WILLOWS UNIFIED SCHOOL DISTRICT

Office of the Superintendent

Date: **February 7, 2019**

AGENDA TOPIC: **School Plan for Student Achievement**

PRESENTER: **Ellen Hamilton, Director of State & Federal Programs**

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 SPSA. In order to realign the SPSA to ESSA and the LCAP, the CDE is providing an updated SPSA template this year and next year. The new SPSA template is to assist LEAs and schools in meeting the content requirements for consolidating all school plans.

Recommendations:

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

The School Plan for Student Achievement

School:	Murdock Elementary School
CDS Code:	11-62661-6007603
District:	Willows Unified School District
Principal:	Stephen Montana
Revision Date:	November 14, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Stephen Montana
Position:	Principal
Phone Number:	530.934.6640
Address:	655 French St Willows, CA 95988
E-mail Address:	smontana@willowsunified.org

The District Governing Board approved this revision of the SPSA on Feb 7, 2019.

Table of Contents

School Vision and Mission 3

School Profile 3

Comprehensive Needs Assessment Components 4

- Data Analysis 4
- Surveys 4
- Classroom Observations 4
- Analysis of Current Instructional Program 5

Description of Barriers and Related School Goals 7

School and Student Performance Data 9

- CAASPP Results (All Students) 9
- ELPAC Results 13

Planned Improvements in Student Performance 16

- School Goal #1 16
- School Goal #2 18
- School Goal #3 20
- Total Expenditures by Goal 22

School Site Council Membership 23

Recommendations and Assurances 24

School Vision and Mission

Murdock Elementary School's Vision and Mission Statements
Mission Statement

Success Begins at Murdock: Growing confident, creative, and caring citizens for tomorrow.

Vision:

Murdock Elementary School provides a safe, respectful, and responsible environment where each student is:

- Empowered to reach their highest potential.
- Supported in their social, psychological, and character development.
- Inspired to become a lifelong learner.

Core Values

Murdock students leave with:

- A lifelong love of learning
- A healthy attitude about self and others
- A love of reading
- Tolerance for others

Learners:

- Learners feel a sense of accomplishment
- Are challenged to their maximum potential
- Are empowered with strategies for success in life, citizenship, and future education

Staff beliefs:

- All students belong to the community.
- We are committed to success. We work to continually improve ourselves, our students, and our school.
- All students can learn.
- We continue to offer diverse and differentiated instruction to all learners.

School Profile

Murdock Elementary School, located at 655 French Street in Willows, about 85 miles North of Sacramento in the northern section of California's Central Valley. Murdock Elementary has twenty-nine teachers and one counselor who serve approximately 619 students in grades TK-5. The students and families who come from this rural community are mostly White, Hispanic and Asian with over 68 percent qualifying for free and reduced meals.

The curriculum consists of English, reading, math, science, social studies, physical education, and music as mandated by the State Board of Education and set forth in the district curriculum guidelines. The curriculum is aligned with the California Common Core and guided by our California curricular frameworks. To meet the needs of all students we provide direct instruction intervention tied to our positive behavior intervention and support program. We have a full team of support services including a full time counselor, psychologist, nurse, program specialists, speech and language therapist, and a crisis intervention team (SMART).

Murdock Elementary School is an extraordinary place filled with traditions and people who make a difference in the lives of every student. Our faculty and staff firmly believe that meaningful relationships with our students, families and our community are the foundation of our success. We provide a safe, and nurturing learning environment centered around our pillars of safety, respect, and responsibility. On the Murdock campus, the school wide expectations are evident in all we do. From our classrooms to our playgrounds to our common areas, we are respectful, we are responsible, and we are safe. The shared decision-making of our staff, parents, students, and community members provides a school setting that is conducive to learning, fosters a family atmosphere, promotes school and self-pride, and encourages children to become lifelong learners (and Mallards for life!).

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Informal and formal observations are conducted throughout the school year. Findings are used to determine employment and provide Professional Development such as coaching.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

   The district provides extensive data using both state and district assessments for analysis. All teachers use this data regularly to improve student achievement through PLC days, attending specific workshops related to the areas needed for improvement, and to identify individual student needs.

   Not Meeting Performance Goals
   We implement Tier 1 interventions and monitor progress. Should we see little to no growth we conduct a roundtable meeting involving teachers, counselor and Special Education staff to determine if we need to try different Tier 1 interventions, implement Tier 2 interventions (more intensive), or consider a referral to determine if the student has a learning disability. We also provide after school support through SPARK and tutoring.

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

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

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

   Professional Development is aligned to content standards and student performance. Our current Professional Development focus is based on the needs to further develop MTSS.

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

   The Glenn County Office of Education provides our teachers a full day of workshops geared around the Common Core. The event is called Common to the Core. Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. There are two teachers who are instructional coaches who help out with new teachers and/or with any teachers to utilize best practices.

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

   Teachers collaborate with their grade level peers. There are many opportunities for professional development with a site focus on Common Core implementation, Explicit Direct Instruction, and Positive Behavior and Intervention Support. Some teachers volunteer and participate in professional grants that enhance instruction in mathematics and science.

Teaching and Learning

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

   Recent purchase of CCSS aligned curriculum in Math and ELA coupled with extensive Professional Development has aligned curriculum with instruction. Teachers adhere to recommended instructional minutes for ELA and Math.

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

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

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

    Lesson Pacing is scheduled to help students succeed.

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

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

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

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

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

    Teachers use direct instruction as an educational practice to raise student achievement. We also vet all intervention materials to ensure that they are evidence based.

Parental Involvement

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

    Resources are available from family, school, district, and community to assist underachieving students. Parents and community members often volunteer in classrooms and organize school wide fundraisers. The school and district allocate monies to the school site to help improve student achievement especially in the area of technology and professional development.

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

    The County Office of Education provides an after-school homework and activities program (SPARK). In addition, Murdock provides after school interventions taught by credentialed classroom teachers. The following parent education programs are provided by the school/district: CBET, Migrant Education, Adult Literacy to assist parents in supporting their child to achieve grade level standards.

Funding

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

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

18. Fiscal support (EPC)

    Upon available funding, fiscal support is available.

Description of Barriers and Related School Goals

Some barriers for Murdock include: financial resources and Professional Development Focus on Technology

School Goals for Improving Student Achievement:

Goal #1: Improve student performance on school, district, and state assessments by meeting or exceeding the standards - addressing the needs of all students (including At-risk, English learners, and special needs students).

