

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willows Intermediate School	11-62661-6007611	Jan 14, 2021	May 6, 2021

Purpose and Description

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

Schoolwide Program

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

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

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

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

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

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

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 7
- Resource Inequities 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 14
 - Student Population..... 16
 - Overall Performance 17
 - Academic Performance..... 18
 - Academic Engagement..... 23
 - Conditions & Climate..... 25
- Goals, Strategies, & Proposed Expenditures..... 27
 - Goal 1..... 27
 - Goal 2..... 32
 - Goal 3..... 37
 - Goal 4..... 40
- Budget Summary 43
 - Budget Summary 43
 - Other Federal, State, and Local Funds 43
- Budgeted Funds and Expenditures in this Plan 44
 - Funds Budgeted to the School by Funding Source..... 44
 - Expenditures by Funding Source 44
 - Expenditures by Budget Reference 44
 - Expenditures by Budget Reference and Funding Source 44
 - Expenditures by Goal..... 45
- School Site Council Membership 46
- Recommendations and Assurances 47
- Instructions..... 48

Instructions: Linked Table of Contents.....48
Purpose and Description.....49
Stakeholder Involvement.....49
Resource Inequities49
Goals, Strategies, Expenditures, & Annual Review50
Annual Review51
Budget Summary52
Appendix A: Plan Requirements54
Appendix B:.....57
Appendix C: Select State and Federal Programs59

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

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.

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

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).

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

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

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

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.

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.

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

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

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

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

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

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

Lesson pacing is scheduled to help students succeed.

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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).

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

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.

Fiscal support (EPC)

Upon available funding, fiscal support is available.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

- School Site Council (SSC)- meetings are held quarterly to discuss issues related to improving student learning and performance. These meetings provided the council an opportunity to become knowledgeable about state requirements and provide WIS the direction for the following school year.
- English Language Advisory Committee (ELAC)- Meetings are held once per quarter to discuss issues related to improving student learning and performance.
- Title I Parent Meetings- Meetings are held once per semester to discuss issues related to improving student learning and performance.

Resource Inequities

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

In 2018-2019, the Low Performing Student Block Grant was released to LEAs to serve students identified as low-performing on state English Language Arts and Math assessments, who were not otherwise identified for supplemental grant funding under LCFF. Therefore, in 2017-2018, this fund was not available to serve students who were not receiving additional supplemental funding through LCFF.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.23%	3.56%	2.12%	8	13	7
African American	.28%	0.27%	0.91%	1	1	3
Asian	5.31%	5.75%	4.55%	19	21	15
Filipino	.28%	0.27%	0.3%	1	1	1
Hispanic/Latino	48.32%	47.12%	46.97%	173	172	155
Pacific Islander	0%	0%	0%	0	0	0
White	42.46%	41.37%	43.94%	152	151	145
Multiple/No Response	1.12%	0.27%	1.21%	4	1	0
Total Enrollment				358	365	330

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	122	107	108
Grade 7	130	127	103
Grade 8	106	131	119
Total Enrollment	358	365	330

Conclusions based on this data:

1. WIS' overall enrollment has been increasing each year.
2. Most of WIS' students are Hispanic followed by White.
3. The 6th grade class enrollment tend to decline every year; the 7th grade class enrollment has increase and maintain their number; the 8th grade class has increased this year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	54	62	49	15.08%	17.0%	14.8%
Fluent English Proficient (FEP)	8	80	76	2.23%	21.9%	23.0%
Reclassified Fluent English Proficient (RFEP)	81	9	23	22.62%	16.7%	37.1%

Conclusions based on this data:

