:

1. Enrollment at Willows Intermediate School (WIS) is generally declining.
2. The enrollment at WIS is generally 300 students, or roughly 100 students per grade level.
3. The 6th grade class enrollment is generally the highest populated grade level.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	50	59	56	17.10%	19.2%	19.0%
Fluent English Proficient (FEP)	75	81	78	25.60%	26.3%	26.4%
Reclassified Fluent English Proficient (RFEP)	2			4.0%		

### Conclusions based on this data:

1. EL numbers have remained on a slight increase over the past three years.
2. With a consistent increase in the percentage of EL students at WIS, our English Language Advisory Committee (ELAC), meets quarterly to address academic concerns of our EL students. Increasing parent participation and engagement in our ELAC remains a priority.
3. The acquisition of language skills and reclassification continues to be a priority for English Learners at WIS.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	93	101		92	99		91	98		98.9	98.0	
Grade 7	104	98		99	94		99	94		95.2	95.9	
Grade 8	93	103		89	100		89	100		95.7	97.1	
All Grades	290	302		280	293		279	292		96.6	97.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2463.	2460.		1.10	4.08		21.98	20.41		37.36	25.51		39.56	50.00	
Grade 7	2513.	2496.		8.08	2.13		23.23	25.53		34.34	31.91		34.34	40.43	
Grade 8	2510.	2473.		6.74	2.00		17.98	11.00		39.33	26.00		35.96	61.00	
All Grades	N/A	N/A	N/A	5.38	2.74		21.15	18.84		36.92	27.74		36.56	50.68	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	7.69	6.12		56.04	43.88		36.26	50.00		
Grade 7	13.13	7.45		59.60	63.83		27.27	28.72		
Grade 8	8.99	4.00		56.18	55.00		34.83	41.00		
All Grades	10.04	5.82		57.35	54.11		32.62	40.07		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	4.40	4.08		48.35	41.84		47.25	54.08	
Grade 7	12.12	4.26		52.53	55.32		35.35	40.43	
Grade 8	6.74	3.00		46.07	31.00		47.19	66.00	
All Grades	7.89	3.77		49.10	42.47		43.01	53.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.99	17.35		69.23	59.18		19.78	23.47	
Grade 7	7.07	10.64		78.79	74.47		14.14	14.89	
Grade 8	11.24	5.00		68.54	73.00		20.22	22.00	
All Grades	9.68	10.96		72.40	68.84		17.92	20.21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	10.99	6.12		62.64	59.18		26.37	34.69	
Grade 7	15.15	5.32		67.68	72.34		17.17	22.34	
Grade 8	8.99	2.00		76.40	62.00		14.61	36.00	
All Grades	11.83	4.45		68.82	64.38		19.35	31.16	

**Conclusions based on this data:**

1. At the conclusion of the 2019/20 school year, Willows Intermediate School (WIS) did not take the California Assessment of Student Progress and Performance due to the COVID-19 pandemic. In a comparison of 2018/19 result to 2020/21, there is a general decline in the percentage of students scoring above standards which may indicate the response and affects of the pandemic. Among our 8th grade students, reading is an area of improvement with 5.79% growth At or Near Standard, 1.31% growth in the percentage Above Standard for Writing, 3.42% growth At or Near Standard for Listening, and a 19.81% growth in At or Near Standard for Research/Inquiry.
2. Approximately 78% of the students did not meet, or nearly met the standards in ELA.
3. Based on the 21-22 data, students at WIS score highest in the "Listening" domain, while they score lowest in the "Writing" domain.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	93	101		91	99		91	99		97.8	98.0	
Grade 7	104	98		99	94		99	94		95.2	95.9	
Grade 8	93	103		89	102		89	102		95.7	99.0	
All Grades	290	302		279	295		279	295		96.2	97.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2451.	2468.		1.10	7.07		7.69	6.06		32.97	44.44		58.24	42.42	
Grade 7	2498.	2496.		12.12	5.32		14.14	18.09		31.31	30.85		42.42	45.74	
Grade 8	2495.	2477.		7.87	6.86		17.98	4.90		23.60	27.45		50.56	60.78	
All Grades	N/A	N/A	N/A	7.17	6.44		13.26	9.49		29.39	34.24		50.18	49.83	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	0.00	5.05		36.26	50.51		63.74	44.44	
Grade 7	11.11	5.32		51.52	54.26		37.37	40.43	
Grade 8	3.37	5.88		53.93	42.16		42.70	51.96	
All Grades	5.02	5.42		47.31	48.81		47.67	45.76	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2.20	3.03		40.66	49.49		57.14	47.47	
Grade 7	8.08	4.26		59.60	55.32		32.32	40.43	
Grade 8	8.99	6.86		49.44	47.06		41.57	46.08	
All Grades	6.45	4.75		50.18	50.51		43.37	44.75	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2.20	8.08		63.74	52.53		34.07	39.39	
Grade 7	6.06	6.38		76.77	64.89		17.17	28.72	
Grade 8	7.87	4.90		62.92	60.78		29.21	34.31	
All Grades	5.38	6.44		68.10	59.32		26.52	34.24	

**Conclusions based on this data:**

1. Overall, students at WIS have scored lower since the COVID-19 pandemic, as 9.01% of students exceeded the standards in 18-19 but only 6.44 did in 21-22.
2. In all strands of mathematics, the percentage of students scoring "below standard" has been decreasing since before the pandemic.
3. Our students score highest in the are of Communicating Reasong; whereas they score lowest in the area of Problem Solving and Modeling/Data Analysis

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1536.1	1518.2		1553.5	1512.0		1518.1	1524.0		24	21	
7	1543.0	1565.0		1544.6	1580.9		1540.9	1548.6		17	21	
8	1526.4	1563.6		1511.8	1568.5		1540.5	1558.4		13	14	
All Grades										54	56	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.83	23.81		50.00	14.29		20.83	47.62		8.33	14.29		24	21	
7	23.53	42.86		41.18	33.33		29.41	14.29		5.88	9.52		17	21	
8	7.69	35.71		30.77	42.86		38.46	7.14		23.08	14.29		13	14	
All Grades	18.52	33.93		42.59	28.57		27.78	25.00		11.11	12.50		54	56	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	54.17	33.33		33.33	33.33		4.17	19.05		8.33	14.29		24	21	
7	35.29	61.90		41.18	23.81		17.65	4.76		5.88	9.52		17	21	
8	23.08	50.00		30.77	35.71		23.08	7.14		23.08	7.14		13	14	
All Grades	40.74	48.21		35.19	30.36		12.96	10.71		11.11	10.71		54	56	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.33	4.76		20.83	19.05		41.67	57.14		29.17	19.05		24	21	
7	0.00	9.52		35.29	42.86		47.06	33.33		17.65	14.29		17	21	
8	7.69	14.29		7.69	35.71		53.85	35.71		30.77	14.29		13	14	
All Grades	5.56	8.93		22.22	32.14		46.30	42.86		25.93	16.07		54	56	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	29.17	19.05		66.67	76.19		4.17	4.76		24	21	
7	17.65	23.81		70.59	61.90		11.76	14.29		17	21	
8	23.08	28.57		61.54	64.29		15.38	7.14		13	14	
All Grades	24.07	23.21		66.67	67.86		9.26	8.93		54	56	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	70.83	38.10		16.67	47.62		12.50	14.29		24	21	
7	70.59	71.43		23.53	23.81		5.88	4.76		17	21	
8	30.77	64.29		38.46	28.57		30.77	7.14		13	14	
All Grades	61.11	57.14		24.07	33.93		14.81	8.93		54	56	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.67	4.76		12.50	38.10		70.83	57.14		24	21	
7	5.88	14.29		41.18	47.62		52.94	38.10		17	21	
8	15.38	21.43		30.77	42.86		53.85	35.71		13	14	
All Grades	12.96	12.50		25.93	42.86		61.11	44.64		54	56	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	0.00	19.05		91.67	71.43		8.33	9.52		24	21	
7	11.76	14.29		82.35	71.43		5.88	14.29		17	21	
8	7.69	14.29		76.92	78.57		15.38	7.14		13	14	
All Grades	5.56	16.07		85.19	73.21		9.26	10.71		54	56	

**Conclusions based on this data:**

1. Our EL students tend to do best in the Oral and Speaking domain with over 75% of the students considered "well developed" or at Level 4 and 3.
2. Written Language is the area where we have the highest number of our students scoring at a Level 1, at 16.07%
3. At Willows Intermediate School, the majority of our EL students score in the Level 4 and 3 area.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>308</b>	<b>83.8</b>	<b>19.2</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Willows Intermediate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	59	19.2
<b>Foster Youth</b>		
<b>Homeless</b>	6	1.9
<b>Socioeconomically Disadvantaged</b>	258	83.8
<b>Students with Disabilities</b>	33	10.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	2	0.6
<b>American Indian</b>	5	1.6
<b>Asian</b>	14	4.5
<b>Filipino</b>	1	0.3
<b>Hispanic</b>	174	56.5
<b>Two or More Races</b>	3	1.0
<b>Pacific Islander</b>	1	0.3
<b>White</b>	105	34.1

**Conclusions based on this data:**

1. The majority of students (83.8%) at WIS are considered socioeconomically disadvantaged (compared to 80.5% the previous year)
2. Our largest ethnic population of students is 56.5% Hispanic, followed by 34.1% White.
3. Our homeless and foster youth populations combined are roughly 2% of our population.

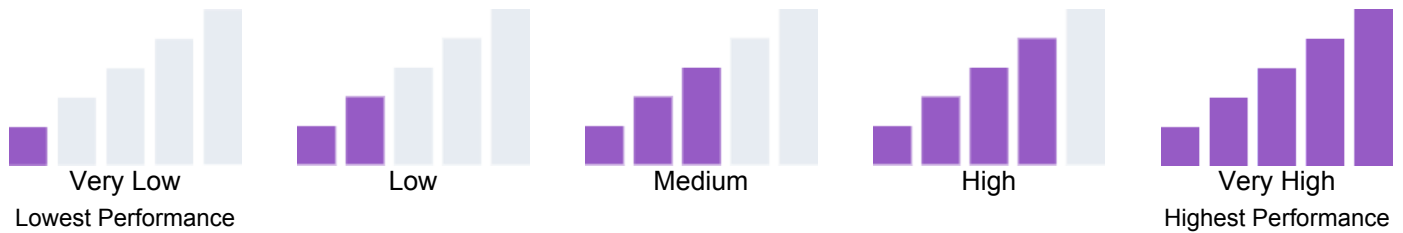


# School and Student Performance Data

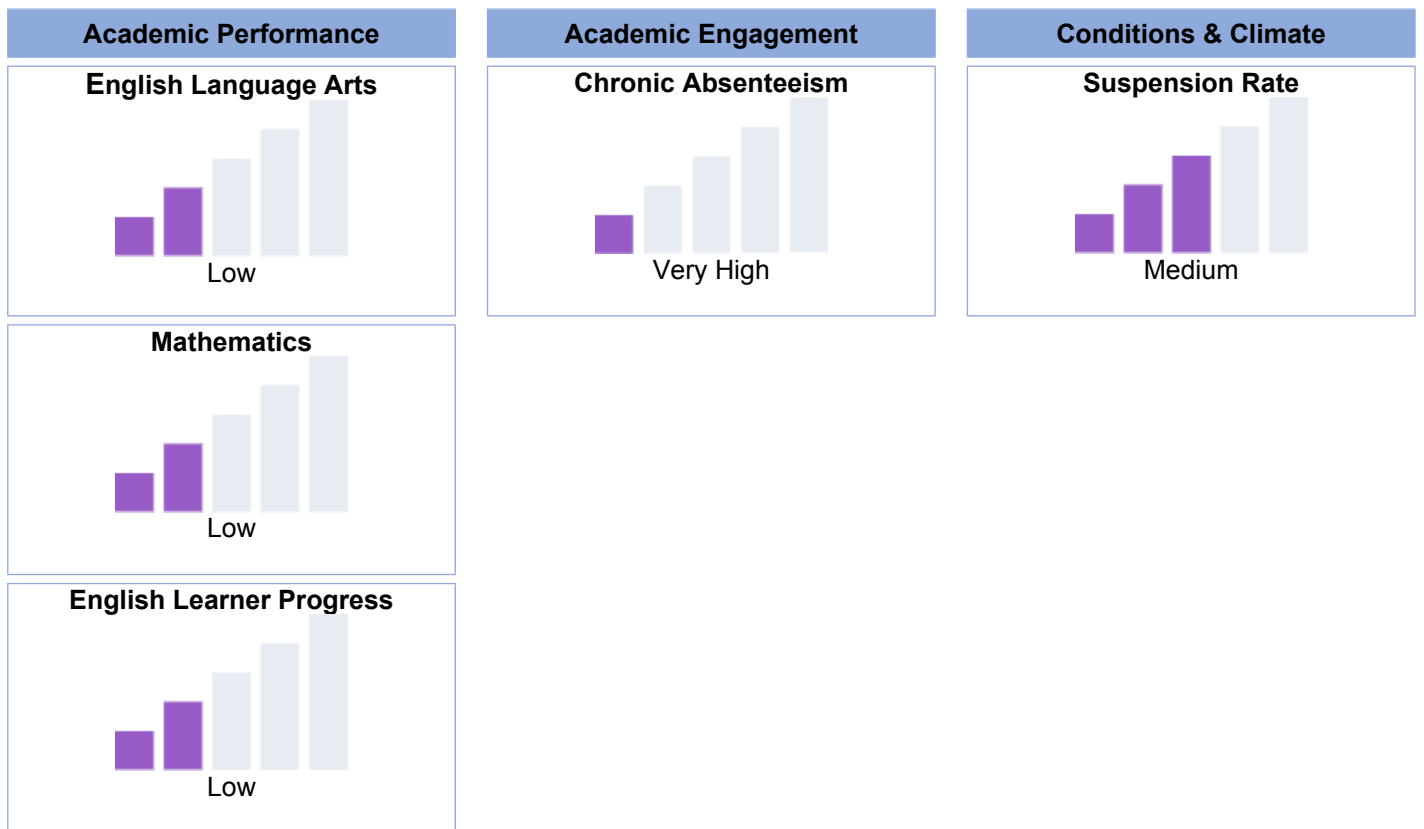
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Based on state legislation, Dashboard data was suspended for the 2020 and 2021 school years. Therefore, this data represents ONLY the 2022 data in isolation, and not a comparison to previous year's data.
2. Based on this data, WIS is scoring low in both core academic areas (ELA and Math).

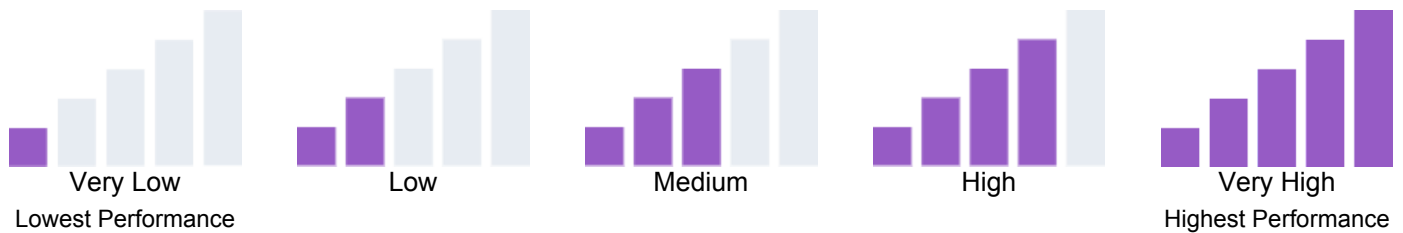
3. Chronic Absenteeism continues to be an area of concern for our school (and district).

# School and Student Performance Data

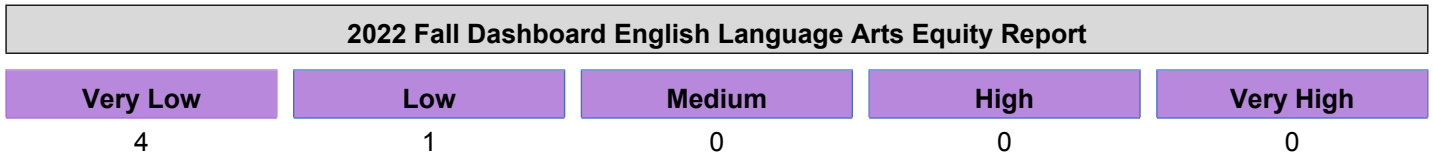
## Academic Performance English Language Arts

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

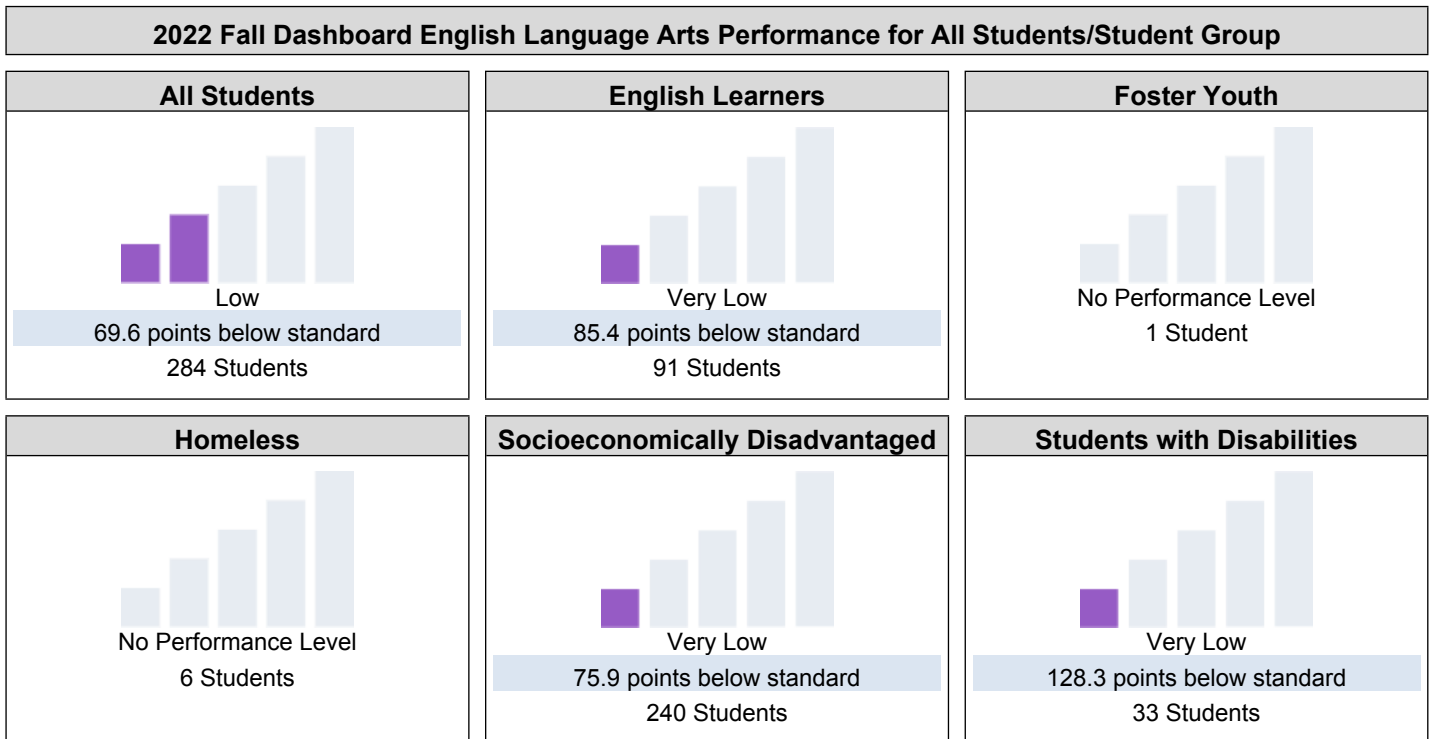
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



