



# 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	May 5, 2022	May 5, 2022

## 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 Every Student Succeeds Act (ESSA) requirements in alignment with the LCAP by:

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

Goal 2: Continue to improve our safe school climate – 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.

Goal 4: Improve student attendance by decreasing chronic absenteeism.

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

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## Standards, Assessment, and Accountability

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

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

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

Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, while also aligning instruction to key standards and to meet student needs. District sponsored professional development has focused on standards implementation in activities that included: NGSS integration with our Benchmark program, engagement and literacy strategies, STEM and Inquiry practices, supports for EL students, and SEL strategies and supports.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

>>YOU NEED TO ADD IN HERE INFORMATION ON WHETHER ALL OF YOUR STAFF ARE HIGHLY-QUALIFIED OR NOT<< WUSD works with the Glenn County Office of Education (GCOE) to monitor teacher assignment compliance to determine if teachers are appropriately certified and authorized to teach in their subject area(s). Along with providing opportunities for professional development to all staff, the Center for Teacher Innovation (CTI) continues to be the foundation of our teacher induction program, providing the needed coursework, guidance and support to all new teachers and their coaches.

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

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

- Technology Workshops
- Curriculum Alignment to Standards
- CTI (Center for Teacher Induction)
- Workshops: Math, Language Arts, Social Studies, Science, Band, and Alternative Ed.
- 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. District sponsored professional development has focused on standards implementation in activities that included: NGSS integration with our Benchmark program, engagement and literacy strategies, STEM and Inquiry practices, supports for EL students, and SEL strategies and supports.

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. Through our SIPS program, one teacher also serves as an instructional coach that helps out with new teachers, while supporting all staff in the process of continuous improvement.

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

Teachers collaborate with grade level peers, while we strive to implement more opportunities for vertical articulation. There are many opportunities for professional development with a site focus on Common Core implementation and Explicit Direct Instruction.

## Teaching and Learning

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

The teachers at WIS continue to evaluate their curricula and instruction, in both, grade-level collaborations and vertical articulations. We are in the process of adopting science curriculum to finalize the process of aligning ALL content to the most current standards. This is an ongoing process as state adopted materials are continually being updated.

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

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

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

Lesson pacing is scheduled to help students succeed. This will continue to be a focal point of staff meetings to identify the Essential-Power standards and then be able to develop and/or adjust the scope and sequence for when these should be taught.

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

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

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

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

## Opportunity and Equal Educational Access

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

Teachers work to provide differentiated instruction in the regular education classroom (grades 6-8), based on need as indicated by assessments or staff observations. We also utilize a school counselor, SST referral procedures, and community-partner agencies. The district has hired two temporary positions at WIS, to serve as intervention specialists focusing on math and ELA.

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

The district has developed a Parent Engagement Team that focuses on reaching out to parents and increase attendance at our Educational Partner meetings. In addition to increasing our parent engagement, this team is utilized in providing needed and timely support activities, in efforts to curb chronic truancy. The 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 for school wide fundraisers, booster club fundraisers and athletic fundraisers. The school and district allocate monies to the school site to help improve student achievement, especially in the areas of technology and professional development.

## 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 direction for the following school year.
- English Language Advisory Committee (ELAC)- and District English Language Advisory Committee (DELAC) Meetings are held once per quarter to discuss issues related to improving student learning, academic achievement and performance.
- Local Control Accountability Plan (LCAP) Meetings are held throughout the year to review the district's strategic goals, LCAP metrics and data, and gather input from all Educational Partners.