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

Goal #3: Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	103	93	83	102	90	83	102	90	93.3	99	96.8
Grade 4	105	92	108	102	89	108	102	89	108	97.1	96.7	100
Grade 5	122	107	89	118	104	89	118	104	89	96.7	97.2	100
All Grades	316	302	290	303	295	287	303	295	287	95.9	97.7	99

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2385.7	2359.5	2353.2	12	5.88	2.22	19	9.80	12.22	27	28.43	20.00	42	55.88	65.56
Grade 4	2400.2	2415.2	2426.4	4	8.99	11.11	20	15.73	17.59	20	25.84	26.85	57	49.44	44.44
Grade 5	2464.3	2428.3	2465.2	7	5.77	13.48	20	9.62	21.35	35	27.88	20.22	38	56.73	44.94
All Grades	N/A	N/A	N/A	7	6.78	9.06	20	11.53	17.07	27	27.46	22.65	46	54.24	51.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	7	8.82	7.78	45	26.47	36.67	48	64.71	55.56
Grade 4	5	10.23	13.89	40	44.32	43.52	55	45.45	42.59
Grade 5	11	4.81	19.10	37	37.50	42.70	52	57.69	38.20
All Grades	8	7.82	13.59	40	35.71	41.11	52	56.46	45.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	7.84	1.11	42	41.18	28.89	47	50.98	70.00
Grade 4	9	11.24	10.19	43	42.70	39.81	48	46.07	50.00
Grade 5	14	8.65	16.85	47	44.23	41.57	40	47.12	41.57
All Grades	11	9.15	9.41	44	42.71	36.93	45	48.14	53.66

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	5.88	4.44	63	65.69	64.44	25	28.43	31.11
Grade 4	5	10.23	12.96	58	45.45	61.11	37	44.32	25.93
Grade 5	8	6.73	7.87	69	47.12	56.18	22	46.15	35.96
All Grades	8	7.48	8.71	64	53.06	60.63	28	39.46	30.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	14	6.86	8.89	48	40.20	36.67	37	52.94	54.44
Grade 4	7	6.82	15.74	43	57.95	47.22	50	35.23	37.04
Grade 5	19	9.62	19.10	64	41.35	40.45	18	49.04	40.45
All Grades	14	7.82	14.63	52	45.92	41.81	34	46.26	43.55

Conclusions based on this data:

1. In ELA, we improved our overall achievement from 2016-17 to 2017-18 by having 8% more of our students meeting or exceeding the standards in ELA.
2. Writing is one area of improvement with 53% of our students below standard.
3. Compared with other grades, grade 3 students perform the lowest in Reading, Writing and Research/Inquiry with more than 50% of the students below standard in these areas.
   Our students perform best in the area of Listening with 69% of all students at, near or above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	89	103	93	83	102	90	83	102	90	93.3	99	96.8
Grade 4	105	92	108	102	89	108	102	89	108	96.2	96.7	100
Grade 5	122	107	89	119	103	89	119	102	89	97.5	96.3	100
All Grades	316	302	290	304	294	287	304	293	287	95.9	97.4	99

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2410.3	2388.2	2379.4	14	6.86	4.44	23	20.59	12.22	25	19.61	31.11	37	52.94	52.22
Grade 4	2417.4	2439.3	2438.4	4	6.74	10.19	11	24.72	15.74	40	30.34	37.04	45	38.20	37.04
Grade 5	2459.2	2428.0	2470.3	5	2.94	11.24	13	7.84	17.98	32	20.59	29.21	50	68.63	41.57
All Grades	N/A	N/A	N/A	7	5.46	8.71	15	17.41	15.33	33	23.21	32.75	45	53.92	43.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	19.61	8.89	35	25.49	35.56	45	54.90	55.56
Grade 4	6	14.61	14.81	26	32.58	30.56	68	52.81	54.63
Grade 5	13	5.88	14.61	24	20.59	32.58	64	73.53	52.81
All Grades	13	13.31	12.89	28	25.94	32.75	60	60.75	54.36

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	12.75	6.67	37	32.35	35.56	43	54.90	57.78
Grade 4	4	13.48	12.04	44	44.94	45.37	52	41.57	42.59
Grade 5	8	6.86	14.61	35	26.47	44.94	57	66.67	40.45
All Grades	10	10.92	11.15	39	34.13	42.16	52	54.95	46.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	9.80	4.44	53	46.08	45.56	22	44.12	50.00
Grade 4	5	14.61	14.81	41	40.45	38.89	54	44.94	46.30
Grade 5	6	3.92	11.24	42	37.25	41.57	52	58.82	47.19
All Grades	11	9.22	10.45	45	41.30	41.81	44	49.49	47.74

Conclusions based on this data:

1. In Mathematics, we reduced the percent of students below standard from 2016-17 to 2017-18 by 6%.
2. Concepts and Procedures is one area needing improvement with 54% below standard.
3. Compared with other grades, grade 3 students perform the lowest in overall achievement, as well as, in every mathematical strand.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1403.8	1409.5	1390.3	40
Grade 1	1430.8	1445.0	1416.2	44
Grade 2	1462.3	1468.9	1455.4	34
Grade 3	1474.6	1479.8	1468.7	34
Grade 4	1502.8	1500.5	1504.6	26
Grade 5	1508.9	1513.5	1503.7	24
All Grades				202

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	11	27.50	12	30.00	40
Grade 1	*	*	19	43.18	*	*	*	*	44
Grade 2	*	*	*	*	*	*	*	*	34
Grade 3			13	38.24	15	44.12	*	*	34
Grade 4	*	*	14	53.85	*	*	*	*	26
Grade 5	*	*	14	58.33	*	*	*	*	24
All Grades	30	14.85	79	39.11	53	26.24	40	19.80	202

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	12	30.00	13	32.50	*	*	40
Grade 1	15	34.09	19	43.18	*	*	*	*	44
Grade 2	15	44.12	*	*	*	*	*	*	34
Grade 3	*	*	15	44.12	*	*	*	*	34
Grade 4	11	42.31	12	46.15			*	*	26
Grade 5	15	62.50	*	*			*	*	24
All Grades	72	35.64	74	36.63	25	12.38	31	15.35	202

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	14	35.00	11	27.50	40
Grade 1	*	*	*	*	14	31.82	17	38.64	44
Grade 2	*	*	*	*	*	*	13	38.24	34
Grade 3			*	*	16	47.06	16	47.06	34
Grade 4	*	*	*	*	14	53.85	*	*	26
Grade 5	*	*	*	*	*	*	*	*	24
All Grades	19	9.41	45	22.28	71	35.15	67	33.17	202

