



**Office of the Superintendent**

**DATE:** May 2<sup>nd</sup>, 2024

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

**PRESENTER:** Scott J. Booth

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**BACKGROUND INFORMATION:**

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

**Plan Requirements:**

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

**RECOMMENDATION:**

**School Accountability Report Cards**

Approve the annual update of the School Plan for Student Achievement for Willows Intermediate 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
at Willows Intermediate School	11-62661-6007611	4.25.24	5.2.24

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 at Willows Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 at Willows Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

### Schoolwide Program

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

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

Goal 2: Continue to improve our safe school climate and culture.

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

Goal 4: Improve student attendance by decreasing chronic absenteeism.

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

## Educational Partner Involvement

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

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

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

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

## Resource Inequities

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

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

Through discussion with the School Site Council, we have determined a need for more extensive Social-Emotional training and education for all educational partners. This area of emphasis will be addressed with the upcoming Multi-Tiered Systems of Support as well as a priority of the WUSD to provide and support professional development opportunities for staff in our district. Willows Intermediate School is part of the Community Schools Grant that includes our committee within the Community Engagement Initiative. This committee consists of school personnel, district personnel, parents and other community members. Other areas included within the scope of this plan include improved school culture and a decrease on chronic absenteeism.

Our English Learner group is 23.7% chronic absentee rate (very high), 114.7 points below standard in math and 86.1 points below standard in English Language Arts. The Students With Disabilities group has a rate of 35.1% chronic absenteeism rate and score 166.2 points below standard in math. Socioeconomically Disadvantaged Students score 101.1 points below standard in math and 73.5 points below standard in English Language Arts.

Based on the above data, we need to investigate and learn WHY the chronic absentee rates are so high for these two student groups. We need to continue our work on improving intervention classes and supports to improve on the achievement for ALL student groups. We will continue to work with the district to evaluate budgets to be able to provide for academic support and intervention.

## 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.

English Language Arts:

English Learners, Hispanic and Socioeconomically Disadvantaged students performed in "red".  
Students with Disabilities performed in the "orange"

Math:

English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities performed in the "red".

English Learner Progress:

The English Learner group performed in the "orange" with 50.9% making progress toward English language proficiency.

Chronic Absenteeism:

English Learners, Students with Disabilities and White performed 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.

### Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for at Willows Intermediate 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	1.4%	1.62%	2.37%	4	5	7
African American	1.0%	0.65%	0%	3	2	0
Asian	4.1%	4.55%	4.07%	12	14	12
Filipino	0.3%	0.32%	0%	1	1	0
Hispanic/Latino	54.3%	56.49%	54.92%	159	174	162
Pacific Islander	0.3%	0.32%	0.34%	1	1	1
White	36.2%	34.09%	36.61%	106	105	108
Multiple/No Response	2.1%	0.97%	1.69%	6	3	5
<b>Total Enrollment</b>				293	308	295

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	94	101	102
Grade 7	105	100	101
Grade 8	94	107	92
<b>Total Enrollment</b>	293	308	295

#### Conclusions based on this data:

1. Enrollment at Willows Intermediate School (WIS) has remained fairly consistent.
2. The enrollment at WIS is generally 300 students, or roughly 100 students per grade level.
3. Student subgroup enrollments have remained fairly consistent over this period of time.

# 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)	50	59	56	17.10%	19.2%	19.0%
Fluent English Proficient (FEP)	75	81	78	25.60%	26.3%	26.4%
Reclassified Fluent English Proficient (RFEP)	2			4.0%		

### Conclusions based on this data:

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



# 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 6	93	101	102	92	99	100	91	98	100	98.9	98.0	98.0
Grade 7	104	98	100	99	94	99	99	94	99	95.2	95.9	99.0
Grade 8	93	103	96	89	100	95	89	100	95	95.7	97.1	99.0
All Grades	290	302	298	280	293	294	279	292	294	96.6	97.0	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 6	2463.	2460.	2464.	1.10	4.08	3.00	21.98	20.41	20.00	37.36	25.51	31.00	39.56	50.00	46.00
Grade 7	2513.	2496.	2486.	8.08	2.13	3.03	23.23	25.53	24.24	34.34	31.91	29.29	34.34	40.43	43.43
Grade 8	2510.	2473.	2490.	6.74	2.00	2.11	17.98	11.00	20.00	39.33	26.00	31.58	35.96	61.00	46.32
All Grades	N/A	N/A	N/A	5.38	2.74	2.72	21.15	18.84	21.43	36.92	27.74	30.61	36.56	50.68	45.24

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 6	7.69	6.12	6.00	56.04	43.88	54.00	36.26	50.00	40.00
Grade 7	13.13	7.45	7.07	59.60	63.83	58.59	27.27	28.72	34.34
Grade 8	8.99	4.00	7.37	56.18	55.00	57.89	34.83	41.00	34.74
All Grades	10.04	5.82	6.80	57.35	54.11	56.80	32.62	40.07	36.39

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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 6	4.40	4.08	3.00	48.35	41.84	40.00	47.25	54.08	57.00
Grade 7	12.12	4.26	8.08	52.53	55.32	46.46	35.35	40.43	45.45
Grade 8	6.74	3.00	3.16	46.07	31.00	38.95	47.19	66.00	57.89
All Grades	7.89	3.77	4.76	49.10	42.47	41.84	43.01	53.77	53.40

