School Year: **2022-23**

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 High School	11-62661-1132851	April 14, 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 High School will meet ESSA requirements in alignment with the LCAP by:

Goal 1: Improve student performance on assessments by meeting or exceeding the standards-- address the needs of all students (including at-promise, English Learners, Homeless and Foster Youths, and students with disabilities).
Goal 2: Continue to improve our safe school climate – maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.
Goal 3: Provide opportunities for Parent Involvement and create a partnership with the community by developing greater cultural awareness, tolerance, and understanding.

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

Table of Contents

Comprehensive Needs Assessment Components

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

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

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

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

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

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

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

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

Standards, Assessment, and Accountability

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

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

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, produce pacing guides, work on grading practices, align instruction to standards and student needs. District sponsored professional development has focused on standards implementation.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

Teachers work to provide differentiated instruction in the regular education setting. Ongoing collaboration at each grade level and staff development workshops offers teachers opportunities to address all student needs. Collaboration meetings at grade and department levels have provided opportunities for teachers to analyze and interpret assessment data, align instruction to standards and content needs. School-wide professional development supported by the district include:
- Technology Workshops
- Curriculum Alignment to Standards
- CTI (California Teacher Induction)
- Workshops: Math, Language Arts, Social Studies, Science, Band, and Alternative Ed, UDL, and ELC
- SIP (Sound Instructional Practices)

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

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

- Curriculum Alignment to Standards, Data Driven Curriculum, Curriculum and Instruction Workshop, Working with Students of Poverty, Improving CAASPP Scores through Departmental Change, WASC and Math Workshops, Expository Writing Class, Explicit Direct Instruction (EDI) training, Sound Instructional Practices (SIP), UDL

Training and Practices
- Vocational Education Teacher workshop, CTE Conference, CTE Standard to Course Outline Workshop, CTE Grant Writing Standard Procedures, California Career Technical Educational Standards & Framework Group for Agriculture & Natural Resources, Agriculture Education Conferences, and Home Economics Instruction Training
- Local Technology Workshops (sponsored by GCOE) – Google and G-Suite, Butte College Articulation, Leadership Trainings through Shasta COE
- 504 Training, Suicide Prevention/Awareness, Oppositional Defiant Child, Bullying Training

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

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

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

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

Teaching and Learning

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

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

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

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

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

Lesson Pacing is scheduled to help students succeed.

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

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

Funding

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

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

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 WHS the direction for the following school year.
- English Language Advisory Committee (ELAC)- Meetings are held once per quarter to discuss issues related to improving student learning and performance.
- Title I Parent Meetings- Meetings are held once per semester to discuss issues related to improving student learning and performance.

Resource Inequities

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

There are a few things that the school cannot control such as the family culture and traditions. Parents from this subgroup are less likely to be encouraged or participate in their child's education due to economic and social reasons. Some of these students may not have access to technology. Other reasons include student ownership and accountability, attendance, inadequate resources, and undeveloped skills. WUSD is taking every step to address these needs and put in place interventions and supports to address these areas. We have added a parent and student outreach program for English and Spanish speakers, free tech (WIFI) and numerous other avenues to bridge these items.

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 9	117	140	127
Grade 10	113	114	132
Grade 11	121	105	102
Grade 12	115	107	104
Total Enrollment	466	466	465

Conclusions based on this data:

1. WHS' overall enrollment has been increasing each year.

2. Most of WHS' students are Hispanic followed by White.

3. WHS' freshmen class of 19-20 has been the biggest class

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	35	25	39	7.5%	5.4%	8.4%
Fluent English Proficient (FEP)	151	158	154	32.4%	33.9%	33.1%
Reclassified Fluent English Proficient (RFEP)	2	19	0	6.7%	54.3%	0.0%

Conclusions based on this data:

1. Most of our EL students are reclassified before entering high school

2. WHS had more RFEPs in 19-20 and 0 in 20-21

3. The EL total number has dropped over the years with the ELPAC.

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 11	115	113	102	111	113	95	111	113	95	96.5	100	93.1
All Grades	115	113	102	111	113	95	111	113	95	96.5	100	93.1