1. WIS' IFEP has increased.
2. WIS had more RFEPs in 17-18 when ELAC was first released. This was before the state made the changes to the exit criteria.
3. WIS had more FEP in 18-19 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	125	125	103	120	118	101	120	118	101	96	94.4	98.1
Grade 7	102	133	120	94	129	113	94	129	113	92.2	97	94.2
Grade 8	110	106	133	108	102	129	108	102	129	98.2	96.2	97
All	337	364	356	322	349	343	322	349	343	95.5	95.9	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2487.	2464.	2480.	5.00	5.08	8.91	22.50	15.25	21.78	40.00	32.20	28.71	32.50	47.46	40.59
Grade 7	2506.	2496.	2498.	1.06	2.33	4.42	35.11	21.71	21.24	26.60	33.33	29.20	37.23	42.64	45.13
Grade 8	2526.	2481.	2521.	6.48	0.98	3.10	19.44	12.75	24.03	46.30	32.35	41.09	27.78	53.92	31.78
All Grades	N/A	N/A	N/A	4.35	2.87	5.25	25.16	16.91	22.45	38.20	32.66	33.53	32.30	47.56	38.78

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.50	7.63	14.85	54.17	39.83	43.56	38.33	52.54	41.58
Grade 7	10.64	8.53	13.27	47.87	47.29	42.48	41.49	44.19	44.25
Grade 8	12.04	7.84	11.63	50.00	34.31	50.39	37.96	57.84	37.98
All Grades	9.94	8.02	13.12	50.93	40.97	45.77	39.13	51.00	41.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	7.50	9.32	13.86	50.00	38.98	43.56	42.50	51.69	42.57
Grade 7	8.51	6.20	7.96	53.19	49.61	47.79	38.30	44.19	44.25
Grade 8	11.11	4.90	5.43	52.78	25.49	57.36	36.11	69.61	37.21
All Grades	9.01	6.88	8.75	51.86	38.97	50.15	39.13	54.15	41.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	5.83	4.24	6.93	70.83	59.32	60.40	23.33	36.44	32.67
Grade 7	4.26	2.33	4.42	57.45	67.44	74.34	38.30	30.23	21.24
Grade 8	11.11	3.92	10.85	63.89	66.67	65.12	25.00	29.41	24.03
All Grades	7.14	3.44	7.58	64.60	64.47	66.76	28.26	32.09	25.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.17	11.02	17.82	59.17	51.69	43.56	31.67	37.29	38.61
Grade 7	13.83	10.85	9.73	62.77	52.71	50.44	23.40	36.43	39.82
Grade 8	12.04	4.90	10.08	54.63	45.10	56.59	33.33	50.00	33.33
All Grades	11.49	9.17	12.24	58.70	50.14	50.73	29.81	40.69	37.03

Conclusions based on this data:

1. Writing is one area of improvement with 42.57% of our students below standard.
2. WIS' ELA scores had an overall increase of +7.92%, with 27.70% of WIS' students exceeded or met the standard.
3. Our students perform best in the area of Listening with 66.76% of all students at, near or above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	126	125	103	121	119	101	121	119	101	96	95.2	98.1
Grade 7	102	133	120	94	129	113	94	129	113	92.2	97	94.2
Grade 8	111	106	134	108	102	130	108	102	130	97.3	96.2	97
All	339	364	357	323	350	344	323	350	344	95.3	96.2	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2477.	2458.	2478.	3.31	7.56	7.92	14.88	9.24	13.86	33.06	26.89	33.66	48.76	56.30	44.55
Grade 7	2499.	2491.	2472.	6.38	7.75	7.96	18.09	14.73	7.96	34.04	34.11	30.97	41.49	43.41	53.10
Grade 8	2503.	2473.	2500.	11.11	1.96	10.77	14.81	16.67	11.54	25.93	23.53	30.77	48.15	57.84	46.92
All Grades	N/A	N/A	N/A	6.81	6.00	9.01	15.79	13.43	11.05	30.96	28.57	31.69	46.44	52.00	48.26

