WILLOWS UNIFIED SCHOOL DISTRICT

Office of the Superintendent

DATE: **May 2nd, 2024**

AGENDA TOPICS: School Plan for Student Achievement (SPSA)

PRESENTER: Scott J. Booth

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 Willows High School

Thank you!

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willows High School	11-62661-1132851	April 24, 2024	May 2, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Willows High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Willows High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

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, especially our unduplicated students. (including at-risk, English Learners, Homeless and Foster Youths, and Socioeconomically Disadvantaged).
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.
Willows High will provide an instructional aide for ELs, counseling services and intervention opportunities after-school for all students, with an emphasis on our EL population.
In addition, we will research ELLevation, or a similar program to help support all students with and emphasis for our EL Students.
We will use this plan to meet the federal ATSI Requirements for our EL students

Educational Partner Involvement

How, when, and with whom did Willows High 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. (9/6/23, 9/13/23, 11/8/23, 1/31/24, 3/19/24, & 4/24/24
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. (Aug 31, 2023, Sept 20, 2023, Feb 28, 2024)
We consult with SELPA to address the resource inequities for students with disabilities.
Curriculum, Instruction and Assessment team meets to discuss courses and curriculum; (9/21/23,10/24/23,11/28/23, 1/23/24 2/27/24, 4/2/24, and 4/23/24
Title I Parent Meetings- Meetings are held once per semester to discuss issues related to improving student learning and performance.
We are using all input from SSC, DELAC, ELAC and our EL instructors to support, and review our Re-designation practices. (DELAC- Oct. 18, 2023, Mar 20,2024)(ELAC FEB 28 & May 1, 2024)
Utilizing the ELPAC data to identify all EL students and working with our EL instructor and counselors to assure the support needed for their success.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

According to our state data there is one student group identified in the RED, English Learners. We currently offer one EL designated course for our EL students.

We will be reviewing and honing the site processes and procedures to ensure the placement of EL students into designated ELD courses.

We are analyzing the high rate of suspensions for our EL students to identify professional development and resources in development of an equity-based, positive behavioral intervention system of support, to effectively assist in changing negative behaviors. This includes the development of an understanding of the expectations in high school, the rules enforced in the classrooms, and those out of classroom on main campus.

WUSD is taking every step to address these needs and put in place interventions and supports to address these areas for 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.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our English Learner Progress is in the Red. Our overall Mathematics and suspension rates are in the Orange.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

There are no indicators for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs
In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Our EL learners is the group that we need to focus on supporting in advancing in their learning (ELPAC results). Our Students with Disabilities need continuous support as well to improve math scores and lower the suspension rates. Our Hispanic students need support in ELA and Math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Willows High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.5%	1.90%	1.91%	7	9	9
African American	1.5%	1.05%	1.28%	7	5	6
Asian	4.7%	5.27%	5.53%	22	25	26
Filipino	0.2%	0.63%	0.43%	1	3	2
Hispanic/Latino	49.0%	50.42%	52.55%	228	239	247
Pacific Islander	0.2%	0.21%	0%	1	1	0
White	40.7%	39.24%	37.23%	189	186	175
Multiple/No Response	1.7%	1.27%	1.06%	8	6	5
Total Enrollment				465	474	470

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
Total Enrollment	465	474	470

Conclusions based on this data:

1. WHS' overall total enrollment has been slightly decreasing each year. The District is in declining Enrollment.

2. Most of WHS' students are Hispanic (52.6%) followed by White(37.2%), our third largest demographic is Asian at 5.5%.

3. Our Hispanic Population has grown consistently over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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		141	0.0%	27.4	30.0

Conclusions based on this data:

1. More EL students need the available supports to be successful, with a goal being able to reclassify before graduation.

2. The total number of EL eligible students has been on the rise since 2015. This follows the demographic trend of the population demographics of the school.