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	19	47.50	15	37.50	*	*	40
Grade 1	25	56.82	14	31.82	*	*	44
Grade 2	16	47.06	15	44.12	*	*	34
Grade 3	*	*	22	64.71	*	*	34
Grade 4	12	46.15	11	42.31	*	*	26
Grade 5	11	45.83	12	50.00	*	*	24
All Grades	92	45.54	89	44.06	21	10.40	202

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	23	57.50	13	32.50	40
Grade 1	12	27.27	23	52.27	*	*	44
Grade 2	18	52.94	11	32.35	*	*	34
Grade 3	18	52.94	*	*	*	*	34
Grade 4	14	53.85	11	42.31	*	*	26
Grade 5	17	70.83	*	*	*	*	24
All Grades	83	41.09	82	40.59	37	18.32	202

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	26	65.00	*	*	40
Grade 1	*	*	20	45.45	21	47.73	44
Grade 2	*	*	*	*	19	55.88	34
Grade 3			14	41.18	20	58.82	34
Grade 4	*	*	17	65.38	*	*	26
Grade 5	*	*	11	45.83	*	*	24
All Grades	26	12.87	94	46.53	82	40.59	202

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	27.50	12	30.00	17	42.50	40
Grade 1	*	*	23	52.27	13	29.55	44
Grade 2	*	*	21	61.76	*	*	34
Grade 3	*	*	26	76.47	*	*	34
Grade 4	*	*	20	76.92	*	*	26
Grade 5	*	*	16	66.67	*	*	24
All Grades	30	14.85	118	58.42	54	26.73	202

Conclusions based on this data:

1. Students are most successful in the Listening Domain with 45.54% of our students scoring in Level 3 & 4.
2. EL students score higher on reading than writing.
3. Overall, the majority of our students are scoring in Level 3 and 4.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Performance on school, district, state assessment
LEA GOAL:
LCAP Goal 2: (Meets State Priority 4, 8) Pupil Outcomes: Willows Unified School District will provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to better ensure student success.
SCHOOL GOAL #1:
Goal 1: Improve student performance on school, district, and state assessments by meeting or exceeding the standards- addressing the needs of all students including at-risk, English learners, and special needs.
Data Used to Form this Goal:
CAASPP result, informal and formal assessments
Findings from the Analysis of this Data:
From the 17-18 CAASPP results, Murdock had an increase of +7.82% of students who exceeded and met the ELA Standards. They also had an increase of +1.17% of students who exceeded and met the Math Standards. Murdock also had an increase of students redesignated from the ELPAC.
How the School will Evaluate the Progress of this Goal:
Murdock will continue to monitor student progress through: • Setting goals and expectations • Refining and modifying instructional practices and investing in curriculum that aligns with California State Standards • Providing Professional Development for all staff • Checking for understanding through the use of formative assessments, interim assessments, annual CAASPP testing, ELPAC testing, and evaluation of student work • Teacher collaboration • Classroom/teacher observations • The LCAP Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning	Throughout the year	Administration and teachers	School-wide intervention period of 30-45 minutes per school day, before school and after school.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500
2. Provide additional staffing for classroom assistance (Paraprofessionals I & II)	Throughout the year depending upon available funds	Administration, teachers, Paraprofessionals I & II	Paraprofessional salary costs	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	72,850
			Employer statutory costs (PERS, FICA, etc.)	3000-3999: Employee Benefits	LCFF - Supplemental	15,000
3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	Throughout the year	Administration and teachers	Instructional Supplies	4000-4999: Books And Supplies	LCFF - Base	36,602
4. Provide opportunities for teacher training and paraprofessional training	Throughout the year	Administration, teachers, Paraprofessionals I & II	Conference registration and travel, on-site presenters, collaboration resources	5000-5999: Services And Other Operating Expenditures	LCFF - Base	15,000
			Teacher Stipends for C2Core Day	1000-1999: Certificated Personnel Salaries	LCFF - Base	14,000
5. Continue to provide updated Math and Reading Programs for all classrooms	Throughout the year, as needed	Administration, teachers, Paraprofessionals I & II	Textbooks	4000-4999: Books And Supplies	LCFF - Base	2,500
			Read Naturally, Accelerated Math & Accelerated Reading licensing	5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	8,500
6. Continue to provide learning opportunities through technology for staff and students	Throughout the year	Administration and teachers	Chromebooks / carts and desktop computers	6000-6999: Capital Outlay	LCFF - Base	30,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety
LEA GOAL:
LCAP Goal 3:(Meets State Priority 3, 5, 6) Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, and community involvement and input.
SCHOOL GOAL #2:
Continue to improve our safe school climate - maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.
Data Used to Form this Goal:
Data from the CA School Dashboard Suspension rates and Aeries
Findings from the Analysis of this Data:
Waiting for the 17-18 CA Dashboard to be released
How the School will Evaluate the Progress of this Goal:
Daily monitoring student behavior and promoting a climate of respect.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide materials, supplies, and programs necessary for tobacco awareness	Throughout the year	Administration, teachers, and counselor	Materials for Red Ribbon Week	4000-4999: Books And Supplies	LCFF - Base	500
2. Surveillance equipment – lighting & cameras	Fall 2018	Administration, teachers, and counselor	Additional lighting and security cameras	6000-6999: Capital Outlay	Other	7,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Implement PBIS Program school wide & Catapult	Throughout the year	Administration, teachers, and counselor	PBIS Materials - MTSS	4000-4999: Books And Supplies	Other	1,000
			Catapult EMS	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	800

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Partnership with community
LEA GOAL:
LCAP Goal 3: (Meets State Priority 3, 5, 6) Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.
SCHOOL GOAL #3:
Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding.
Data Used to Form this Goal:
Attendance, sign in sheets, Blackboard
Findings from the Analysis of this Data:
Murdock tends to have a huge number of parent participation when it comes to Back-to School Nights, Fall Festival, Open House, Spaghetti Feed, Bike-a-Thon, Book Fair Family Night, etc.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress of this goal using surveys and collaborating with PTSO to better enhance the partnerships with the community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide opportunities for Parents to be involved in developing school policy	Throughout the year	Administrators and committee members	Materials and supplies for meetings	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
2. Continue to promote communication between school and home (Blackboard Connect, Aeries Portal, Remind, ClassDojo)	Back-to School Nights, Fall Festival, Open House, Spaghetti Feed, Bike-a-Thon, Book Fair Family Night	Administrators and teachers	Aeries, Blackboard, and other communication tools (approx site share of cost)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,500

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	201,952.00
Goal 2	9,800.00
Goal 3	4,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Stephen Montana	X				
Marsha Squier			X		
Susan Cameron		X			
Jennipher Dace		X			
Deidre Fleming		X			
Monica Harrigan				X	
Eileen Niblack				X	
Paula Lerstang				X	
Monica Paniagua				X	
Stephanie Southam				X	
Kate Niehues (Volunteer)					
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

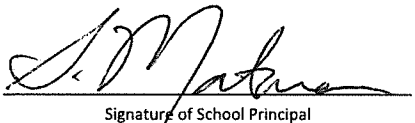
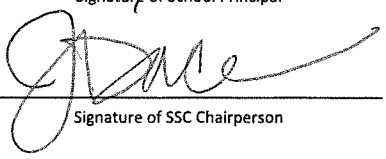
State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on November 14, 2018.