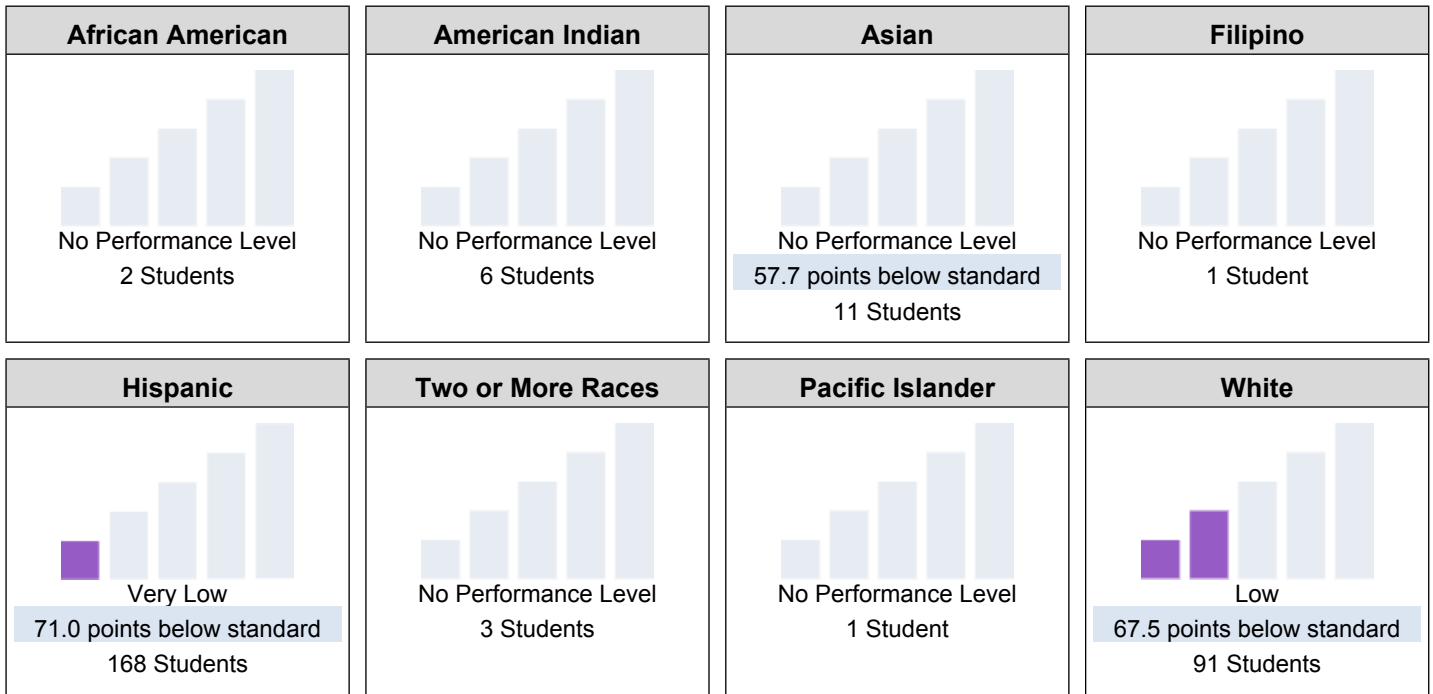
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
140.1 points below standard	47.9 points below standard	73.8 points below standard
37 Students	54 Students	151 Students

#### Conclusions based on this data:

1. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are from 2022 and are shown in isolation without comparison to prior years.
2. WIS is scoring 69.6 points below standard with four of our student groups scoring "very low".
3. While reclassified EL students are scoring 47.9 points below standard, that group is performing the highest out of all English Learners.

# School and Student Performance Data

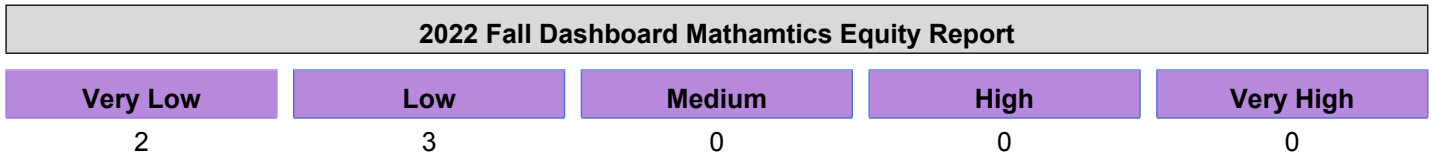
## Academic Performance Mathematics

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

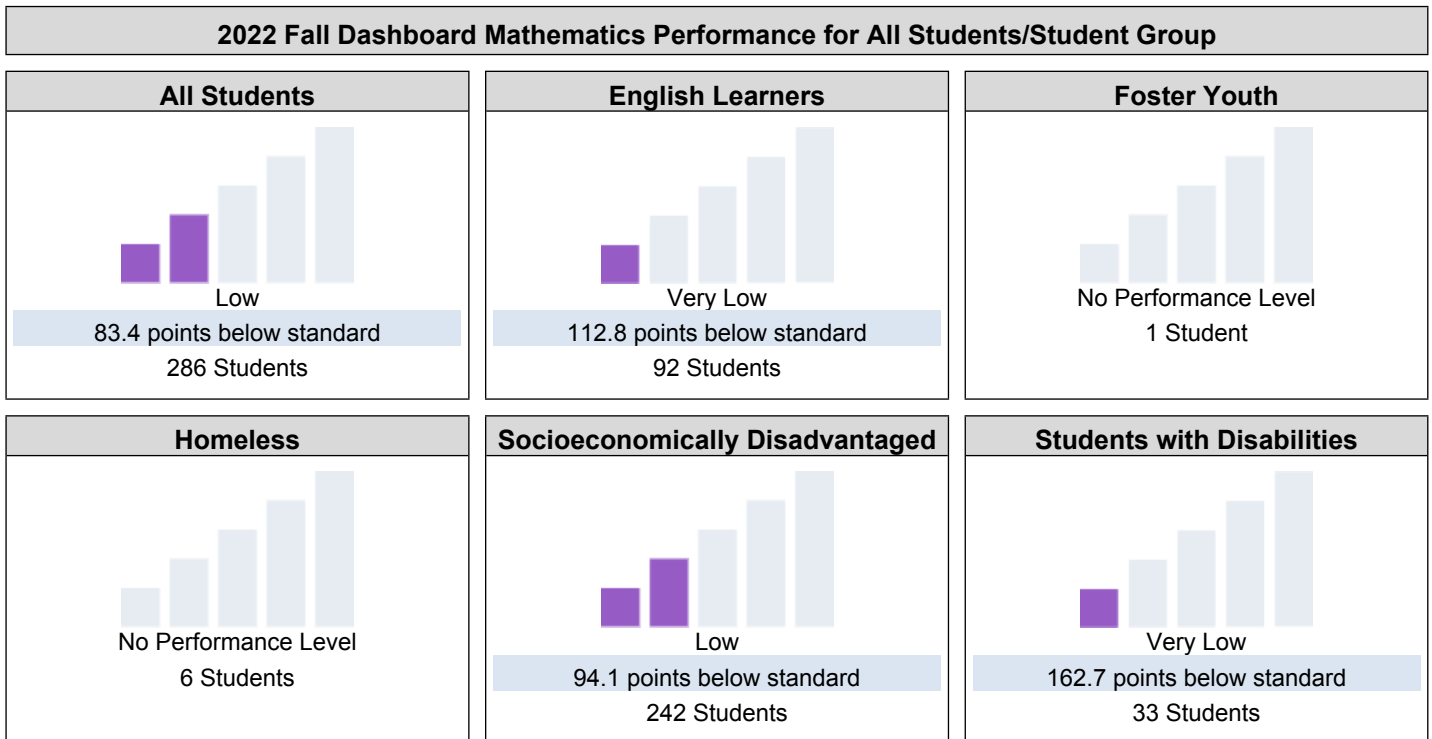
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



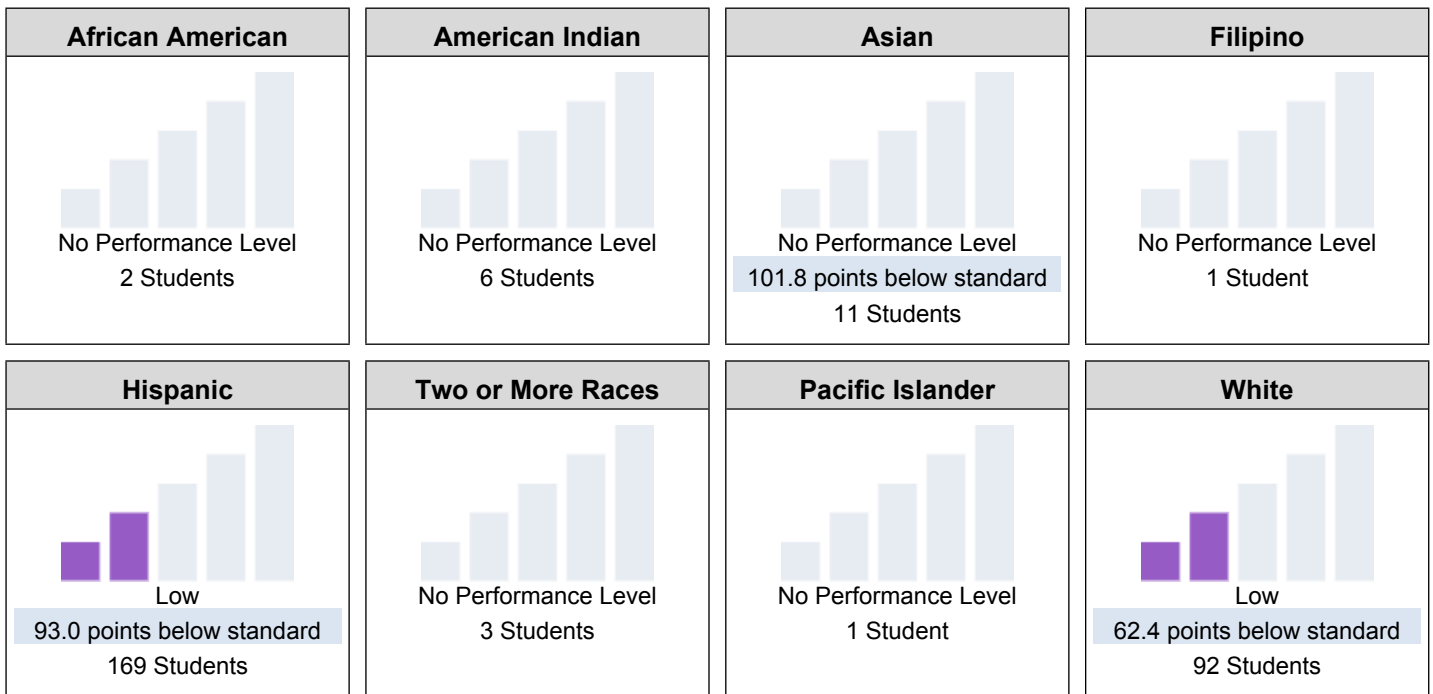
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
179.2 points below standard 38 Students	69.4 points below standard 55 Students	77.4 points below standard 152 Students

#### Conclusions based on this data:

1. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are from 2022 and are shown in isolation with no comparison to prior years.
2. WIS is 83.4 points below standard in mathematics (all students)
3. Our EL and Students with Disabilities are the two subgroups scoring the farthest below standard (112.8 and 94.1 respectively...which is an improvement from the previous year)

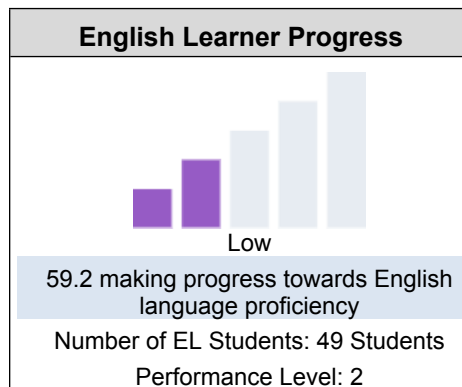
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.2%	30.6%	2.0%	57.1%

#### Conclusions based on this data:

1. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are from 2022 and are shown in isolation, with no comparison to previous years.
2. 59.2% of our EL students are making progress toward EL proficiency.
3. Overall, WIS ELD students are still performing at a low level, but progress is occurring based on comparisons to previous years.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

- 1.



# School and Student Performance Data

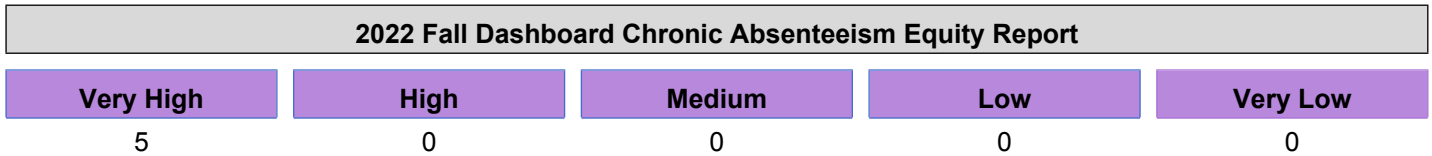
## Academic Engagement Chronic Absenteeism

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

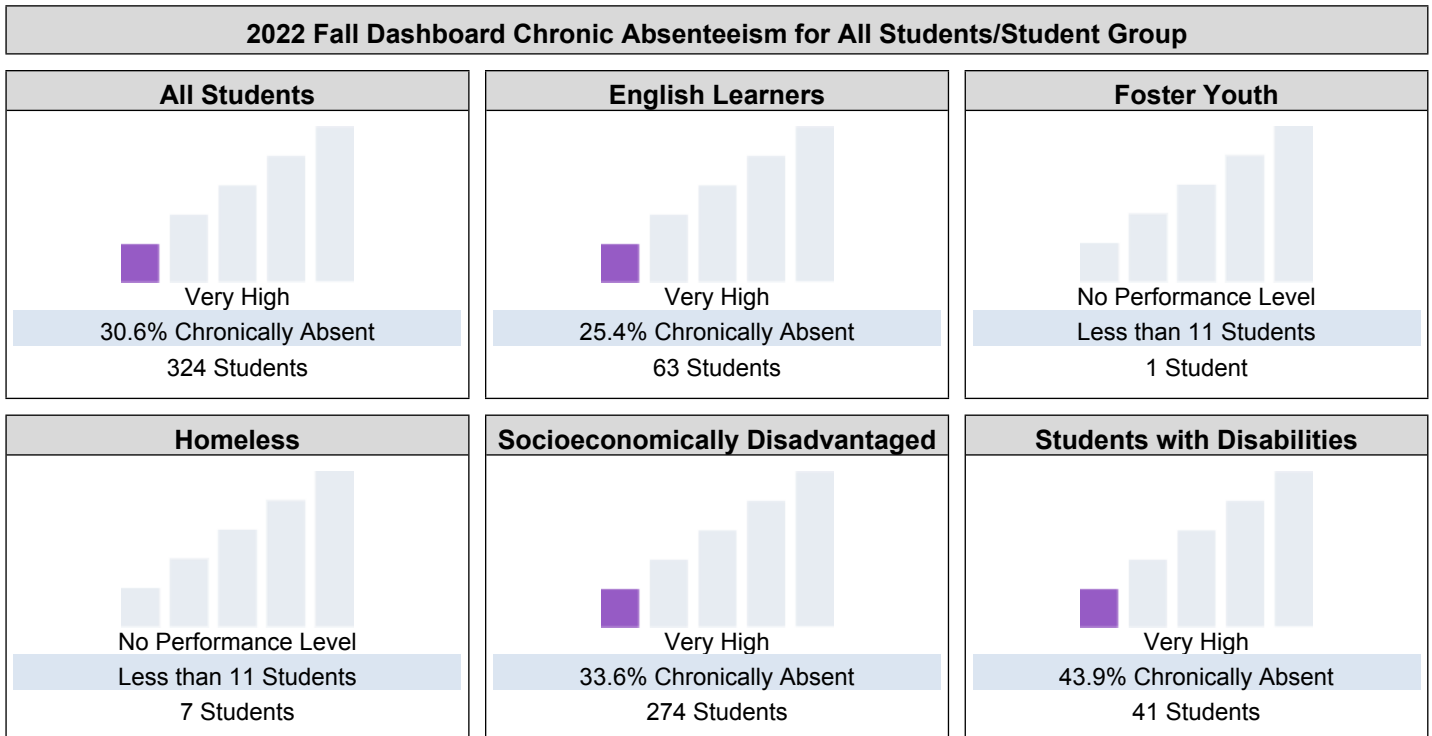
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



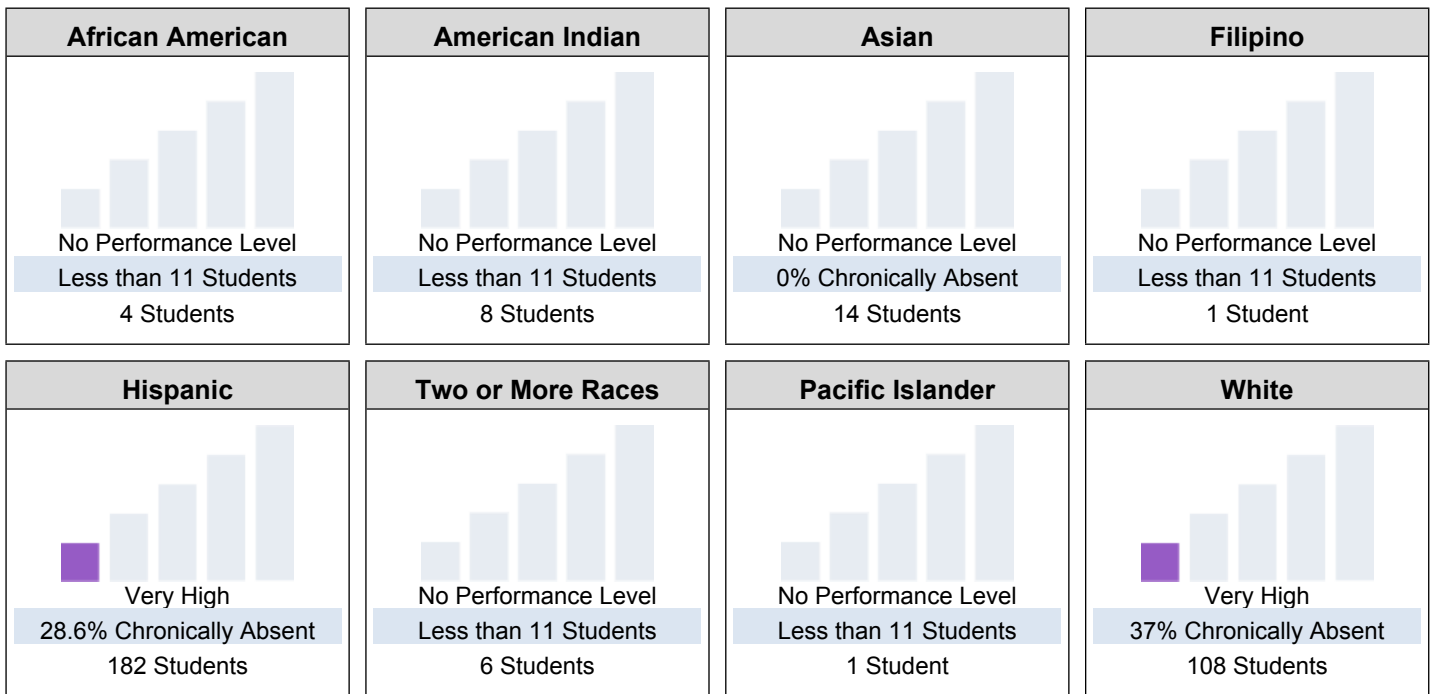
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

1. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are from 2022 and are shown in isolation, with no comparisons to previous years.
2. 1/3 of the students at WIS are considered "chronically absent".
3. The following subgroups are rated as Very High for Chronic Absenteeism: English Learners (25.4%), Socioeconomically Disadvantaged (33.6%), Students with Disabilities (43.9%), Hispanic (28.6%) and White (37%)