3. Our success in EL progression (growth in RFEP rates) has flatlined for several years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	102	137	110	95	125	108	95	125	108	93.1	91.2	98.2
All Grades	102	137	110	95	125	108	95	125	108	93.1	91.2	98.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2552.	9.47	9.60	12.04	37.89	28.80	31.48	29.47	36.00	24.07	23.16	25.60	32.41
All Grades	N/A	N/A	N/A	9.47	9.60	12.04	37.89	28.80	31.48	29.47	36.00	24.07	23.16	25.60	32.41

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	13.89	69.47	64.00	59.26	17.89	23.20	26.85
All Grades	12.63	12.80	13.89	69.47	64.00	59.26	17.89	23.20	26.85

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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	13.89	56.84	57.60	44.44	26.32	32.00	41.67
All Grades	16.84	10.40	13.89	56.84	57.60	44.44	26.32	32.00	41.67

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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	13.89	77.89	78.40	72.22	13.68	15.20	13.89
All Grades	8.42	6.40	13.89	77.89	78.40	72.22	13.68	15.20	13.89

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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	13.89	67.37	70.40	72.22	16.84	16.80	13.89
All Grades	15.79	12.80	13.89	67.37	70.40	72.22	16.84	16.80	13.89

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Conclusions based on this data:

1. Willows high school's overall scores are up 3 percentage points from a 9.6 % to a 12.04%, for our ELA / Literacy scores. Our numbers also went up in the Met Standard category 28 % up to 31%.

2. We need to concentrate on our near and below standard students to help them move up, with a concentration on research/inquiry, reading and writing.

3. Listening is our area of most improved, more than doubling our above standard scores, from 6.4% to 13.89%

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 11	102	137	110	92	129	108	92	129	108	90.2	94.2	98.2
All Grades	102	137	110	92	129	108	92	129	108	90.2	94.2	98.2

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2519.	2.17	3.88	5.56	10.87	17.05	18.52	25.00	27.91	16.67	61.96	51.16	59.26
All Grades	N/A	N/A	N/A	2.17	3.88	5.56	10.87	17.05	18.52	25.00	27.91	16.67	61.96	51.16	59.26

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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	12.96	35.87	44.19	26.85	60.87	49.61	60.19
All Grades	3.26	6.20	12.96	35.87	44.19	26.85	60.87	49.61	60.19

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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	14.81	63.04	65.12	50.00	30.43	25.58	35.19
All Grades	6.52	9.30	14.81	63.04	65.12	50.00	30.43	25.58	35.19

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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	8.33	60.87	59.69	63.89	34.78	32.56	27.78
All Grades	4.35	7.75	8.33	60.87	59.69	63.89	34.78	32.56	27.78

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Conclusions based on this data:

1. We improved 3.15% in our met and above standard scores overall.

2. Communicating Reasoning is our most improved with a 4.8% jump in the at/near and above standards. With over 72% of all students at, near or above standard

3. WHS' students dropped in the Problem Solving & Modeling/Data Analysis from 74.42% to 64.8% of all students at, near or above standard. a drop of 10%.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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	1566.3	1569.2	1569.2	1585.2	1551.9	1548.6	1546.9	17	13	15
10	*	1544.1	*	*	1544.7	*	*	1543.0	*	10	15	9
11	*	*	1558.2	*	*	1553.5	*	*	1562.1	8	8	11
12	*	*	*	*	*	*	*	*	*	*	6	4
All Grades										37	42	39

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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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	26.67	23.53	46.15	40.00	41.18	15.38	13.33	11.76	15.38	20.00	17	13	15
10	*	13.33	*	*	40.00	*	*	33.33	*	*	13.33	*	*	15	*
11	*	*	18.18	*	*	36.36	*	*	18.18	*	*	27.27	*	*	11
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.92	19.05	20.51	29.73	40.48	33.33	35.14	26.19	20.51	16.22	14.29	25.64	37	42	39

Overall Language — Percentage of Students at Each Performance Level for All Students

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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	53.33	29.41	38.46	26.67	29.41	7.69	13.33	5.88	15.38	6.67	17	13	15
10	*	20.00	*	*	46.67	*	*	26.67	*	*	6.67	*	*	15	*
11	*	*	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.54	28.57	46.15	21.62	45.24	28.21	27.03	16.67	10.26	10.81	9.52	15.38	37	42	39

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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	0.00	23.53	23.08	26.67	47.06	30.77	53.33	23.53	38.46	20.00	17	13	15
10	*	0.00	*	*	33.33	*	*	40.00	*	*	26.67	*	*	15	*
11	*	*	9.09	*	*	9.09	*	*	45.45	*	*	36.36	*	*	11
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	2.70	4.76	5.13	18.92	26.19	12.82	48.65	38.10	51.28	29.73	30.95	30.77	37	42	39