Attested:

Typed Name	Signature	Date
Stephen Montana Typed Name of School Principal	 Signature of School Principal	11-14-18 Date
Jennipher Dace Typed Name of SSC Chairperson	 Signature of SSC Chairperson	11-14-18 Date

The School Plan for Student Achievement

School: Willows Intermediate School

CDS Code: 11-62661-6007611

District: Willows Unified School District

Principal: Steve Sailsbery

Revision Date: November 29, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Steve Sailsbery

Position: Principal

Phone Number: 530.934.6633

Address: 1145 West Cedar Street
Willows, CA 95988

E-mail Address: ssailsbery@willowsunified.org

The District Governing Board approved this revision of the SPSA on February 7, 2019.

Table of Contents

School Vision and Mission 3

School Profile 3

Comprehensive Needs Assessment Components 3

- Data Analysis 3
- Surveys 3
- Classroom Observations 3
- Analysis of Current Instructional Program 3

Description of Barriers and Related School Goals 6

School and Student Performance Data 7

- CAASPP Results (All Students) 7
- ELPAC Results 11

Planned Improvements in Student Performance 13

- School Goal #1 13
- School Goal #2 15
- School Goal #3 17
- Total Expenditures by Goal 19

School Site Council Membership 20

Recommendations and Assurances 21

School Vision and Mission

Willows Intermediate School's Vision and Mission Statements
Coinciding with the district goal of making Willows Unified a place that is "Preparing today's students for tomorrow's challenges," Willows Intermediate School will strive for the reality of being a true school of achievement. It is the desire of our school community to provide a safe and enriched student learning environment where each student can:

- Realize his/her full academic potential
- Develop his/her individual talents and abilities
- Develop respect for self and others
- Become an involved, responsible citizen.

We are dedicated to maximizing the expertise and human potential of every teacher because we recognize that an exemplary staff, working as partners with parents, is the key to student development.

School Profile

Willows Intermediate School is in the Willows Unified School District serving 6th through 8th grade students in the community. Willows Intermediate School is a school-wide program striving to meet the needs of all students. With the influx of a variety of cultures, our school faces the challenge of providing for those divergent needs of our total school population. It is the philosophy of the school that there be high expectations for all of its students; a sense of collegiality, community, and high standards for achievement and behavior. Support and involvement of parents in the school is also viewed as a critical part of the school's culture.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Informal and formal observations are conducted throughout the school year. Findings are used to determine employment and provide professional development opportunities.

Analysis of Current Instructional Program

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

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or

general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

   State and local assessments data is used for analysis of student performance (individual and targeted groups). Schoolwide and grade/department level collaboration is ongoing throughout the school year. Reinstating the practice of grade level review team meetings to evaluate our at-risk population continues to be our focus.

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

   Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, and align instruction to standards and student needs. District sponsored professional development has focused on standards implementation.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

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

   Teachers work to provide differentiated instruction in the regular education setting. Ongoing collaboration at each grade level; and staff development workshops, offer teachers opportunities to address all student needs. Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. School-wide professional development supported by the district, to include but not limited to the following:
   - Technology Workshops
   - Curriculum Alignment to Standards
   - 504 Training
   - CTI (California Teacher Induction)
   - Workshops: Math, Language Arts, Social Studies, Science, Band, and Alternative Ed.
   - SIP (Sound Instructional Practices)

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

   Professional development opportunities are aligned to content standards and student performance.

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

   Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. There is one teacher who is also an instructional coach that helps out with new teachers.

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

   Teachers collaborate with grade level peers. There are many opportunities for professional development with a site focus on Common Core implementation and Explicit Direct Instruction.

Teaching and Learning

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

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

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

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

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

    Lesson pacing is scheduled to help students succeed.

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

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

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

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

Opportunity and Equal Educational Access

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

    Teachers work to provide differentiated instruction in the regular education classroom (grades 6-8), based on need as indicated by assessments or staff observations. We also use a school counselor, SST referral procedures, and outside agencies.

14. Research-based educational practices to raise student achievement

    Teachers use a wide variety of sound instructional practices, to include direct instruction, to raise student achievement.

Parental Involvement

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

    Categorical funds, and business partnerships in our community all play a role as stakeholders in our students' success. The GCOE provides an after school homework and activities program – After School Academic Program (ASAP).

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

    Parents and community members often volunteer in classrooms and organize school wide fundraisers. The school and district allocate monies to the school site to help improve student achievement,especially in the areas of technology and professional development.

Funding

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

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

18. Fiscal support (EPC)

    Upon available funding, fiscal support is available.

Description of Barriers and Related School Goals

Some barriers for Willows Intermediate include: parental involvement, financial resources, and decline in test scores in ELA and Math for 2 consecutive years.

Goal #1: Improve student performance on school, district, and state assessments by meeting or exceeding the standards - addressing the needs of all students (including at-risk, English learners, and special needs students).

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

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	100	125	125	95	120	118	95	120	118	95	96	94.4
Grade 7	108	102	133	102	94	129	102	94	129	95.3	92.2	97
Grade 8	129	110	106	119	108	102	119	108	102	92.2	98.2	96.2
All Grades	337	337	364	316	322	349	316	322	349	94	95.5	95.9

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2480.2	2487.3	2464.6	5	5.00	5.08	23	22.50	15.25	32	40.00	32.20	40	32.50	47.46
Grade 7	2515.1	2506.8	2496.1	5	1.06	2.33	36	35.11	21.71	19	26.60	33.33	40	37.23	42.64
Grade 8	2518.3	2526.2	2481.6	5	6.48	0.98	24	19.44	12.75	33	46.30	32.35	39	27.78	53.92
All Grades	N/A	N/A	N/A	5	4.35	2.87	28	25.16	16.91	28	38.20	32.66	40	32.30	47.56