## Resource Inequities

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

The needs assessment did not identify any resource inequities.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	107	108	94
Grade 7	127	103	105
Grade 8	131	119	94
<b>Total Enrollment</b>	365	330	293

### Conclusions based on this data:

1. Enrollment at Willows Intermediate School (WIS) has been declining each year.
2. The majority of students that attend WIS are Hispanic (54.3%) and that number continues to grow. The White subgroup (36.2%) is second largest and has decreased over the past few years.
3. The 6th grade class enrollment, at 94 students continues to indicate a decline every year, while the 7th grade class enrollment of 105 students has slightly increased. The 8th grade class of 94 students has dropped over the past few years, a decline of 37 students from 2018/19.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	62	49	50	17.0%	14.8%	17.1%
Fluent English Proficient (FEP)	80	76	75	21.9%	23.0%	25.6%
Reclassified Fluent English Proficient (RFEP)	9	23	5	16.7%	37.1%	10.2%

### Conclusions based on this data:

1. EL numbers have remained relatively consistent at Willows Intermediate (WIS), with a 17.1% proportion for the 2021 school year.
2. With a consistent percentage of EL students at WIS, our English Language Advisory Committee (ELAC), meeting quarterly throughout 2021/22 to address academic concerns of our EL students, remains an integral part for the success of our English Learners. Increasing parent participation and engagement in our ELAC remains a priority.
3. The acquisition of language skills and reclassification continues to be a priority for English Learners at WIS.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	125	103	93	118	101	92	118	101	91	94.4	98.1	98.9
Grade 7	133	120	104	129	113	99	129	113	99	97	94.2	95.2
Grade 8	106	133	93	102	129	89	102	129	89	96.2	97	95.7
All Grades	364	356	290	349	343	280	349	343	279	95.9	96.3	96.6

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2464.	2480.	2463.	5.08	8.91	1.10	15.25	21.78	21.98	32.20	28.71	37.36	47.46	40.59	39.56
Grade 7	2496.	2498.	2513.	2.33	4.42	8.08	21.71	21.24	23.23	33.33	29.20	34.34	42.64	45.13	34.34
Grade 8	2481.	2521.	2510.	0.98	3.10	6.74	12.75	24.03	17.98	32.35	41.09	39.33	53.92	31.78	35.96
All Grades	N/A	N/A	N/A	2.87	5.25	5.38	16.91	22.45	21.15	32.66	33.53	36.92	47.56	38.78	36.56

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	7.63	14.85	7.69	39.83	43.56	56.04	52.54	41.58	36.26
Grade 7	8.53	13.27	13.13	47.29	42.48	59.60	44.19	44.25	27.27
Grade 8	7.84	11.63	8.99	34.31	50.39	56.18	57.84	37.98	34.83
All Grades	8.02	13.12	10.04	40.97	45.77	57.35	51.00	41.11	32.62

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.32	13.86	4.40	38.98	43.56	48.35	51.69	42.57	47.25
Grade 7	6.20	7.96	12.12	49.61	47.79	52.53	44.19	44.25	35.35
Grade 8	4.90	5.43	6.74	25.49	57.36	46.07	69.61	37.21	47.19
All Grades	6.88	8.75	7.89	38.97	50.15	49.10	54.15	41.11	43.01

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	4.24	6.93	10.99	59.32	60.40	69.23	36.44	32.67	19.78
Grade 7	2.33	4.42	7.07	67.44	74.34	78.79	30.23	21.24	14.14
Grade 8	3.92	10.85	11.24	66.67	65.12	68.54	29.41	24.03	20.22
All Grades	3.44	7.58	9.68	64.47	66.76	72.40	32.09	25.66	17.92

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	11.02	17.82	10.99	51.69	43.56	62.64	37.29	38.61	26.37
Grade 7	10.85	9.73	15.15	52.71	50.44	67.68	36.43	39.82	17.17
Grade 8	4.90	10.08	8.99	45.10	56.59	76.40	50.00	33.33	14.61
All Grades	9.17	12.24	11.83	50.14	50.73	68.82	40.69	37.03	19.35