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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	13.33	47.06	69.23	66.67	23.53	30.77	20.00	17	13	15
10	*	0.00	*	*	80.00	*	*	20.00	*	*	15	*
11	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.92	4.76	7.69	54.05	71.43	66.67	27.03	23.81	25.64	37	42	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	80.00	29.41	7.69	13.33	5.88	7.69	6.67	17	13	15
10	*	80.00	*	*	13.33	*	*	6.67	*	*	15	*
11	*	*	63.64	*	*	36.36	*	*	0.00	*	*	11
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	67.57	80.95	69.23	24.32	7.14	20.51	8.11	11.90	10.26	37	42	39

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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	6.67	64.71	46.15	53.33	23.53	46.15	40.00	17	13	15
10	*	6.67	*	*	46.67	*	*	46.67	*	*	15	*
11	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.81	7.14	7.69	56.76	45.24	41.03	32.43	47.62	51.28	37	42	39

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Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	82.35	76.92	86.67	17.65	23.08	13.33	17	13	15
10	*	0.00	*	*	80.00	*	*	20.00	*	*	15	*
11	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	4.76	5.13	75.68	73.81	66.67	24.32	21.43	28.21	37	42	39

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students are most successful in the Speaking domain with 88.09% of our students scoring well. 69% in well developed.

2. Majority of our students are in the lower grades and scoring the poorest. We need to support all EL students with a concentration on the lower grades.

3. Our Reading Domain is still the area in which we need the most support. With over 50% still in the beginning level.

School and Student Performance Data

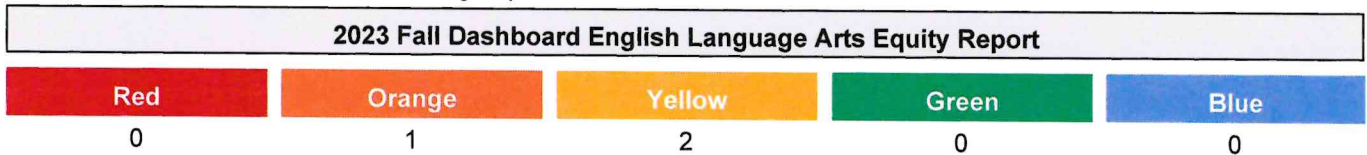## California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
470	**76.4**	**9.1**	**0.2**
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	43	9.1
Foster Youth	1	0.2
Homeless	3	0.6
Socioeconomically Disadvantaged	359	76.4
Students with Disabilities	67	14.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3
American Indian	9	1.9
Asian	26	5.5
Filipino	2	0.4
Hispanic	247	52.6
Two or More Races	5	1.1
White	175	37.2

Conclusions based on this data:

1. About 76.4% of WHS students are socioeconomically disadvantaged.

2. Biggest ethnic population at WHS is Hispanic 52.6% followed by White 37.2%.

3. Nearly 10% of WHS population are EL students, 14% are Students with Disabilities, and .6% either homeless or in foster youth.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Red		
College/Career High		

Conclusions based on this data:

1. Willows High School graduation rate is considered very high for the state. 97.6% The state average is 86.4%.

2. WHS ELA scores increased 10.4 points, but remain 28.8 points below standard. Math scores declined 11.6 points and WHS scores 108.2 points below standard.

3. WHS English Learner progress 34.3% making progress, a decline of 24.7%.

School and Student Performance Data

Academic Performance
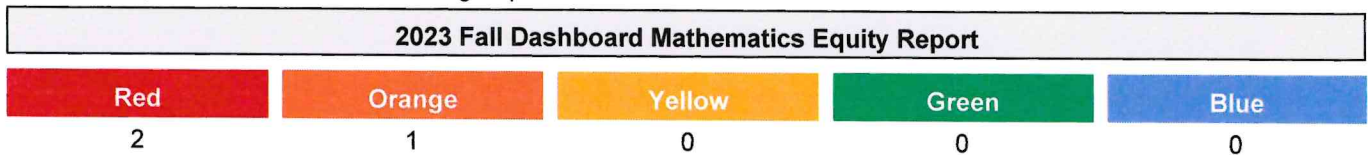### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	105.3 points below standard	No Performance Color
28.8 points below standard	Increased Significantly +25.3 points	0 Students
Increased +10.4 points		
106 Students	18 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	152.9 points below standard
1 Student	40.3 points below standard	Decreased Significantly -49.1 points
	Increased +6.3 points	21 Students
	83 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 9 Students	No Performance Color 0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange 45.2 points below standard Increased +9.9 points 53 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Yellow 12.1 points below standard Increased Significantly +27.6 points 41 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 10 Students	Less than 11 Students 8 Students	18.5 points below standard Increased +14.9 points 61 Students

