



Office of the Superintendent

DATE: May 7st, 2026

AGENDA TOPICS: School Plan for Student Achievement (SPSA)

PRESENTER: Michelle O'Dell

BACKGROUND INFORMATION:

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

Plan Requirements:

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

RECOMMENDATION:

School Plan for Student Achievement

Approve the annual update of the School Plan for Student Achievement for Willows High School

Thank you!



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willows High School	11-62661-1132851	March 19, 2026	May 7, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Willows High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement
 Educational partners who reflect the demographic composition of the school, including those who represent the most at-risk students, (Second Language Learners, Low Income, Homeless, Foster Youth and Students with Disabilities) are included in gathering information and in helping to make decisions to better meet the needs of our students. School Site Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and other 1:1 discussions, were instrumental in the development and in monitoring the Title I school wide plan.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Willows High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Educational partners who reflect the demographic composition of the school, including those who represent the most at-risk students, (Second Language Learners, Low Income, Homeless, Foster Youth and Students with Disabilities) are included in gathering information and in helping to make decisions to better meet the needs of our students.

School Site Council, English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC), and other 1:1 discussions, were instrumental in the development and in monitoring the Title I school wide plan.

The school staff works with community educational partners to provide timely information intended to increase family and community involvement, particularly among those who represent the most at-risk students, (English Learners and Economically Disadvantaged). Based on the input received from the educational partners during various meetings, actions/strategies were developed and are being implemented. In addition, Willows High School 's program aligns with the district LCAP goals below to build a cohesive program to support all students.

Goal 1: Establish a High Performing District Culture with Quality Teaching and Learning.

Goal 2: All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At risk students will be identified by certificated staff using various assessments to provide academic support.

Goal 3: The schools and district will develop and maintain a systematic method for partnering with students, parents, county resources and community members to improve student engagement.

Willows High will focus on the following:

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;
Provide Professional Development for staff/ teachers; focusing on PLC implementation, EL instructional Strategies and strategies associated with literacy for all students;

Maintain facilities that are safe and in good repair;

Increase student and parental involvement; and promote excellent student attendance, and

Focus on Students With Disabilities to increase student achievement.

Educational Partner Involvement

How, when, and with whom did Willows High 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 subgroups:

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;

We consult with SELPA to address the resource inequities for students with disabilities. We hold weekly meetings with the Special Ed staff from GCOE to discuss the needs of our students;

Curriculum, Instruction and Assessment team meets to discuss courses and curriculum;

We are using all input from SSC, DELAC/ELAC and parent survey data (LCAP), as well as dashboard data to inform our goals for the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our students scored in the "red" for English Language Arts, and are 67.5 points below standard. The groups that are in the "red" are: Hispanic (93.3 points below standard), and Socioeconomically Disadvantaged (78.1 points below standard). The White subgroup scored in the "orange" (44.6 points below standard). Overall, we scored in the "orange" in mathematics, being 76.6 points below standard. The three subgroups that scored in the orange are: Hispanic 76.8 points below standard), Socioeconomically Disadvantaged (90.3 points below standard) and White 85.1 points below standard.

For both subject areas, our Reclassified English Learners are significantly below standard (79.4 math and 113.4 ELA).
**Our EL population for the grade tested is under the mandated threshold to have data.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

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

Our focus areas will include the following subgroups: Hispanic, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Willows High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.91%	0.93%	1.89%	9	4	8
African American	1.28%	0.93%	0.95%	6	4	4
Asian	5.53%	4.67%	3.55%	26	20	15
Filipino	0.43%	0.47%	0.47%	2	2	2
Hispanic/Latino	52.55%	56.31%	56.74%	247	241	240
Pacific Islander	0%	%	%	0		
White	37.23%	34.81%	34.75%	175	149	147
Two or More Races	1.06%	1.87%	1.65%	5	8	7
Not Reported	0%	%	%	0		
Total Enrollment				470	428	423

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	116	106	114
Grade 10	109	126	111
Grade 11	117	89	113
Grade 12	128	107	85
Total Enrollment	470	428	423