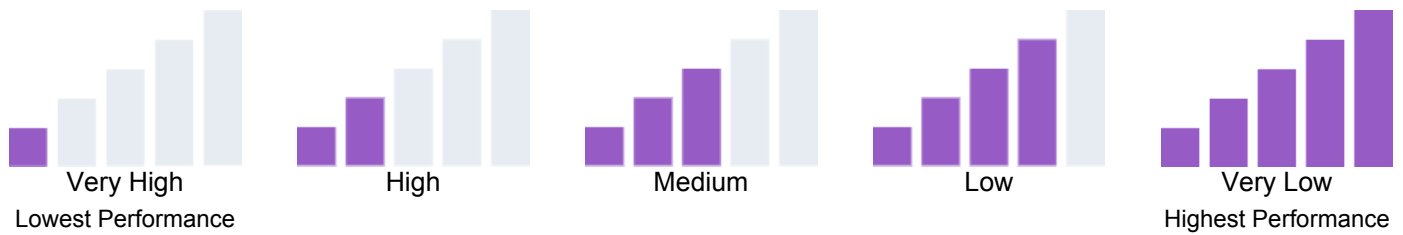


# School and Student Performance Data

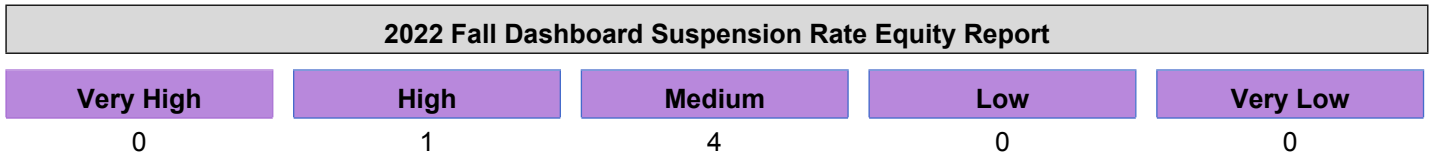
## Conditions & Climate Suspension Rate

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

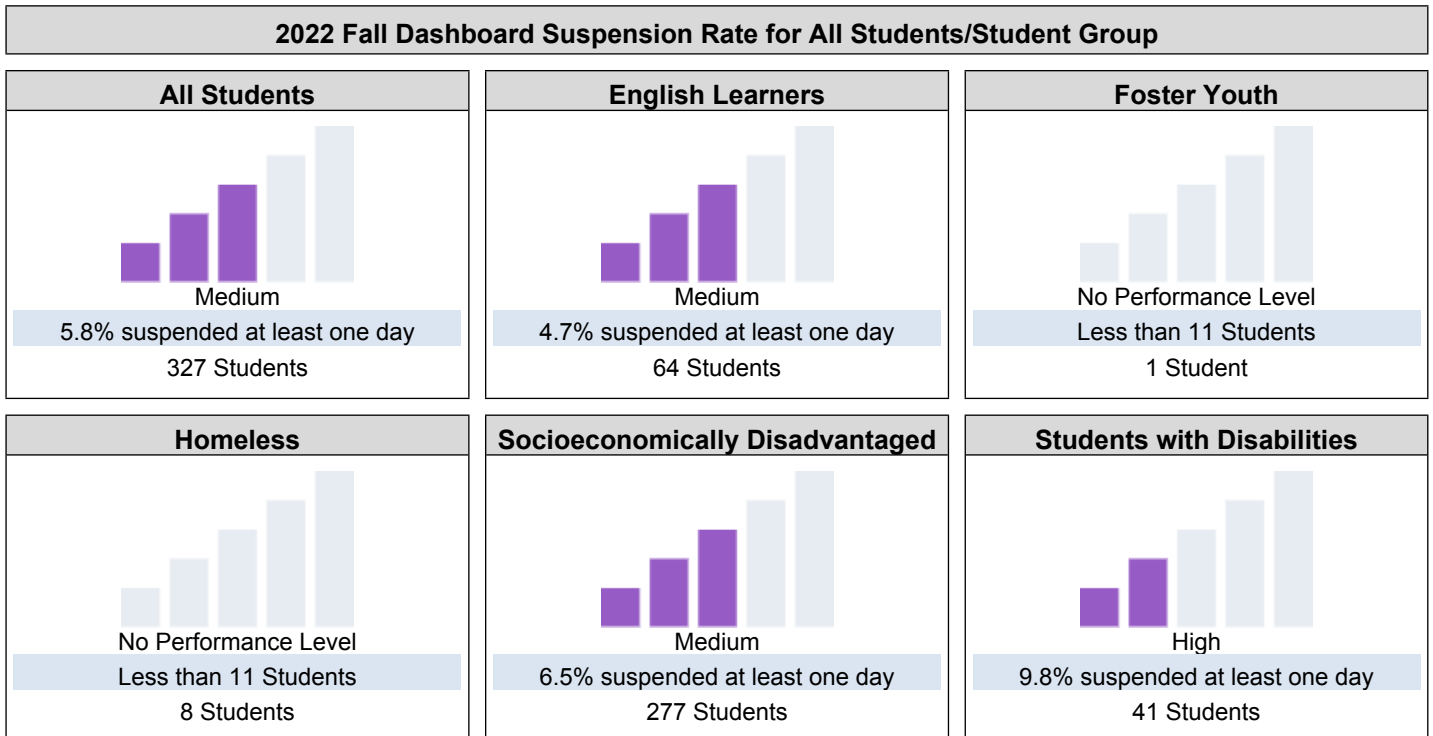
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



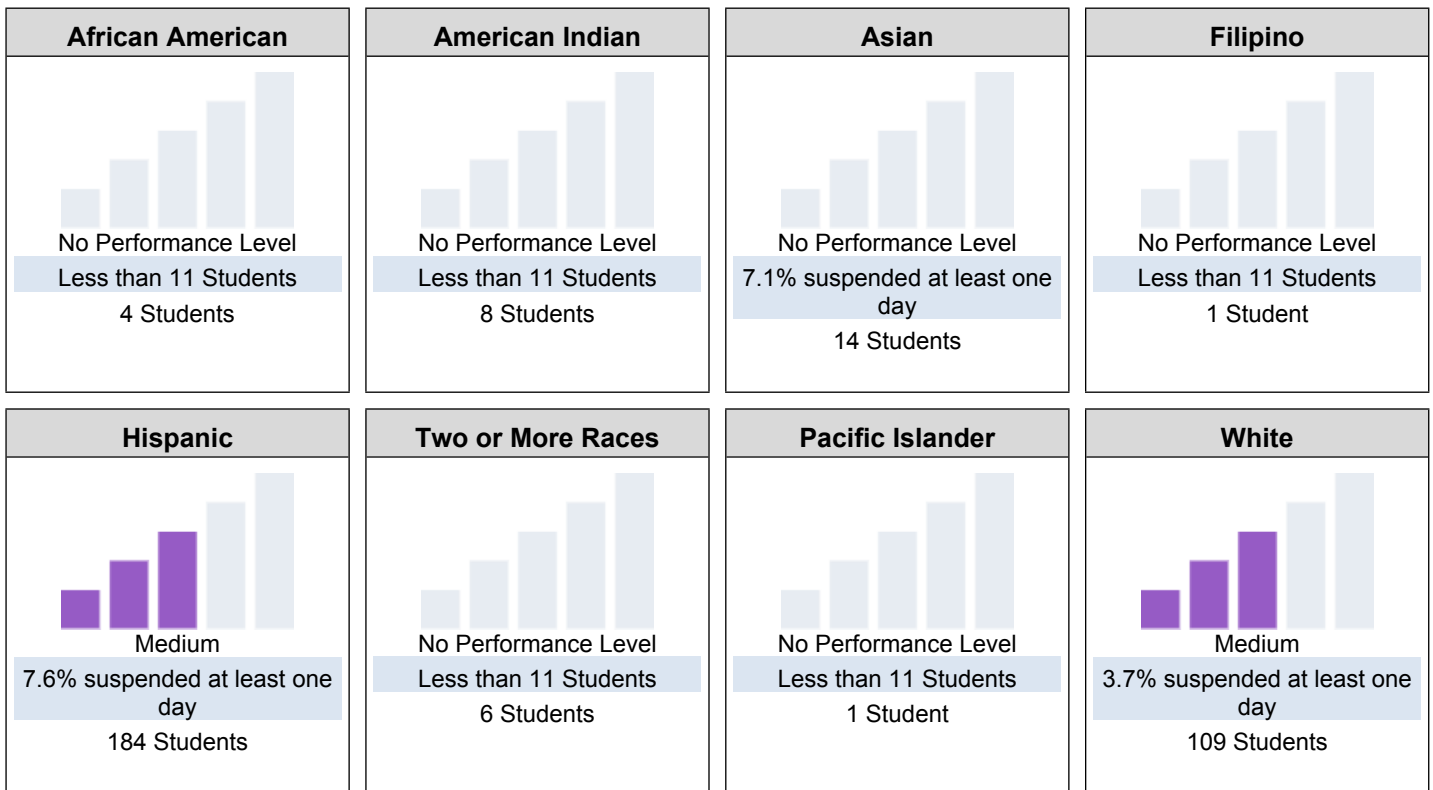
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are from 2022 and are shown in isolation with no comparisons to previous years.
2. About 5.8% of WIS' students were suspended at least once in 2021-22, which is a decrease from previous years.
3. The student group that has the highest rate of suspensions is our Students With Disabilities group at 9.8%

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Performance

## LEA/LCAP Goal

LCAP Goal 1 and 2: (Meets State Priority 4, 8)

Pupil Outcomes: Willows Unified School District will establish a high performing district culture with quality teaching and learning, and ALL students will have access to grade level classes.

## Goal 1

Goal 1: Improve student performance on assessments by meeting or exceeding the standards-address the needs of all students (including at-promise, English Learners, Homeless and Foster Youths, and students with disabilities).

## Identified Need

21.58% of students at WIS met or exceed the standards in ELA. 15.93% of students met or exceed standards in math. Our English Learner group of students scores significant lower than the rest of the school in ELA (85.4 points below standard) and math (112.8 points below standard). The Students With Disabilities group also scores below the rest of the school in ELA (128.3 points below standard) and math (162.7 points below standard)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	State data for ELA is 49.0-1% of students met or exceed standards. Whereas in Math- 33.76% of students in the state met or exceeded standards. (2020-21).	ELA- increase scores by at least 10% of students meeting or exceeding standards. EL Students and Students With Disabilities will score closer to standard. Math- increase scores by at least 10% of students meeting or exceeding standards. (2020-21). EL Students and Students With Disabilities will score close to standard.

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)

At-promise students, including English Learners and Students with Disabilities.

### Strategy/Activity

1. Identify students early in the school year who are at-promise and implement a standards based intervention to enhance their classroom learning. ELA Intervention will use resources from the adopted curriculum as well as using Dibbles as a benchmark assessment tool.

### 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)
93,179	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention support to students - teacher extra duty
22,434	LCFF - Supplemental 3000-3999: Employee Benefits
5,000	LCFF - Supplemental 4000-4999: Books And Supplies Materials & supplies for EL support
40,300	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aides supporting intervention services
14,386	LCFF - Supplemental 3000-3999: Employee Benefits

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

2. Provide additional staffing for classroom assistance (Paraprofessionals I & II).

### 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)
93,987	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Paraprofessionals to provide ELD and Opportunity support
26,620	LCFF - Supplemental 3000-3999: Employee Benefits

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

3. Provide teachers and staff supplemental materials and supplies to promote different learning styles.

#### 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)
32,500	Unrestricted 4000-4999: Books And Supplies Instructional Supplies - site and teacher allocations (Unrestricted Lottery - Resource 1100)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

4. Provide opportunities for teacher training and paraprofessional training (CPM Math, CAASPP Workshop, NGSS Symposium, UDL, etc.)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,510	LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registrations & travel costs, on-site training costs
1,000	LCFF - Base



1000-1999: Certificated Personnel Salaries  
Teacher extra duty for directed PD

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

5. Provide opportunities for schoolwide and districtwide collaboration throughout the 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)

2,500

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Materials and supplies for collaboration time

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

6. Continue to provide learning opportunities through technology and after-school/outdoor education programs for staff and students.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

32,084

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
SMART boards and other classroom technology

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

7. Recognizing students achievement and improvement and providing incentives for ALL Students

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2,500

Other  
4000-4999: Books And Supplies  
Regional Host Admin Credit to be used for  
student achievement and recognition

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

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

All Students and Low Performing Students

Strategy/Activity

Provide a Library / Media Specialist who will maintain library materials, and help low performing students during intervention. Provide a Reading teacher to provide a reading program in the Library.

**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)

24,569

LCFF - Supplemental  
2000-2999: Classified Personnel Salaries  
Library/Media Specialists

6,694

LCFF - Supplemental  
3000-3999: Employee Benefits

6,143

Title I  
2000-2999: Classified Personnel Salaries  
Library/Media Specialists

1,278

Title I  
3000-3999: Employee Benefits

**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

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

Socioeconomically disadvantaged, ELs, Foster, and Homeless Students

Strategy/Activity

The counselor will provide additional services for these subgroups

## 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)
29,795	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries WIS Counselor
10,500	LCFF - Supplemental 3000-3999: Employee Benefits
44,693	Title I 1000-1999: Certificated Personnel Salaries WIS Counselor
15,075	Title I 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

The staff at WIS strives to efficiently identify students that are in need of extra help in their core academic areas. Through class grades, MAP Growth assessments, and prior year SBAC scores, students are identified and placed in appropriate intervention classes. Students that are in need of intervention are placed in lab classes, guided study classes, Tier 3 intervention classes and in some cases enrolled in our RSP Classes for ELA and/or math.

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.

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 added strategy/activity 7. The CA School Dashboard will help our district and schools identify needs for all diverse student population.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Safety

## LEA/LCAP Goal

LCAP Goal 3: (Meets State Priority 3, 5, 6)

The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to increase engagement.

## Goal 2

Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying. Develop a culture of social emotional learning (SEL) to be inclusive of ALL students and engage students in all areas of school. Create a culture to encourage students to attend school on a daily basis with minimal absences. Decrease the suspension rate for all students, including decreasing the suspension rate (9.8%) for Students with Disabilities.

## Identified Need

WIS had about 5.8% of their students suspended at least once during the 21-22 school year. According to the California Healthy Kids Survey (21-22), about 54% of the 7th graders felt school connectedness. About 60% of the 7th graders felt they had an adult caring relationship. While suspension rates continue to decline, we need to focus on our level of engaging students at school in all areas to help foster a caring Social/Emotional Learning Environment. Far too many students are struggling with social-emotional needs. Often, these students can be severely withdrawn from their peers or they can have a hard time following the rules and procedures of the classroom. Students with Disabilities has a suspension rate higher than the rest of the school (9.8%).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard California Healthy Kids' Survey 19-20 CALPADS data report 7.3	5.8% suspended at least one day. 9.8% in the Students With Disabilities group. 54% of 7th graders felt a school connectedness	Decline by at least 1% for all students. Decline by 10% for Students with Disabilities. Increase school connectedness by at least 1% Improve school attendance by 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)

All Staff

### Strategy/Activity

1. Purchase materials and provide trainings for safety (Catapult), or program to clearly articulate dangerous situations on campus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

LCFF - Base  
5000-5999: Services And Other Operating Expenditures  
EMS system licensing and training

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

2. Provide materials, supplies, programs necessary for tobacco and drug awareness, and counseling referrals, and do so collaboratively with GCOE.

### 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)

500

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Materials and supplies

500

LCFF - Base  
5000-5999: Services And Other Operating Expenditures  
Guest speakers, presenters

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

3. Provide Surveillance equipment – lighting, cameras, and sensors, on the interior and exterior of our buildings.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Other  
6000-6999: Capital Outlay  
Additional lighting and security cameras

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4. Provide assemblies focusing on inspiration, kindness, anti-bullying and building a culture of respect on campus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Other  
4000-4999: Books And Supplies  
Materials and supplies for assemblies

5,000

Other  
5000-5999: Services And Other Operating  
Expenditures  
Guest Speakers/Presenters for assemblies

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

6. Work with GCOE and behavior health to implement restorative practices and utilize relational development activities.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	Donations 4000-4999: Books And Supplies Materials and supplies
500	Other 4000-4999: Books And Supplies Materials and supplies
1,500	Other 5000-5999: Services And Other Operating Expenditures Staff training / professional development

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

7. Provide personnel support for students (counseling, Paraprofessionals, library media tech, district nurse, etc.)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Willows Intermediate School will work to foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance; low suspension and expulsion rates; a culture that promotes student and employee safety. The WIS community continues to explore alternatives to suspension. We are working with the WUSD PRISM program and outside agencies to provide support to students and families that need assistance with social emotional aspects.

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.

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.

The CA School Dashboard will help our district and schools identify needs for all diverse student population.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Community Partnership

## LEA/LCAP Goal

LCAP Goal 3: (Meets State Priority 3, 5, 6)

Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.

## Goal 3

Creating a partnership with the community by developing greater cultural awareness, tolerance, and understanding.

## Identified Need

Because of the diversity at school and not enough parental representatives from each subgroup, WIS would like to recruit more parental involvement from all subgroups to be members in committees.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records for Parent meetings, forums, etc.,	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.

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 parents

### Strategy/Activity

1. Provide opportunities for parents to engage with the school community (e.g. Back-to-School-Night, Open House, etc), and reach out with the district's Parent Engagement Team.

### 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	LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All parents

#### Strategy/Activity

2. Provide opportunities for parents to be involved in developing school policy and culture, by inviting to Site Council, ELAC/DELAC and LCAP meetings throughout the 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)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings & communication
2,500	Title I 4000-4999: Books And Supplies Materials and supplies to promote parent engagement

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students and parents

#### Strategy/Activity

3. Continue to promote communication between school and home (e.g. Blackboard Connect-in English & Spanish and Aeries Portal Support ). Have available staff translate when needed and possible.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF - Base  
5000-5999: Services And Other Operating Expenditures  
Aeries, Blackboard, and other communications tools (approximate site share of costs)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Willows Intermediate School will continue to examine existing committees and develop a plan to include additional parents from various groups in the decision making process (SSC, DELAC/ELAC, etc.). The plan will include making sure that a bilingual interpreter is available and incorporate opportunities for parents to better understand educational programs. The Parent Engagement Team continues to foster events and activities to involve ALL families.

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.

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.

The CA School Dashboard will help our district and schools identify needs for all diverse student population.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Chronic Absenteeism

## LEA/LCAP Goal

Goal 1, 2, 3: (Meets State Priority1, 3, 4, 5, 6)  
Conditions of Learning, Pupil Outcomes and Engagement.

## Goal 4

Increase the overall attendance rate which will decrease our chronic absenteeism rate. Have an attendance rate of over 95%, and a chronic absenteeism rate of less than 10%.

## Identified Need

Based on recent data from our Dashboard, chronic absenteeism is too high. Our need is to decrease the rate of chronic absenteeism. Our English Learner student group has a 25.4% absentee rate while our Students With Disabilities group has a rate of 43.9%.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CALPADS data report CAASPP Dashboard Data	14.8% of our students are considered chronically absent (a 3.7% increase) Our homeless and EL subgroups are both in the orange (20% and 12.3% respectively) Socioeconomically Disadvantaged and Students w/ Disabilities are both in the Red (16.8% and 30.4% respectively). (Previous year's data)	10% or less of students will be classified as chronically absent. ALL subgroups will be Yellow, Green or Blue.

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 staff and ALL Students

Strategy/Activity

Develop strategies to identify students frequently absent, develop strategies to recognize students with exceptional attendance.

### **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)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

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

All Staff and ALL Students

Strategy/Activity

Weekly attendance reports to be able to consistently identify students that are having issues with regular attendance.

### **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)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

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

Admin, Office, Counseling

Strategy/Activity

Weekly attendance meetings to identify 10% absent list, SARB #1, #2 and #3 list.