Conclusions based on this data:

1. WHS all students increased 10.4 points

2. Our Hispanic and EL groups performed the lowest in ELA. However, our EL students improved 25.3 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.
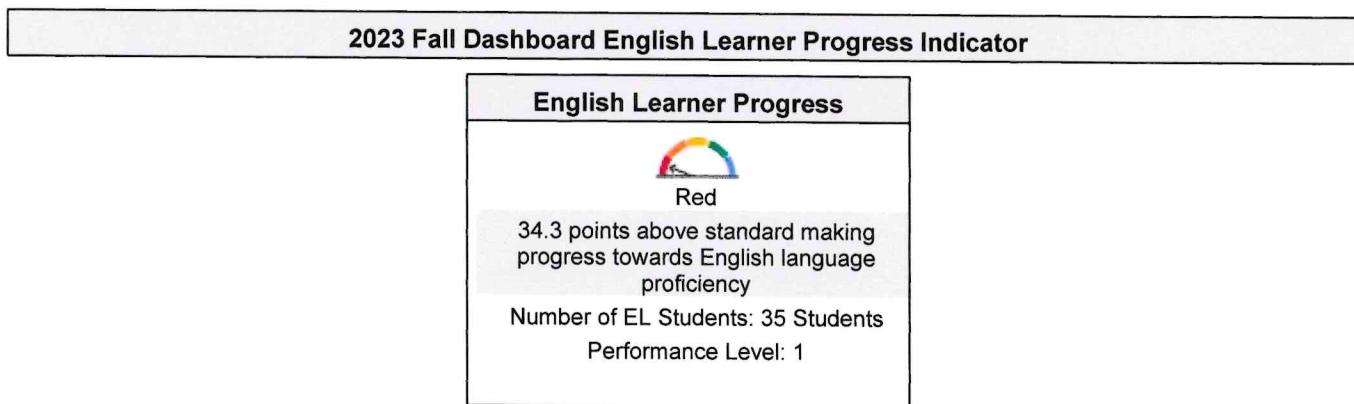
School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	180.9 points below standard	No Performance Color
108.2 points below standard	Increased +5.1 points	0 Students
Decreased -11.6 points	18 Students	
106 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	224.9 points below standard
1 Student	115.2 points below standard	Decreased Significantly -16.1 points
	Decreased -5.3 points	21 Students
	83 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 9 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 128 points below standard Decreased -10.1 points 53 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Orange 90.1 points below standard Decreased -10.5 points 41 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 10 Students	Less than 11 Students 8 Students	96 points below standard Decreased -8.7 points 61 Students

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged decreased their scores by 5.3 points in Math to 115.2 points below standard.

2. WHS had a decrease by 11.6 points in Math overall.

3. Our biggest subgroup, Hispanic, is 128 points below standard a decline from the previous year of 10.1 points. Whereas our our White subgroup decreased by 10.5, and is 90.1 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator
English Learner Progress
Red
34.3 points above standard making progress towards English language proficiency
Number of EL Students: 35 Students
Performance Level: 1

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.

2023 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**
13	10	2	10

Conclusions based on this data:

1. For EL students through the Summative ELPAC assessment, 28.6% increased by one level. 5.7% maintained their level 4 status; according the CA Dashboard.

2. About 28% of WHS ELs are making progress towards English language proficiency. This is a decline of 24.7%

3. About 37.1% of WHS ELs (13) decreased at least one ELPI level.

School and Student Performance Data

Academic Performance
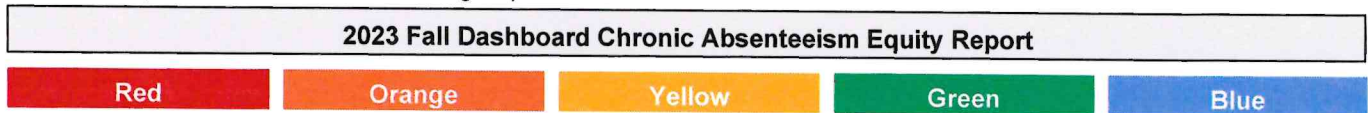### College/Career Report