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	6.61	9.24	11.88	31.40	23.53	26.73	61.98	67.23	61.39	
Grade 7	12.77	17.05	11.50	38.30	27.13	23.89	48.94	55.81	64.60	
Grade 8	14.81	9.80	13.85	32.41	28.43	34.62	52.78	61.76	51.54	
All Grades	11.15	12.29	12.50	33.75	26.29	28.78	55.11	61.43	58.72	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.96	5.88	7.92	38.84	37.82	43.56	56.20	56.30	48.51
Grade 7	7.45	9.30	6.19	52.13	47.29	39.82	40.43	43.41	53.98
Grade 8	12.96	2.94	8.46	38.89	49.02	43.85	48.15	48.04	47.69
All Grades	8.36	6.29	7.56	42.72	44.57	42.44	48.92	49.14	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	4.96	8.40	9.90	48.76	34.45	47.52	46.28	57.14	42.57
Grade 7	8.51	6.20	11.50	71.28	56.59	46.02	20.21	37.21	42.48
Grade 8	11.11	3.92	8.46	44.44	44.12	49.23	44.44	51.96	42.31
All Grades	8.05	6.29	9.88	53.87	45.43	47.67	38.08	48.29	42.44

Conclusions based on this data:

1. Overall, WIS' math scores had an increase of +.63 from previous year, with 20.06% of the students exceeded or met the standards.
2. Concepts and Procedures is one area of improvement with 58.72% of our students below standard.
3. Our students perform best in the area of Communicating Reasoning with 47.67% of all students at, near or above standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1509.0	1513.8	1510.6	1501.3	1506.8	1526.0	23	12
Grade 7	1523.0	1503.4	1519.9	1513.2	1525.5	1493.2	22	18
Grade 8	*	1563.3	*	1560.2	*	1565.9	*	12
All Grades							55	42

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	8.33	*	50.00	*	16.67	*	25.00	23	12
7	*	5.56	*	11.11	*	66.67	*	16.67	22	18
8	*	50.00	*	25.00	*	8.33	*	16.67	*	12
All Grades	23.64	19.05	38.18	26.19	25.45	35.71	*	19.05	55	42

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	41.67	65.22	25.00		8.33	*	25.00	23	12
7	54.55	16.67	*	38.89	*	38.89	*	5.56	22	18
8	*	50.00	*	33.33	*	0.00	*	16.67	*	12
All Grades	38.18	33.33	43.64	33.33	*	19.05	*	14.29	55	42

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00	*	25.00	*	50.00	*	25.00	23	12
7	*	0.00	*	11.11	*	44.44	*	44.44	22	18
8	*	33.33	*	16.67	*	25.00	*	25.00	*	12
All Grades	*	9.52	*	16.67	36.36	40.48	40.00	33.33	55	42

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	16.67	69.57	50.00	*	33.33	23	12
7	*	5.56	54.55	77.78	*	16.67	22	18
8	*	25.00	*	66.67	*	8.33	*	12
All Grades	27.27	14.29	60.00	66.67	*	19.05	55	42

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	69.57	33.33	*	50.00	*	16.67	23	12
7	77.27	22.22	*	72.22	*	5.56	22	18
8	*	58.33	*	25.00	*	16.67	*	12
All Grades	70.91	35.71	21.82	52.38	*	11.90	55	42

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	0.00	*	58.33	69.57	41.67	23	12
7	*	0.00	*	33.33	63.64	66.67	22	18
8	*	33.33	*	25.00	*	41.67	*	12
All Grades	*	9.52	20.00	38.10	67.27	52.38	55	42

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		16.67	73.91	75.00	*	8.33	23	12
7	*	0.00	86.36	83.33	*	16.67	22	18
8		8.33	*	75.00	*	16.67	*	12
All Grades	*	7.14	80.00	78.57	*	14.29	55	42

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.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
365	69.9	17.0	0.8

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	62	17.0
Foster Youth	3	0.8
Homeless	29	7.9
Socioeconomically Disadvantaged	255	69.9
Students with Disabilities	48	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3
American Indian	13	3.6
Asian	21	5.8
Filipino	1	0.3
Hispanic	172	47.1
Two or More Races	5	1.4
White	151	41.4