### **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)

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

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

EI, Foster Youth, Homeless, Socioeconomically Disadvantaged Students and Students with Disabilities

Strategy/Activity

Parent Engagement Team will reach out to all families that are considered chronically absent at any point in 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)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

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

ALL Students

**Strategy/Activity**

Monthly Attendance Recognition for students that have 95% attendance, or better.

**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)

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

**ANALYSIS**

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

The activities listed above will be consistently implemented to decrease chronic absenteeism. The overall effectiveness of these goals will be measured on a monthly basis for our whole school and each significant subgroup, as well as individual student data.

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

New Goal

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.

This is a new goal., so we will make adjustments in practice as we progress through the 2022-23 school year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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.



# 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	\$68,649
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$552,247.00

## 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	\$69,689.00

Subtotal of additional federal funds included for this school: \$69,689.00

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 (\$)
Donations	\$1,500.00
LCFF - Base	\$56,594.00
LCFF - Supplemental	\$371,464.00
Other	\$20,500.00
Unrestricted	\$32,500.00

Subtotal of state or local funds included for this school: \$482,558.00

Total of federal, state, and/or local funds for this school: \$552,247.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Donations	1,500.00
LCFF - Base	56,594.00
LCFF - Supplemental	371,464.00
Other	20,500.00
Title I	69,689.00
Unrestricted	32,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	168,667.00
2000-2999: Classified Personnel Salaries	164,999.00
3000-3999: Employee Benefits	96,987.00
4000-4999: Books And Supplies	84,584.00
5000-5999: Services And Other Operating Expenditures	27,010.00
6000-6999: Capital Outlay	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00

4000-4999: Books And Supplies	LCFF - Base	35,084.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	20,510.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	122,974.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	158,856.00
3000-3999: Employee Benefits	LCFF - Supplemental	80,634.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,000.00
4000-4999: Books And Supplies	Other	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	6,500.00
6000-6999: Capital Outlay	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	44,693.00
2000-2999: Classified Personnel Salaries	Title I	6,143.00
3000-3999: Employee Benefits	Title I	16,353.00
4000-4999: Books And Supplies	Title I	2,500.00
4000-4999: Books And Supplies	Unrestricted	32,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	517,747.00
Goal 2	23,000.00
Goal 3	11,500.00

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Chris Harris	Principal
Alicia Parra	Other School Staff
Karen Evans	Classroom Teacher
Bill Shively	Classroom Teacher
Pam Steward	Classroom Teacher
Nora Lilia Ayala	Parent or Community Member
Elizabeth Rodriguez	Parent or Community Member
Bobby Vasquez	Parent or Community Member
Shilo Springstead	Parent or Community Member
	Parent or Community Member

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**

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 Jan 14, 2021.

Attested:



Principal, Chris Harris on May 5, 2022

SSC Chairperson, Stacy Lanzi on May 5, 2022

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.



Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.



## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willows High School	11-62661-1132851	April 24, 2023 (tentative)	May 4, 2023 (tentative)

## Purpose and Description

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

Schoolwide Program  
Additional Targeted Support and Improvement

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.

Based on local and state data, Willows High School will meet ESSA requirements in alignment with the LCAP by:

Goal 1: Improve student performance on assessments by meeting or exceeding the standards-- address the needs of ALL students (including at-risk, English Learners, Homeless, Socioeconomically Disadvantaged, and Foster Youth, and students with disabilities).

Goal 2: Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.

Goal 3: Provide opportunities for Parent Involvement and create a partnership with the community by developing greater cultural awareness, tolerance, and understanding.

Goal 4: Increase one ELPAC Proficiency level overall and/or in one of the four domains (listening, speaking, reading, writing) per year per EL student.

Willows High will continue to use state and local assessments to modify instruction and improve student achievement by providing opportunities for teacher collaboration for analyzing and interpreting assessment data as indicated in the LCAP. Willows High will provide Professional Development for staff/ teachers; maintain facilities that are safe and in good repair; increase student and parental involvement; and promote excellent student attendance. In addition, Willows High will provide an instructional aide for ELs, counseling services and intervention opportunities after-school for students.

In addition, this plan will serve as ATSI plan to provide additional targeted support for our EL and SWD students. These two student groups have been identified, by the California Dashboard data, as having high rates of chronic absenteeism and very low rates in performance indicators on SBAC ELA and Math assessments.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP surveys are given to students during the spring semester to gather data and take in input. Students are able to share information from their perspectives on the State Priorities highlighted throughout the plan and comment on issues specifically affecting them. Information was gathered to put in the LCAP when and where necessary.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Willows High School conducts informal and formal observations throughout the school year. Findings are used to determine employment and provide Professional Development such as coaching.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Within the departments, teachers use data to improve and modify instruction. Teachers and administrators analyze data, and critique and adjust lesson plans, course of studies, assessments, and curriculum to address student needs. Within each department, teachers utilize individual assignments, problem-based learning, discovery learning, cooperative learning, simulations, and critique and analysis to assess student learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, produce pacing guides, work on grading practices, align instruction to standards and student needs. District sponsored professional development has focused on Essential Standard identification and standards implementation.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

WUSD works with the Glenn County Office of Education to monitor teacher assignment compliance to determine if teachers are appropriately certified and authorized to teach in their subject area(s).

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers work to provide differentiated instruction in the regular education setting. Ongoing collaboration at each grade level and staff development workshops offers teachers opportunities to address all student needs. Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. School-wide professional development supported by the district include:

- Technology Workshops
- Curriculum Alignment to Standards
- CTI (California Teacher Induction)
- GCOE Workshops: Math, Language Arts, Social Studies, Science, Band, and Alternative Ed, and ELC

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development activities are directed toward students' achievement of state standardized skill levels, student performance, teaching standards, and addressing the individual and group needs of our students. Some of the most recent professional development trainings include:

- Curriculum Alignment to Standards, Data Driven Curriculum, Curriculum and Instruction Workshop, Working with Students of Poverty, Improving CAASPP Scores through Departmental Change, WASC and Math Workshops, Expository Writing Class, Explicit Direct Instruction (EDI) training, UDL Training and Practices
- Vocational Education Teacher workshop, CTE Conference, CTE Standard to Course Outline Workshop, California Career Technical Educational Standards & Framework Group for Agriculture & Natural Resources, Agriculture Education Conferences, and Home Economics Instruction Training
- Local Technology Workshops (sponsored by GCOE) – Google and G-Suite, Butte College Articulation, Leadership Trainings through Shasta COE
- 504 Training, Suicide Prevention/Awareness, Oppositional Defiant Child, Bullying Training, Building Positive Cultural in School.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers are given the opportunity each year to improve their teaching skills and to extend their knowledge of the subjects they teach. There are two teachers who are also instructional coaches who help out with new teachers and/or with any teachers to utilize best practices.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate with grade level peers. There are many opportunities for professional development with a site focus on Identifying and teaching the essential standards for each subject.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Departments meet regularly to refine and align their curriculum with the state standards. All core curriculum courses have adopted the most current textbooks that are aligned with the California State Standards. This is an ongoing process and texts and materials are continually being updated.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are dedicated for reading/Language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all student groups. Supplemental materials are also available through Title I and other categorical funds.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Staff utilizes SBE-adopted and standards aligned curriculum for each course daily as verified through teacher observations.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Within the regular program, teachers utilize differentiated instruction to meet students' needs. Through classroom assessments and/or standardized tests, students who demonstrate low achievement are offered after school tutorial, and ELD . A credentialed teacher offers after school tutoring. These tutorials take place after school hours, on Tuesdays, and Thursdays, in all subject matters.



Evidence-based educational practices to raise student achievement

Teachers use direct instruction as an educational practice to raise student achievement.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Categorical funds, WHS Booster groups, and donations from the Business Partnerships in our community plays an extremely important role in meeting the students' needs throughout the school. Alternative placements for students far behind in the traditional setting are provided in order to facilitate greater student success.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents and community members help out with boosters. The school and district allocate monies to the school site to help improve student achievement especially in the area of technology and professional development. The district has implemented the Parent Engagement Team.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Within the regular program, teachers utilize differentiated instruction to meet students' needs. Through classroom assessments and/or standardized tests, students who demonstrate low achievement are offered after school tutorial, Study Skills Class, English/Math lab courses, and/or ELD (ELD Pullout with aide). A credentialed teacher offers school tutoring. These tutorials take place after school hours, on Tuesdays, and Thursdays, in all subject matters.

Fiscal support (EPC)

Upon available funding, fiscal support is available.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is annually reviewed by the following subgroups: School Site Council (SSC)- meetings are held quarterly to discuss issues related to improving student learning and performance. These meetings provided the council an opportunity to become knowledgeable about state requirements and provide WHS the direction for the following school year.

English Language Advisory Committee (ELAC)- Meetings are held once per quarter to discuss issues related to improving student learning and performance. We will discuss the ATSI EL resource inequities.

We will consult with SELPA to address the resource inequities for students with disabilities. Title I Parent Meetings- Meetings are held once per semester to discuss issues related to improving student learning and performance.

## Resource Inequities

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

According to our state data there are two student groups that have been identified, Students with Disabilities and English Learners. We will be looking disconnect between our placement of EL students in designated ELD and the total number of EL students.

We are looking into the high rate of suspensions for our students with disabilities and see if there are some resources that can help assuage the behavior. Understanding of the expectations in high school, rules enforced in the classrooms vs. on main campus.

WUSD is taking every step to address these needs and put in place interventions and supports to address these areas and all of our students. We have added a parent engagement team at the district level to help educate and boost our parent participation. A parent and student outreach program for English and Spanish speakers has also been developed, we offer free access to the internet (WIFI) via hotspots, and numerous other avenues to bridge some of these equity gaps.

# 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		
	20-21	21-22	22-23
Grade 9	127	109	116
Grade 10	132	123	109
Grade 11	102	141	117
Grade 12	104	101	128
<b>Total Enrollment</b>	465	474	470

### Conclusions based on this data:

1. WHS' overall enrollment has been increasing each year. However we are seeing a decline after the senior class departs in June. The District is in declining Enrollment.
2. Most of WHS' students are Hispanic (50%) followed by White(39%).
3. WHS' freshman class of 19-20 has been the biggest class - This class graduates in spring of '23

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	39	49	43	8.40%	10.3%	9.1%
Fluent English Proficient (FEP)	154	146	156	33.10%	30.8%	33.2%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Many of our EL students are reclassified before entering high school.
2. WHS had more RFEPs in 19-20 and 0 in 20-21. This is due to the state mandates, since there was no testing requirements from the state, there was no testing. Therefore no movement from EL to RFEP.
3. The EL total number has doubled in the last few 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	102	137		95	125		95	125		93.1	91.2	
All Grades	102	137		95	125		95	125		93.1	91.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2566.	2549.		9.47	9.60		37.89	28.80		29.47	36.00		23.16	25.60	
All Grades	N/A	N/A	N/A	9.47	9.60		37.89	28.80		29.47	36.00		23.16	25.60	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	12.63	12.80		69.47	64.00		17.89	23.20	
All Grades	12.63	12.80		69.47	64.00		17.89	23.20	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.84	10.40		56.84	57.60		26.32	32.00	
All Grades	16.84	10.40		56.84	57.60		26.32	32.00	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.42	6.40		77.89	78.40		13.68	15.20	
All Grades	8.42	6.40		77.89	78.40		13.68	15.20	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	15.79	12.80		67.37	70.40		16.84	16.80	
All Grades	15.79	12.80		67.37	70.40		16.84	16.80	

**Conclusions based on this data:**

1. Writing is one area of improvement with 26.32% of our students below standard.
2. WHS' ELA overall scores have declined.
3. Our students perform best in the area of Listening with 83.2% At or Near or above 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	102	137		92	129		92	129		90.2	94.2	
All Grades	102	137		92	129		92	129		90.2	94.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2507.	2531.		2.17	3.88		10.87	17.05		25.00	27.91		61.96	51.16	
All Grades	N/A	N/A	N/A	2.17	3.88		10.87	17.05		25.00	27.91		61.96	51.16	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	3.26	6.20		35.87	44.19		60.87	49.61	
All Grades	3.26	6.20		35.87	44.19		60.87	49.61	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.52	9.30		63.04	65.12		30.43	25.58	
All Grades	6.52	9.30		63.04	65.12		30.43	25.58	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	4.35	7.75		60.87	59.69		34.78	32.56	
All Grades	4.35	7.75		60.87	59.69		34.78	32.56	

### Conclusions based on this data:

1. In all areas of math it is evident that we are lowering the percentage of students testing at the below standard level and moving toward at or near standard and above standard.

2. Concepts and Procedures is one area of improvement with 50.39% of all students at, near, or above standard.
3. WHS' students perform best in the area of Problem Solving & Modeling/Data Analysis with 74.42% of all students at, near or above 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1560.8	1559.1		1569.2	1569.2		1551.9	1548.6		17	13	
10	*	1544.1		*	1544.7		*	1543.0		10	15	
11	*	*		*	*		*	*		8	8	
12	*	*		*	*		*	*		*	6	
All Grades										37	42	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.53	23.08		23.53	46.15		41.18	15.38		11.76	15.38		17	13	
10	*	13.33		*	40.00		*	33.33		*	13.33		*	15	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	18.92	19.05		29.73	40.48		35.14	26.19		16.22	14.29		37	42	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	35.29	38.46		29.41	38.46		29.41	7.69		5.88	15.38		17	13	
10	*	20.00		*	46.67		*	26.67		*	6.67		*	15	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	40.54	28.57		21.62	45.24		27.03	16.67		10.81	9.52		37	42	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.88	7.69		23.53	23.08		47.06	30.77		23.53	38.46		17	13	
10	*	0.00		*	33.33		*	40.00		*	26.67		*	15	
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	2.70	4.76		18.92	26.19		48.65	38.10		29.73	30.95		37	42	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	29.41	0.00		47.06	69.23		23.53	30.77		17	13	
10	*	0.00		*	80.00		*	20.00		*	15	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	18.92	4.76		54.05	71.43		27.03	23.81		37	42	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	64.71	84.62		29.41	7.69		5.88	7.69		17	13	
10	*	80.00		*	13.33		*	6.67		*	15	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	67.57	80.95		24.32	7.14		8.11	11.90		37	42	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.76	7.69		64.71	46.15		23.53	46.15		17	13	
10	*	6.67		*	46.67		*	46.67		*	15	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	10.81	7.14		56.76	45.24		32.43	47.62		37	42	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	0.00		82.35	76.92		17.65	23.08		17	13	
<b>10</b>	*	0.00		*	80.00		*	20.00		*	15	
<b>11</b>	*	*		*	*		*	*		*	*	
<b>12</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	0.00	4.76		75.68	73.81		24.32	21.43		37	42	

**Conclusions based on this data:**

1. Students are most successful in the Speaking domain with 88.09% of our students scoring in level 3 & 4.
2. Oral and Speaking Domains are two areas where most of our ELs score the highest.
3. Our Reading Domain is the area in which we need to improve with 47.62 in Beginning and 45.24 in Somewhat/Moderately for a total 92.86% at the beginning and moderate levels.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>474</b>	<b>77.4</b>	<b>10.3</b>	<b>0.8</b>
Total Number of Students enrolled in Willows High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	49	10.3
Foster Youth	4	0.8
Homeless	12	2.5
Socioeconomically Disadvantaged	367	77.4
Students with Disabilities	67	14.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1
American Indian	9	1.9
Asian	25	5.3
Filipino	3	0.6
Hispanic	239	50.4
Two or More Races	6	1.3
Pacific Islander	1	0.2
White	186	39.2

**Conclusions based on this data:**

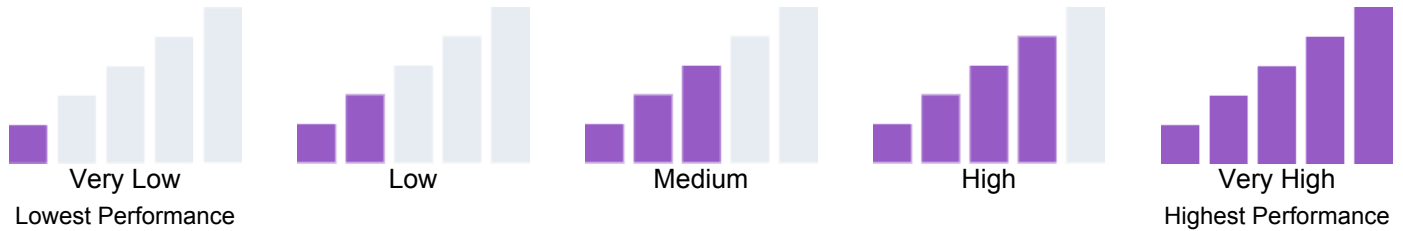
1. About 77.4% of WHS students are socioeconomically disadvantaged. This number has doubled in the last 4 years.
2. Biggest ethnic population at WHS is Hispanic 50.4% followed by White 39.2%.
3. About 2.5% of WHS population is Homeless, 77.4% socioeconomically disadvantaged, and .8% in foster youth.

# School and Student Performance Data






## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

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

**Conclusions based on this data:**

1. Willows High School graduation rate is considered very high for the state. 96.2% The state average is 87%.
2. WHS stayed the same with a LOW rating from the state in both Math (96 points below) and ELA (37.8 points below)
3. WHS English Learner progress is rated high by the state with 59% of the EL students making progress toward proficiency.