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
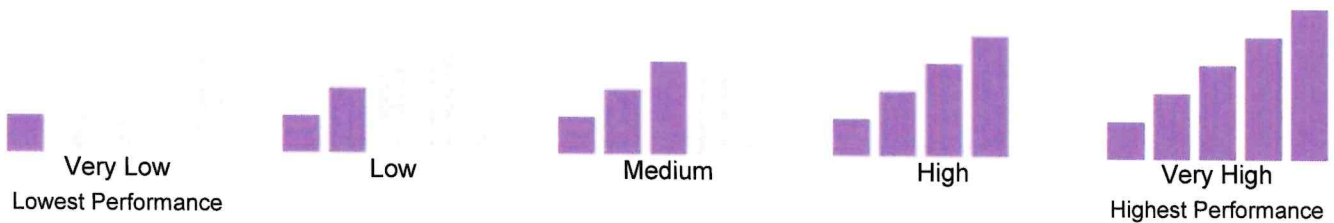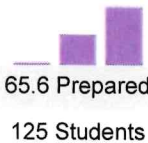
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.
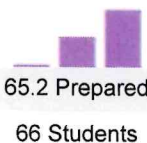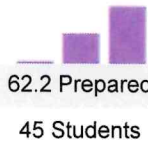
2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	3	0	0	0

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
65.6 Prepared 125 Students	Less than 11 Students 6 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	61.9 Prepared 113 Students	13.3 Prepared 15 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 9 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
65.2 Prepared 66 Students	Less than 11 Students 1 Student	0 Students	62.2 Prepared 45 Students

Conclusions based on this data:

1. WHS are 65.6% prepared for High school. The last time this was measured was in 2019, we were 26.1% prepared. In four years we jumped 39.5% in having our students college and career ready.

2. Our Hispanic students are prepared at our highest level of 65.2% prepared.

3. Our two lowest groups are White at 62.2% prepared and our Socioeconomically Disadvantaged group at 61.9% prepared and yet, still above the state average of 43.9%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1. The California Dashboard only records Chronic Absenteeism for the K-8 grade levels.

2. We definitely have Chronic Absenteeism at the High School, but the state does not track that data for high schools

3. 13-15% of our student population is chronically absent. This means that students are missing over 10% of the school days 10% = 18 days out of 180 days.

School and Student Performance Data
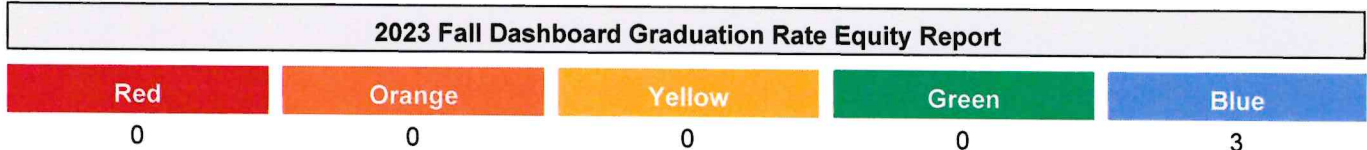
Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	3

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue 97.6% graduated Increased 1.4 125 Students	Less than 11 Students 6 Students	No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 9 Students	Blue 97.3% graduated Increased 1 113 Students	93.3% graduated Maintained -0.4 15 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 9 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 98.5% graduated Maintained 0.5 66 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Blue 95.6% graduated Maintained 0 45 Students

Conclusions based on this data:

1. WHS graduation rates 97.6% of their students, state average is 86.4%

2. WHS Maintained a high rate of graduates of students with disabilities 93.3%.

3. Our highest graduation rate is by our Hispanic students at 98.5%. Socioeconomically Disadvantaged coming in next at 97.3% and White population with a 95.6% graduation rate.