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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 6	10.99	17.35	11.00	69.23	59.18	73.00	19.78	23.47	16.00
Grade 7	7.07	10.64	7.07	78.79	74.47	67.68	14.14	14.89	25.25
Grade 8	11.24	5.00	7.37	68.54	73.00	68.42	20.22	22.00	24.21
All Grades	9.68	10.96	8.50	72.40	68.84	69.73	17.92	20.21	21.77

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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 6	10.99	6.12	6.00	62.64	59.18	70.00	26.37	34.69	24.00
Grade 7	15.15	5.32	5.05	67.68	72.34	63.64	17.17	22.34	31.31
Grade 8	8.99	2.00	6.32	76.40	62.00	68.42	14.61	36.00	25.26
All Grades	11.83	4.45	5.78	68.82	64.38	67.35	19.35	31.16	26.87

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**Conclusions based on this data:**

1. Based on this data, 2021-22 appears to be the lowest year for students achievement in English Language Arts.
2. Approximately 75% of the students did not meet, or nearly met the standards in ELA in 2022-23.
3. Based on the 2022-23 data, students at WIS score highest in the "Listening" domain, while they score lowest in the "Writing" domain.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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 6	93	101	102	91	99	100	91	99	100	97.8	98.0	98.0
Grade 7	104	98	100	99	94	99	99	94	99	95.2	95.9	99.0
Grade 8	93	103	96	89	102	95	89	102	95	95.7	99.0	99.0
All Grades	290	302	298	279	295	294	279	295	294	96.2	97.7	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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 6	2451.	2468.	2463.	1.10	7.07	7.00	7.69	6.06	11.00	32.97	44.44	34.00	58.24	42.42	48.00
Grade 7	2498.	2496.	2465.	12.12	5.32	3.03	14.14	18.09	10.10	31.31	30.85	27.27	42.42	45.74	59.60
Grade 8	2495.	2477.	2481.	7.87	6.86	3.16	17.98	4.90	14.74	23.60	27.45	16.84	50.56	60.78	65.26
All Grades	N/A	N/A	N/A	7.17	6.44	4.42	13.26	9.49	11.90	29.39	34.24	26.19	50.18	49.83	57.48

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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 6	0.00	5.05	10.00	36.26	50.51	45.00	63.74	44.44	45.00
Grade 7	11.11	5.32	4.04	51.52	54.26	39.39	37.37	40.43	56.57
Grade 8	3.37	5.88	6.32	53.93	42.16	40.00	42.70	51.96	53.68
All Grades	5.02	5.42	6.80	47.31	48.81	41.50	47.67	45.76	51.70

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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 6	2.20	3.03	4.00	40.66	49.49	47.00	57.14	47.47	49.00
Grade 7	8.08	4.26	2.02	59.60	55.32	47.47	32.32	40.43	50.51
Grade 8	8.99	6.86	6.32	49.44	47.06	49.47	41.57	46.08	44.21
All Grades	6.45	4.75	4.08	50.18	50.51	47.96	43.37	44.75	47.96

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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 6	2.20	8.08	8.00	63.74	52.53	59.00	34.07	39.39	33.00
Grade 7	6.06	6.38	4.04	76.77	64.89	65.66	17.17	28.72	30.30
Grade 8	7.87	4.90	2.11	62.92	60.78	57.89	29.21	34.31	40.00
All Grades	5.38	6.44	4.76	68.10	59.32	60.88	26.52	34.24	34.35

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:**

- Overall, there is a general decline in the overall scores for student achievement in mathematics.
- In all strands of mathematics, the percentage of students scoring "below standard" is increasing over this three year period.
- Roughly 65% of our students are at/near/above standard in the "Communicating Reasoning" strand of the mathematics test.

# 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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1536.1	1518.2	1532.4	1553.5	1512.0	1525.2	1518.1	1524.0	1539.4	24	21	26
7	1543.0	1565.0	1527.0	1544.6	1580.9	1518.5	1540.9	1548.6	1535.1	17	21	15
8	1526.4	1563.6	1540.6	1511.8	1568.5	1528.3	1540.5	1558.4	1552.4	13	14	14
All Grades										54	56	55

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.83	23.81	15.38	50.00	14.29	46.15	20.83	47.62	38.46	8.33	14.29	0.00	24	21	26
7	23.53	42.86	13.33	41.18	33.33	46.67	29.41	14.29	26.67	5.88	9.52	13.33	17	21	15
8	7.69	35.71	21.43	30.77	42.86	42.86	38.46	7.14	21.43	23.08	14.29	14.29	13	14	14
All Grades	18.52	33.93	16.36	42.59	28.57	45.45	27.78	25.00	30.91	11.11	12.50	7.27	54	56	55

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.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	54.17	33.33	30.77	33.33	33.33	57.69	4.17	19.05	11.54	8.33	14.29	0.00	24	21	26
7	35.29	61.90	20.00	41.18	23.81	53.33	17.65	4.76	13.33	5.88	9.52	13.33	17	21	15
8	23.08	50.00	28.57	30.77	35.71	42.86	23.08	7.14	14.29	23.08	7.14	14.29	13	14	14
All Grades	40.74	48.21	27.27	35.19	30.36	52.73	12.96	10.71	12.73	11.11	10.71	7.27	54	56	55