Conclusions based on this data:

1. About 69.9% of WIS students are socioeconomically disadvantaged.
2. Biggest ethnic population at WIS is Hispanic followed by white.
3. About 7.9% of WIS population is Homeless and .8% in foster.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="784 506 836 533">Red</p>	<p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="293 705 371 732">Yellow</p>		

Conclusions based on this data:

1. WIS Chronic Absenteeism needs improvement as we are red.
2. Our scores in ELA and Math increased from last year. We were orange last year, and now we are yellow.
3. Our suspension rate declined. We were orange last year, and now we are yellow.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 47.1 points below standard Increased Significantly ++17.3 points 328	<p>English Learners</p>  Orange 84.4 points below standard Increased ++10.7 points 101	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p>Homeless</p>  No Performance Color 70.5 points below standard Increased Significantly ++17.1 points 24	<p>Socioeconomically Disadvantaged</p>  Yellow 58.4 points below standard Increased Significantly ++17.5 points 230	<p>Students with Disabilities</p>  Red 111 points below standard Declined -7.6 points 46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 89 points below standard 11	 No Performance Color 73.6 points below standard Maintained -2 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 56.2 points below standard Increased Significantly ++26.3 points 157	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Yellow 26.8 points below standard Increased Significantly ++19.2 points 130

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
127.2 points below standard Increased Significantly ++23.3 points 38	58.6 points below standard Maintained ++2.8 points 63	35.6 points below standard Increased Significantly ++15 points 194

Conclusions based on this data:

1. WIS had an increase of 16.6 points from previous year.
2. WIS is currently 47.8 points below standard.
3. Our students in red with the most needs for ELA is students with disabilities.

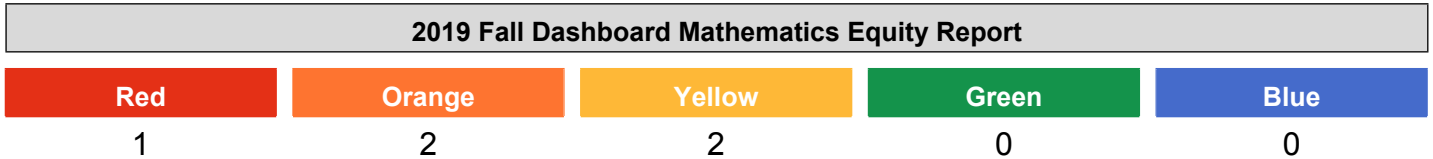
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 81.4 points below standard Increased ++6.1 points 327	<p>English Learners</p>  Orange 117.7 points below standard Increased Significantly ++17.6 points 101	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color 77.4 points below standard Increased Significantly ++25.1 points 23	<p>Socioeconomically Disadvantaged</p>  Yellow 94.1 points below standard Increased ++12.9 points 229	<p>Students with Disabilities</p>  Red 149.5 points below standard Declined -13.3 points 46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 108.8 points below standard 11	 No Performance Color 93.5 points below standard Declined Significantly -29.2 points 21	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94.8 points below standard Increased Significantly ++23.3 points 157	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Pacific Islander	 Orange 62.7 points below standard Maintained -2.1 points 130

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
175.9 points below standard Increased Significantly ++17.6 points 38	82.6 points below standard Increased Significantly ++17.6 points 63	68.1 points below standard Maintained -2.6 points 193

Conclusions based on this data:

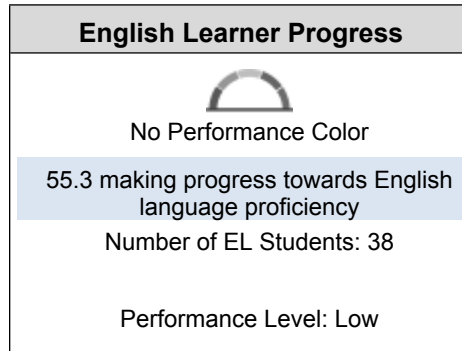
1. WIS had an increase of 6.1 points from previous year.
2. WIS is 81.4 points below standard.
3. WIS had one red subgroup in Math. Students with disabilities performed the lowest.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.4	26.3	5.2	

Conclusions based on this data:

1. Only 55.3% of WIS ELD students are making progress towards English Language Proficiency.
2. WIS had 19 students who made an improvement by at least one level.
3. Overall, WIS ELD students are still performing at a low level.

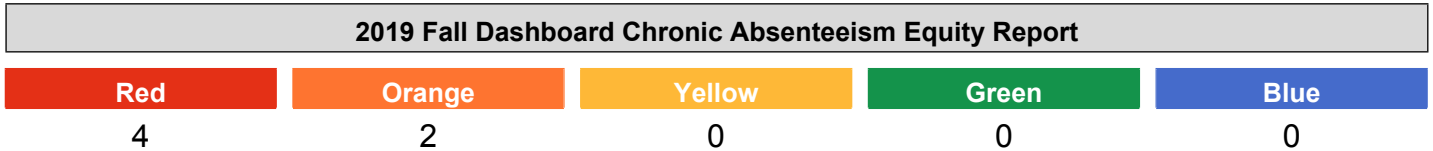
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>14.8</p> <p>Increased Significantly +3.7</p> <p>386</p>	<p>English Learners</p>  <p>Orange</p> <p>12.3</p> <p>Increased +2.1</p> <p>65</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p>Homeless</p>  <p>Orange</p> <p>20</p> <p>Increased +3.3</p> <p>35</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>16.8</p> <p>Increased Significantly +4.3</p> <p>274</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>30.4</p> <p>Increased +15.3</p> <p>56</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 20 15	 No Performance Color 0 Maintained 0 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Red 11.7 Increased Significantly +3.4 180	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 19.4 Increased Significantly +4 160

Conclusions based on this data:

1. WIS had an increase in Chronic Absenteeism by 3.7%.
2. Last year, approximately 14.8% of the students were chronically absent.
3. The following subgroups were in red for Chronic Absenteeism: Students with disabilities, Hispanic, Socioeconomically Disadvantaged, and White.

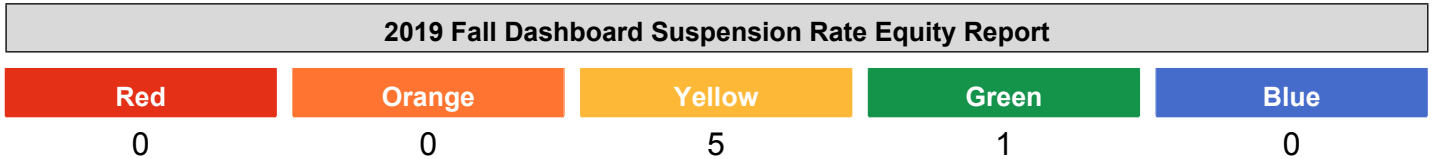
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 8.1 Declined Significantly -3.7 393	<p>English Learners</p>  Yellow 9.2 Declined -2.2 65	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 6
<p>Homeless</p>  Yellow 11.4 Declined -1.3 35	<p>Socioeconomically Disadvantaged</p>  Yellow 9.3 Declined Significantly -5.6 279	<p>Students with Disabilities</p>  Green 7 Declined -9.6 57

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color 6.3 16	 No Performance Color 0 Maintained 0 23	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.2 Declined Significantly -4.7 183	 No Performance Color Less than 11 Students - Data 6	(Empty)	 Yellow 8.6 Declined Significantly -3.5 162

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
(Empty)	11.9	8.1

Conclusions based on this data:

1. WIS suspension rate declined by 3.7%.
2. About 8.1% of WIS' students were suspended at least once in 18-19.
3. Students with disabilities perform the best in suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Performance

LEA/LCAP Goal

LCAP Goal 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.