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- At the conclusion of the 2019/20 school year, Willows Intermediate School (WIS) did not take the California Assessment of Student Progress and Performance due to the COVID-19 pandemic. In a comparison of 2018/19 result to 2020/21, there is a general decline in the percentage of students scoring above standards which may indicate the response and affects of the pandemic. Among our 8th grade students, reading is an area of improvement with 5.79% growth At or Near Standard, 1.31% growth in the percentage Above Standard for Writing, 3.42% growth At or Near Standard for Listening, and a 19.81% growth in At or Near Standard for Research/Inquiry.
- WIS' ELA scores had an overall increase of +7.92%, with 27.70% of WIS' students exceeded or met the standard.
- 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	125	103	93	119	101	91	119	101	91	95.2	98.1	97.8
Grade 7	133	120	104	129	113	99	129	113	99	97	94.2	95.2
Grade 8	106	134	93	102	130	89	102	130	89	96.2	97	95.7
All Grades	364	357	290	350	344	279	350	344	279	96.2	96.4	96.2

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2458.	2478.	2451.	7.56	7.92	1.10	9.24	13.86	7.69	26.89	33.66	32.97	56.30	44.55	58.24
Grade 7	2491.	2472.	2498.	7.75	7.96	12.12	14.73	7.96	14.14	34.11	30.97	31.31	43.41	53.10	42.42
Grade 8	2473.	2500.	2495.	1.96	10.77	7.87	16.67	11.54	17.98	23.53	30.77	23.60	57.84	46.92	50.56
All Grades	N/A	N/A	N/A	6.00	9.01	7.17	13.43	11.05	13.26	28.57	31.69	29.39	52.00	48.26	50.18

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	9.24	11.88	0.00	23.53	26.73	36.26	67.23	61.39	63.74
Grade 7	17.05	11.50	11.11	27.13	23.89	51.52	55.81	64.60	37.37
Grade 8	9.80	13.85	3.37	28.43	34.62	53.93	61.76	51.54	42.70
All Grades	12.29	12.50	5.02	26.29	28.78	47.31	61.43	58.72	47.67

### 2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	5.88	7.92	2.20	37.82	43.56	40.66	56.30	48.51	57.14
Grade 7	9.30	6.19	8.08	47.29	39.82	59.60	43.41	53.98	32.32
Grade 8	2.94	8.46	8.99	49.02	43.85	49.44	48.04	47.69	41.57
All Grades	6.29	7.56	6.45	44.57	42.44	50.18	49.14	50.00	43.37

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	8.40	9.90	2.20	34.45	47.52	63.74	57.14	42.57	34.07
Grade 7	6.20	11.50	6.06	56.59	46.02	76.77	37.21	42.48	17.17
Grade 8	3.92	8.46	7.87	44.12	49.23	62.92	51.96	42.31	29.21
All Grades	6.29	9.88	5.38	45.43	47.67	68.10	48.29	42.44	26.52

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Despite the interruption as a result of the COVID-19 pandemic, WIS' math scores had an increase of +.63 from previous year, with 20.06% of the students exceeded or met the standards.
2. In the mathematical strand of Concepts and Procedures, WIS celebrates one area of improvement with 11.05% reduction 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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1509.0	1513.8	1536.1	1510.6	1501.3	1553.5	1506.8	1526.0	1518.1	23	12	24
7	1523.0	1503.4	1543.0	1519.9	1513.2	1544.6	1525.5	1493.2	1540.9	22	18	17
8	*	1563.3	1526.4	*	1560.2	1511.8	*	1565.9	1540.5	*	12	13
All Grades										55	42	54

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	8.33	20.83	*	50.00	50.00	*	16.67	20.83	*	25.00	8.33	23	12	24
7	*	5.56	23.53	*	11.11	41.18	*	66.67	29.41	*	16.67	5.88	22	18	17
8	*	50.00	7.69	*	25.00	30.77	*	8.33	38.46	*	16.67	23.08	*	12	13
All Grades	23.64	19.05	18.52	38.18	26.19	42.59	25.45	35.71	27.78	*	19.05	11.11	55	42	54

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	41.67	54.17	65.22	25.00	33.33		8.33	4.17	*	25.00	8.33	23	12	24
7	54.55	16.67	35.29	*	38.89	41.18	*	38.89	17.65	*	5.56	5.88	22	18	17
8	*	50.00	23.08	*	33.33	30.77	*	0.00	23.08	*	16.67	23.08	*	12	13
All Grades	38.18	33.33	40.74	43.64	33.33	35.19	*	19.05	12.96	*	14.29	11.11	55	42	54