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	8	7.50	7.63	45	54.17	39.83	46	38.33	52.54
Grade 7	15	10.64	8.53	46	47.87	47.29	39	41.49	44.19
Grade 8	13	12.04	7.84	52	50.00	34.31	35	37.96	57.84
All Grades	12	9.94	8.02	48	50.93	40.97	40	39.13	51.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	11	7.50	9.32	47	50.00	38.98	42	42.50	51.69
Grade 7	16	8.51	6.20	47	53.19	49.61	37	38.30	44.19
Grade 8	8	11.11	4.90	47	52.78	25.49	45	36.11	69.61
All Grades	11	9.01	6.88	47	51.86	38.97	42	39.13	54.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	5.83	4.24	64	70.83	59.32	28	23.33	36.44
Grade 7	6	4.26	2.33	74	57.45	67.44	21	38.30	30.23
Grade 8	7	11.11	3.92	70	63.89	66.67	24	25.00	29.41
All Grades	7	7.14	3.44	69	64.60	64.47	24	28.26	32.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	9.17	11.02	57	59.17	51.69	27	31.67	37.29
Grade 7	9	13.83	10.85	62	62.77	52.71	29	23.40	36.43
Grade 8	11	12.04	4.90	54	54.63	45.10	35	33.33	50.00
All Grades	12	11.49	9.17	57	58.70	50.14	31	29.81	40.69

Conclusions based on this data:

1. Writing is one area of improvement with 54.15% of our students below standard.
2. We have been declining in scores for 2 consecutive years. ELA is -9.73% below from last year for students who exceeded and met the standards.
3. Our students perform best in the area of Listening with 67.91% of all students at, near or above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	100	126	125	95	121	119	95	121	119	95	96	95.2
Grade 7	108	102	133	102	94	129	102	94	129	95.3	92.2	97
Grade 8	129	111	106	120	108	102	119	108	102	93	97.3	96.2
All Grades	337	339	364	317	323	350	316	323	350	94.3	95.3	96.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2476.7	2477.0	2458.3	3	3.31	7.56	19	14.88	9.24	36	33.06	26.89	42	48.76	56.30
Grade 7	2509.0	2499.9	2491.3	9	6.38	7.75	21	18.09	14.73	29	34.04	34.11	41	41.49	43.41
Grade 8	2483.4	2503.9	2473.9	10	11.11	1.96	11	14.81	16.67	15	25.93	23.53	64	48.15	57.84
All Grades	N/A	N/A	N/A	8	6.81	6.00	16	15.79	13.43	26	30.96	28.57	50	46.44	52.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	6.61	9.24	33	31.40	23.53	60	61.98	67.23
Grade 7	16	12.77	17.05	36	38.30	27.13	48	48.94	55.81
Grade 8	13	14.81	9.80	19	32.41	28.43	68	52.78	61.76
All Grades	12	11.15	12.29	29	33.75	26.29	59	55.11	61.43

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	5	4.96	5.88	39	38.84	37.82	56	56.20	56.30
Grade 7	12	7.45	9.30	53	52.13	47.29	35	40.43	43.41
Grade 8	11	12.96	2.94	45	38.89	49.02	45	48.15	48.04
All Grades	9	8.36	6.29	46	42.72	44.57	45	48.92	49.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	7	4.96	8.40	56	48.76	34.45	37	46.28	57.14
Grade 7	12	8.51	6.20	52	71.28	56.59	36	20.21	37.21
Grade 8	8	11.11	3.92	50	44.44	44.12	42	44.44	51.96
All Grades	9	8.05	6.29	52	53.87	45.43	39	38.08	48.29

Conclusions based on this data:

1. We have been declining in scores for 2 consecutive years. Math is -3.17% below from last year for students who exceeded and met the standards.
2. Concepts and Procedures is one area of improvement with 61.43% of our students below standard.
3. Our students perform best in the area of Communicating Reasoning with 51.72% of all students at, near or above standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1509.0	1510.6	1506.8	23
Grade 7	1523.0	1519.9	1525.5	22
Grade 8	*	*	*	*
All Grades				55

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	23
Grade 7	*	*	*	*	*	*	*	*	22
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	13	23.64	21	38.18	14	25.45	*	*	55

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	15	65.22			*	*	23
Grade 7	12	54.55	*	*	*	*	*	*	22
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	21	38.18	24	43.64	*	*	*	*	55

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6			*	*	*	*	*	*	23
Grade 7	*	*	*	*	*	*	*	*	22
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	20	36.36	22	40.00	55

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	16	69.57	*	*	23
Grade 7	*	*	12	54.55	*	*	22
Grade 8	*	*	*	*	*	*	*
All Grades	15	27.27	33	60.00	*	*	55

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	16	69.57	*	*	*	*	23
Grade 7	17	77.27	*	*	*	*	22
Grade 8	*	*	*	*	*	*	*
All Grades	39	70.91	12	21.82	*	*	55

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	16	69.57	23
Grade 7	*	*	*	*	14	63.64	22
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	11	20.00	37	67.27	55

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6			17	73.91	*	*	23
Grade 7	*	*	19	86.36	*	*	22
Grade 8			*	*	*	*	*
All Grades	*	*	44	80.00	*	*	55

Conclusions based on this data:

1. Our EL students tend to do best in the Speaking domain with 70.91% well-developed.
2. An area of improvement for our EL students are in the Reading Domain with 67.27% in beginning.
3. Most of our students score overall in Level 3 & Level 4.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Performance
LEA GOAL:
LCAP Goal 2: (Meets State Priority 4, 8) Pupil Outcomes: Willows Unified School District will provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to better ensure student success.
SCHOOL GOAL #1:
Goal 1: Improve student performance on assessments by meeting or exceeding the standards- address the needs of all students (including at-risk, English Learners, and Special needs students).
Data Used to Form this Goal:
CAASPP results, informal and formal assessments
Findings from the Analysis of this Data:
From the 17-18 CAASPP results, WIS had a decrease of -9.73% for students who exceeded and met the ELA standards from previous year. We also had a decrease of -3.17% for students who exceeded and met the Math standards. WIS had an increase of students redesignated from the ELPAC. English Learners are still struggling with reading.
How the School will Evaluate the Progress of this Goal:
Willows Intermediate will continue to monitor student progress through: • Setting goals and expectations • Refining and modifying instructional practices and investing in curriculum that aligns with California State Standards • Providing professional development for all staff • Checking for understanding through the use of formative assessments, interim assessments, annual CAASPP testing, ELPAC testing, and evaluation of student work • Teacher collaboration • Classroom/teacher observations • The LCAP Survey Grade Level Review Team Meetings (GLRT)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning	Throughout the year	Teachers	Intervention support to students - teacher extra duty	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500
				3000-3999: Employee Benefits	LCFF - Supplemental	1,500
2. Provide additional staffing for classroom assistance (Paraprofessionals I & II)	Throughout the year depending on funding	ELD Teacher	Paraprofessionals to provide ELD and Opportunity support	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,850
				3000-3999: Employee Benefits	LCFF - Supplemental	6,000
3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	Throughout the year depending on funding	Teachers and Administrators	Instructional Supplies - site and teacher allocations	4000-4999: Books And Supplies	LCFF - Base	23,000
4. Provide opportunities for teacher training and paraprofessional training (CPM Math, CAASPP Workshop, NGSS Symposium, Autism Awareness Workshop)	Throughout the year	Teachers and Administrators	Conference registrations & travel costs, on-site training costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	15,000
			Teacher Stipends for C2Core Day	1000-1999: Certificated Personnel Salaries	LCFF - Base	7,000
5. Provide opportunities for schoolwide and districtwide collaboration throughout the year	Throughout the year	Teachers and Administrators	Materials and supplies for collaboration time	4000-4999: Books And Supplies	LCFF - Base	1,000
6. Continue to provide learning opportunities through technology and after -school/outdoor education programs for staff and students	Throughout the year	Teachers and Administrators	Chromebooks & carts, desktop computers	4000-4999: Books And Supplies	LCFF - Base	30,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Safety
LEA GOAL:
LCAP Goal 3: (Meets State Priority 3, 5, 6) Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.
SCHOOL GOAL #2:
Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.
Data Used to Form this Goal:
Data from the CA School Dashboard Suspension rates and Aeries
Findings from the Analysis of this Data:
From the 17-18 CA Dashboard, 11.9% of our 388 students were suspended at least once. The data also reveals that 6 student groups are performing in the red and orange performance level. In the red includes the following subgroups: Hispanics, Socioeconomically Disadvantaged, and students with Disabilities. In the orange includes the following subgroups: English learners, homeless, and white.
How the School will Evaluate the Progress of this Goal:
Daily monitoring of student behavior, and tracking student attendance, and analyzing student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Purchase materials and provide trainings for safety (Catapult)	Fall	Teachers and Administrators	EMS system licensing and training	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide materials, supplies, and programs necessary for tobacco and drug awareness	Throughout the year	GCOE	Materials and supplies	4000-4999: Books And Supplies	LCFF - Base	500
			Guest speakers, presenters	5000-5999: Services And Other Operating Expenditures	LCFF - Base	500
3. Surveillance equipment – lighting & cameras	Fall	Administrators and District	Additional lighting and security cameras	6000-6999: Capital Outlay	Other	7,500
4. Provide anti-bullying assemblies	Throughout the year	Teachers and Administrators	Materials and supplies for assemblies	4000-4999: Books And Supplies	Other	1,000
			Guest Speakers/Presenters for assemblies	5000-5999: Services And Other Operating Expenditures	Other	500
5. Provide opportunities for students to use Catapult (online reporting)	Throughout the year	Teachers, Counselor, and Administrators	EMS system licensing and training - see goal 1			
			Guest speakers	5000-5999: Services And Other Operating Expenditures	Other	500
6. Implementing restorative practices, utilizing relational development activities to include- athletic teams, student clubs, and community programs.	Throughout the year	Teachers, Counselor, and Administrators	Materials and supplies	4000-4999: Books And Supplies	Donations	1,500
			Materials and supplies	4000-4999: Books And Supplies	Other	500
			Staff training / professional development	5000-5999: Services And Other Operating Expenditures	Other	1,500

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Community Partnership
LEA GOAL:
LCAP Goal 3: (Meets State Priority 3, 5, 6) Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.
SCHOOL GOAL #3:
Creating a partnership with the community by developing greater cultural awareness, tolerance, and understanding.
Data Used to Form this Goal:
Attendance and Sign in Sheets at parent meetings, Blackboard messages
Findings from the Analysis of this Data:
Low parent attendance for outreach activities.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress of this goal using surveys and collaborating with PTSO to better enhance the partnerships with the community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide opportunity for parents to receive training for supplemental services	Throughout the year	Teachers and Administrators	Materials and supplies for meetings	4000-4999: Books And Supplies	LCFF - Supplemental	1,500
2. Provide opportunities for parents to be involved in developing school policy and culture	Throughout the year	Teachers and Administrators	Materials and supplies for meetings & communication	4000-4999: Books And Supplies	LCFF - Supplemental	1,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Continue to promote communication between school and home (Blackboard Connect-in English & Spanish)	Throughout the year	Teachers and Administrators	Aeries, Blackboard, and other communications tools (approximate site share of costs)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,500

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	113,850.00
Goal 2	16,500.00
Goal 3	5,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Steve Sailsbery	X				
Stephanie Southam			X		
Heidi Barley		X			
Cathy Fleming		X			
Bill Shively		X			
Marissa Cabrera				X	
Jennifer Flowerdew				X	
Jamie Hashman				X	
Gerard Millen				X	
Amanda Cano				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on January 24, 2019.

Attested:

Steve Sailsbery	Stephen Sailsbery	1-24-19
Typed Name of School Principal	Signature of School Principal	Date
Jamie Hashman	Jamie Hashman	1/24/19
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

The School Plan for Student Achievement

School:	Willows High School
CDS Code:	11-62661-1132851
District:	Willows Unified School District
Principal:	David Johnstone
Revision Date:	December 13, 2018

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	David Johnstone
Position:	Principal
Phone Number:	530.934.6611
Address:	203 North Murdock Avenue Willows, CA 95988
E-mail Address:	djohnstone@willowsunified.org

The District Governing Board approved this revision of the SPSA on February 7, 2019.

Table of Contents

School Vision and Mission 3

School Profile 3

Comprehensive Needs Assessment Components 3

- Data Analysis 3
- Surveys 4
- Classroom Observations 4
- Analysis of Current Instructional Program 4

Description of Barriers and Related School Goals 7

School and Student Performance Data 8

- CAASPP Results (All Students) 8
- ELPAC Results 12

Planned Improvements in Student Performance 14

- School Goal #1 14
- School Goal #2 16
- School Goal #3 18
- Total Expenditures by Goal 20

School Site Council Membership 21

Recommendations and Assurances 22

School Vision and Mission

Willows High School's Vision and Mission Statements
Responsible and productive citizens who:

- Contribute time, energy and talents to improve the quality of their community through the incorporation of community service hours.
- Take responsibility for their choices and actions.
- Fill out a resume and job application, register to vote, and are prepared to give back to the community.

Schoolwide Learner Outcomes (SLOs)

What is a HONKER?