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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
6	8.33	4.76	7.69	20.83	19.05	30.77	41.67	57.14	42.31	29.17	19.05	19.23	24	21	26
7	0.00	9.52	6.67	35.29	42.86	26.67	47.06	33.33	40.00	17.65	14.29	26.67	17	21	15
8	7.69	14.29	14.29	7.69	35.71	35.71	53.85	35.71	21.43	30.77	14.29	28.57	13	14	14
All Grades	5.56	8.93	9.09	22.22	32.14	30.91	46.30	42.86	36.36	25.93	16.07	23.64	54	56	55

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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
6	29.17	19.05	23.08	66.67	76.19	73.08	4.17	4.76	3.85	24	21	26
7	17.65	23.81	6.67	70.59	61.90	80.00	11.76	14.29	13.33	17	21	15
8	23.08	28.57	28.57	61.54	64.29	50.00	15.38	7.14	21.43	13	14	14
All Grades	24.07	23.21	20.00	66.67	67.86	69.09	9.26	8.93	10.91	54	56	55

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	70.83	38.10	50.00	16.67	47.62	50.00	12.50	14.29	0.00	24	21	26
7	70.59	71.43	26.67	23.53	23.81	73.33	5.88	4.76	0.00	17	21	15
8	30.77	64.29	42.86	38.46	28.57	42.86	30.77	7.14	14.29	13	14	14
All Grades	61.11	57.14	41.82	24.07	33.93	54.55	14.81	8.93	3.64	54	56	55

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 Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	16.67	4.76	11.54	12.50	38.10	42.31	70.83	57.14	46.15	24	21	26
7	5.88	14.29	6.67	41.18	47.62	53.33	52.94	38.10	40.00	17	21	15
8	15.38	21.43	35.71	30.77	42.86	28.57	53.85	35.71	35.71	13	14	14
All Grades	12.96	12.50	16.36	25.93	42.86	41.82	61.11	44.64	41.82	54	56	55

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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
6	0.00	19.05	19.23	91.67	71.43	80.77	8.33	9.52	0.00	24	21	26
7	11.76	14.29	20.00	82.35	71.43	66.67	5.88	14.29	13.33	17	21	15
8	7.69	14.29	0.00	76.92	78.57	78.57	15.38	7.14	21.43	13	14	14
All Grades	5.56	16.07	14.55	85.19	73.21	76.36	9.26	10.71	9.09	54	56	55

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. Our EL students tend to do best in the Oral and Speaking domain with over 79% of the students considered "well developed" or at Level 4 and 3.
2. Written Language is the area where we have the highest number of our students scoring at a Level 1 and 2, at 46%
3. At Willows Intermediate School, the majority of our EL students score in the Level 4 and 3 area, 61%.



# 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.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>295</b>	<b>81.4</b>	<b>19</b>	<b>0.3</b>
Total Number of Students enrolled in at Willows Intermediate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	56	19
Foster Youth	1	0.3
Homeless	4	1.4
Socioeconomically Disadvantaged	240	81.4
Students with Disabilities	32	10.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	7	2.4
Asian	12	4.1
Hispanic	162	54.9
Two or More Races	5	1.7
Pacific Islander	1	0.3
White	108	36.6

### Conclusions based on this data:

- The majority of students (81.4%) at WIS are considered socioeconomically disadvantaged.
- Our largest ethnic population of students is 54.9% Hispanic, followed by 36.6% White.

- 
- 
3. Our EL population comprises 19% of our student body.

# School and Student Performance Data

## Overall Performance






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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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Orange		

**Conclusions based on this data:**

- Based on state legislation, Dashboard data was suspended for the 2020 and 2021 school years. The use of the colorful indicator is back in use to compare data over time.
- Based on this data, WIS is scoring low in both core academic areas (ELA and Math).
- While Chronic Absenteeism has improved, this is still an area of concern.



# School and Student Performance Data

## Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 67.8 points below standard Maintained +1.8 points 279 Students	<p><b>English Learners</b></p>  Red 86.1 points below standard Maintained -0.7 points 85 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 73.5 points below standard Maintained +2.4 points 230 Students	<p><b>Students with Disabilities</b></p>  Orange 123.8 points below standard Increased +4.5 points 34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<b>African American</b> Less than 11 Students  0 Students	<b>American Indian</b> Less than 11 Students  7 Students	<b>Asian</b> 122.8 points below standard Decreased Significantly - 65.1 points 12 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Red 79.8 points below standard Decreased -8.8 points 153 Students	<b>Two or More Races</b> Less than 11 Students  5 Students	<b>Pacific Islander</b> Less than 11 Students  1 Student	<b>White</b>  Yellow 45.3 points below standard Increased Significantly +22.2 points 102 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		
<b>Current English Learner</b> 117 points below standard Increased Significantly +23.1 points 54 Students	<b>Reclassified English Learners</b> 32.2 points below standard Increased Significantly +15.7 points 31 Students	<b>English Only</b> 64.8 points below standard Increased +9 points 152 Students

**Conclusions based on this data:**

1. Hispanic, Socioeconomically Disadvantaged and English Learner subgroups are scoring in the "red".
2. WIS is scoring 67.8 points below standard with three of our student groups scoring "red".
3. While reclassified EL students are scoring 32.2 points below standard, that group is performing the highest out of all groups at Willows Intermediate School.