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		0.00	8.33	*	25.00	20.83	*	50.00	41.67	*	25.00	29.17	23	12	24
7	*	0.00	0.00	*	11.11	35.29	*	44.44	47.06	*	44.44	17.65	22	18	17
8	*	33.33	7.69	*	16.67	7.69	*	25.00	53.85	*	25.00	30.77	*	12	13
All Grades	*	9.52	5.56	*	16.67	22.22	36.36	40.48	46.30	40.00	33.33	25.93	55	42	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
6	*	16.67	29.17	69.57	50.00	66.67	*	33.33	4.17	23	12	24	
7	*	5.56	17.65	54.55	77.78	70.59	*	16.67	11.76	22	18	17	
8	*	25.00	23.08	*	66.67	61.54	*	8.33	15.38	*	12	13	
All Grades	27.27	14.29	24.07	60.00	66.67	66.67	*	19.05	9.26	55	42	54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
6	69.57	33.33	70.83	*	50.00	16.67	*	16.67	12.50	23	12	24	
7	77.27	22.22	70.59	*	72.22	23.53	*	5.56	5.88	22	18	17	
8	*	58.33	30.77	*	25.00	38.46	*	16.67	30.77	*	12	13	
All Grades	70.91	35.71	61.11	21.82	52.38	24.07	*	11.90	14.81	55	42	54	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	0.00	16.67	*	58.33	12.50	69.57	41.67	70.83	23	12	24
7	*	0.00	5.88	*	33.33	41.18	63.64	66.67	52.94	22	18	17
8	*	33.33	15.38	*	25.00	30.77	*	41.67	53.85	*	12	13
All Grades	*	9.52	12.96	20.00	38.10	25.93	67.27	52.38	61.11	55	42	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6		16.67	0.00	73.91	75.00	91.67	*	8.33	8.33	23	12	24
7	*	0.00	11.76	86.36	83.33	82.35	*	16.67	5.88	22	18	17
8		8.33	7.69	*	75.00	76.92	*	16.67	15.38	*	12	13
All Grades	*	7.14	5.56	80.00	78.57	85.19	*	14.29	9.26	55	42	54

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>293</b>	<b>80.5</b>	<b>17.1</b>	<b>0.3</b>
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	17.1
Foster Youth	1	0.3
Homeless	2	0.7
Socioeconomically Disadvantaged	236	80.5
Students with Disabilities	35	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.0
American Indian or Alaska Native	4	1.4
Asian	12	4.1
Filipino	1	0.3
Hispanic	159	54.3
Two or More Races	6	2.0
Native Hawaiian or Pacific Islander	1	0.3
White	106	36.2

### Conclusions based on this data:

1. Comprising a large percentage of our enrollment, 69.9% of WIS students are socioeconomically disadvantaged.

2. Our largest ethnic population of students is 54.% Hispanic, followed by 36.2% White.

3. About 7.9% of WIS population is Homeless and .8% in foster.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Therefore, this data represents 2019 and continues to indicate that WIS Chronic Absenteeism needs improvement.
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

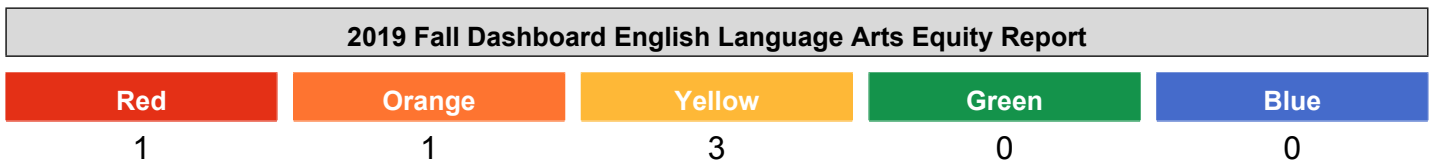
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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><b>All Students</b></p> Yellow 47.1 points below standard Increased Significantly ++17.2 points 328	<p><b>English Learners</b></p> Orange 84.4 points below standard Increased ++10.7 points 101	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
<p><b>Homeless</b></p> No Performance Color 70.5 points below standard Increased Significantly ++17.1 points 24	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 58.4 points below standard Increased Significantly ++17.5 points 230	<p><b>Students with Disabilities</b></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 ++26.2 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 ++10.2 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 ++22.2 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. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are 2019. 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