# School and Student Performance Data

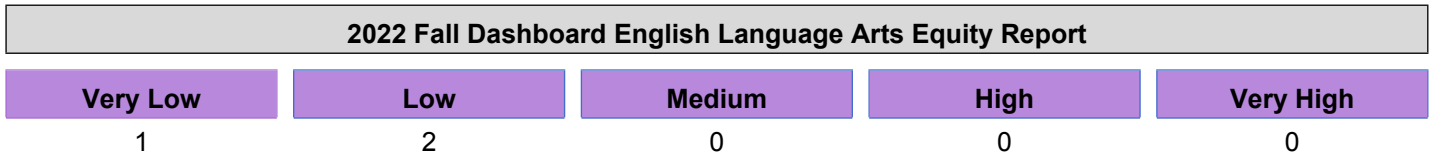
## Academic Performance English Language Arts

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

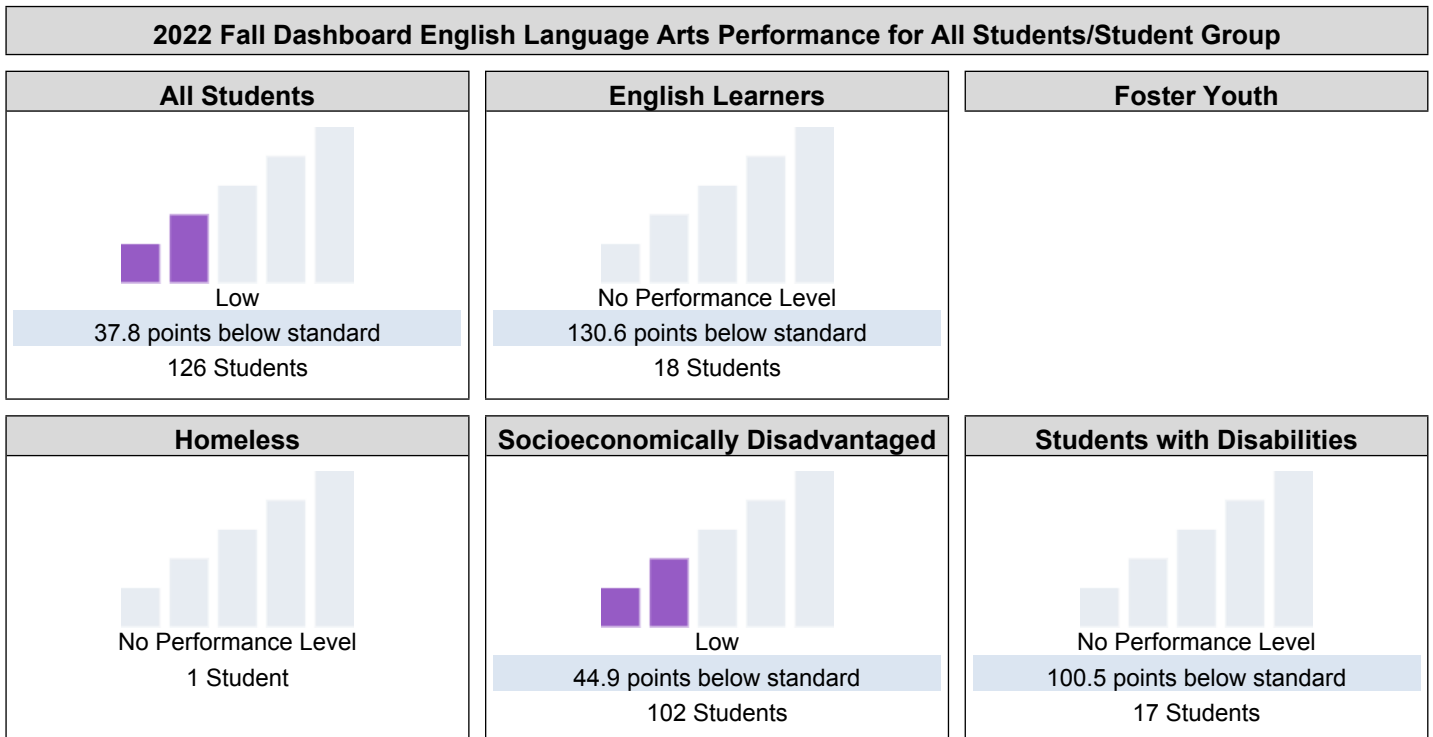
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

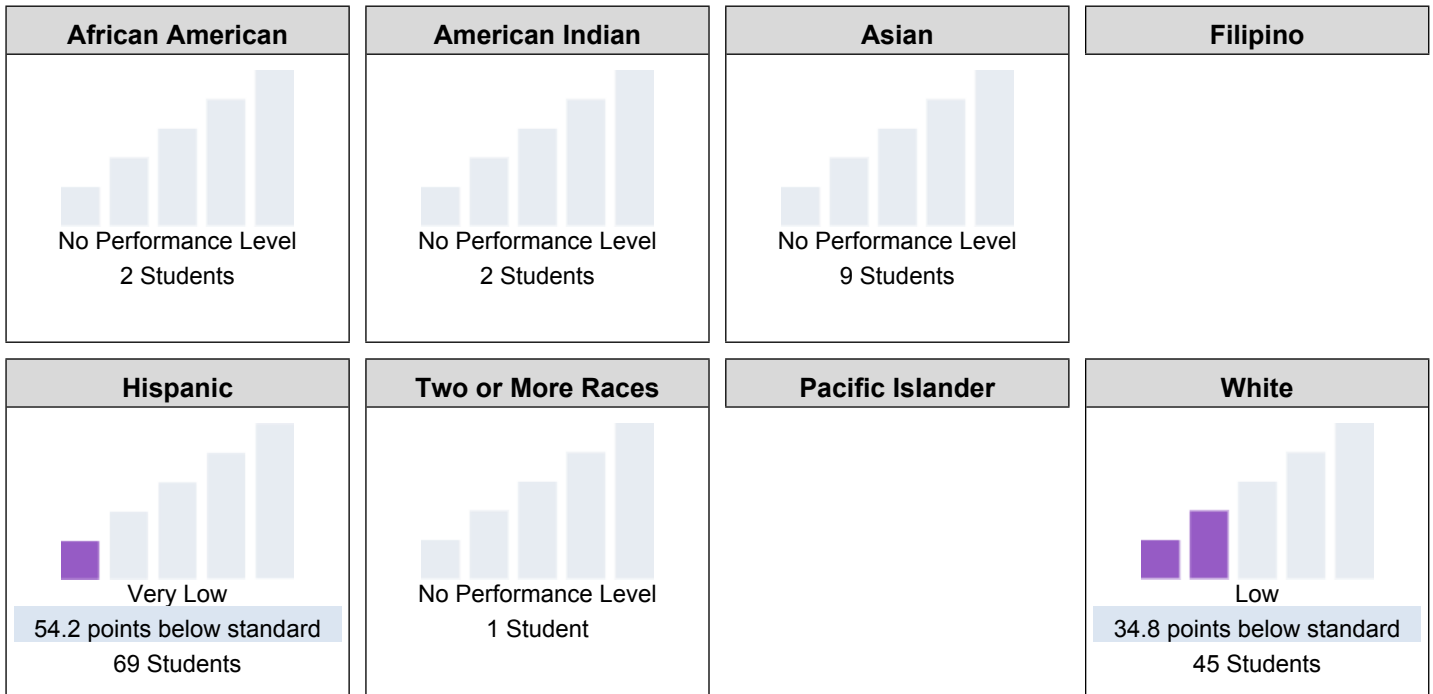


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
9 Students	10 Students	30.2 points below standard 71 Students

**Conclusions based on this data:**

1. WHS all students dropped an average of 20.7 points in ELA.
2. Our Hispanic and EL groups performed the lowest in ELA. However, our EL students improved 31.7 points from last year.
3. Our white population had the greatest loss, from 18.1 points above to 34.8 points below, a loss of 52.9 points.

# School and Student Performance Data

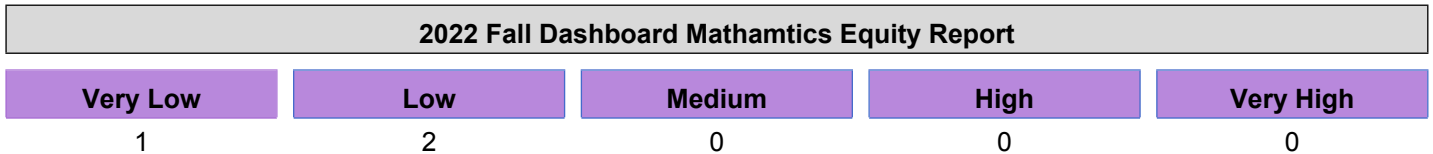
## Academic Performance Mathematics

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

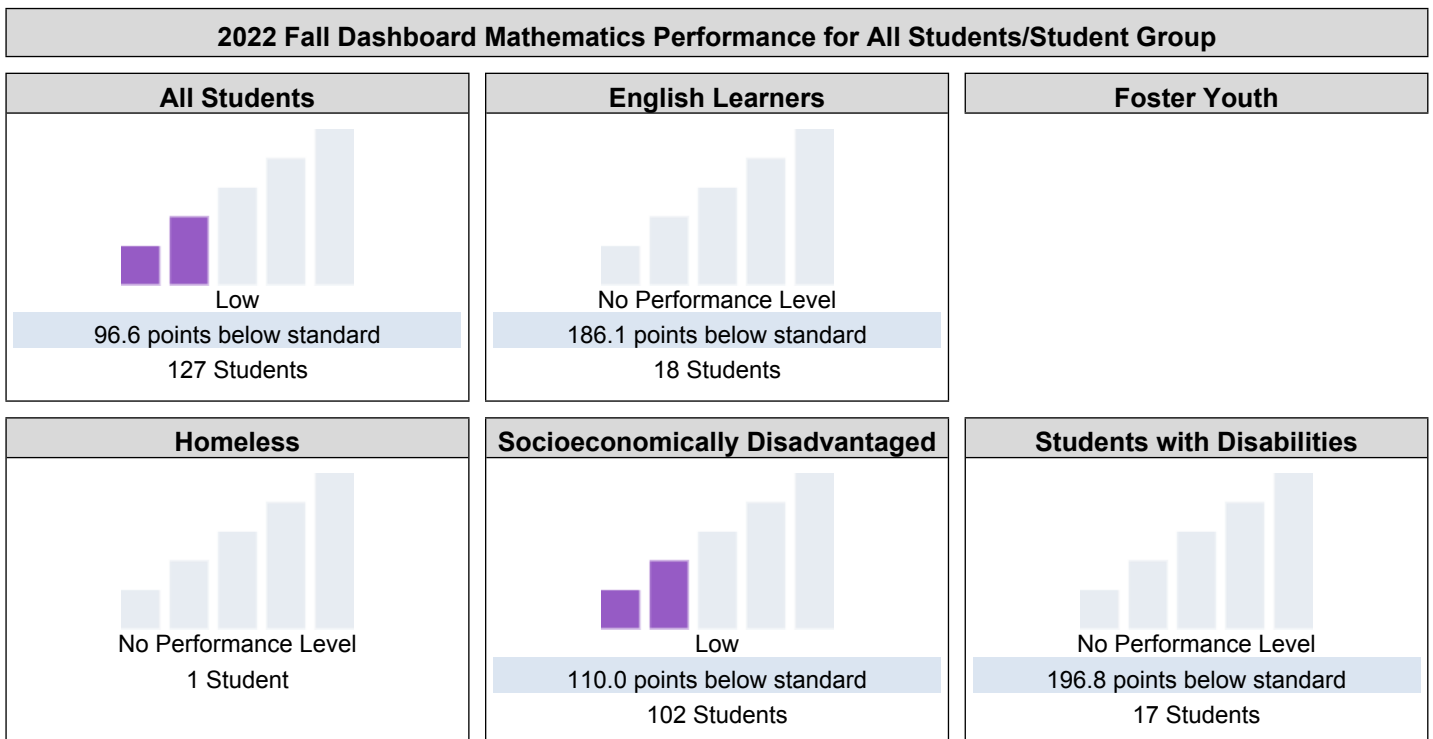
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



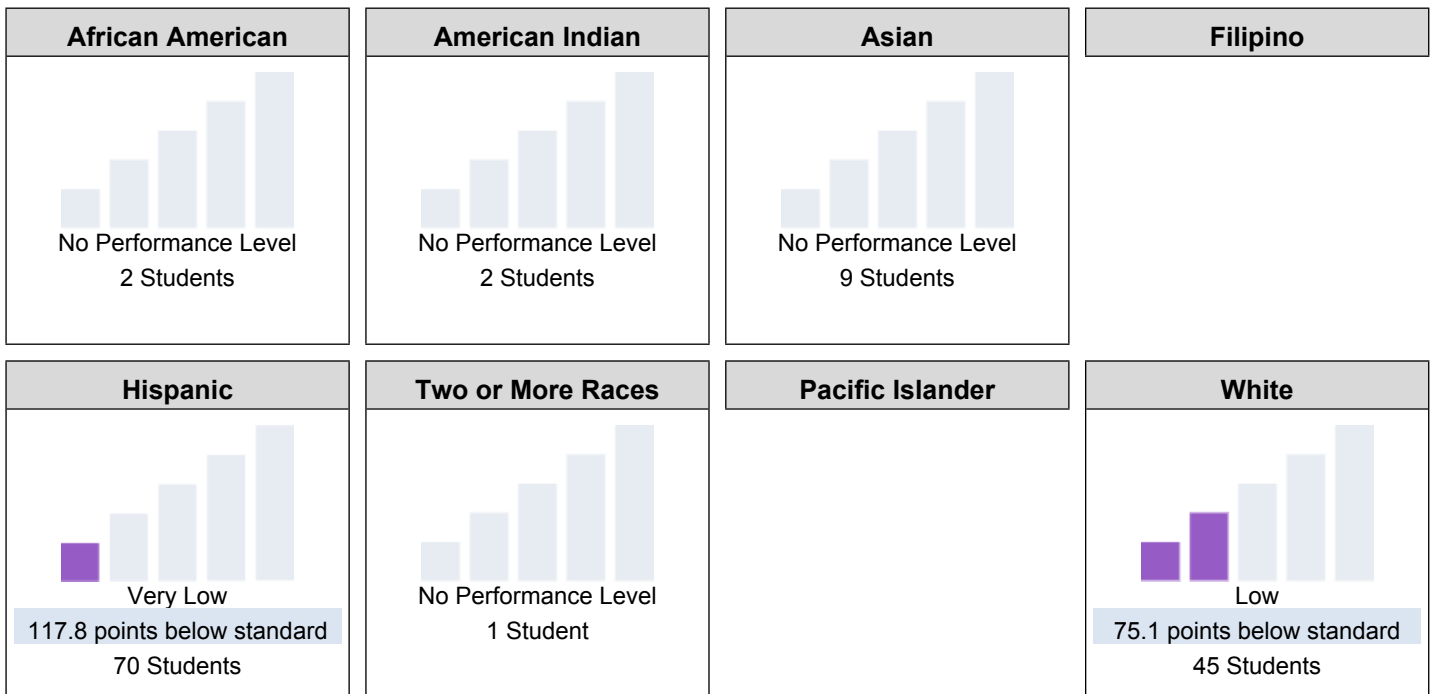
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	10 Students	85.9 points below standard
		71 Students

#### Conclusions based on this data:

1. Our Socioeconomically Disadvantaged increased their scores by 52.3 points in Math to 110 points below standard compared to 162.3 points below last testing cycle.
2. WHS had an increase of 32.2 points in Math overall.
3. Our biggest subgroup Hispanic is 117.8 points below standard, this is an improvement of 31 points from last year. Whereas our our White subgroup increased by 20 points but is still 75.1 points below standards.

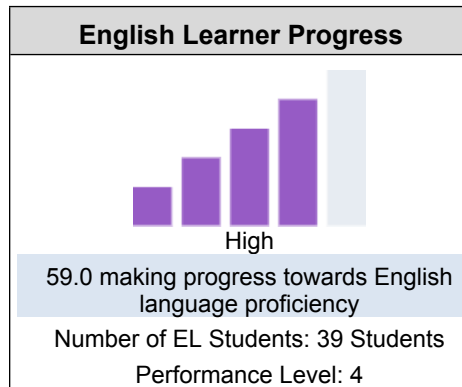
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.8%	28.2%	0.0%	59.0%

#### Conclusions based on this data:

1. WHS has a high performance level according to the state.
2. About 59% of WHS ELs are making progress towards English language proficiency. Compared to 76.2% last year this is a 17.2% drop in progress. There was no testing required last year, we expect to see a jump in the coming years data.
3. About 12.8% of WHS ELs decreased at least one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

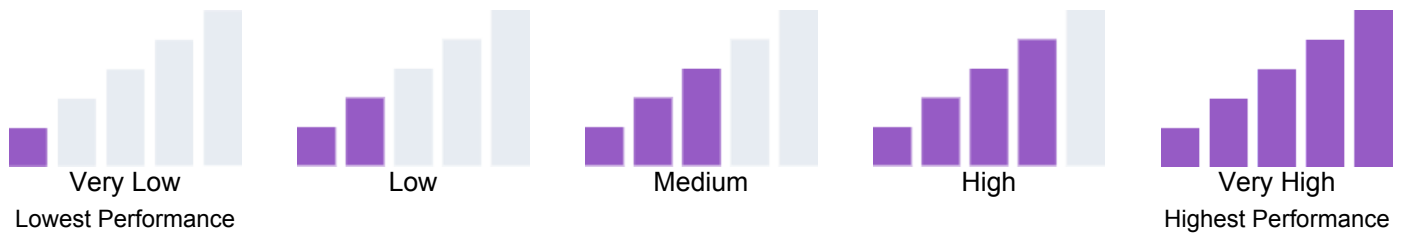
1. College/Career data was not reported in 2022.
2. College/Career data was not reported in 2022.
3. College/Career data was not reported in 2022.



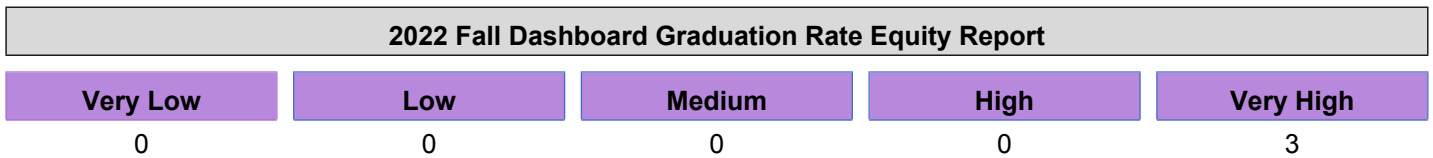
# School and Student Performance Data

## Academic Engagement Graduation Rate

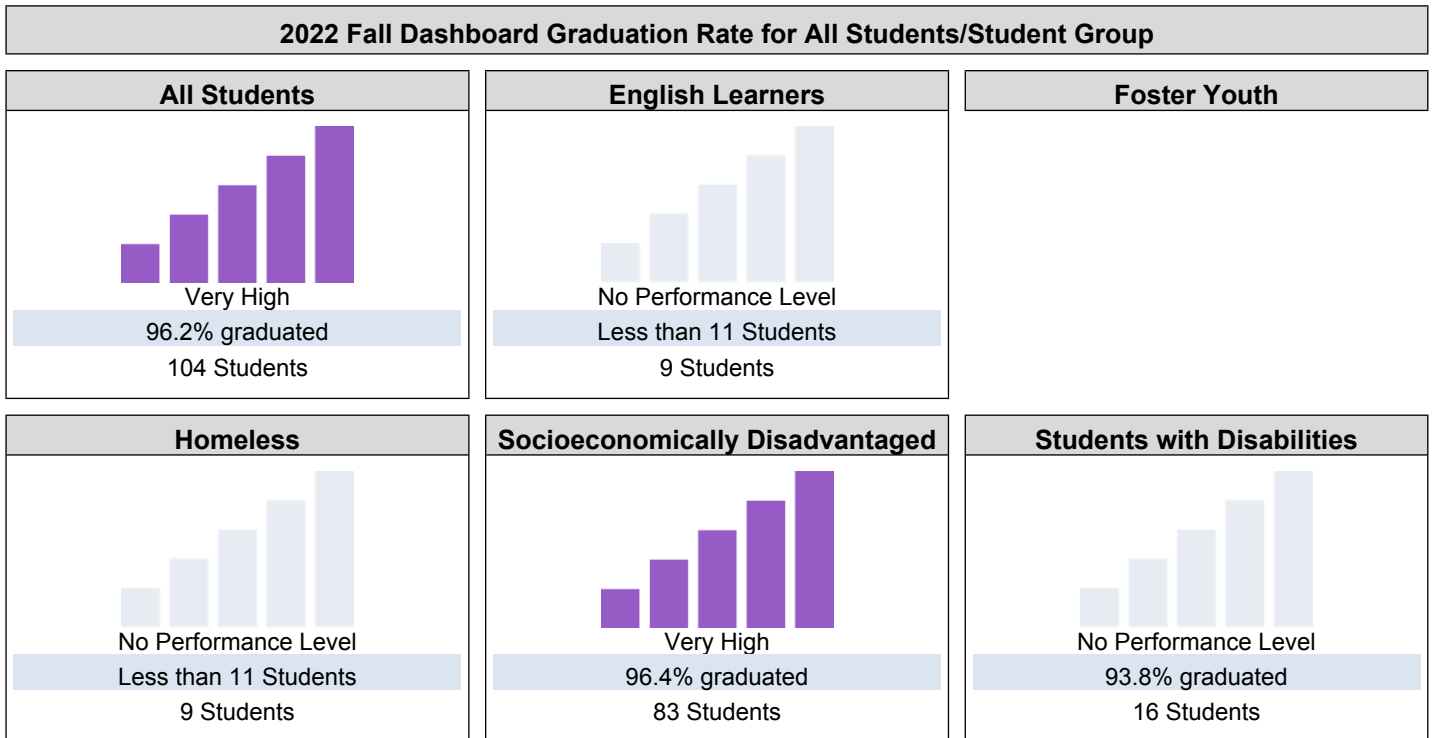
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