Conclusions based on this data:

1. WHS' overall total enrollment has been slightly decreasing each year. The District itself is in declining enrollment.
2. Most of WHS' students are Hispanic (56.74%) followed by White(34.75%).
3. Our Hispanic population has shown a steady increase over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	43	39	47	9.1%	9.1%	11.1%
Fluent English Proficient (FEP)	156	155	146	33.2%	36.2%	34.5%
Reclassified Fluent English Proficient (RFEP)	141	142	137	30.0	33.2%	32.4%

Conclusions based on this data:

1. There is a need to support the Identified EL students, in order to reclassify before graduation.
2. The total number of EL students has fluctuated over the course of the past three years.
3. This data shows the need for a consistent ELD teacher to teach the curriculum with fidelity, to increase the number of RFEP.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	110	92	113	108	88	109	108	88	107	98.2	95.7	96.5
All Grades	110	92	113	108	88	109	108	88	107	98.2	95.7	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2552.	2530.	2516.	12.04	7.95	7.48	31.48	27.27	26.17	24.07	32.95	20.56	32.41	31.82	45.79
All Grades	N/A	N/A	N/A	12.04	7.95	7.48	31.48	27.27	26.17	24.07	32.95	20.56	32.41	31.82	45.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.89	13.79	8.41	59.26	59.77	56.07	26.85	26.44	35.51
All Grades	13.89	13.79	8.41	59.26	59.77	56.07	26.85	26.44	35.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.89	8.05	10.38	44.44	45.98	42.45	41.67	45.98	47.17
All Grades	13.89	8.05	10.38	44.44	45.98	42.45	41.67	45.98	47.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.89	9.20	11.21	72.22	74.71	68.22	13.89	16.09	20.56
All Grades	13.89	9.20	11.21	72.22	74.71	68.22	13.89	16.09	20.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.89	11.49	7.48	72.22	60.92	69.16	13.89	27.59	23.36
All Grades	13.89	11.49	7.48	72.22	60.92	69.16	13.89	27.59	23.36

Conclusions based on this data:

1. ELA scores show a general decline over the past three years.
2. The largest bubble of students lies in the "at or near standard" area.
3. Reading and Writing continue to lag behind Listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	110	92	113	108	85	111	108	85	110	98.2	92.4	98.2
All Grades	110	92	113	108	85	111	108	85	110	98.2	92.4	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2519.	2576.	2548.	5.56	16.47	14.55	18.52	16.47	13.64	16.67	35.29	25.45	59.26	31.76	46.36
All Grades	N/A	N/A	N/A	5.56	16.47	14.55	18.52	16.47	13.64	16.67	35.29	25.45	59.26	31.76	46.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.96	16.47	15.45	26.85	48.24	36.36	60.19	35.29	48.18
All Grades	12.96	16.47	15.45	26.85	48.24	36.36	60.19	35.29	48.18

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	14.81	17.65	16.36	50.00	60.00	52.73	35.19	22.35	30.91
All Grades	14.81	17.65	16.36	50.00	60.00	52.73	35.19	22.35	30.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.33	11.76	10.00	63.89	64.71	58.18	27.78	23.53	31.82
All Grades	8.33	11.76	10.00	63.89	64.71	58.18	27.78	23.53	31.82

Conclusions based on this data:

1. Math has shown a general increase over the past three years.
2. "Concepts and Procedures" is our lowest ranking domain with roughly 48% scoring below standard.
3. While a general increase, the largest bubble continues to be in the "at or near standard".