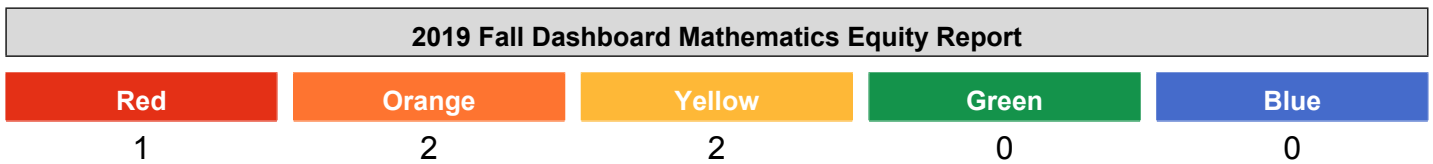
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 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 ++22.2 points 157	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 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	82.6 points below standard	68.1 points below standard
Increased Significantly ++17.6 points 38	Increased Significantly ++17.6 points 63	Maintained -2.6 points 193

#### Conclusions based on this data:

1. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are 2019. 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

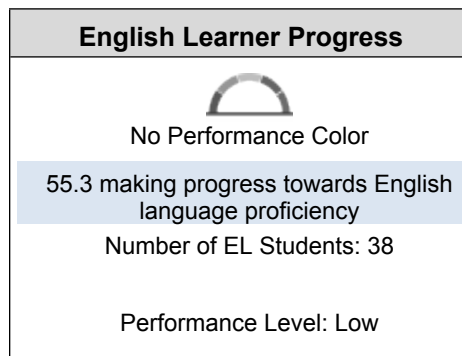
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are 2019. 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 Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.



**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

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

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

**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. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are 2019. WIS had an increase in Chronic Absenteeism by 3.7%.
2. In the year prior, 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

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

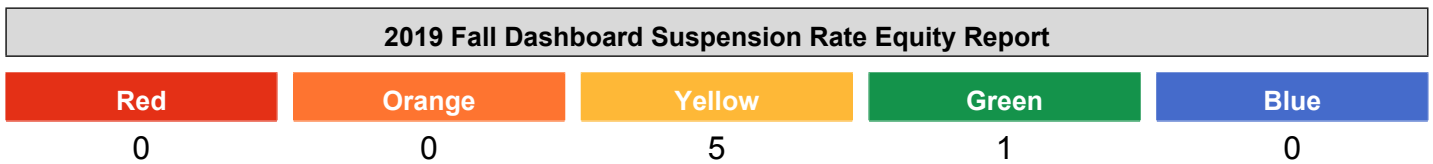
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 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 <span style="background-color: #e6f2ff; padding: 2px;">6.3</span> 16	 No Performance Color <span style="background-color: #e6f2ff; padding: 2px;">0</span> Maintained 0 23	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e6f2ff; padding: 2px;">8.2</span> Declined Significantly -4.7 183	 No Performance Color Less than 11 Students - Data 6	(Empty)	 Yellow <span style="background-color: #e6f2ff; padding: 2px;">8.6</span> 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. Based on state legislation, Dashboard data has been suspended for the 2020 and 2021 school years. Results provided here are 2019. 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

26.53% of students at WIS met or exceed the standards in ELA. 20.43% of students met or exceed standards in math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	State data for ELA is 49.0-1% of students met or exceed standards. Whereas in Math- 33.76% of students in the state met or exceeded standards.	ELA- increase scores by at least 10% of students meeting or exceeding standards. Math- increase scores by at least 10% of students meeting or exceeding standards.