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 11	2543.	2566.	2566.	5.41	15.93	9.47	33.33	35.40	37.89	30.63	23.89	29.47	30.63	24.78	23.16
All Grades	N/A	N/A	N/A	5.41	15.93	9.47	33.33	35.40	37.89	30.63	23.89	29.47	30.63	24.78	23.16

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 11	14.41	23.01	12.63	59.46	46.02	69.47	26.13	30.97	17.89
All Grades	14.41	23.01	12.63	59.46	46.02	69.47	26.13	30.97	17.89

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 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 11	6.31	17.70	16.84	45.95	55.75	56.84	47.75	26.55	26.32
All Grades	6.31	17.70	16.84	45.95	55.75	56.84	47.75	26.55	26.32

2019-20 Data:
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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 11	17.12	12.39	8.42	65.77	71.68	77.89	17.12	15.93	13.68
All Grades	17.12	12.39	8.42	65.77	71.68	77.89	17.12	15.93	13.68

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 11	20.72	26.55	15.79	51.35	48.67	67.37	27.93	24.78	16.84
All Grades	20.72	26.55	15.79	51.35	48.67	67.37	27.93	24.78	16.84

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. Writing is one area of improvement with 26.32% of our students below standard.

2. WHS' ELA overall scores have improved.

3. Our students perform best in the area of Research/Inquiry with 83.16% At or 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 11	115	112	102	111	112	92	111	112	92	96.5	100	90.2
All Grades	115	112	102	111	112	92	111	112	92	96.5	100	90.2

* 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 11	2476.	2501.	2507.	0.00	3.57	2.17	5.41	11.61	10.87	22.52	16.96	25.00	72.07	67.86	61.96
All Grades	N/A	N/A	N/A	0.00	3.57	2.17	5.41	11.61	10.87	22.52	16.96	25.00	72.07	67.86	61.96

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 11	0.00	5.36	3.26	17.12	19.64	35.87	82.88	75.00	60.87
All Grades	0.00	5.36	3.26	17.12	19.64	35.87	82.88	75.00	60.87

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 11	0.90	6.25	6.52	34.23	40.18	63.04	64.86	53.57	30.43
All Grades	0.90	6.25	6.52	34.23	40.18	63.04	64.86	53.57	30.43

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 11	3.60	6.25	4.35	45.95	47.32	60.87	50.45	46.43	34.78
All Grades	3.60	6.25	4.35	45.95	47.32	60.87	50.45	46.43	34.78

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. In all areas of math it is evident that we are reducing the percent of students below standard.

2. Concepts and Procedures is one area of improvement with 39.13% of all students at, near, or above standard

3. WHS' students perform best in the area of Communicating Reasoning with 65.22% 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
9	*	*	1560.8	*	*	1569.2	*	*	1551.9	*	8	17
10	1529.8	*	*	1537.7	*	*	1521.5	*	*	13	5	10
11	*	*	*	*	*	*	*	*	*	*	9	8
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										27	25	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.

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
9	*	*	23.53	*	*	23.53	*	*	41.18	*	*	11.76	*	*	17
10	*	*	*	*	*	*		*	*	*	*	*	13	*	*
11	*	*	*	*	*	*		*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	40.74	4.00	18.92	*	48.00	29.73	*	12.00	35.14	*	36.00	16.22	27	25	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.

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
9	*	*	35.29	*	*	29.41		*	29.41	*	*	5.88	*	*	17
10	*	*	*		*	*	*	*	*	*	*	*	13	*	*
11	*	*	*	*	*	*		*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	59.26	32.00	40.54	*	24.00	21.62	*	12.00	27.03	*	32.00	10.81	27	25	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.

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
9	*	*	5.88	*	*	23.53	*	*	47.06	*	*	23.53	*	*	17
10	*	*	*	*	*	*	*	*	*	*	*	*	13	*	*
11		*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*	*	*	*		*	*	*	*	*
All Grades	*	0.00	2.70	*	20.00	18.92	*	36.00	48.65	*	44.00	29.73	27	25	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.