Goal 1

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

Identified Need

WIS were yellow in ELA and Math overall on the CA School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	ELA- 47.8 points below standard Math- 81.4 points below standard	ELA- increase scores by at least one point Math- increase scores by at least one point

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At-promise students

Strategy/Activity

1. Identify students early in the school year who are at-promise and implement standards based intervention to enhance their classroom learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,500	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention support to students - teacher extra duty
1,500	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
24,130	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraprofessionals to provide ELD and Opportunity support
6,500	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

34,313

LCFF - Base
4000-4999: Books And Supplies
Instructional Supplies - site and teacher
allocations

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12,510

Source(s)

LCFF - Base
5000-5999: Services And Other Operating
Expenditures
Conference registrations & travel costs, on-site
training costs

9,300

LCFF - Base
1000-1999: Certificated Personnel Salaries
Teacher Stipends for C2Core Day

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

32,084

Source(s)

LCFF - Base
4000-4999: Books And Supplies
Chromebooks & carts, desktop computers

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

7. Recognizing students achievement and improvement and providing incentives.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

With the strategies and activities listed, it will help administrators and teachers identify those needs of their students that relate to their well-being, and recommend learning goals that are appropriate to their students, in a range of ways. By assessing the students, formally or informally, to determine their current knowledge, skills, and attitudes, and then noting the needs revealed by the assessment information will help students develop a belief in their own capabilities. When students have this belief, it enables them to take reasonable risks and to act with optimism and self-confidence, building their sense of self-worth.

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

No major differences.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Safety

LEA/LCAP Goal

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

Engagement:

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

Goal 2

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

Identified Need

WIS had about 8.1% of their students suspended at least once during the 18-19 school year. According to the California Healthy Kids Survey, about 54% of the 7th graders felt school connectedness. About 60% of the 7th graders felt they had an adult caring relationship.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard California Healthy Kids' Survey 19-20	Yellow with 8.1% suspended 54% of 7th graders felt a school connectedness	Decline by at least 1% Increase school connectedness by at least 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Staff

Strategy/Activity

1. Purchase materials and provide trainings for safety (Catapult).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500

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

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

2. Provide materials, supplies, programs necessary for tobacco and drug awareness, and counseling referrals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

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

500

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

3. Provide Surveillance equipment – lighting, cameras, and sensors.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,500

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

4. Provide anti-bullying assemblies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)**Source(s)**

1,000

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

500

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

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

5. Provide opportunities for students to use Catapult (online reporting).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)**Source(s)**

500

EMS system licensing and training - see goal 1

Other
5000-5999: Services And Other Operating
Expenditures
Guest speakers

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

6. Implement restorative practices, utilize relational development activities to include- athletic teams, student clubs, and community programs.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Willows Intermediate School will continue to foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety. Administrators have been working on looking at different alternatives for school suspension and providing training necessary for all staff members.

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

No major differences.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Community Partnership

LEA/LCAP Goal

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

Engagement:

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All parents

Strategy/Activity

1. Provide opportunities for parents to engage with the school community (e.g. Back-to-School-Night, Open House, etc).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All parents

Strategy/Activity

2. Provide opportunities for parents to be involved in developing school policy and culture.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings & communication
2,500	Title I 4000-4999: Books And Supplies Materials and supplies to promote parent engagement

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and parents

Strategy/Activity

3. Continue to promote communication between school and home (e.g. Blackboard Connect-in English & Spanish and Aeries Portal Support).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	LCFF - Base

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

No major differences.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning (SEL)

LEA/LCAP Goal

Goal 3: (Meets State Priority 3, 5, 6)
 Engagement:
 Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance and graduation rates; low suspension and expulsion rates; a culture that promotes student and employee safety, as well as opportunities for meaningful student, parent, community involvement and input.