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1566.3	1488.7	1536.3	1585.2	1490.2	1532.1	1546.9	1486.5	1540.1	15	14	18
10	*	*	1561.5	*	*	1575.4	*	*	1546.9	9	9	15
11	1558.2	*	*	1553.5	*	*	1562.1	*	*	11	7	8
12	*	*	*	*	*	*	*	*	*	4	10	10
All Grades										39	40	51

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	26.67	0.00	11.11	40.00	15.38	50.00	13.33	46.15	11.11	20.00	38.46	27.78	15	13	18
10	*	*	26.67	*	*	40.00	*	*	20.00	*	*	13.33	*	*	15
11	18.18	*	*	36.36	*	*	18.18	*	*	27.27	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.51	5.13	15.69	33.33	15.38	39.22	20.51	38.46	17.65	25.64	41.03	27.45	39	39	51

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	53.33	7.69	22.22	26.67	46.15	44.44	13.33	38.46	22.22	6.67	7.69	11.11	15	13	18
10	*	*	46.67	*	*	33.33	*	*	6.67	*	*	13.33	*	*	15
11	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	15.38	33.33	28.21	35.90	33.33	10.26	35.90	15.69	15.38	12.82	17.65	39	39	51

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	26.67	7.69	5.56	53.33	30.77	61.11	20.00	61.54	33.33	15	13	18
10	*	*	0.00	*	*	33.33	*	*	33.33	*	*	33.33	*	*	15
11	9.09	*	*	9.09	*	*	45.45	*	*	36.36	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.13	2.56	0.00	12.82	5.13	13.73	51.28	30.77	47.06	30.77	61.54	39.22	39	39	51

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.33	0.00	5.56	66.67	61.54	66.67	20.00	38.46	27.78	15	13	18
10	*	*	20.00	*	*	66.67	*	*	13.33	*	*	15
11	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	2.56	7.84	66.67	43.59	56.86	25.64	53.85	35.29	39	39	51

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	80.00	69.23	72.22	13.33	15.38	16.67	6.67	15.38	11.11	15	13	18
10	*	*	80.00	*	*	6.67	*	*	13.33	*	*	15
11	63.64	*	*	36.36	*	*	0.00	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	69.23	66.67	72.55	20.51	20.51	9.80	10.26	12.82	17.65	39	39	51

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.67	0.00	5.56	53.33	23.08	50.00	40.00	76.92	44.44	15	13	18
10	*	*	13.33	*	*	46.67	*	*	40.00	*	*	15
11	9.09	*	*	36.36	*	*	54.55	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	5.13	5.88	41.03	20.51	43.14	51.28	74.36	50.98	39	39	51

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	0.00	86.67	61.54	72.22	13.33	38.46	27.78	15	13	18
10	*	*	0.00	*	*	80.00	*	*	20.00	*	*	15
11	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.13	2.56	0.00	66.67	61.54	72.55	28.21	35.90	27.45	39	39	51

Conclusions based on this data:

1. Reading and Writing domains are the lowest scoring domains of the four domains.
2. The ELPAC scores have fluctuated over time, with a significant number of students scoring a 3.
3. More focus and support is needed for our EL population to increase the number of students achieving a 4 on the ELPAC.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
423	72.8%	11.1%	0.7%
Total Number of Students enrolled in Willows High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	47	11.1%
Foster Youth	3	0.7%
Homeless	1	0.2%
Socioeconomically Disadvantaged	308	72.8%
Students with Disabilities	60	14.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9%
American Indian	8	1.9%
Asian	15	3.5%
Filipino	2	0.5%
Hispanic	240	56.7%
Two or More Races	7	1.7%
Pacific Islander	0	0.0%
White	147	34.8%

Conclusions based on this data:

- The two largest demographic groups are English Learners (11.1%) and Socioeconomically Disadvantaged (72.8%).

2. Our two largest ethnic groups are Hispanic (56.7%) and White (34.8%)
3. Demographic and Race/Ethnicity data have remained consistent, mirroring fluctuations in overall population.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Red

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Orange

English Learner Progress



Green

College/Career



Blue

Conclusions based on this data:

1. College/Career and Graduation rate are the two areas scoring in the blue.
2. ELA is scoring in the "red", while Math is scoring in the "orange".
3. EL Progress has shown improvement and is scoring in the "green".