# School and Student Performance Data

## Academic Performance Mathematics

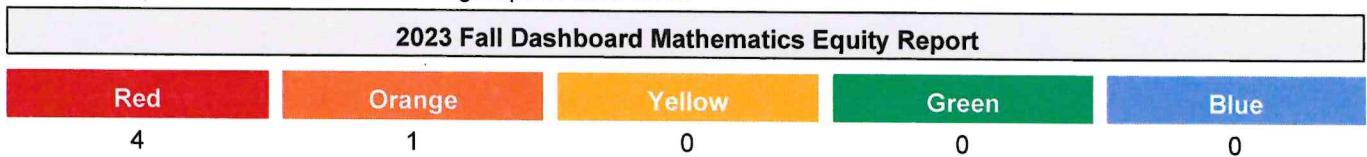
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>96.7 points below standard Decreased -13.4 points</p> <p>279 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>114.7 points below standard Maintained -1.8 points</p> <p>85 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>101.1 points below standard Decreased -7 points</p> <p>230 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>166.2 points below standard Decreased -3.5 points</p> <p>34 Students</p>

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  0 Students	Less than 11 Students  7 Students	111.8 points below standard Decreased -9.9 points  12 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 113.2 points below standard Decreased Significantly - 20.3 points 153 Students	Less than 11 Students  5 Students	Less than 11 Students  1 Student	 Orange 70.4 points below standard Decreased -8 points 102 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
147.9 points below standard Increased Significantly +34 points  54 Students	56.7 points below standard Increased +12.7 points  31 Students	95.7 points below standard Decreased Significantly -18.3 points  152 Students

**Conclusions based on this data:**

1. Hispanic, Students with Disabilities, Socioeconomically Disadvantaged and English Learners are all scoring in the "red".
2. WIS is 96.7 points below standard in mathematics (all students), compared to 86.3 points below standard last year.
3. Our EL and Students with Disabilities are the two subgroups scoring the farthest below standard (147.9 and 166.2 respectively)



# School and Student Performance Data

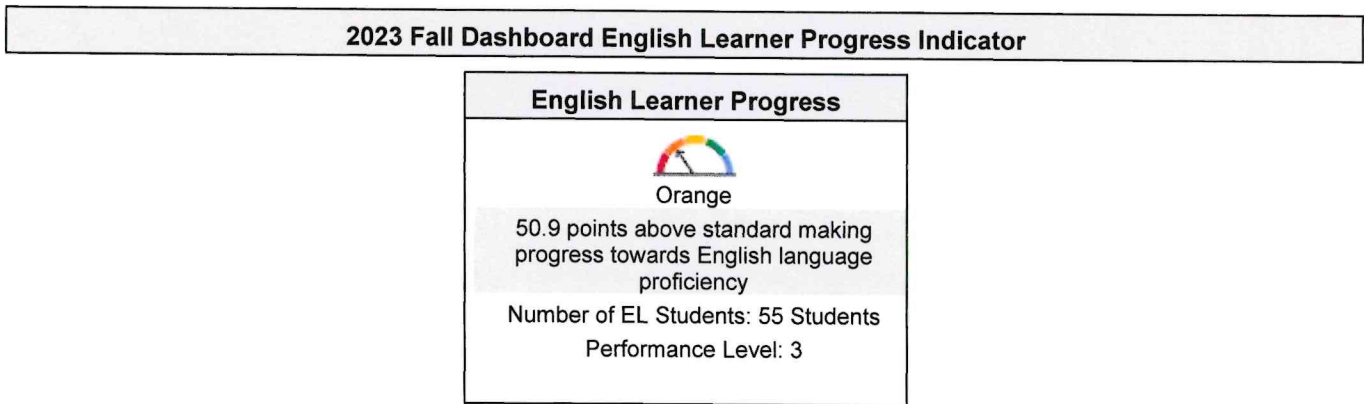
## Academic Performance English Learner Progress

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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.



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
9	18	0	27

**Conclusions based on this data:**

1. 45 of the EL students either maintained or progressed at least one level in 2022-23.
2. 50.9% (59.2% previous year) of our EL students are making progress toward EL proficiency.
3. Overall, WIS ELD students are still performing at a low level, but progress is occurring based on comparisons to previous years.

# School and Student Performance Data

## Academic Performance College/Career Report

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.