School and Student Performance Data

Conditions & Climate
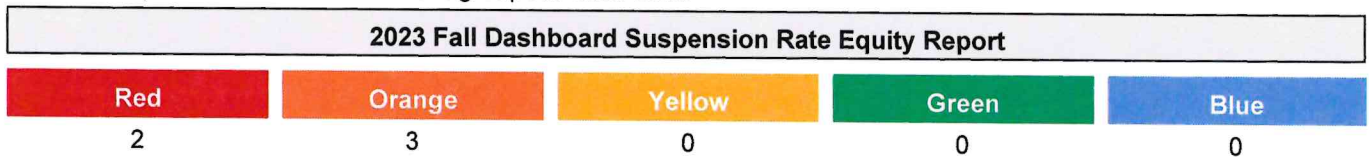### Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	3	0	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	Less than 11 Students
8% suspended at least one day	11.1% suspended at least one day	2 Students
Increased 0.7	Maintained 0.2	
500 Students	45 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Red
7 Students	9.4% suspended at least one day	13.8% suspended at least one day
	Increased 1.1	Increased 2.4
	392 Students	80 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 10 Students	3.7% suspended at least one day Declined -4.3 27 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 9.1% suspended at least one day Increased 1.3 263 Students	Less than 11 Students 6 Students	No Performance Color 0 Students	Orange 7.5% suspended at least one day Increased 0.4 186 Students

Conclusions based on this data:

1. About 8% of WHS students were suspended at least once.

2. Our highest groups for suspension include English Learners and Students with Disabilities. EL suspensions didn't change, but they are still high and students with disabilities increased 2.4%

3. Our Asian group was the most improved with a decline of 4.3% in suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Performance
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).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the CA School Dashboard results, our Suspension rate is considered High and our ELA and Math Performance is LOW recording in the Orange on the California School Dashboard.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard 5 performance indicators, Red, orange, yellow, green and blue	All Students are performing at a Red Level on the new CA state dashboard via CAASPP data	All students move to the Orange level or better performance on the CA state dashboard.

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Using multiple assessments to identify students who are at-risk and implement standards based intervention to enhance their classroom learning. Design and implement after school tutoring	All students	10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention services to students
1.2	2. Provide additional staffing for classroom assistance (Paraprofessionals II). Providing extended educational opportunities.	All students	31,498 Title III Part A: Language Instruction for LEP Students

			2000-2999: Classified Personnel Salaries Paraprofessionals 11,700 Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits
1.3	3. Provide teachers and staff supplemental materials and supplies to promote different learning styles.	All students	80,117 Unrestricted 4000-4999: Books And Supplies Instructional materials - site and teacher allocations (Unrestricted Lottery - Resource 1100)
1.4	4. Provide professional development opportunities for teachers and paraprofessionals that aligns content to state standards.	All students	24,905 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registration and travel costs, on-site presenters, collaboration resources 2,500 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher extra duty for collaboration and PD activities 600 LCFF - Base 3000-3999: Employee Benefits Statutory costs
1.5	5. Provide opportunities for school-wide and district-wide collaboration throughout the year. Utilizing Vertical alignment from Elementary thru High School	All students	2,500 LCFF - Base 4000-4999: Books And Supplies Materials and supplies for collaboration time
1.6	6. Provide and update textbook curriculum, as needed in the update cycle.	All students	50,000 LCFF - Base 4000-4999: Books And Supplies Textbooks
1.7	7. Continue to provide learning opportunities through technology for staff and students.	All students	37,500 LCFF - Base 4000-4999: Books And Supplies Smartboards, printers, other classroom technology
1.8	8. Provide a Library / Media Specialist who will maintain library materials.	All Students and Low Performing Students	23,722 LCFF - Supplemental 2000-2999: Classified Personnel Salaries WHS Library / Media Specialist

				15,218 LCFF - Supplemental 3000-3999: Employee Benefits
				21,809 Title I 2000-2999: Classified Personnel Salaries WHS Library / Media Specialist 14,279 Title I 3000-3999: Employee Benefits
1.9	9. Provide training and materials for counselors to be able provide additional services for these subgroups: Bootcamps, High School 101, FAFSA nights.	Socioeconomically disadvantaged, ELs, Foster, and Homeless students.		87,794 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries WHS Counselors 19,648 LCFF - Supplemental 3000-3999: Employee Benefits 70,125 Title I 1000-1999: Certificated Personnel Salaries WHS Counselors 15,695 Title I 3000-3999: Employee Benefits
1.10	10. Provide additional learning materials for instructors to support MTSS strategies and support EL student needs	ELs, Socioeconomically disadvantaged, Foster, and Homeless students		5,000 LCFF - Supplemental 4000-4999: Books And Supplies ELD materials, support/resources for foster and homeless students

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Our College and Career Readiness indicators have risen to 65.6% which is higher than the state level of 43.9%.