School and Student Performance Data

Academic Performance English Language Arts

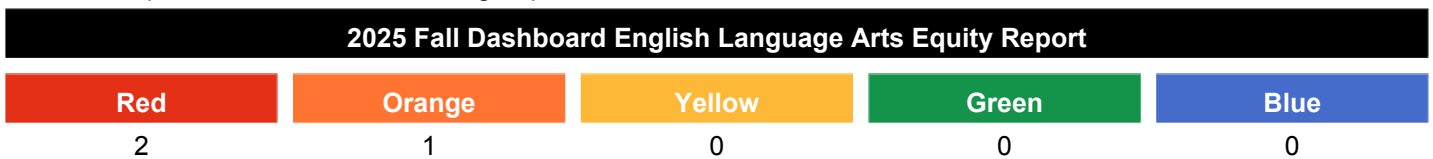
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>67.5 points below standard</p> <p>Declined 19 points</p> <p>105 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>145.4 points below standard</p> <p>Declined 39.5 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>78.1 points below standard</p> <p>Declined 18.8 points</p> <p>76 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>182.9 points below standard</p> <p>Declined 24.6 points</p> <p>18 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Red</p> <p>93.3 points below standard</p> <p>Declined 31.9 points</p> <p>61 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>44.6 points below standard</p> <p>Declined 28.9 points</p> <p>36 Students</p>

Conclusions based on this data:

1. Overall, students scored 67.5 points below standard in ELA.
2. All groups have shown a range of decline: 18.8 - 39.5 points decline.
3. Students with Disabilities are 182.9 points below standard, EL students are 145.4 points below standard and Hispanic are 93.3 points below standard.

School and Student Performance Data

Academic Performance Mathematics

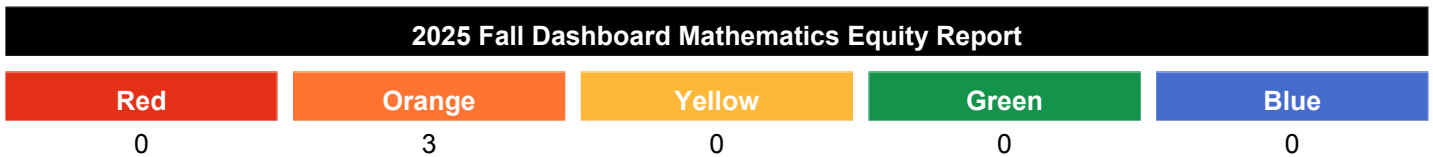
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>76.6 points below standard</p> <p>Declined 25.4 points</p> <p>107 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>99.5 points below standard</p> <p>Increased 22.2 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>90.3 points below standard</p> <p>Declined 23.6 points</p> <p>76 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>214 points below standard</p> <p>Declined 21.8 points</p> <p>18 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>76.8 points below standard</p> <p>Declined 15.1 points</p> <p>62 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>85.1 points below standard</p> <p>Declined 31.2 points</p> <p>36 Students</p>

Conclusions based on this data:

1. Overall, students are 76.6 points below standard.
2. All groups have shown a range of decline: 15.1 - 31.2 points decline.
3. Students with Disabilities are 214 points below standard, EL students are 99.5 points below standard and Socioeconomically Disadvantaged are 90.3 points below standard.

School and Student Performance Data

Academic Performance Science

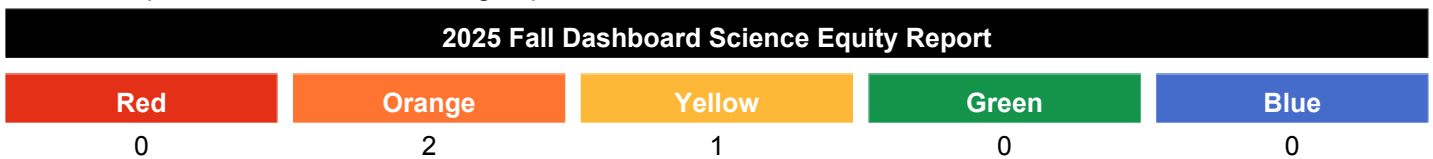
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>45.4 science points</p> <p>Maintained 1.9 points</p> <p>109 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>34.7 science points</p> <p>Maintained 1.7 points</p> <p>19 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>43 science points</p> <p>Maintained 0.4 points</p> <p>78 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>32.2 science points</p> <p>Maintained -1.6 points</p> <p>18 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Orange</p> <p>42.1 science points</p> <p>Maintained 1.5 points</p> <p>63 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>49.7 science points</p> <p>Maintained 0.6 points</p> <p>37 Students</p>