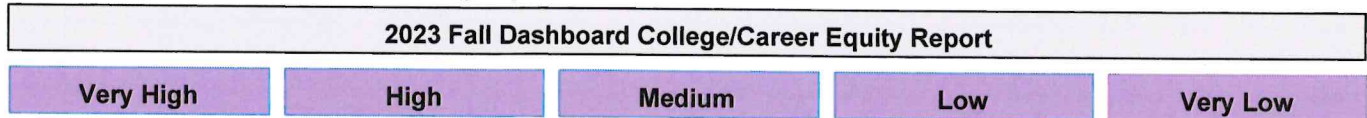
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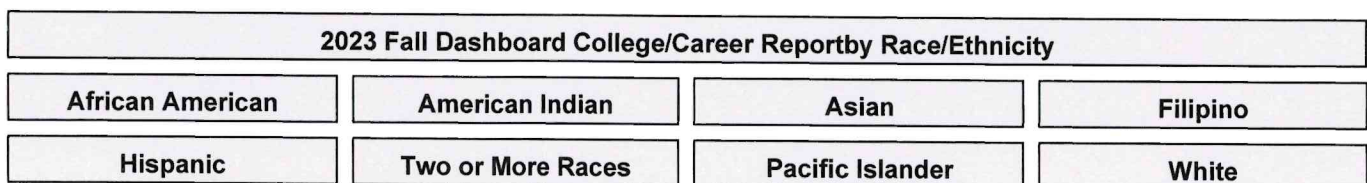
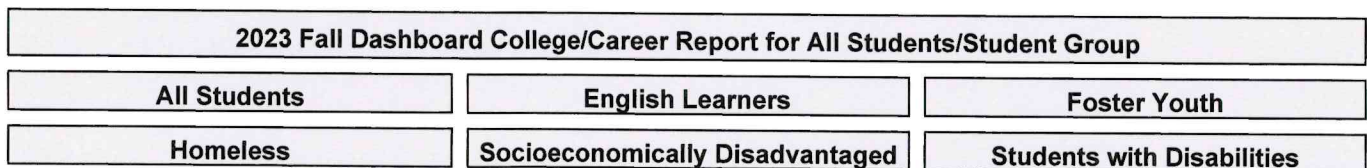
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

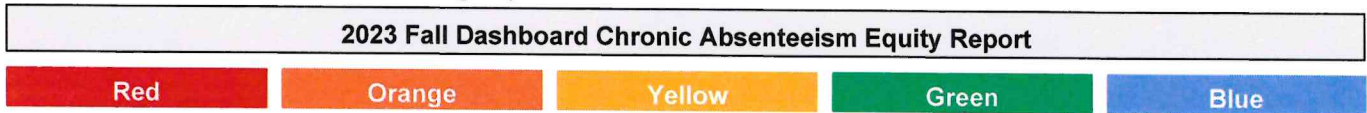
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

This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 21.9% Chronically Absent Declined Significantly -8.7 315 Students	<b>English Learners</b>  Orange 23.7% Chronically Absent Declined -1.7 59 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 23.6% Chronically Absent Declined Significantly -10 263 Students	<b>Students with Disabilities</b>  Orange 35.1% Chronically Absent Declined -8.8 37 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	Less than 11 Students  7 Students	15.4% Chronically Absent Increased 15.4  13 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 22.4% Chronically Absent Declined Significantly -6.2  174 Students	Less than 11 Students  7 Students	Less than 11 Students  1 Student	 Orange 20.5% Chronically Absent Declined -16.5  112 Students

**Conclusions based on this data:**

1. Overall, chronic absenteeism is declining at WIS with a 8.7% improvement from the previous year.
2. Just over 20% of students at WIS are considered chronically absent.
3. While improving, English Learners, Students with Disabilities and the White subgroups are still scoring in the "orange".

# School and Student Performance Data

## Academic Engagement Graduation Rate

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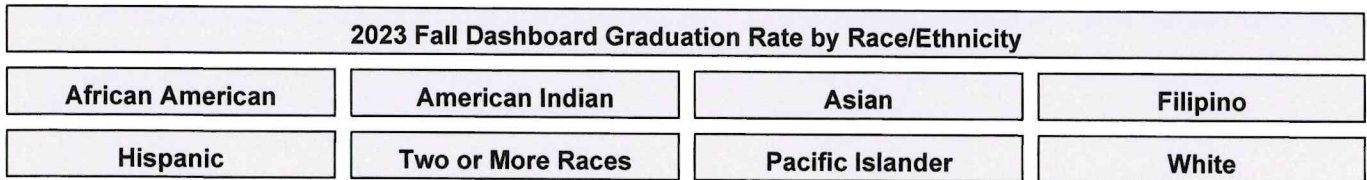
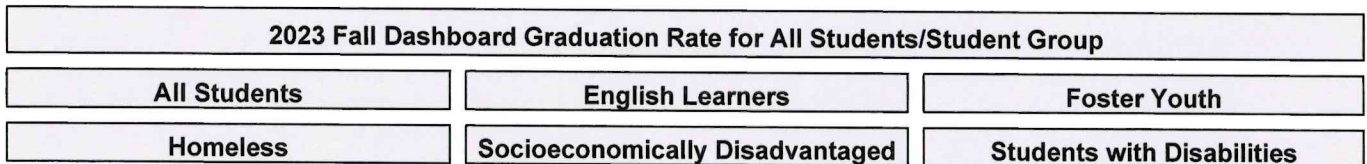
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

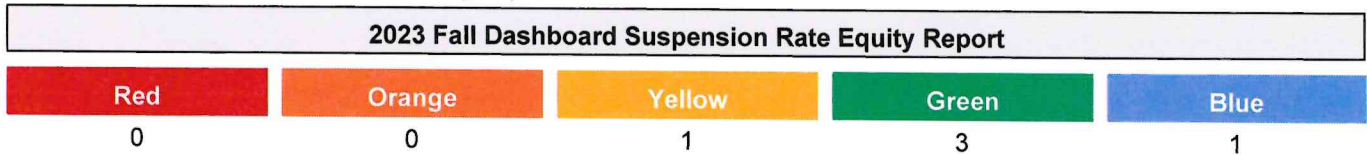
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.7% suspended at least one day</p> <p>Declined -2.1 322 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.7% suspended at least one day</p> <p>Declined -3 60 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students 4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.1% suspended at least one day</p> <p>Declined -2.4 270 Students</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined -9.8 38 Students</p>