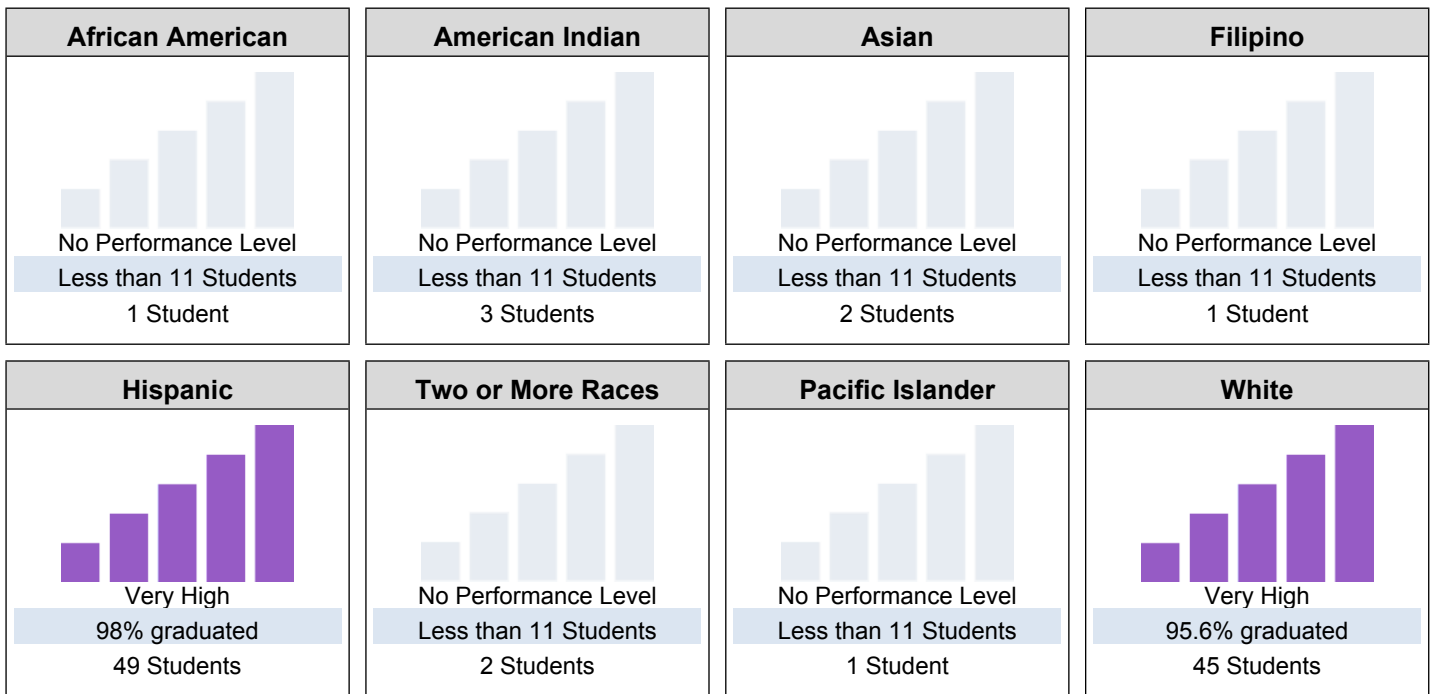
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. WHS graduation rates 96.2.
2. WHS Maintained a high rate of graduates of students with disabilities 93.8%.
3. Our highest graduation rate is by our Hispanic students at 98%. Socioeconomically Disadvantaged coming in next at 96.4% and White population with a 95.6% graduation rate.



# School and Student Performance Data

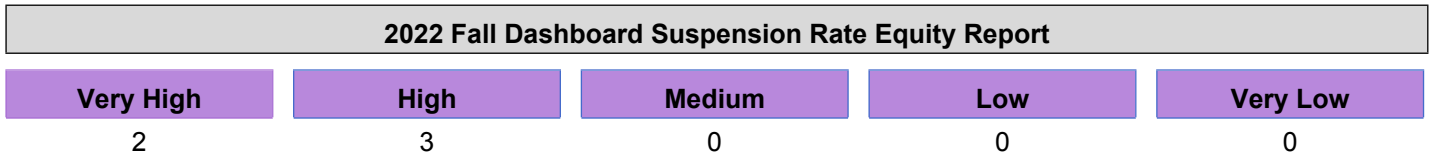
## Conditions & Climate Suspension Rate

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

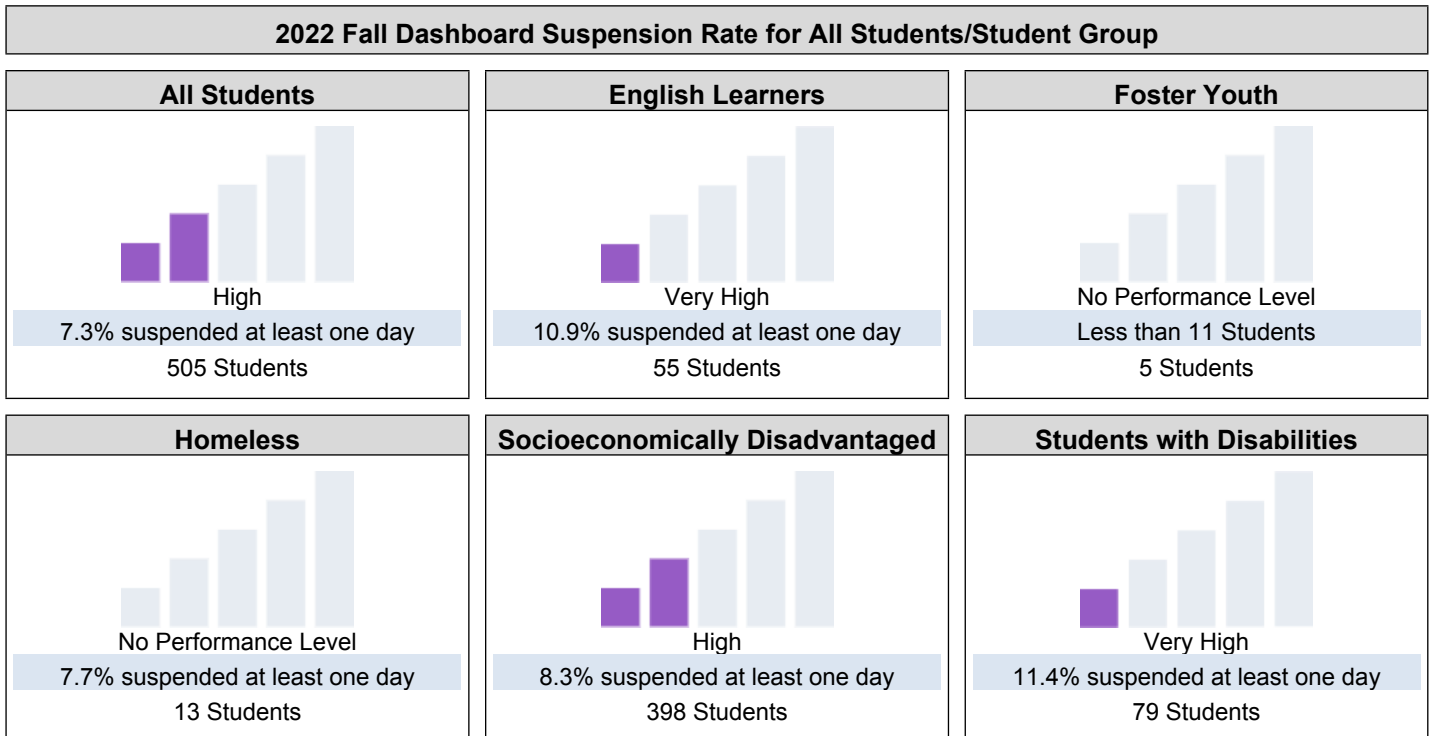
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



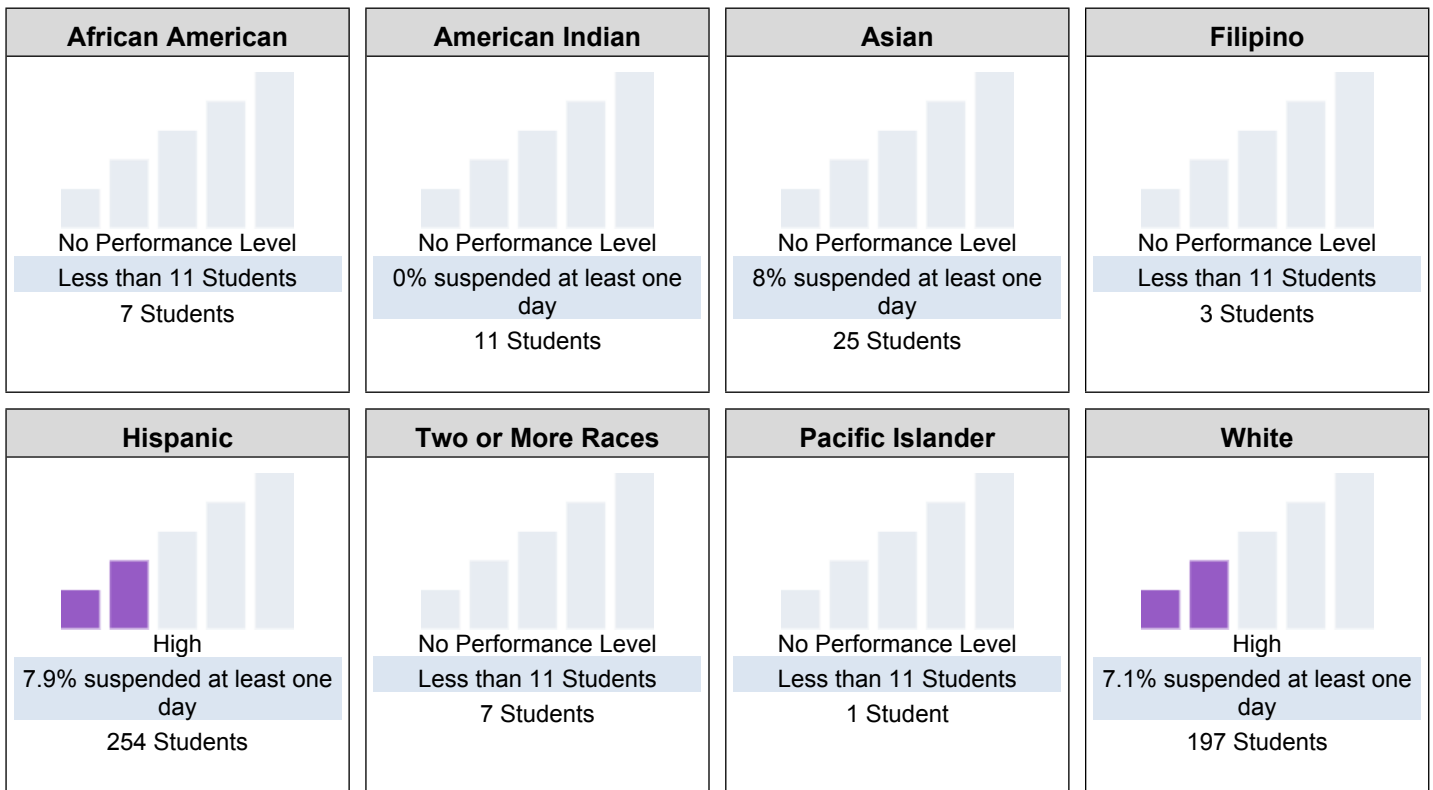
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. About 7.3% of WHS students were suspended at least once.
2. Overall WHS suspension rate decreased by .4%.
3. Our highest groups for suspension include English Learners and Students with Disabilities.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Performance

## LEA/LCAP Goal

Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes:

All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences.

## Goal 1

Improve student performance on assessments by meeting or exceeding the standards--address the needs of all students, especially our unduplicated students. (including at-risk, English Learners, Homeless and Foster Youths, and Socioeconomically Disadvantaged).

## Identified Need

According to the CA School Dashboard results, our Suspension rate is considered High and our ELA and Math Performance is LOW.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard 5 performance indicators very low, low, medium, high, very high	All Students are performing at a Low level 2 bars on the new CA state dashboard	All students move to the Medium level of performing for the CA state dashboard.

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

1. Using multiple assessments and teacher recommendations, identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning. Preferably before scheduling has taken place.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention services to students

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

2. Provide additional staffing for classroom assistance (Paraprofessionals II).

**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)
28,025	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Paraprofessionals
10,196	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

3. Provide teachers and staff supplemental materials and supplies to promote different learning styles.

**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)
67,912	Unrestricted

4000-4999: Books And Supplies  
Instructional materials - site and teacher  
allocations (Unrestricted Lottery - Resource  
1100)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

4. Provide opportunities for teacher training and paraprofessional training that aligns to standards.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registration and travel costs, on-site presenters, collaboration resources
10,170	LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher extra duty for collaboration and PD activities
2,135	LCFF - Base 3000-3999: Employee Benefits Statutory costs

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

5. Provide opportunities for school-wide and district-wide collaboration throughout the 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)
2,500	LCFF - Base

4000-4999: Books And Supplies  
Materials and supplies for collaboration time

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

6. Provide and update textbook curriculum.

### 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)

75,000

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Textbooks

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

7. Continue to provide learning opportunities through technology for staff and students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

37,500

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Smartboards, printers, other classroom  
technology

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All Students and Low Performing Students

Strategy/Activity

Provide a Library / Media Specialist who will maintain library materials, and help low performing students during intervention. Provide a Reading teacher to provide a reading program in the Library.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
22,737	LCFF - Supplemental 2000-2999: Classified Personnel Salaries WHS Library / Media Specialist
14,441	LCFF - Supplemental 3000-3999: Employee Benefits
18,862	Title I 2000-2999: Classified Personnel Salaries WHS Library / Media Specialist
13,062	Title I 3000-3999: Employee Benefits

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Socioeconomically disadvantaged, ELs, Foster, and Homeless students

**Strategy/Activity**

The counselors will provide additional services for these subgroups

**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)
85,678	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries WHS Counselors
19,501	LCFF - Supplemental 3000-3999: Employee Benefits
68,434	Title I 1000-1999: Certificated Personnel Salaries WHS Counselors

15,577

Title I  
3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Within the regular program, teachers utilize differentiated instruction to meet students' needs. Through classroom assessments and/or standardized tests, students who demonstrate low achievement are offered in school Math and English Lab course for grades 9th -11th, after school tutorial, Study Skills Class, and/or ELD (ELD Pullout with aide). A credentialed teacher offers school tutoring. These tutorials take place after school hours, on Mondays, Tuesdays, and Thursdays, in all subject matter. Within the departments, teachers use data to improve and modify instruction. Teachers and administrators analyze data, and critique and adjust lesson plans, course of studies, assessments, and curriculum to address student needs. Within each department, teachers utilize individual assignments, problem-based learning, discovery learning, cooperative learning, simulations, and critique and analysis to assess student learning.

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

No major differences.

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.

The CA School Dashboard will help our District and schools identify needs for all diverse student population. This new program will help us in accountability.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Climate

## LEA/LCAP Goal

Goal 3: (Meets State Priority 3, 5, 6)

Engagement:

Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input. SEL practices and trainings will be ongoing.

## Goal 2

Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.

## Identified Need

WHS ELs and Students with Disabilities scored in the very high tier for suspension. WHS Homeless youths scored an orange in suspension. WHS students with disabilities scored a red in suspension rate.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	ELs- Very High in suspension Students with Disability- Very High in suspension Hispanic, White, & Socio Economically Disadvantaged in the High rate for suspensions	ELs- High in suspension Students with Disability- High in suspension Hispanic, White, & Socio Economically Disadvantaged in the Medium to Low rate for suspensions

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

1. Provide materials, supplies, and programs necessary for tobacco awareness- assemblies.

### 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	Other 4000-4999: Books And Supplies Materials and supplies for SWAT

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

2. Purchase and update Surveillance equipment – lighting & cameras.

**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)
15,000	Other 6000-6999: Capital Outlay Additional lighting and security cameras

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All staff members

Strategy/Activity

3. Provide trainings for safety prevention (Catapult).

**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)
5,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Catapult EMS services and training

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

For all students and staff

### Strategy/Activity

4. Update discipline policies as appropriate.

### 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)

5,000

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Completed by staff as part of regular work  
schedules, approximate time allocation:

3,000

LCFF - Base  
2000-2999: Classified Personnel Salaries  
Completed by staff as part of regular work  
schedules, approximate time allocation:

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Willows High School will continue to foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety. Administrators have been working on looking at different alternatives for school suspension and providing training necessary for all staff members.

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.

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.

The CA School Dashboard will help our District and schools identify needs for all diverse student population. This new program will help us in accountability.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parental Involvement

## LEA/LCAP Goal

Goal 3: (Meets State Priority 3, 5, 6)

Engagement:

Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.

## Goal 3

Provide opportunities for Parent Involvement and create a partnership with the community by developing greater cultural awareness, tolerance, and understanding.

## Identified Need

Because of the diversity at school and not enough parental representatives from each subgroup, WHS would like to recruit more parental involvement from all subgroups to be members in committees.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records for Parent meetings/forums, etc.,	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.

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

1. Provide opportunities for Parents to be involved in developing school policy.

## 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	LCFF - Base 4000-4999: Books And Supplies Materials and supplies for meetings and parent engagement activities
2,500	Title I 4000-4999: Books And Supplies Materials and supplies to facilitate parent engagement activities

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

2. Continue to improve the communication between school and home (Aeries Portal & Blackboard Connect), and provide translation where necessary. New Parent and Engagement district team.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard and other communication tools and resources (approximate site share of costs)

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

3. Support and encourage parent participation in Parent Booster Clubs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Other  
4000-4999: Books And Supplies  
Materials and supplies for parent engagement activities and events

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Freshmen Students

Strategy/Activity

With the Gear-up Program, provide a Parent institute for Quality Education (PIQE) to ensure students achieve their full potential.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Other  
5000-5999: Services And Other Operating Expenditures  
GearUp funds for PIQE program

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Willows High School will continue to examine existing committees and develop a plan to include additional parents from various groups in the decision making process (SSC, DELAC/ELAC etc.). The plan will include making sure that a bilingual interpreter is available and incorporate opportunities of parents to better understand educational programs.

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.

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.

The CA School Dashboard will help our District and schools identify needs for all diverse student population. This new program will help us in accountability.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Learners

## LEA/LCAP Goal

Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes:

Willows Unified School District will provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to better ensure student success.

## Goal 4

Increase one ELPAC Proficiency level overall and/or in one of the four domains (listening, speaking, reading, writing) per year per EL student.

## Identified Need

About 59% of the ELD students at WHS are making progress towards English language proficiency. English learners are very high in suspension rates on the CA School Dashboard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC CA School Dashboard	59% making progress on ELPAC Very High in suspension on the CA School Dashboard	Increase by 1% in making progress on ELPAC from previous year High in suspension on the CA School Dashboard

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)

EL Students

### Strategy/Activity

Provide additional staff for classroom assistance (Paraprofessionals I and II) and parental involvement.

### 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)

See goal 1, strategy 2

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide opportunities for teacher training and paraprofessional training surrounding EL students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See goal 1, strategy 4

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Willows High School has a 1.0 FTE Bilingual Paraprofessional who works one on one with ELD students. They work with the ELD teacher and with ELD students in their core subject classes but providing language support.

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

Title III will be used to pay for two ELD aide's salary and benefits.

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.