Conclusions based on this data:

1. This is the first year the dashboard is including CAST data. We are setting the baseline for years to come.
2. Overall, science scores have maintained from the previous year.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 52.2 making progress. Number Students: 46 Students	Long-Term English Learner Progress  Blue 56.1 making progress. Number Students: 41 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 15.2%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 32.6%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 52.2%

Conclusions based on this data:

1. The majority of EL students showed progress (52.2%), while the next largest group maintained their ELPI Level (32.6%).
2. Long-Term EL Progress is scoring in the blue, while EL Progress is scoring in the green.
3. Only 15.2% of the students decreased their ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

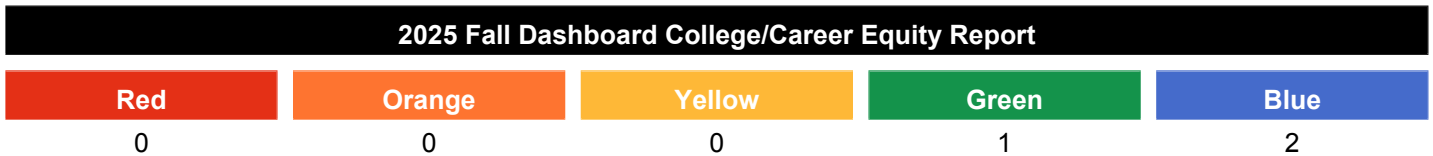
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>Prepared 73.3%</p> <p>Increased 33.6%</p> <p>86 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Prepared 57.1%</p> <p>Increased 40.5%</p> <p>14 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Prepared 58.3%</p> <p>Increased 50.6%</p> <p>12 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>Prepared 70.1%</p> <p>Increased 32.8%</p> <p>77 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>Prepared 42.9%</p> <p>Increased 37.6%</p> <p>14 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>Prepared 68.9%</p> <p>Increased 39.3%</p> <p>45 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>Prepared 84.8%</p> <p>Increased 34.8%</p> <p>33 Students</p>

Conclusions based on this data:

1. All subgroups showed a marked increase ranging from 34.8% - 50.6%
2. This is the one area on the dashboard that is scoring in the "blue" range.
3. Long-Term EL Students showed the greatest improvement (34.8%)

School and Student Performance Data

Academic Engagement Graduation Rate

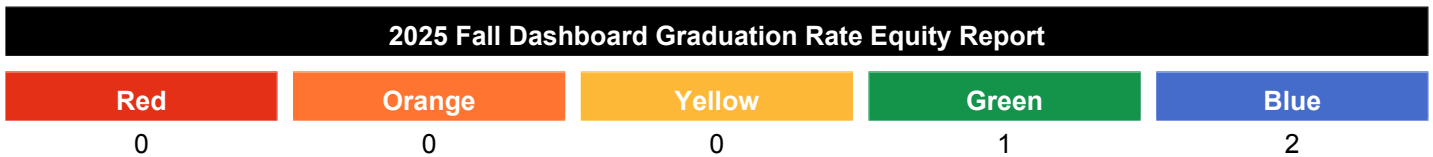
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>96.5% graduated</p> <p>Increased 2.2%</p> <p>86 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 16.7%</p> <p>14 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 23.1%</p> <p>12 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>96.1% graduated</p> <p>Increased 2.2%</p> <p>77 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>85.7% graduated</p> <p>Increased 12%</p> <p>14 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Blue</p> <p>100% graduated</p> <p>Increased 5.6%</p> <p>45 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>93.9% graduated</p> <p>Increased 1.4%</p> <p>33 Students</p>