Goal 4

Develop a culture of social emotional learning (SEL) consistent with California's "Social and Emotional Guiding Principles."

Identified Need

Far too many students are struggling with social-emotional needs. Often, these students can be severely withdrawn from their peers or they can have a hard time following the rules and procedures of the classroom. For the 18-19 school year, 67 students committed an offense, and there were 57 out of school suspensions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CALPADS data report 7.3	67 students committed an offense 57 out of school suspensions	66 or lower students committed an offense 57 or lower students received out of school suspensions

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All staff

Strategy/Activity

Provide professional development and/or curriculum to staff on SEL.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF - Supplemental
5000-5999: Services And Other Operating Expenditures
Registration, presenters, and/or travel for professional development on SEL

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 6th grade students

Strategy/Activity

Provide an opportunity for 6th graders on a one-day River Jim Canoe orientation and water safety field trip to Stony Gorge Reservoir.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Materials and supplies for 6th Grade River Jim activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide students the opportunity to engage in outdoor team building activities through River Jim.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Included in Strategy / Activity 2, above

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Foster and Homeless students

Strategy/Activity

Provide additional support and services for foster and homeless youths (supplies, transportation, etc.)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,500

Source(s)

LCFF - Supplemental
4000-4999: Books And Supplies
Provide additional support to Foster and homeless youth

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The activities listed are to promote and improve students' attitudes and beliefs about themselves, their relationships with others, and their education. Teachers can also naturally foster skills in students through their interpersonal and student-centered instructional interactions throughout the school day. Teacher practices that provide students with emotional support and create opportunities for students' voice, autonomy, and mastery experiences promote student engagement in the educational process. In addition, the support for our foster and homeless youths will provide academic support and advocacy for foster/homeless children, so they may develop the skills and confidence necessary to become effective students and adults.

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

New Goal

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

This is a new goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$163,337.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$2,500.00

Subtotal of additional federal funds included for this school: \$2,500.00

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

State or Local Programs	Allocation (\$)
Donations	\$1,500.00
LCFF - Base	\$95,207.00
LCFF - Supplemental	\$55,130.00
Other	\$9,000.00

Subtotal of state or local funds included for this school: \$160,837.00

Total of federal, state, and/or local funds for this school: \$163,337.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Donations	1,500.00
LCFF - Base	95,207.00
LCFF - Supplemental	55,130.00
Other	9,000.00
Title I	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	16,800.00
2000-2999: Classified Personnel Salaries	24,130.00
3000-3999: Employee Benefits	8,000.00
4000-4999: Books And Supplies	86,397.00
5000-5999: Services And Other Operating Expenditures	25,510.00
6000-6999: Capital Outlay	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Donations	1,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	9,300.00
4000-4999: Books And Supplies	LCFF - Base	67,897.00

5000-5999: Services And Other Operating Expenditures	LCFF - Base	18,010.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	24,130.00
3000-3999: Employee Benefits	LCFF - Supplemental	8,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,000.00
4000-4999: Books And Supplies	Other	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	2,500.00
6000-6999: Capital Outlay	Other	2,500.00
4000-4999: Books And Supplies	Title I	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	131,337.00
Goal 2	11,500.00
Goal 3	8,000.00
Goal 4	12,500.00

School Site Council Membership

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

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

Name of Members	Role
Steve Sailsbery	Principal
Stephanie Southam	Other School Staff
Karen Evans	Classroom Teacher
Bill Shively	Classroom Teacher
Pam Steward	Classroom Teacher
Michelle Thomas	Parent or Community Member
Heather Grill	Parent or Community Member
Paula Lerstang	Parent or Community Member
Nora Ayala	Parent or Community Member
Melanie Beatty	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Steve Sailsbery on Jan 14, 2021

SSC Chairperson, Paula Lerstang on Jan 14, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019