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students 1 Student	Less than 11 Students 8 Students	0% suspended at least one day  Declined -7.1 13 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green  3.9% suspended at least one day  Declined Significantly -3.7 178 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	 Yellow  3.5% suspended at least one day  Maintained -0.2 114 Students

**Conclusions based on this data:**

1. The suspension rate has declined in the past two years, with the Hispanic subgroup showing the most significant decline.
2. About 3.7% of WIS' students were suspended at least once in 2022-23, which is a decrease from previous years.
3. The student group that has the highest rate of suspensions is our Socioeconomically group at 4.1%

# 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

Goal 1: Improve student performance on assessments and ensure that ALL students, including at-promise students, English Learners, homeless and foster youth, and students with disabilities, meet or exceed standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### 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.

24.17% of students at WIS met or exceed the standards in ELA. 16.32% of students met or exceed standards in math. Our English Learner group of students scores significant lower than the rest of the school in ELA (86.1 points below standard) and math (114.7 points below standard). The Students With Disabilities group also scores below the rest of the school in ELA (123.8 points below standard) and math (166.2 points below standard)

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

### 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. Identify students early in the school year who are at-promise and implement a standards based intervention to enhance their classroom learning.	At-promise students, including English	19,446 LCFF - Supplemental



	<p>ELA Intervention will use resources from the adopted curriculum as well as using Dibbles as a benchmark assessment tool.</p>	<p>Leaners and Students with Disabilities.</p>	<p>1000-1999: Certificated Personnel Salaries Intervention support to students - teacher extra duty 4,366 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - teacher extra duty 5,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials &amp; supplies for EL support 65,642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aides supporting intervention services 24,459 LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs - instructional aides</p>
<p>1.2</p>	<p>2. Provide additional staffing for classroom assistance (Paraprofessionals I &amp; II).</p>	<p>All students</p>	<p>49,822 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessionals to provide ELD support 18,549 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - ELD support 23,215 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessionals to provide Opportunity Classroom support 8,447 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - Opportunity classroom support</p>
<p>1.3</p>	<p>3. Provide teachers and staff supplemental materials and supplies to promote different learning styles.</p>	<p>All students</p>	<p>33,800 Unrestricted 4000-4999: Books And Supplies Instructional Supplies - site and teacher allocations (Unrestricted Lottery - Resource 1100)</p>

1.4	4. Provide opportunities for teacher training and paraprofessional training (CPM Math, CAASPP Workshop, NGSS Symposium, UDL, etc.)	All students	15,618 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registrations & travel costs, on-site training costs 1,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher extra duty for directed PD
1.5	5. Provide opportunities for schoolwide and districtwide collaboration throughout the year	All students	2,500 LCFF - Base 4000-4999: Books And Supplies Materials and supplies for collaboration time
1.6	6. Continue to provide learning opportunities through technology and after-school/outdoor education programs for staff and students.	All students	22,500 LCFF - Base 4000-4999: Books And Supplies SMART boards and other classroom technology
1.7	7. Recognizing students achievement and improvement and providing incentives for ALL Students	All students	2,500 Other 4000-4999: Books And Supplies Regional Host Admin Credit to be used for student achievement and recognition
1.8	Provide a Library / Media Specialist who will maintain library materials, and help low performing students during intervention. Provide a Reading teacher to provide a reading program in the Library.	All Students and Low Performing Students	32,701 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Library/Media Specialists 7,612 LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs - Library/Media Specialists 7,957 Title I 2000-2999: Classified Personnel Salaries Library/Media Specialists 1,829 Title I 3000-3999: Employee Benefits Statutory Costs - Library/Media Specialists
1.9	The counselor will provide additional services for these subgroups	Socioeconomically disadvantaged, ELs, Foster, and Homeless Students	30,530 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries WIS Counselor 11,062

			LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs - WIS Counselor 45,795 Title I 1000-1999: Certificated Personnel Salaries WIS Counselor 15,878 Title I 3000-3999: Employee Benefits Statutory Costs - WIS Counselor
1.10	Provide Instructional aides (x4), Opportunity Aide (x1) and English Learner aides (x3) to provide direct intervention support for these groups.	English Learner, socioeconomically disadvantaged,	

# 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.

Overall implementation is in progress. The 2024-2025 school year will be the first year we will have a dedicated intervention teacher at WIS. School Counselor is developing lessons and activities to monitor student progress, need for intervention and incentive programs.

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

Overall students performed better on the CAASPP however, there are still a few areas where we declined. Our English Learners are further from standard than they were the previous year in Math, and the Students with disabilities also performed farther below standard than they previously did.