Conclusions based on this data:

1. Overall graduation rate is at 96.5%.
2. All groups showed an increase in graduation rate.
3. Students with Disabilities is the only group under 90% graduation rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

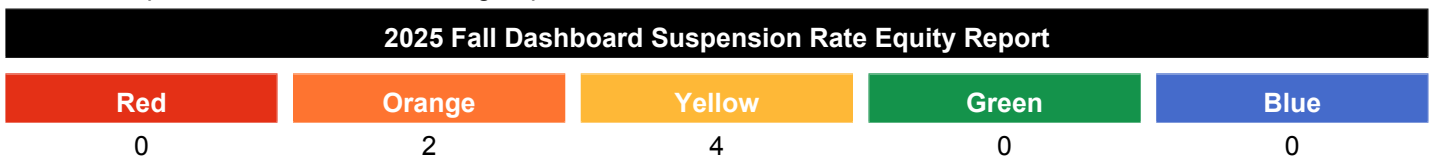
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.4% suspended at least one day</p> <p>Declined 0.3%</p> <p>444 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>7.3% suspended at least one day</p> <p>Declined 4.9%</p> <p>55 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>6.8% suspended at least one day</p> <p>Declined 4.9%</p> <p>44 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>340 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>6.2% suspended at least one day</p> <p>Declined 0.6%</p> <p>65 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4.8%</p> <p>15 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>7.1% suspended at least one day</p> <p>Declined 3.2%</p> <p>255 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>7.3% suspended at least one day</p> <p>Increased 2.2%</p> <p>151 Students</p>

Conclusions based on this data:

1. There is a continued need to support at risk students and find alternative avenues to suspensions. About 7.4% of WHS students were suspended at least once, this is a slight decrease from the year before which was 7.7%.
2. There is a slight decrease in suspension rates for English Learners, Hispanic, and Long Term English Learners. They are all in the yellow, and between 6.2-7.3%
3. Socioeconomically disadvantaged students maintained and remain in the orange with 8.5% of students suspended at least one day.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Performance

Increase the performance of all student subgroups by 10% on the CAASPP in meeting or exceeding the standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes: All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Structured intervention systems during and beyond the school day to address achievement gaps. Professional development focused on standards-based instruction and instructional best practices. Structured PLC time dedicated to analyzing CAASPP-aligned data and planning reteaching. Schoolwide literacy framework to support performance on CAASPP ELA. Intervention blocks or math labs to support students below grade level. Intentional CAASPP practice embedded throughout the year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard 5 performance indicators, Red, orange, yellow, green and blue	2024-25 CAASPP dashboard shows students in the red for ELA (overall, Hispanic, Socio-economically Disadvantaged), orange for math (overall, Hispanic, SED, White).	All students move to at least the Yellow on the CA School Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Using NWEA assessments to identify students who are at-risk and implement standards based intervention to enhance their classroom learning.	All students	10,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention services to students
1.2	2. Provide additional staffing for classroom assistance (Paraprofessionals II).	All EL & LTEL students	31,498 Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Paraprofessionals 11,700 Title III Part A: Language Instruction for LEP Students 3000-3999: Employee Benefits
1.3	3. Provide teachers and staff professional development to improve Tier I instruction, and also providing supplemental materials that aligns to instruction.	All students	80,117 Unrestricted 4000-4999: Books And Supplies Instructional materials - site and teacher allocations (Unrestricted Lottery - Resource 1100)
1.4	4. Provide professional development opportunities for teachers and paraprofessionals that aligns content to state standards.	All students	24,905 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registration and travel costs, on-site presenters, collaboration resources 2,500 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher extra duty for collaboration and PD activities 600 LCFF - Base 3000-3999: Employee Benefits Statutory costs
1.5	5. Provide opportunities for school-wide and district-wide collaboration throughout the year. Establishing a clear and consistent PLC process for the school and district.	All students	2,500 LCFF - Base 4000-4999: Books And Supplies Materials and supplies for collaboration time
1.6	6. Continue to provide and update curriculum as needed and adopt new curriculum based on the rotation of updated Frameworks and standards.	All students	50,000 LCFF - Base 4000-4999: Books And Supplies Textbooks
1.7	7. Continue to maintain and update technology needs for students and staff.	All students	37,500 LCFF - Base 4000-4999: Books And Supplies Smartboards, printers, other classroom technology
1.8	8. Maintain a Library/Media Specialist who will maintain library materials.	All Students and Low Performing Students	23,722 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries WHS Library / Media Specialist 15,218 LCFF - Supplemental 3000-3999: Employee Benefits 21,809 Title I 2000-2999: Classified Personnel Salaries WHS Library / Media Specialist 14,279 Title I 3000-3999: Employee Benefits
1.9	9. Provide training and materials for counselors to be able provide additional services for these events: Parent Nights, ELAC/DELAC, FAFSA nights, etc.	Socioeconomically disadvantaged, ELs, Foster, and Homeless students.	87,794 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries WHS Counselors 19,648 LCFF - Supplemental 3000-3999: Employee Benefits WHS Counselors 70,125 Title I 1000-1999: Certificated Personnel Salaries WHS Counselors 15,695 Title I 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Using data from benchmark assessments and other classroom data, develop strategies to implement to increase student achievement through the PLC process. Continue our collaborative efforts between our counselors and Hatching Results.