Honorable individuals who:

- Demonstrate respect and interact positively when working with their peers.
- Demonstrate habits of punctuality and reliability.
- Demonstrate integrity and honesty.

Organized students who:

- Successfully complete the Senior Portfolio.
- Utilize a variety of organizational tools, using both technology and traditional materials.

Network savvy students who:

- Demonstrate knowledge of basic technology skills, both in academic, career and personal settings.
- Seek a variety of outside resources to identify and research problems and find solutions.

Knowledgable individuals who:

- Make adequate yearly progress toward or beyond both the district and the state proficiency standards.
- Produce finished products, using a variety of resources, as evidence of standard-based understanding.
- Successfully complete the Health and Physical Education requirements to maintain a healthy and active lifestyle.
- Complete A-G coursework and are able to successfully enter college, a four year university, trade school, the military or the workforce.

Effective communicators who:

- Read , write, speak and listen proficiently and effectively in English.
- Analyze and articulate ideas clearly, creatively and effectively through oral, written and artistic expression.
- Are able to self-advocate.

School Profile

"PREPARING TODAY'S STUDENTS FOR TOMORROW'S CHALLENGES"
Willows High School is a four-year comprehensive high school. We pride ourselves in preparing students for many different avenues beyond high school. We prepare students to meet the challenge of our changing local student population and the curricular changes that are being implemented by the school board, the State Department of Education and the Governor. We are committed to providing the best education possible for all our students in a safe, inviting atmosphere designed with our students' success in mind.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Informal and formal observations are conducted throughout the school years. Findings are used to determine employment and provide Professional Development such as coaching.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

   Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, align instruction to standards and student needs. District sponsored professional development has focused on standards implementation.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

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

Teachers work to provide differentiated instruction in the regular education setting. Ongoing collaboration at each grade level and staff development workshops offers teachers opportunities to address all student needs. Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. School-wide professional development supported by the district, to include but not limited to the following:

- Technology Workshops
- Curriculum Alignment to Standards
- 504 Training
- CTI (California Teacher Induction)
- Workshops: Math, Language Arts, Social Studies, Science, Band, and Alternative Ed.
- SIP (Sound Instructional Practices)

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

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

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

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

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

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

Teachers collaborate with grade level peers. There are many opportunities for professional development with a site focus on Common Core implementation and Explicit Direct Instruction.

<u>Teaching and Learning</u>

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

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

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

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

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

    Lesson Pacing is scheduled to help students succeed.

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

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

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

    Staff utilizes SBE-adopted and standards aligned ELA and Math curriculum daily as verified through teacher observations.

Opportunity and Equal Educational Access

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

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

14. Research-based educational practices to raise student achievement

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

Parental Involvement

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

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

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

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

Funding

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

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

18. Fiscal support (EPC)

    Upon available funding, fiscal support is available.

Description of Barriers and Related School Goals

Some barriers for Willows High School include: parental involvement especially in our subgroups, financial resources, PD focus on technology, and decline in ELA and Math scores for 17-18 school year.

School Goals for Improving Student Achievement:

Goal #1: Improve student performance in the core curricular areas

Goal #2: Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior

Goal #3: Provide opportunities for Parent Involvement

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	117	110	115	110	105	111	110	105	111	94	95.5	96.5
All Grades	117	110	115	110	105	111	110	105	111	94	95.5	96.5

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2556.9	2566.2	2543.9	13	13.33	5.41	30	28.57	33.33	34	34.29	30.63	24	23.81	30.63
All Grades	N/A	N/A	N/A	13	13.33	5.41	30	28.57	33.33	34	34.29	30.63	24	23.81	30.63

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	14	24.76	14.41	61	52.38	59.46	25	22.86	26.13
All Grades	14	24.76	14.41	61	52.38	59.46	25	22.86	26.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	16	18.10	6.31	57	51.43	45.95	26	30.48	47.75
All Grades	16	18.10	6.31	57	51.43	45.95	26	30.48	47.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	19.05	17.12	71	62.86	65.77	17	18.10	17.12
All Grades	12	19.05	17.12	71	62.86	65.77	17	18.10	17.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	15	23.81	20.72	60	51.43	51.35	25	24.76	27.93
All Grades	15	23.81	20.72	60	51.43	51.35	25	24.76	27.93

Conclusions based on this data:

1. Writing is one area of improvement with 47.75% of our students below standard.
2. Our scores declined from -3.16% in ELA for students who exceeded and met the standards.
3. Our students perform best in the area of Listening with 82.89% of all students at, near or above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	117	110	115	110	105	111	110	105	111	94	95.5	96.5
All Grades	117	110	115	110	105	111	110	105	111	94	95.5	96.5

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2498.3	2509.3	2476.7	1	0.95	0.00	2	11.43	5.41	33	26.67	22.52	65	60.95	72.07
All Grades	N/A	N/A	N/A	1	0.95	0.00	2	11.43	5.41	33	26.67	22.52	65	60.95	72.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	1	2.86	0.00	21	26.67	17.12	78	70.48	82.88
All Grades	1	2.86	0.00	21	26.67	17.12	78	70.48	82.88

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	1	6.67	0.90	49	41.90	34.23	50	51.43	64.86
All Grades	1	6.67	0.90	49	41.90	34.23	50	51.43	64.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2	4.76	3.60	59	52.38	45.95	39	42.86	50.45
All Grades	2	4.76	3.60	59	52.38	45.95	39	42.86	50.45

Conclusions based on this data:

1. Our scores declined from -6.97% in Math for students who exceeded and met the standards.
2. Concepts and Procedures is one area of improvement with 82.88% of our students below standard.

3. Our students perform best in the area of Communicating Reasoning with 49.55% of all students at, near or above standard.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	1529.8	1537.7	1521.5	13
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				27

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*			*	*	13
Grade 11	*	*	*	*			*	*	*
Grade 12					*	*			*
All Grades	11	40.74	*	*	*	*	*	*	27

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*			*	*	*
Grade 10	*	*			*	*	*	*	13
Grade 11	*	*	*	*			*	*	*
Grade 12			*	*					*
All Grades	16	59.26	*	*	*	*	*	*	27

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	*	*	13
Grade 11			*	*	*	*	*	*	*
Grade 12					*	*			*
All Grades	*	*	*	*	*	*	*	*	27

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	13
Grade 11	*	*	*	*			*
Grade 12			*	*			*
All Grades	11	40.74	12	44.44	*	*	27

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	13
Grade 11	*	*			*	*	*
Grade 12			*	*			*
All Grades	18	66.67	*	*	*	*	27