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

The future goal is putting a greater emphasis on a tiered intervention approach, all incorporated under the new intervention teacher. This intervention teacher will also work with our instructional aides to provide more clear and consistent support. Our master schedule will be reorganized to better serve our English Learner population. Students will be placed in an age and level appropriate section within the ELD Classroom. We are providing an additional EL aide that will work directly with the teacher in the classroom.

# 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 Safety

Continue improving our safe school climate by implementing strategies consistently and collaboratively, to create a positive and safe school climate that supports the well-being and success of ALL students. Each step contributes to building a culture of respect, empathy and inclusivity within the school community.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### 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.

WIS had about 3.7% of their students suspended at least once during the 22-23 school year, which is an improvement over past years. According to the California Healthy Kids Survey (21-22), about 54% of the 7th graders felt school connectedness. About 60% of the 7th graders felt they had an adult caring relationship. While suspension rates continue to decline, we need to focus on our level of engaging students at school in all areas to help foster a caring Social/Emotional Learning Environment. Far too many students are struggling with social-emotional needs. Based on a CalHOPE survey we administered in March, 2024, 60% of students responded that they felt down, sad or hopeless. Only 62% of 8th grade respondents feel this school is safe and welcoming.

### 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 California Healthy Kids' Survey 19-20 CALPADS data report 7.3	5.8% suspended at least one day. 9.8% in the Students With Disabilities group. 54% of 7th graders felt a school connectedness	Decline by at least 1% for all students. Decline by 10% for Students with Disabilities. Increase school connectedness by at least 1% Improve school attendance by 5%.

### 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. Purchase materials and provide trainings for safety (Catapult), or program to clearly articulate dangerous situations on campus.	All Staff	2,500 LCFF - Base

			5000-5999: Services And Other Operating Expenditures EMS system licensing and training
2.2	2. Provide materials, supplies, programs necessary for tobacco and drug awareness, and counseling referrals, and do so collaboratively with GCOE.	All students	500 LCFF - Base 4000-4999: Books And Supplies Materials and supplies 500 LCFF - Base 5000-5999: Services And Other Operating Expenditures Guest speakers, presenters
2.3	3. Provide Surveillance equipment – lighting, cameras, and sensors, on the interior and exterior of our buildings.	All students	5,500 Local Categorical 6000-6999: Capital Outlay Access Control System - Avigilon Alta 19,950 LCFF - Base 6000-6999: Capital Outlay Upgrades to camera control systems 5,000 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures TBD - visitor check in system, estimated annual cost
2.4	4. Provide assemblies focusing on inspiration, kindness, anti-bullying and building a culture of respect on campus.	All students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for assemblies 5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Guest Speakers/Presenters for assemblies
2.6	5. Work with GCOE and behavior health to implement restorative practices and utilize relational development activities.	All students	1,500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies 500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies 1,500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Staff training / professional development

2.7	6. Provide personnel support for students (counseling, Paraprofessionals, library media tech, district nurse, etc.)	All students	
2.8	7. Provide Professional Development for staff for Positive Behavior Intervention Support.	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.

Overall, we are continuing work in this area. We have made great improvements but need to continue to improve.

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

Implementation and effectiveness of Catapult has been a challenge. At WIS, we do not have 100% access to Catapult and therefore do not use this alert system. Our video surveillance system has been partially working this year which has proven to be difficult to overcome.

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

The goal is to install new cameras after our new construction, but also to upgrade our system, as our current system is not dependable. We are also planning on gathering more data from students to hear their voice (CalHOPE, focus groups, etc.), as well as from our parents through our Community Engagement Initiative. We are planning on having a designated time each week (i.e. - WIS Wednesday) to have activities where ALL people on campus are doing the same activity, including Social Emotional Lessons.

# 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.

#### Community Partnership

Develop greater cultural awareness, tolerance and understanding through community partnerships to enhance our school's environment and promote inclusivity.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

### 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.

Per our CalHOPE data, 10% of our respondents shared concerns with adults on campus, while other respondents shared concerns with bullying and cultural awareness. Because of our school diversity, and the lack of parental representatives from each subgroup, we recognize that we need to do a better job to recruit more parents and community members to be involved with our school.

### 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, etc.,	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.	School site administration and staff actively recruited and sought parents, from at least one targeted subgroups, to be members of one or more existing leadership committees, as evidenced by phone call logs, memos, emails, etc.

### 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 engage with the school community (e.g. Back-to-School-Night, Open House, etc), and reach out with the district's Parent Engagement Team.	All parents	5,000 LCFF - Supplemental 4000-4999: Books And Supplies

			Materials and supplies for meetings
<b>3.2</b>	2. Provide opportunities for parents to be involved in developing school policy and culture, by inviting to Site Council, ELAC/DELAC and LCAP meetings throughout the year.	All parents	1,500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings & communication 2,500 Title I 4000-4999: Books And Supplies Materials and supplies to promote parent engagement
<b>3.3</b>	3. Continue to promote communication between school and home (e.g. Parent Square English & Spanish and Aeries Portal Support ). Have available staff translate when needed and possible.	All students and parents	5,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard, and other communications tools (approximate site share of costs)
<b>3.4</b>	Continue work with our Community Engagement Initiative and Community Schools Grant to increase parent and community involvement in our school. This networking will also involve working with our Homeless and Foster Youth agencies in the county.	All students, parents and community, including Homeless/Foster Youth.	1,000 Title I 4000-4999: Books And Supplies Materials and resources to support foster and homeless students
<b>3.5</b>	Continue to provide opportunities for students to participate in outside programs such as River Jim, Shady Creek and other outdoor, enrichment programs.	All students.	5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 6th Grade River Jim 5,000 Donations 5000-5999: Services And Other Operating Expenditures Other River Jim activities - summer & intersession 20,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 6th Grade to Shady Creek due to cancelled 2023 trip 15,000 Donations 5000-5999: Services And Other Operating Expenditures 6th Grade to Shady Creek due to cancelled 2023 trip