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

There are no major differences at this time.

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.

A significant change that we will have in the 2026-27 school year is a new bell schedule, moving from the current 4x4 block to a traditional 7 period day.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

Willows High School will increase overall school climate outcomes by creating and sustaining a safe, inclusive, and supportive learning environment. Progress will be measured by a measurable increase in student engagement indicators (attendance and participation), a reduction in suspension and discipline rates, and improved student, staff, and parent survey results as reflected on the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Committed to ensuring equity for all students and addressing the identified needs of Willows High School's Differentiated Assistance placement, WHS will cultivate a climate of student engagement, involvement, and connectedness. This will not only be reflected in improved attendance and graduation rates but also in a targeted effort to decrease suspension rates for all students, with a particular focus on reducing suspensions among SED and White subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard 5 performance indicators, Red, orange, yellow, green and blue	SED and White are in the Orange, while EL, Hispanic, LTEL and Students with Disabilities (and overall) are in the yellow.	A shift to all student groups, improving at least one level/color on the dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Provide materials, supplies, training and programs necessary for tobacco awareness-assemblies. SWAT & TUPE (HHSA)	All students	2,500 Other 4000-4999: Books And Supplies Materials and supplies for SWAT
2.2	2. Continue to update and maintain surveillance equipment to increase school safety.	All students	28,288 LCFF - Base 6000-6999: Capital Outlay Upgrades to camera control systems

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			0 ESSER III 6000-6999: Capital Outlay Upgrade Valcom system; clocks, bells, PA communication
2.3	3. Provide ongoing trainings for safety prevention, and stay current with safety inspections.	All staff members	5,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures EMS services and training
2.4	4. Vertically align discipline policies as appropriate with WIS, and adopt a progressive discipline matrix.	For all students and staff	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:
2.5	Continue and support staff with Professional Development in SEL awareness training.		10,000 Other 5000-5999: Services And Other Operating Expenditures SEL staff participation and presenters, PD
2.6	Purchase and implement SmartPass (a digital hall pass) to gather data on student attendance during class time.	all teachers and all students	5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Purchase and training for School connect SEL curriculum for all staff and students.

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Provide data for staff to collaborate and develop strategies to increase overall student engagement and participation.

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

There is no major difference at this time.

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.