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

Teacher trainings and the Hatching results training for the counselors has been very beneficial for our students. Lesson plans built for Bootcamps, High School 101, FAFSA nights.

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 actively seek additional staff for interventions to improve overall student performance. Formal Tutoring at High School for EL students. Adding MTSS strategies and EL teacher strategies to support all students is a goal for this 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 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate
Continue to improve our safe school climate – Utilizing MTSS strategies to lesson the use of drugs, violence on campus, gang behavior and the presence of weapons.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

WHS ELs scored in the Red for suspension. WHS Homeless youths scored an orange in suspension. WHS students with disabilities scored a red in suspension rate.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard 5 performance indicators, Red, orange, yellow, green and blue	ELs & Students with Disabilities-Red in suspension Hispanic, White, & Socio Economically Disadvantaged in the Orange for suspensions	ELs & Students with Disabilities Move to the Orange or better in suspension Hispanic, White, & Socio Economically Disadvantaged move to the Yellow or better for suspensions

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Provide materials, supplies, and programs necessary for tobacco awareness- assemblies. SWAT & TUPE (HHSA)	All students	2,500 Other 4000-4999: Books And Supplies Materials and supplies for SWAT

2.2	2. Purchase and update Surveillance and Safety equipment including communications, lighting & cameras.	All students	28,288 LCFF - Base 6000-6999: Capital Outlay Upgrades to camera control systems 70,418 ESSER III 6000-6999: Capital Outlay Upgrade Valcom system; clocks, bells, PA communication
2.3	3. Provide ongoing trainings for safety prevention.	All staff members	5,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures EMS services and training
2.4	4. Vertically align discipline policies as appropriate with WIS.	For all students and staff	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:
2.5	Continue and support staff with Professional Development in BIAS awareness training, MTSS strategies and PBIS interventions.		10,000 Other 5000-5999: Services And Other Operating Expenditures MTSS staff participation and presenters, PD

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Trainings for Campus supervisor and Assistant principal are essential.

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

Campus wide communication is being updated. With an update to cameras, intercoms and perimeter security systems. Installation should be complete by Fall of 2024.

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.

Concentration on Professional Development for all Staff with, PBIS, MTSS, and BIAS training to enhance the classroom and high school experience for all. Continue working with GCOE with all of the MTSS and PBIS training.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parental Involvement
Provide additional opportunities for Parent Involvement and create a partnership within the community by developing greater cultural awareness, tolerance, and understanding.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the diversity at school and not enough parental representatives from each subgroup, WHS would like to actively recruit parental involvement from all subgroups to be members on committees. This would increase our voice equity for our parents.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Provide opportunities for Parents to be involved in developing school policy. SSC, ELAC, DELAC	All students	5,000 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
3.2	2. Continue to improve the communication between school and home (google classroom & Parent Portal), and provide translation where necessary. Utilize our new Parent and Engagement district team. Provide professional development for teacher training on parent portal to open up communication between teachers and parents.	All students		3,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard and other communication tools and resources (approximate site share of costs)
3.3	3. Support and encourage parent participation in Willows High School Booster Clubs.	All students		5,000 Other 4000-4999: Books And Supplies Materials and supplies for parent engagement activities and events
3.4	With the Gear-up Program, provide a Parent institute for Quality Education (PIQE) to ensure students achieve their full potential.	Seniors		10,000 Other 5000-5999: Services And Other Operating Expenditures GearUp funds for PIQE program
3.5	Active implementation for SART to help with Chronic Absenteeism.	All Students		2,500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional services to support SART activities and outreach 2,500 LCFF - Supplemental 4000-4999: Books And Supplies Outreach and Engagement activities to support student attendance, including student incentives and recognitions

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent involvement is still low, in relation to our total population.

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

Aeries Parent Square is now up and active. Still looking for strategies to increase parent involvement and participation.

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.