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	13
Grade 11			*	*	*	*	*
Grade 12			*	*			*
All Grades	*	*	11	40.74	11	40.74	27

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	*	*	*
Grade 10	*	*	*	*	*	*	13
Grade 11	*	*	*	*	*	*	*
Grade 12			*	*			*
All Grades	*	*	15	55.56	*	*	27

Conclusions based on this data:

1. Students are most successful in the Speaking domain with 66.67% of our students scoring in level 3 & 4.
2. Listening and Speaking are two areas where most of our ELs score the highest.
3. Most of our ELs fall within the somewhat/moderately domain in all performance areas.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Student Performance
LEA GOAL:
Goal 2: (Meets State Priority 4, 8) Pupil Outcomes: Willows Unified School District will provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to better ensure student success.
SCHOOL GOAL #1:
Improve student performance in the core curricular areas.
Data Used to Form this Goal:
CAASPP results, informal and formal assessments
Findings from the Analysis of this Data:
From the 17-18 CAASPP results, WHS had a decrease of -3.16% for students who exceeded and met the ELA standards from previous year. We also had a decrease of -6.97% for students who exceeded and met the Math standards.
How the School will Evaluate the Progress of this Goal:
Willows High Will continue to monitor student progress through: • Setting goals and expectations • Refining and modifying instructional practices and investing in curriculum that aligns with California State Standards • Providing Professional Development for all staff • Checking for understanding through the use of formative assessments, interim assessments, annual CAASPP testing, ELPAC testing, and evaluation of student work • Teacher collaboration • Classroom/teacher observations • The LCAP Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning	Fall	Teachers and Administrators	Intervention services to students	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000
2. Provide additional staffing for classroom assistance (Paraprofessionals II)	Throughout the year depending a upon available funds	Administrators	Paraprofessionals	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	11,600
			Paraprofessionals	2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected	17,500
3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	Throughout the year	Teachers and Administrators	Instructional materials - site and teacher allocations	4000-4999: Books And Supplies	LCFF - Base	46,000
4. Provide,opportunities for teacher training and paraprofessional training that aligns to standards	Throughout the year	Teachers and Administrators	Conference registration and travel costs, on-site presenters, collaboration resources	5000-5999: Services And Other Operating Expenditures	LCFF - Base	15,000
			Teacher stipends for C2Core Day	1000-1999: Certificated Personnel Salaries	LCFF - Base	9,500
5. Provide opportunities for school-wide and district-wide collaboration throughout the year	Throughout the year	Teachers and Administrators	Materials and supplies for collaboration time	4000-4999: Books And Supplies	LCFF - Base	1,500
6. Provide and update Math and English Programs	Throughout the year	Teachers and Administrators	Textbooks	4000-4999: Books And Supplies	Lottery: Instructional Materials	6,800
7. Continue to provide learning opportunities through technology for staff and students	Throughout the year	Teachers and Administrators	Chromebooks & carts, desktop computers	4000-4999: Books And Supplies	LCFF - Base	38,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
Goal 3: (Meets State Priority 3, 5, 6) Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.
SCHOOL GOAL #2:
Continue to maintain a zero tolerance for drugs, weapons, violence, and gang behavior.
Data Used to Form this Goal:
Data from the CA School Dashboard Suspension rates and Aeries
Findings from the Analysis of this Data:
Waiting for the 17-18 CA dashboard to be released
How the School will Evaluate the Progress of this Goal:
Daily monitoring student behavior and promoting a climate of respect and student awareness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide materials, supplies, and programs necessary for tobacco awareness- assemblies	Throughout the year	GCOE	Materials and supplies for SWAT	4000-4999: Books And Supplies	Other	2,500
2. Surveillance equipment – lighting & cameras	Fall	Administrators	Additional lighting and security cameras	6000-6999: Capital Outlay	Other	10,000
3. Provide trainings for safety prevention (Catapult)	Throughout the year	Teachers and Administrators	Catapult EMS services and training	5000-5999: Services And Other Operating Expenditures	LCFF - Base	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Update discipline policies as appropriate	Throughout the year	Teachers and Administrators	Completed by staff as part of regular work schedules, approximate time allocation:	1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000
			Completed by staff as part of regular work schedules, approximate time allocation:	2000-2999: Classified Personnel Salaries	LCFF - Base	3,000

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parental Involvement
LEA GOAL:
Goal 3: (Meets State Priority 3, 5, 6) Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.
SCHOOL GOAL #3:
Provide opportunities for Parent Involvement
Data Used to Form this Goal:
Attendance, Sign in Sheets, Blackboard
Findings from the Analysis of this Data:
Parental Involvement is an area of need at Willows High School.
How the School will Evaluate the Progress of this Goal:
The school will evaluate the progress of this goal using surveys and collaborating with Boosters to better enhance partnerships with the community.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide opportunities for Parents to be involved in developing school policy	Throughout the year	Teachers and Administrators	Materials and supplies for meetings and parent engagement activities	4000-4999: Books And Supplies	LCFF - Base	2,500
2. Continue to improve the communication between school and home (Aeries Portal & Blackboard Connect)	Throughout the year	Teachers and Administrators	Aeries, Blackboard and other communication tools and resources (approximate site share of costs)	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Support and encourage parent participation in Parent Booster Clubs	Throughout the year	Teachers and Administrators	Materials and supplies for parent engagement activities and events	4000-4999: Books And Supplies	Other	5,000

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	155,900.00
Goal 2	23,000.00
Goal 3	10,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Johnstone	X				
Shelley Taylor			X		
Tom Bryant			X		
Amy Steele			X		
Caleb Fleming		X			
Joe Schantz		X			
Daryn Montz				X	
Lisa Taylor				X	
Sherry Brott				X	
Bucky Squire					X
Isabella Mercado					X
Meghan Weinrich					X
Numbers of members of each category:	**1**	**2**	**3**	**3**	**3**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

2. 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.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

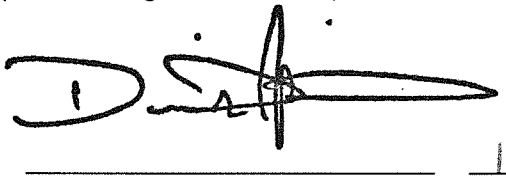
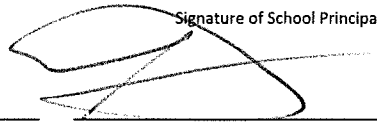
State Compensatory Education Advisory Committee	Signature
English Learner Advisory Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on December 13, 2018.

Attested:

David Johnstone		12-13-18
Typed Name of School Principal	Signature of School Principal	Date
Tom Bryant		12/13/18
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date