This a new goal for 21-22 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

#### 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.

# 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	\$118,435.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$575,230.00

## 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	\$118,435.00
Title III Part A: Language Instruction for LEP Students	\$38,221.00

Subtotal of additional federal funds included for this school: \$156,656.00

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 (\$)
LCFF - Base	\$165,805.00
LCFF - Supplemental	\$152,357.00
Other	\$32,500.00
Unrestricted	\$67,912.00

Subtotal of state or local funds included for this school: \$418,574.00

Total of federal, state, and/or local funds for this school: \$575,230.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	165,805.00
LCFF - Supplemental	152,357.00
Other	32,500.00
Title I	118,435.00
Title III Part A: Language Instruction for LEP Students	38,221.00
Unrestricted	67,912.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	179,282.00
2000-2999: Classified Personnel Salaries	72,624.00
3000-3999: Employee Benefits	74,912.00
4000-4999: Books And Supplies	195,412.00
5000-5999: Services And Other Operating Expenditures	38,000.00
6000-6999: Capital Outlay	15,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	15,170.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00

3000-3999: Employee Benefits	LCFF - Base	2,135.00
4000-4999: Books And Supplies	LCFF - Base	117,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	28,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	95,678.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,737.00
3000-3999: Employee Benefits	LCFF - Supplemental	33,942.00
4000-4999: Books And Supplies	Other	7,500.00
5000-5999: Services And Other Operating Expenditures	Other	10,000.00
6000-6999: Capital Outlay	Other	15,000.00
1000-1999: Certificated Personnel Salaries	Title I	68,434.00
2000-2999: Classified Personnel Salaries	Title I	18,862.00
3000-3999: Employee Benefits	Title I	28,639.00
4000-4999: Books And Supplies	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	28,025.00
3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	10,196.00
4000-4999: Books And Supplies	Unrestricted	67,912.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	521,730.00
Goal 2	30,500.00
Goal 3	23,000.00

# 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
- 2 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Julie Carriere	Principal
Sherry Brott	Other School Staff
Hunter Thompson	Other School Staff
Jenni Girard	Classroom Teacher
Robert Rawles	Classroom Teacher
Melanie Randolph	Parent or Community Member
Cory Richards	Parent or Community Member
Yesenia Licea	Parent or Community Member
Autumn Collins	Parent or Community Member
Gerard Millen	Parent or Community Member
Rick Beatty	Parent or Community Member
Karli Lanzi	Secondary Student
Carla Hernandez	Secondary Student
Bethany Millen	Secondary Student
Myia Jacobo	Secondary Student
Scott Booth	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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 April 24, 2023.

Attested:

Principal, Julie Carriere on 4/24/23

SSC Chairperson, Gerard Millen on 4/24/23

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willows Community High School	11-62661-1130038		

## 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 Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms observations include informal walk through observations and feed back to the instructor. Formal observations are conducted according to guidelines outlined in the collective bargaining agreement with the Willows Unified Teachers Association. Classroom instruction meets standards.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and administrators analyze data to modify their curriculum to address student needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Online curriculum (Edgenuity) provides real time achievement data and feedback to both the students and the teacher.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teacher(s) are provided ongoing professional development to meet ESEA standards.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have CA teaching credentials appropriate for their subject matter and receive targeted professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development activities are directed toward standards, student performance, and teaching standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

County, district and site instructional assistance available to all staff members.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Willows Community High School teachers are self contained in an alternative educational setting.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The online curriculum and instructional materials are aligned with California State Standards. All courses are "a-g" approved through UC/CSU Pathways.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)



Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to all students..

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The online curriculum and instructional materials are aligned with California State Standards.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All staff development activities are directed toward standards, student performance, and teaching standards.

Evidence-based educational practices to raise student achievement

All students are on an individualized learning plan and receive the necessary support to meet state requirements.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

District engagement team actively support students and their families to improve student achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The students that have an IEP are closely monitored by staff and receive additional assistance from Willows High School and Glenn County SELPA personnel..

## **Funding**

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The after school tutorial programs enable students to receive additional assistance.

Fiscal support (EPC)

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Willows Community High School administration, faculty and staff host parent evenings in the fall and spring semesters to solicit stakeholder feedback for improvement. The district also collects data from stakeholder surveys each year.

## **Resource Inequities**

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

# 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		
	20-21	21-22	22-23
Grade 10	2	7	
Grade 11	14	4	12
Grade 12	8	13	12
Total Enrollment	24	24	24

### Conclusions based on this data:

1. The percentage of Hispanic students has increased 13.37% since 2018-19.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	1	2	3	4.20%	8.3%	12.5%
Fluent English Proficient (FEP)	9	11	6	37.50%	45.8%	25.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. There was a 18.2 % increase in FEP students in 2019-20 with a minimal decrease in 2020-21.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13	10		8	5		8	5		61.5	50.0	
All Grades	13	10		8	5		8	5		61.5	50.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

**Conclusions based on this data:**

1. 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.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	13	10		7	5		7	5		53.8	50.0	
All Grades	13	10		7	5		7	5		53.8	50.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	*		*	*		*	*	
All Grades	*	*		*	*		*	*	

### Conclusions based on this 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.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades										0	*	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*			*	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
All Grades		*			*			*			*	

**Conclusions based on this 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.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>24</b>	<b>100.0</b>	<b>8.3</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Willows Community High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	8.3
Foster Youth		
Homeless	2	8.3
Socioeconomically Disadvantaged	24	100.0
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic	17	70.8
Two or More Races		
Pacific Islander		
White	7	29.2

**Conclusions based on this data:**

1. 95.8% of all students enrolled at Willows Community High School in 2019-20 are in the socioeconomically disadvantaged group.
2. 66.7% of the students are Hispanic.

# School and Student Performance Data

## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Level	<b>Graduation Rate</b>  No Performance Level	<b>Suspension Rate</b>  High
<b>Mathematics</b>  No Performance Level		
<b>English Learner Progress</b>  No Performance Level		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

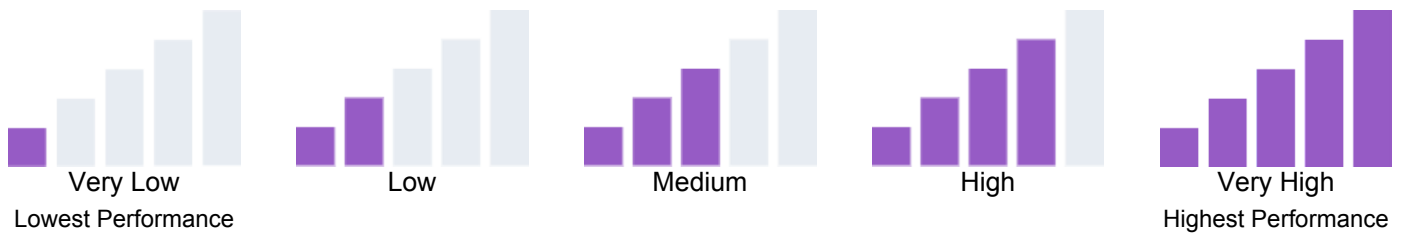
1. No data available due to insufficient enrollment.

# School and Student Performance Data

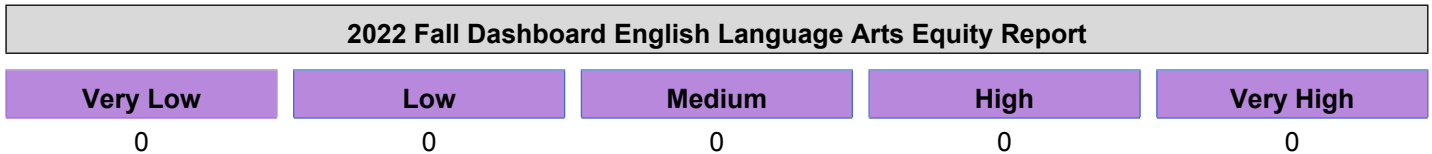
## Academic Performance English Language Arts

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

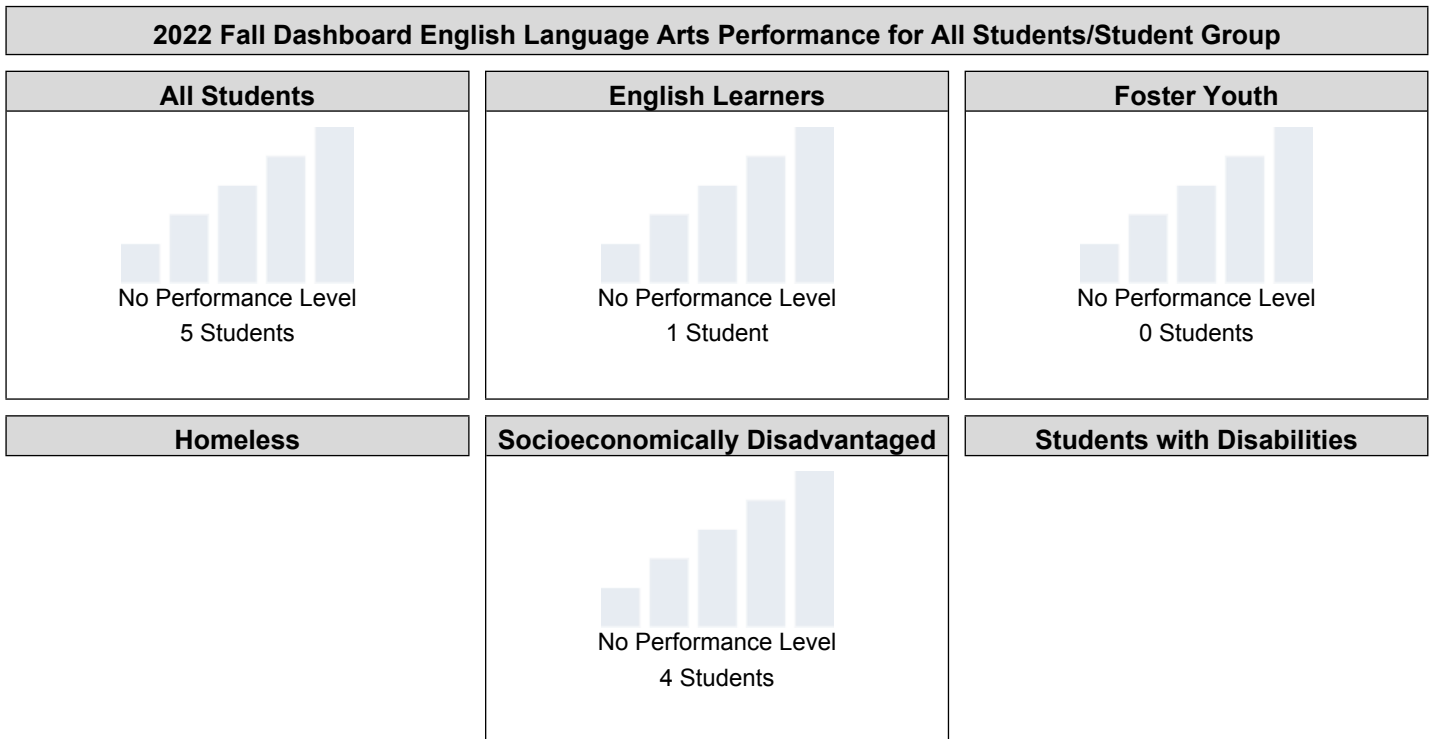
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
	1 Student	2 Students

**Conclusions based on this data:**

1. No data available due to insufficient enrollment.

# School and Student Performance Data

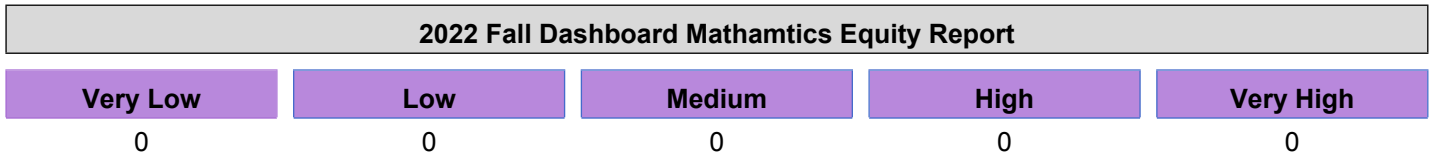
## Academic Performance Mathematics

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

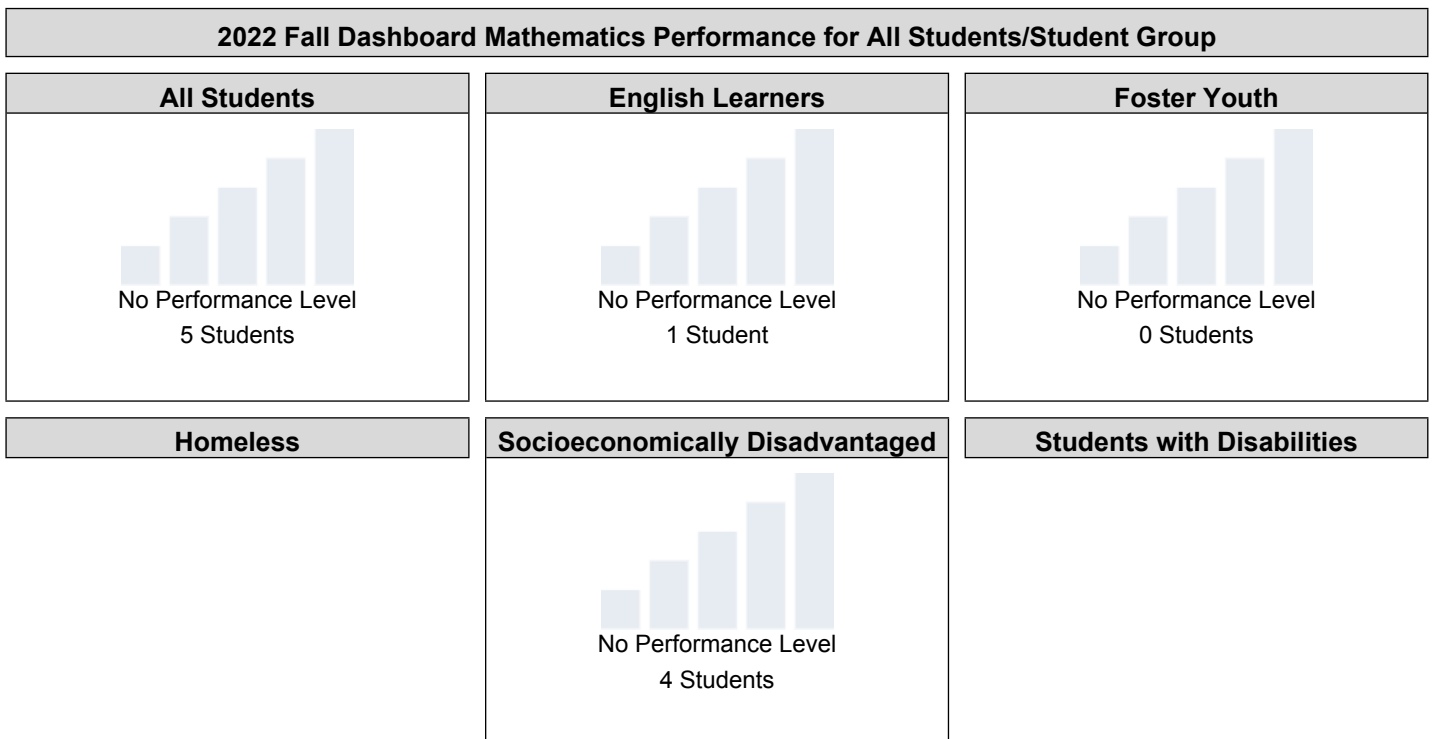
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

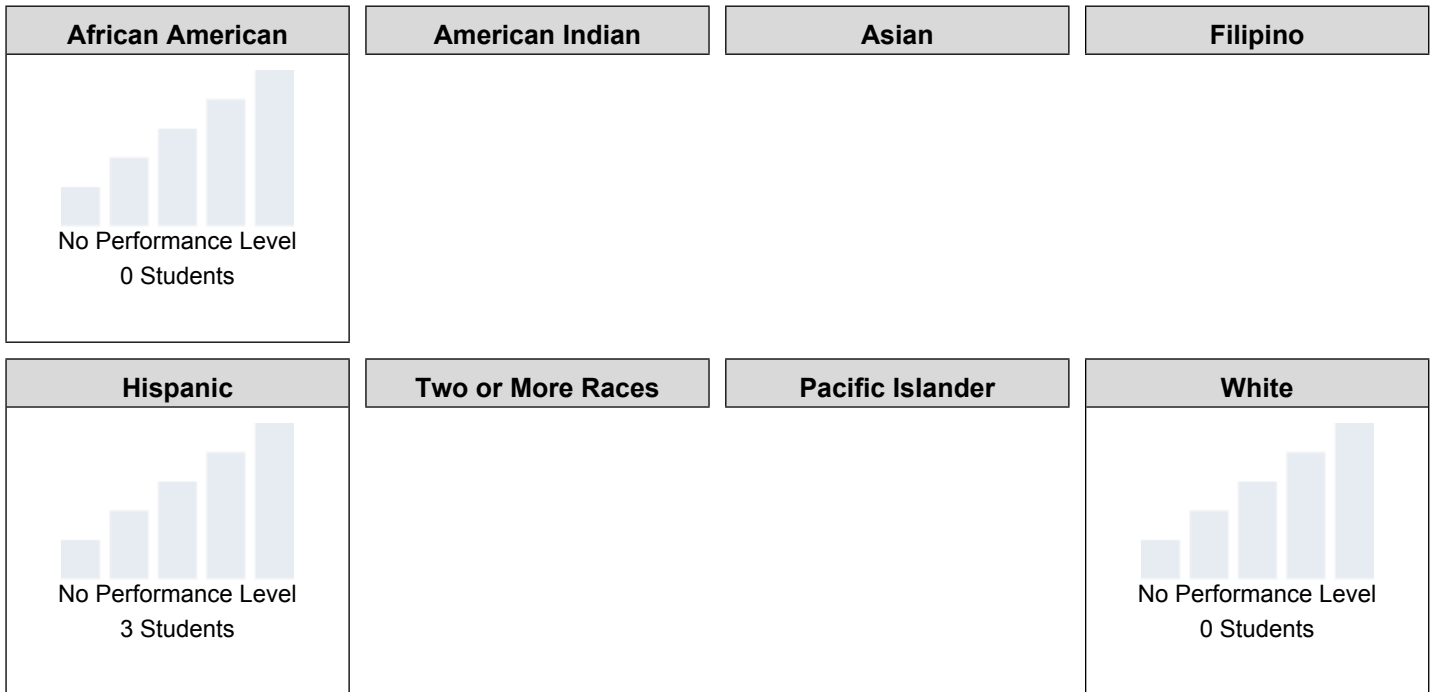


This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8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





**2022 Fall Dashboard Mathematics Performance by Race/Ethnicity**



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

**2022 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
	1 Student	2 Students

**Conclusions based on this data:**

1. No data available due to insufficient enrollment.

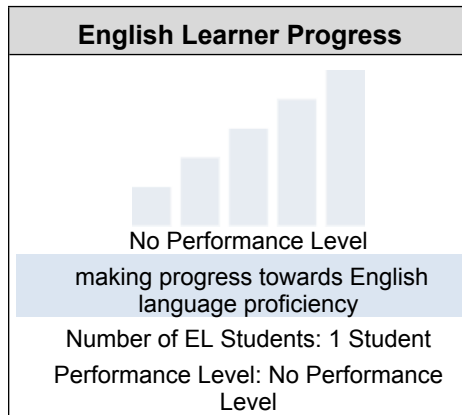
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
---------------------------------	---	--------------------------------	---

#### Conclusions based on this data:

1. No data available due to insufficient enrollment.

# School and Student Performance Data

## Academic Performance College/Career Report

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

### Conclusions based on this data:

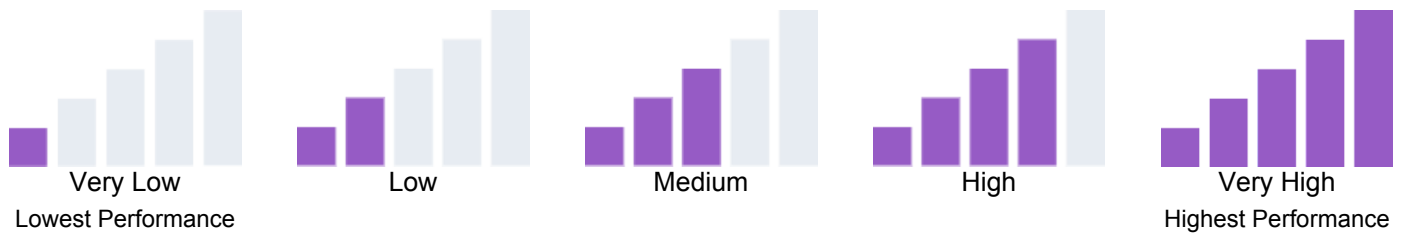
1. Willows Community High School provides an alternative educational setting offering students the opportunity to complete the all graduation requirements.
2. Currently, there are limited career pathway opportunities.