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
9	*	*	29.41	*	*	47.06	*	*	23.53	*	*	17
10	*	*	*	*	*	*	*	*	*	13	*	*
11	*	*	*	*	*	*		*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	40.74	0.00	18.92	44.44	60.00	54.05	*	40.00	27.03	27	25	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.

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
9	*	*	64.71	*	*	29.41	*	*	5.88	*	*	17
10	*	*	*	*	*	*	*	*	*	13	*	*
11	*	*	*		*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	66.67	64.00	67.57	*	8.00	24.32	*	28.00	8.11	27	25	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.

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
9	*	*	11.76	*	*	64.71	*	*	23.53	*	*	17
10	*	*	*	*	*	*	*	*	*	13	*	*
11		*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	*	4.00	10.81	40.74	48.00	56.76	40.74	48.00	32.43	27	25	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.

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
9	*	*	0.00	*	*	82.35	*	*	17.65	*	*	17
10	*	*	*	*	*	*	*	*	*	13	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*
All Grades	*	4.00	0.00	55.56	60.00	75.68	*	36.00	24.32	27	25	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.

Conclusions based on this data:

1. Students are most successful in the Speaking domain with 67.57% of our students scoring in level 3 & 4.

2. Listening and Speaking are two areas where most of our ELs score the highest.

3. Most of our ELs fall within the somewhat/moderately domain in all performance areas with 82.35% and 17.65 beginning.

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**
465	**75.9**	**8.4**	**0.2**
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	39	8.4
Foster Youth	1	0.2
Homeless	12	2.6
Socioeconomically Disadvantaged	353	75.9
Students with Disabilities	61	13.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.5
American Indian or Alaska Native	7	1.5
Asian	22	4.7
Filipino	1	0.2
Hispanic	228	49.0
Two or More Races	8	1.7
Native Hawaiian or Pacific Islander	1	0.2
White	189	40.6

Conclusions based on this data:

1. About 75.9% of WHS students are socioeconomically disadvantaged.

2. Biggest ethnic population at WHS is Hispanic followed by white.

3. About 2.6% of WHS population is Homeless, 75.9% socioeconomically disadvantaged, and .2% in foster.

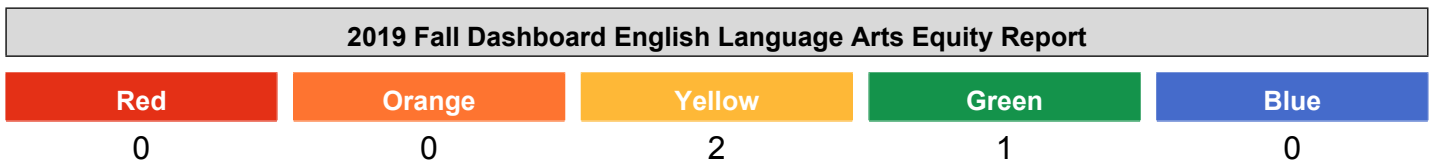# School and Student Performance Data

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
English Language Arts Yellow	**Graduation Rate** Yellow	**Suspension Rate** Orange
Mathematics Orange		
College/Career Orange		

Conclusions based on this data:

1. Willows High School graduation rate went down this year from green to yellow.

2. WHS increased in one color from orange in 18-19 to yellow in 19-20 and held at yellow for the 20-21 on the ELA dashboard.

3. WHS increased in one color from red in 18-19 to orange in 19-20 and stayed the same for 20-21 Math on the dashboard.

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	0

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		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
17.7 points below standard	141.4 points below standard	0 Students
Increased Significantly ++18.1 points	Declined Significantly -52.8 points	
110	18	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	41.9 points below standard	131.6 points below standard
	Increased ++6.5 points	Declined Significantly -22.9 points
6	67	13

| **2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity** |

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	1	4	1

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
35.7 points below standard	0 Students	0 Students	18.1 points above standard
Increased ++4.6 points			Increased Significantly ++51.4 points
59			44

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**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	8.3 points above standard
8	10	Increased Significantly ++39.3 points
		64

Conclusions based on this data:

1. WHS all students had an increase of 18.1 points in ELA.

2. Our Hispanic and Socioeconomically Disadvantaged group performed the lowest in ELA, but increased 4.6 points with our Hispanic population and 6.5 points with our Socioeconomically Disadvantaged group.