Actively recruit a diverse parent group for the School Site Council, & ELAC. Holding meetings at times when parents are able to attend.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

About 34.3% of the EL students at WHS are making progress towards English language proficiency. English learners are also very high in suspension rates on the CA School Dashboard.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores CA School Dashboard 5 performance indicators, Red, orange, yellow, green and blue	34.3% making progress on ELPAC Showing Red in suspension on the CA School Dashboard	Increase by 10% in making progress on ELPAC from previous year Lower suspension rates for EL students on the CA School Dashboard

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Provide additional staff for classroom assistance (Paraprofessionals I and II) and parental involvement.	EL Students	See goal 1, strategy 2
4.2	Provide professional development and/or continuing education opportunities for teachers and paraprofessionals surrounding EL students and EL strategies.	EL Students	See goal 1, strategy 4

4.3	Adopt instructional materials and provide professional development to all teachers in EL strategies and competencies (ELLevation example)	all students	5,000 LCFF - Supplemental 4000-4999: Books And Supplies Curriculum Adoption of EL Materials
4.4	Provide classroom opportunities to create a better understanding of the rules and regulations for the school.	all students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

By having extra staff and training opportunities for all teachers. We will be better prepared as a staff to support all of our students, with a concentration on our EL students needs.

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

Hiring of staff and taking the time for training is necessary to for the success of our students. Retrain, educate opportunities for all parents, teachers and school staff to support our students. EL students placed in EL designated courses.

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

To help support the students and reduce the high suspension rate for the EL students providing information on the rules and regulations may fill any gaps in the understanding of the discipline at the high school.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities
Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$178,741
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$684,316.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$124,408.00
Title III Part A: Language Instruction for LEP Students	$43,198.00

Subtotal of additional federal funds included for this school: $167,606.00

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 ($)
ESSER III	$70,418.00
LCFF - Base	$167,293.00
LCFF - Supplemental	$171,382.00
Other	$27,500.00
Unrestricted	$80,117.00

Subtotal of state or local funds included for this school: $516,710.00

Total of federal, state, and/or local funds for this school: $684,316.00

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
ESSER III	70,418.00
LCFF - Base	167,293.00
LCFF - Supplemental	171,382.00
Other	27,500.00
Title I	124,408.00
Title III Part A: Language Instruction for LEP Students	43,198.00
Unrestricted	80,117.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	175,419.00
2000-2999: Classified Personnel Salaries	80,029.00
3000-3999: Employee Benefits	77,140.00
4000-4999: Books And Supplies	197,617.00
5000-5999: Services And Other Operating Expenditures	55,405.00
6000-6999: Capital Outlay	98,706.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
6000-6999: Capital Outlay	ESSER III	70,418.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	7,500.00

2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00
3000-3999: Employee Benefits	LCFF - Base	600.00
4000-4999: Books And Supplies	LCFF - Base	95,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	32,905.00
6000-6999: Capital Outlay	LCFF - Base	28,288.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	97,794.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,722.00
3000-3999: Employee Benefits	LCFF - Supplemental	34,866.00
4000-4999: Books And Supplies	LCFF - Supplemental	12,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
4000-4999: Books And Supplies	Other	7,500.00
5000-5999: Services And Other Operating Expenditures	Other	20,000.00
1000-1999: Certificated Personnel Salaries	Title I	70,125.00
2000-2999: Classified Personnel Salaries	Title I	21,809.00
3000-3999: Employee Benefits	Title I	29,974.00
4000-4999: Books And Supplies	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	31,498.00
3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	11,700.00
4000-4999: Books And Supplies	Unrestricted	80,117.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	524,610.00
Goal 2	124,206.00
Goal 3	30,500.00
Goal 4	5,000.00

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

4 Classroom Teachers

1 Other School Staff

8 Parent or Community Members

5 Secondary Students

Name of Members	Role
Julie Carriere	Principal
Sherry Brott	Other School Staff
Kathy Poldervaart	Classroom Teacher
Jenni Girard	Classroom Teacher
Robert Rawles	Classroom Teacher
Melanie Randolph	Parent or Community Member
Maribel Palomino	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
Jordan Thomas	Secondary Student
Hugo Mendoza	Secondary Student
Bethany Millen	Secondary Student
Myia Jacobo	Secondary Student
Scott Booth	Other School Staff
Cora Randolph	Parent or Community Member
Evelyn Henriquez	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:
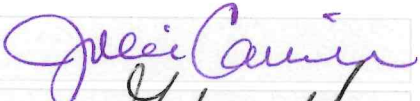
Signature	**Committee or Advisory Group Name**

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 MARCH 19, 2024.

Attested:

Principal, Julie Carriere on 3/19/24	
SSC Chairperson, Gerard Millen on 3/19/24	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
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 *EC* 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table
A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).

            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.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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/

Updated by the California Department of Education, October 2023