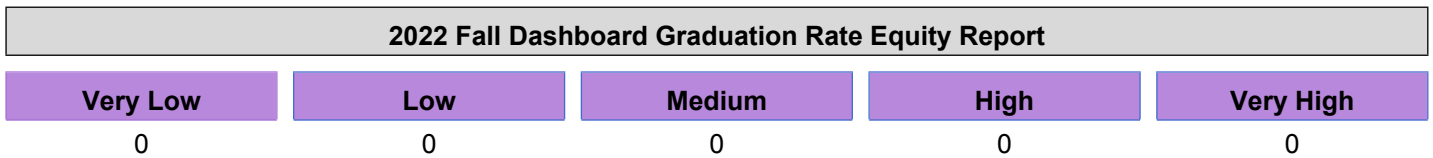
# School and Student Performance Data

## Academic Engagement Graduation Rate

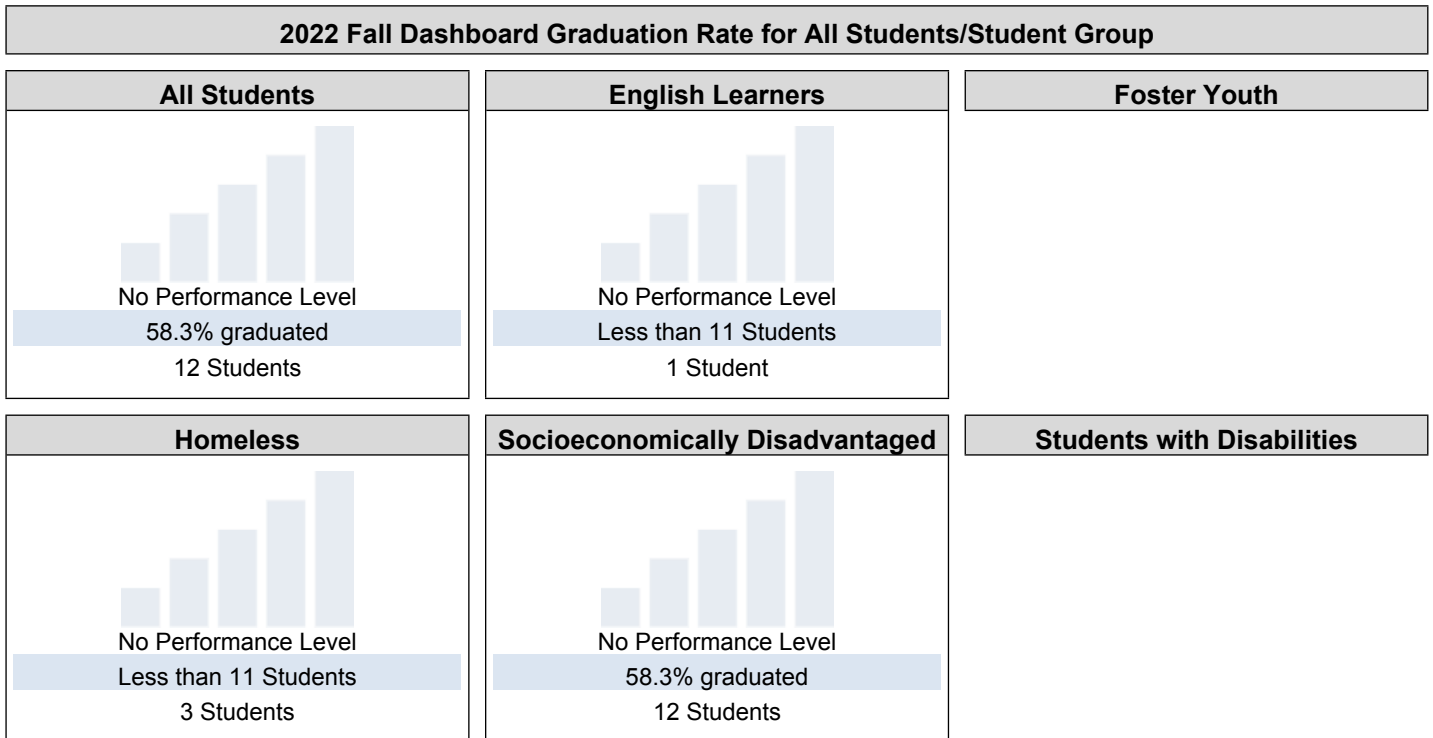
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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



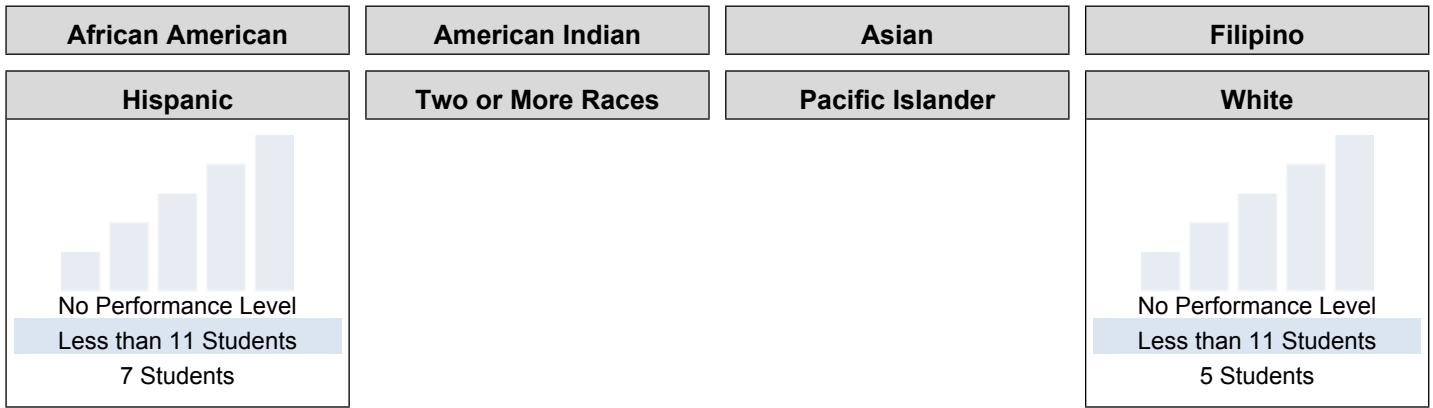
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. No data available at the time of this reporting.

# School and Student Performance Data

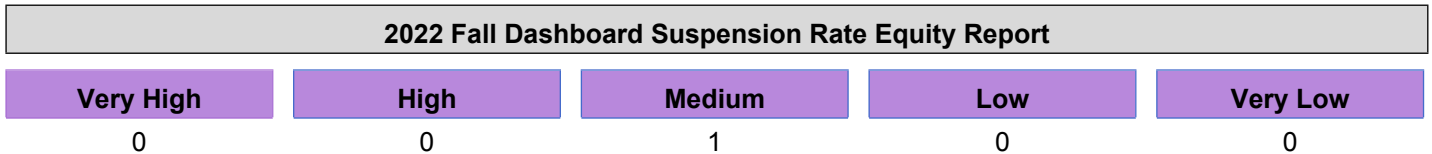
## Conditions & Climate Suspension Rate

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

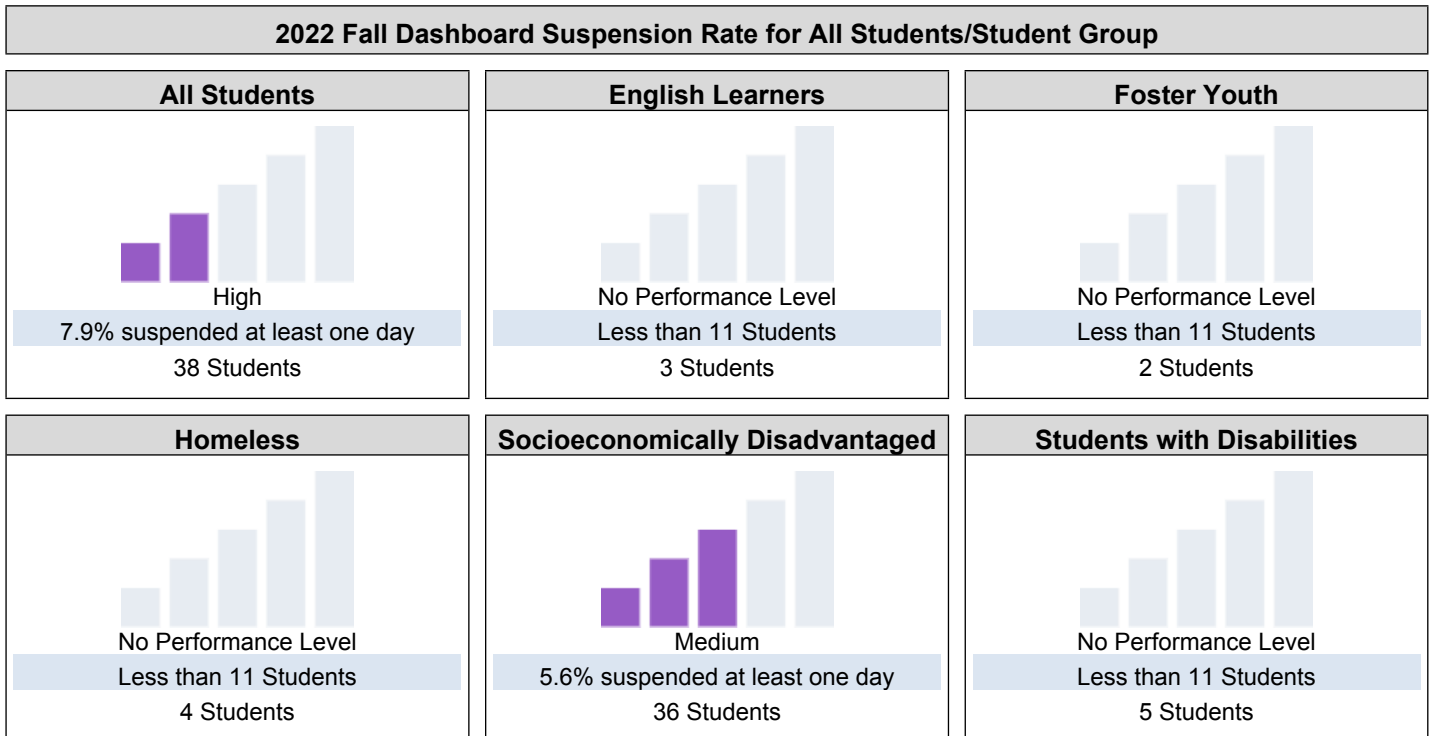
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



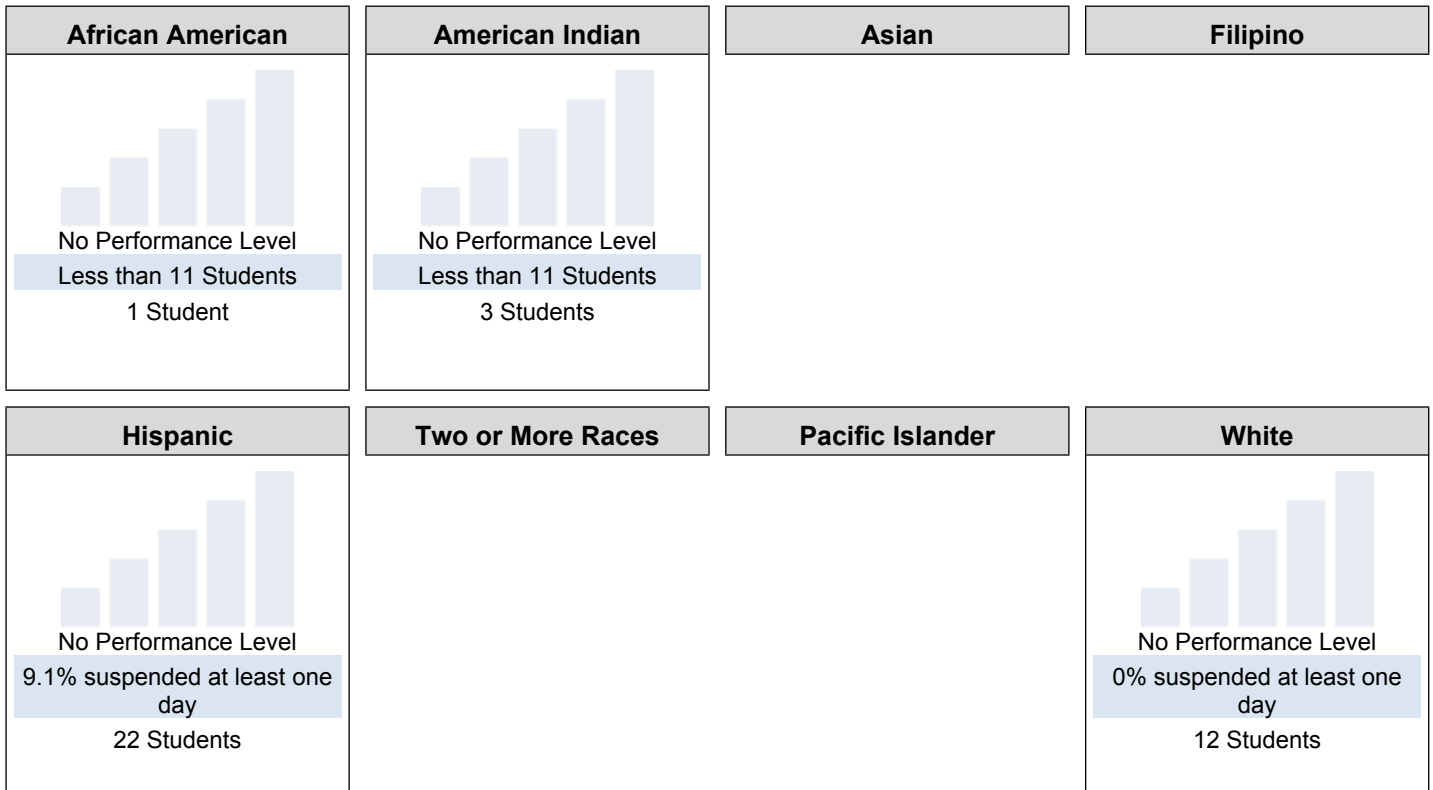
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension rate for all students declined -1.9%.
2. Suspension rate for SED students declined -14.3%.
3. Suspension rate for Hispanic students declined -21%.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement

## LEA/LCAP Goal

Establish a High Performing District Culture with Quality Teaching and Learning.

## Goal 1

Improve student performance in the core curricular areas.

## Identified Need

Students need access to rigorous and relevant curriculum.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Eliminate below grade level packet work and purchase online standards based curriculum (Edgenuity).

### 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)

7,500

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Imagine Learning software licensing

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Provide all students with Chromebooks for anytime access to the curriculum.

**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)

8,750

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning.

**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)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Provide opportunities for teacher training and paraprofessional training that aligns to standards.

**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)

750

Source(s)

LCFF - Base

5000-5999: Services And Other Operating Expenditures  
Professional Development - registrations & travel

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students.

### Strategy/Activity

Provide opportunities for schoolwide and districtwide collaboration throughout the 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)

2,500

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Materials & Supplies for outreach and engagement

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All Students.

### Strategy/Activity

Provide and update Reading and Math Enhancement Programs.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2,500

#### Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Materials and supplies for enhancement programs

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students.

## Strategy/Activity

Continue to provide learning opportunities through technology for staff and students

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Classroom technology resources

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

The implementation of the new online curriculum in 2021-22 has increased student achievement for some students as indicated by the increased number of seniors graduating in 2022.

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

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.

Teachers will continue to develop engaging activities to supplement the online curriculum.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College and Career Readiness

## LEA/LCAP Goal

All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences.

## Goal 2

Provide greater access to college and career curriculum and activities.

## Identified Need

Very few students graduate from WCHS with the academic skills, technical skills or employability skills required for high wage employment in the 21st century.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Increase access to grade level and UC/CSU approved curriculum..  
Purchase "a-g" and UC/CSU approved online curriculum (Edgenuity).

### 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)
-----------	-----------

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

Student field trip(s) to Butte Community College and Chico State University.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2,500

Source(s)

LCFF - Base  
5000-5999: Services And Other Operating Expenditures  
Instructional field trips - travel and registration fees

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

All students participate in the Willows High School Career Fair and lessons provided by the district career tech.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

1,000

Source(s)

LCFF - Supplemental  
4000-4999: Books And Supplies  
Materials & supplies to prepare for Career Fair and for career tech provided lessons

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students.

Strategy/Activity

All students participate in the military ASVAB aptitude test for career exploration.

**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)

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

The implementation of the grade level online curriculum proved to be challenging for some unmotivated students. Some students were able to take advantage of access to the online curriculum at home and work at their own pace. There are limited opportunities for students to complete a career pathway and receive a certification of completion.

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

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.

The district will continue to pursue options to increase career certification for all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engagement

## LEA/LCAP Goal

The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources, and community members to increase engagement.

## Goal 3

Provide opportunities for Student and Parent Involvement.

## Identified Need

Chronic absenteeism continues to be an issue at Community High School.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Continue to develop lessons that are engaging for students beyond the available online curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF - Base  
4000-4999: Books And Supplies  
Instructional Materials

## Strategy/Activity 2



**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Provide opportunities for parents to be involved in. The parent and community engagement team will continue to expand their outreach; especially in the Hispanic community.

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

1,500

**Source(s)**

LCFF - Base  
4000-4999: Books And Supplies  
Materials & supplies to promote parent and community engagement

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Continue to improve the communication between school and home. Site secretary, high school counseling staff and the engagement team will continue to improve communication efforts.

**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)**

17201

**Source(s)**

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
WCHS Counselor

3,918

LCFF - Supplemental  
3000-3999: Employee Benefits

7,432

Title I  
1000-1999: Certificated Personnel Salaries  
WCHS Counselor

1,238

Title I  
3000-3999: Employee Benefits

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students.

**Strategy/Activity**

Support and encourage parent participation through afterschool parent education courses offered by the district.

**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)
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# Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

There were several strategies implemented in 2021-22 to meet this goal.

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

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 continue to make improvements with the addition of new staff members in 2022-23.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

Strategy/Activity

#### 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.

# 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	\$8,581
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$66,789.00

## 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	\$8,670.00

Subtotal of additional federal funds included for this school: \$8,670.00

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 (\$)
LCFF - Base	\$14,750.00
LCFF - Supplemental	\$43,369.00

Subtotal of state or local funds included for this school: \$58,119.00

Total of federal, state, and/or local funds for this school: \$66,789.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	14,750.00
LCFF - Supplemental	43,369.00
Title I	8,670.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,633.00
3000-3999: Employee Benefits	5,156.00
4000-4999: Books And Supplies	33,750.00
5000-5999: Services And Other Operating Expenditures	3,250.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF - Base	11,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,250.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	17,201.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,918.00
4000-4999: Books And Supplies	LCFF - Supplemental	22,250.00
1000-1999: Certificated Personnel Salaries	Title I	7,432.00
3000-3999: Employee Benefits	Title I	1,238.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,000.00
Goal 2	3,500.00
Goal 3	36,289.00

# 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
- 1 Classroom Teachers
- 2 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Emmett Koerperich	Principal
Elizabeth Beck	Other School Staff
Randy Prinz	Classroom Teacher
Sandra Parada	Parent or Community Member
Bibi McNeil	Other School Staff
Angel Ambriz	Secondary Student
Misty Ayala	Secondary Student
Ron Bazn	Parent or Community Member

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**

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

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

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

Attested:

Principal, Emmett Koerperich on

SSC Chairperson, Ron Bazn on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.



- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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