3. Our white performed the best in ELA with an increase of 51.4 points.

School and Student Performance Data

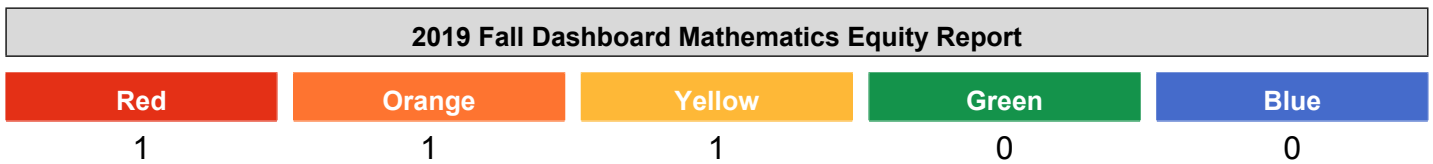## Academic Performance
Mathematics

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	1	0	0

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

All Students	English Learners	Foster Youth
Orange	No Performance Color	
128.8 points below standard	227.7 points below standard	
Increased Significantly ++18.3 points	Declined -9.9 points	
110	18	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	162.3 points below standard	238.2 points below standard
	Maintained -1.4 points	Declined -3.7 points
6	67	13

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
	No Performance Color	No Performance Color	No Performance Color
	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
	1	4	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange			Yellow
148.8 points below standard			95.1 points below standard
Increased ++11.5 points			Increased Significantly ++37.8 points
59			44

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**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	110.2 points below standard
8	10	Increased Significantly ++23.3 points
		64

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged perform the lowest in Math with 162.3 points below but maintained the same performance as last year.

2. WHS had an increase of 18.3 points in Math overall.

3. Our biggest subgroup Hispanic is 148.8 point below standard whereas our our White subgroup increased 37.8 points but is still 95.1 points below standard.

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

English Learner Progress
No Performance Color
76.2 making progress towards English language proficiency
Number of EL Students: 21
Performance Level: Very High
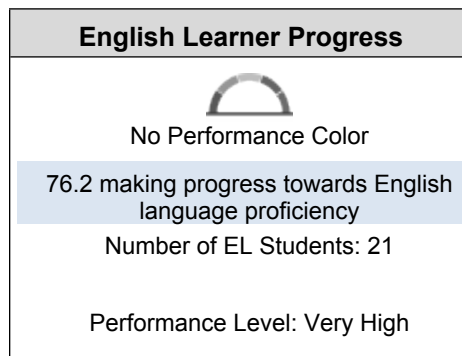
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
4.7	19.0		76.1

Conclusions based on this data:

1. WHS has a very high performance level.

2. About 76.2% of WHS ELs are making progress towards English language proficiency.

3. About 4.7% of WHS ELs decreased at least one ELPI 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.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	103	100
African American	3	2.9
American Indian or Alaska Native	2	1.9
Asian	5	4.9
Filipino		
Hispanic	47	45.6
Native Hawaiian or Pacific Islander		
White	44	42.7
Two or More Races	2	1.9
English Learners	8	7.8
Socioeconomically Disadvantaged	84	81.6
Students with Disabilities	16	15.5
Foster Youth		
Homeless	12	11.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	6	5.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	2	4.3
Native Hawaiian or Pacific Islander		
White	4	9.1
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	3	3.6
Students with Disabilities	0	0
Foster Youth		
Homeless	1	9.1

* 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**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* 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.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	47	45.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	23	48.9
Native Hawaiian or Pacific Islander		
White	19	43.2
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	37	44
Students with Disabilities	5	31.3
Foster Youth		
Homeless	2	16.7

*   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.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	48	46.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	24	51.1
Native Hawaiian or Pacific Islander		
White	21	47.7
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	34	40.5
Students with Disabilities	2	12.5
Foster Youth		
Homeless	4	33.3

*   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).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	25	24.3
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	14	29.8
Native Hawaiian or Pacific Islander		
White	9	20.5
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	16	19
Students with Disabilities	1	6.3
Foster Youth		
Homeless	0	0

* 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.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* 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**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* 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**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* 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. About 24.3% of WHS seniors completed A-G and a CTE pathway

2. 14 Hispanic, 9 White, 16 Socioeconomically Disadvantaged, and one Student with Disabilities make up the the 24.3% making progress.