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)

34,313

Source(s)

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: 2021-22

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

## ANALYSIS

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

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

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

No major differences.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Safety

## LEA/LCAP Goal

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

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. Develop a culture of social emotional learning (SEL) to be inclusive of ALL students and engage students in all areas of school.

## 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. While suspension rates continue to decline, we need to focus on our level of engaging students at school in all areas to help foster a caring Social/Emotional Learning Environment. Far too many students are struggling with social-emotional needs. Often, these students can be severely withdrawn from their peers or they can have a hard time following the rules and procedures of the classroom.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard California Healthy Kids' Survey 19-20 CALPADS data report 7.3	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)

2,500

Source(s)

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

### Strategy/Activity 2

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

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

All students

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

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

500

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

### Strategy/Activity 3

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

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

All students

Strategy/Activity

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

### 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
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**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)
	EMS system licensing and training - see goal 1
500	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: 2021-22

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. The WIS community continues to explore alternatives to suspension. We are working with the WUSD PRISM program and outside agencies to provide support to students and families that need assistance with social emotional aspects.

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

No major differences.

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

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



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Community Partnership

## LEA/LCAP Goal

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

Engagement: Willows Unified School District will foster a climate of student engagement, involvement, and connectedness that will be demonstrated in strong attendance 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: 2021-22

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

Chronic Absenteeism

## LEA/LCAP Goal

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

## Goal 4

Increase the overall attendance rate which will decrease our chronic absenteeism rate. Have an attendance rate of over 93%, and a chronic absenteeism rate of less than 8%.

## Identified Need

Based on recent data from our Dashboard, chronic absenteeism is too high. Our need is to decrease the rate of chronic absenteeism.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CALPADS data report CAASPP Dashboard Data	14.8% of our students are considered chronically absent (a 3.7% increase) Our homeless and EL subgroups are both in the orange (20% and 12.3% respectively) Socioeconomically Disadvantaged and Students w/ Disabilities are both in the Red (16.8% and 30.4% respectively).	8% or less of students will be classified as chronically absent. ALL subgroups will be Yellow, Green or Blue.

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

## Strategy/Activity 1

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

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

All staff and ALL Students

### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 2**

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

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

All Staff and ALL Students

Strategy/Activity

Weekly attendance reports

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 3**

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

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

Admin, Office, Counseling

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 4**

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

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

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

Strategy/Activity

Parent Engagement Team will reach out to all families that are considered chronically absent at any point in the school year.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

### **Strategy/Activity 5**

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

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

ALL Students

Strategy/Activity

Monthly Attendance Recognition for students that have 93% attendance, or better.

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

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

Amount(s) Source(s)

## **Annual Review**

### **SPSA Year Reviewed: 2021-22**

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

### **ANALYSIS**

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

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

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

New Goal

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

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

### Strategy/Activity 1

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,837.00

## 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	\$42,630.00
Other	\$9,000.00

Subtotal of state or local funds included for this school: \$148,337.00

Total of federal, state, and/or local funds for this school: \$150,837.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Donations	1,500.00
LCFF - Base	95,207.00
LCFF - Supplemental	42,630.00
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	78,897.00
5000-5999: Services And Other Operating Expenditures	20,510.00
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	3,000.00
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

# 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
Chris Harris	Principal
Alicia Parra	Other School Staff
Karen Evans	Classroom Teacher
Bill Shively	Classroom Teacher
Pam Steward	Classroom Teacher
Nora Lilia Ayala	Parent or Community Member
Melanie Beatty	Parent or Community Member
Stacy Lanzi	Parent or Community Member
Shilo Springstead	Parent or Community Member
Michelle Thomas	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

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

Attested:

Principal, Chris Harris on May 5, 2022

SSC Chairperson, Paula Lerstang on May 5, 2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[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](mailto:LCFF@cde.ca.gov).

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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