## 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.

While our Parent Engagement Team, boosters, PTO, site council, ELAC/DELAC and LCAP work hard to recruit parents to be involved, we are having limited success with that. Regardless, we continue to develop strategies on campus to try and increase our community partnership.

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

The major difference is the amount of effort and the limited success of increasing community involvement.

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

The biggest change with this goal will be the implementation of the Community Engagement Initiative. The 2024-25 school year will be the first year of implementation to address our areas of need.

# 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.

#### Chronic Absenteeism

Improve overall attendance and reduce chronic absenteeism through a comprehensive approach involving multiple stakeholders. Collaboratively reach our goal of at least 95% attendance and/or less than 10% chronic absentee students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### 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.

Based on recent data from our Dashboard, chronic absenteeism is too high. Our need is to decrease the rate of chronic absenteeism. Our English Learner student group has a 23.7% absentee rate while our Students With Disabilities group has a rate of 35.1%.

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

### 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	Develop strategies to identify students frequently absent, develop strategies to recognize students with exceptional attendance.	All staff and ALL Students	

4.2	Weekly attendance reports to be able to consistently identify students that are having issues with regular attendance.	All Staff and ALL Students	
4.3	Weekly attendance meetings to identify 10% absent list, SARB #1, #2 and #3 list.	Admin, Office, Counseling	
4.4	Parent Engagement Team will reach out to all families that are considered chronically absent at any point in the school year.	EI, Foster Youth, Homeless, Socioeconomically Disadvantaged Students and Students with Disabilities	10,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Liaisons; estimated site share of cost 2,500 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - parent liaisons
4.5	Monthly Attendance Recognition for students that have 95% attendance, or better.	ALL Students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Student recognitions & incentives; Climate & Culture

## 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.

We are nearing our overall goal. However, we still have to work to do. But, the two main subgroups identified (English Learners and Students with Disabilities) have decreased their chronic absenteeism rate, yet that rates continues to be high and the highest of our school.

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

We need to expand and be more consistent in our recognition of positive attendance.

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 increase and schedule our recognitions before school starts and we will be more consistent in analyzing the data. Furthermore, we will educate our students on their attendance rates and how it relates to their achievement.

# 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	\$81,675
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$567,178.00
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	\$74,959.00

Subtotal of additional federal funds included for this school: \$74,959.00

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

State or Local Programs	Allocation (\$)
Donations	\$20,000.00
LCFF - Base	\$75,068.00
LCFF - Supplemental	\$355,351.00
Local Categorical	\$5,500.00
Other	\$2,500.00
Unrestricted	\$33,800.00

Subtotal of state or local funds included for this school: \$492,219.00

Total of federal, state, and/or local funds for this school: \$567,178.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Donations	20,000.00
LCFF - Base	75,068.00
LCFF - Supplemental	355,351.00
Local Categorical	5,500.00
Other	2,500.00
Title I	74,959.00
Unrestricted	33,800.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	96,771.00
2000-2999: Classified Personnel Salaries	189,337.00
3000-3999: Employee Benefits	94,702.00
4000-4999: Books And Supplies	80,800.00
5000-5999: Services And Other Operating Expenditures	75,118.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
6000-6999: Capital Outlay	25,450.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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5000-5999: Services And Other Operating Expenditures	Donations	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
4000-4999: Books And Supplies	LCFF - Base	25,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	23,618.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000.00
6000-6999: Capital Outlay	LCFF - Base	19,950.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	49,976.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	181,380.00
3000-3999: Employee Benefits	LCFF - Supplemental	76,995.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	31,500.00
6000-6999: Capital Outlay	Local Categorical	5,500.00
4000-4999: Books And Supplies	Other	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	45,795.00
2000-2999: Classified Personnel Salaries	Title I	7,957.00
3000-3999: Employee Benefits	Title I	17,707.00
4000-4999: Books And Supplies	Title I	3,500.00
4000-4999: Books And Supplies	Unrestricted	33,800.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	450,228.00
Goal 2	43,450.00
Goal 3	60,000.00
Goal 4	13,500.00



# School Site Council Membership

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

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

Name of Members	Role
Chris Harris	Principal
Mariana Gonzalez	Other School Staff
Karen Evans	Classroom Teacher
Bill Shively	Classroom Teacher
Pam Steward	Classroom Teacher
Bobby Vasquez	Parent or Community Member
Elizabeth Rodriguez	Parent or Community Member
Jose Hansen	Parent or Community Member
Emma Sapigao	Parent or Community Member
Natalia Prince	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on Jan 14, 2021.

Attested:



Principal, Chris Harris on May 5, 2022

SSC Chairperson, Stacy Lanzi on May 5, 2022

## Instructions

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