3. 46.6 Percent of our graduates completed a CTE pathway

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
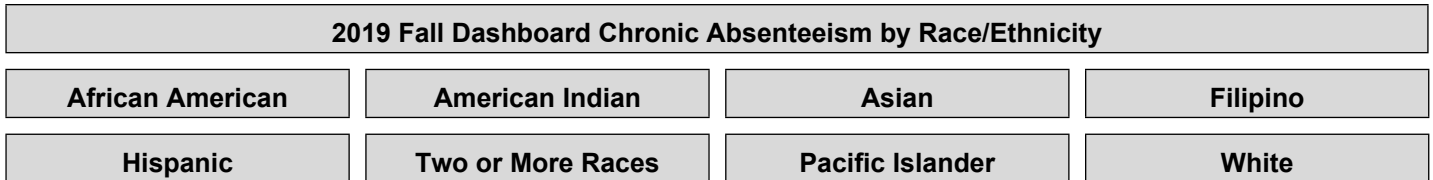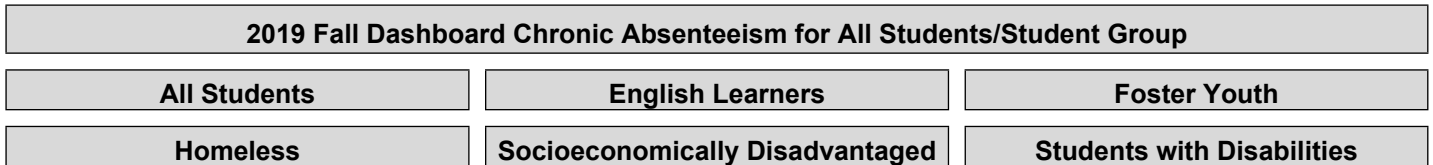
Conclusions based on this data:

1.

School and Student Performance Data

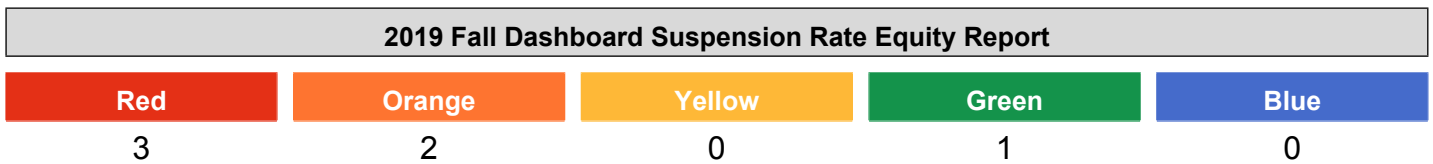## Academic Engagement
Graduation Rate Additional Report

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	103	98	1	95.1
English Learners	8		0	
Foster Youth				
Homeless	12	12	1	100
Socioeconomically Disadvantaged	84	79	1	94
Students with Disabilities	16	15	1	93.8
African American	3		0	
American Indian or Alaska Native	2		1	
Asian	5		0	
Filipino				
Hispanic	47	46	0	97.9
Native Hawaiian or Pacific Islander				
White	44	41	0	93.2
Two or More Races	2		0	

Conclusions based on this data:

1. WHS graduation rates 95.1.

2. WHS continues to have a high rate of graduates of students with disabilities 93.8%

3. All subgroups have a high rate of graduation.

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
7.7	10.8	Less than 11 Students - Data Not 2
Increased +1.6	Increased +4.8	
504	37	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Red
10.5	9	15.6
Declined -2	Increased +1.5	Increased +1.3
38	321	77

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 3	11.1	0	Less than 11 Students - Data 2
	Declined -12.4 18	Maintained 0 19	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Green
9.5	Less than 11 Students - Data 9	Less than 11 Students - Data 2	5.9
Increased Significantly +4.6 232			Declined -0.6 219

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	6.1	7.7

Conclusions based on this data:

1. About 7.7% of WHS students were suspended at least once.

2. Overall WHS suspension rate increased by 1.6%.

3. Our red subgroups for suspension include English Learners, Hispanics, and Students with Disabilities.

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

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

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

According to the CA School Dashboard results, all student performed an orange in suspension, college/career, and mathematics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	All Students- orange in suspension, college/career, and mathematics.	All students- yellow in suspension, college/career, and mathematics.

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 students

Strategy/Activity

1. Identify students early in the school year who are at-risk 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)

| 10,000 | LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Intervention services to students |

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 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)
28,000	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Paraprofessionals
7,768	Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All students |

Strategy/Activity

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

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

Amount(s)	Source(s)
61,107	LCFF - Base 4000-4999: Books And Supplies Instructional materials - 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 that aligns to standards.

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)
20,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registration and travel costs, on-site presenters, collaboration resources
10,170	LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher stipends for C2Core Day
2,135	LCFF - Base 3000-3999: Employee Benefits Statutory costs for C2Core Teacher stipends

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 school-wide and district-wide 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)	Source(s)
1,500	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. Provide and update textbook curriculum.

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)
16,580	Lottery: Instructional Materials 4000-4999: Books And Supplies Textbooks

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. Continue to provide learning opportunities through technology 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)	Source(s)
42,500	LCFF - Base 4000-4999: Books And Supplies Chromebooks & carts, desktop computers, replace classroom projectors with Smart TV'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.

Within the regular program, teachers utilize differentiated instruction to meet students' needs. Through classroom assessments and/or standardized tests, students who demonstrate low achievement are offered in school Math and English Lab course for grades 9th -11th, after school tutorial, Study Skills Class, and/or ELD (ELD Pullout with aide). A credentialed teacher offers school tutoring. These tutorials take place after school hours, on Mondays, Tuesdays, and Thursdays, in all subject matter. Within the departments, teachers use data to improve and modify

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

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. This new program will help us in accountability.

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 Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard	ELs- red in suspension Homeless- orange in suspension Students with Disability- red in suspension	ELs- orange in suspension Homeless- yellow in suspension Students with Disability- orange in suspension

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 students

Strategy/Activity

1. Provide materials, supplies, and programs necessary for tobacco awareness- 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)
2,500	Other 4000-4999: Books And Supplies Materials and supplies for SWAT

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. Purchase and update Surveillance equipment – lighting & cameras.

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)
10,000	Other 6000-6999: Capital Outlay Additional lighting and security cameras

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All staff members

Strategy/Activity

3. Provide trainings for safety prevention (Catapult).

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

Amount(s)	Source(s)
2,500	LCFF - Base 5000-5999: Services And Other Operating Expenditures Catapult EMS services and training

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

For all students and staff

Strategy/Activity

4. Update discipline policies as appropriate.

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)
5,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Completed by staff as part of regular work schedules, approximate time allocation:
3,000	LCFF - Base 2000-2999: Classified Personnel Salaries Completed by staff as part of regular work schedules, approximate time allocation:

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

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

No major differences.

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

The CA School Dashboard will help our District and schools identify needs for all diverse student population. This new program will help us in accountability.

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

Parental Involvement

LEA/LCAP Goal

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

Goal 3

Provide opportunities for Parent Involvement and create 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, WHS 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 students

Strategy/Activity

1. Provide opportunities for Parents to be involved in developing school policy.

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 4000-4999: Books And Supplies Materials and supplies for meetings and parent engagement activities
2,500	Title I 4000-4999: Books And Supplies Materials and supplies to facilitate parent engagement activities

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. Continue to improve the communication between school and home (Aeries Portal & Blackboard Connect), and provide translation where necessary. New Parent and Engagement district team.

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)
3,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard and other communication tools and resources (approximate site share of costs)

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. Support and encourage parent participation in Parent Booster Clubs.

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)
5,000	Other 4000-4999: Books And Supplies Materials and supplies for parent engagement activities and events

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Freshmen Students

Strategy/Activity

With the Gear-up Program, provide a Parent institute for Quality Education (PIQE) to ensure students achieve their full potential.

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)
10,000	Other 5000-5999: Services And Other Operating Expenditures GearUp funds for PIQE program

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 High 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 of 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. This new program will help us in accountability.

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

English Learners

LEA/LCAP Goal

Goal 2: (Meets State Priority 4, 8)
Pupil Outcomes:
Willows Unified School District will provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to better ensure student success.

Goal 4

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

Identified Need

About 76.2% of the ELD students at WHS are making progress towards English language proficiency. English learners are red in suspension on the CA School Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC CA School Dashboard	76.2% making progress on ELPAC Red in suspension on the CA School Dashboard	Increase by 1% in making progress on ELPAC from previous year Orange in suspension on the CA School Dashboard

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)

EL Students

Strategy/Activity

Provide additional staff for classroom assistance (Paraprofessionals I and II) and parental involvement.

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)
	See goal 1, strategy 2

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide opportunities for teacher training and paraprofessional training surrounding EL 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)	Source(s)
	See goal 1, strategy 4

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 High School has a 1.0 FTE Bilingual Paraprofessional who works one on one with ELD students. She works with the ELD teacher and with ELD students in their core subject classes but providing language support.

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

Title III will be used to pay for two ELD aide's salary and benefits.

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 a new goal for 21-22 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	$245,760.00

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
Title III Part A: Language Instruction for LEP Students	$35,768.00

Subtotal of additional federal funds included for this school: $38,268.00

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 ($)
LCFF - Base	$153,412.00
LCFF - Supplemental	$10,000.00
Lottery: Instructional Materials	$16,580.00
Other	$27,500.00

Subtotal of state or local funds included for this school: $207,492.00

Total of federal, state, and/or local funds for this school: $245,760.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	153,412.00
LCFF - Supplemental	10,000.00
Lottery: Instructional Materials	16,580.00
Other	27,500.00
Title I	2,500.00
Title III Part A: Language Instruction for LEP Students	35,768.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,170.00
2000-2999: Classified Personnel Salaries	31,000.00
3000-3999: Employee Benefits	9,903.00
4000-4999: Books And Supplies	134,187.00
5000-5999: Services And Other Operating Expenditures	35,500.00
6000-6999: Capital Outlay	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	15,170.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00

3000-3999: Employee Benefits	LCFF - Base	2,135.00
4000-4999: Books And Supplies	LCFF - Base	107,607.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	25,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	16,580.00
4000-4999: Books And Supplies	Other	7,500.00
5000-5999: Services And Other Operating Expenditures	Other	10,000.00
6000-6999: Capital Outlay	Other	10,000.00
4000-4999: Books And Supplies	Title I	2,500.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	28,000.00
3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	7,768.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	199,760.00
Goal 2	23,000.00
Goal 3	23,000.00

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

2 Classroom Teachers

3 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
David Johnstone	Principal
Sherry Brott	Other School Staff
Hunter Thompson	Other School Staff
Bibi McNeal	Other School Staff
Jessie Proctor	Classroom Teacher
Joe Schantz	Classroom Teacher
Cory Richards	Parent or Community Member
Lisa Taylor	Parent or Community Member
Heather Gardner	Parent or Community Member
Alex McDonald	Secondary Student
Lupe Mojica	Parent or Community Member
Margaret Cole	Secondary Student
Billie Throm	Secondary Student
Nyla Sanchez Palafox	Secondary Student
Kelsey Lopin	Classroom Teacher

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 April 27, 2022.

Attested:

Principal, David Johnstone on April 27, 2022

SSC Chairperson, Joe Schantz on April 27, 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.

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.   Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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