Concentration on Professional Development for all Staff with SEL training to enhance the classroom and high school experience for all. Increase data analysis of discipline, attendance and safety issues.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parental Involvement

Willows High School will strengthen parent and family engagement by increasing meaningful participation in school events, decision-making opportunities, and communication between families and staff in order to support student success. Progress will be measured by increased participation in school meetings and events, improved parent-teacher communication, and higher levels of positive responses on family engagement surveys as reflected in local indicators on the California School Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Willows High School has identified a need to increase parent and family representation from all student subgroups in school engagement opportunities and decision-making committees. Current participation does not fully reflect the diversity of the school's student population. The school will actively recruit and encourage parents and guardians from all demographic groups to participate in school committees, meetings, and engagement activities in order to ensure that diverse perspectives are represented in school planning and decision-making processes.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance records for Parent meetings/forums: ELAC/DELAC, FAFSA nights, sport parent nights, Open House, CTE Advisory Nights, etc.	Current parent attendance is estimated to be near 20%.	Increase participation from at least one targeted subgroup, as active members of one or more existing leadership committees, as evidenced by sign in sheets.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Provide opportunities for Parents to be involved in developing school policy. SSC, ELAC/DELAC, and surveys.	All students	5,000 LCFF - Base 4000-4999: Books And Supplies Materials and supplies for meetings and parent engagement activities 2,500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Title I 4000-4999: Books And Supplies Materials and supplies to facilitate parent engagement activities
3.2	2. Continue to improve the communication between school and home (google classroom & Parent Portal), and provide translation where necessary. Utilize our new Parent and Engagement district team, as well as ParentSquare messaging.	All students	3,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard and other communication tools and resources (approximate site share of costs)
3.3	3. Support and encourage parent participation in Willows High School Booster Clubs (athletics and band).	All students	5,000 Other 4000-4999: Books And Supplies Materials and supplies for parent engagement activities and events
3.5	Continue to use SARB process to improve chronic absenteeism numbers.	All Students	2,500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional services to support SART activities and outreach 2,500 LCFF - Supplemental 4000-4999: Books And Supplies Outreach and Engagement activities to support student attendance, including student incentives and recognitions

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, parent participation continues to be low, so continued focus needs to be brought to this goal.

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

The GEAR UP grant that was previously used is no longer an option at Willows High School.

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.

Actively recruit parents that are representative of our school population for Site Council, ELAC/DELAC, and booster club members.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

English Learners at Willows High School will demonstrate measurable progress in English language proficiency by increasing at least one proficiency level overall and/or advancing one level in at least one of the four domains (listening, speaking, reading, or writing) annually on the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: (Meets State Priority 4, 8)

Pupil Outcomes: All students have access to grade level classes and high school students are enrolled in college or academic/CTE aligned course sequences. At-risk students will be identified by certificated staff using various assessments to provide academic support at each site.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

While progress is being made with our English Learner Progress (52.2% making progress) and Long-Term English Learner Progress (56.1% making progress), 47.8% either maintained or decreased one level. Furthermore, our EL students are scoring 145.4 points below standard in ELA, 99.5 points below standard in mathematics and 34.7 points below standard in science

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC scores and CA School Dashboard data.	52.2% are making process, which ranks in the "Green" on the dashboard.	Increase by 10% in making progress on ELPAC from previous year, and have EL students score at standard in ELA, Mathematics and science.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue to provide Instructional Aide II position at the high school to specifically support EL Students.	EL Students	See goal 1, strategy 2
4.2	Provide professional development opportunities for teachers and paraprofessionals surrounding EL students and EL strategies.	EL Students	See goal 1, strategy 4
4.3	Adopt instructional materials and provide professional development to all teachers in EL strategies and competencies.	all students	5,000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies Curriculum Adoption of EL Materials
4.4	Provide school counselor to specifically focus on our EL population to ensure proper class placement, ensure EL students are aware of opportunities, and communicate with families.	all students	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal continues to be a focus, but we have experienced marked growth in this area.

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

The biggest difference and obstacle that we face is hiring a qualified, designated EL Teacher. This continues to be an area of concern. The current (25-26 school year) situation with WHS sharing the EL Teacher from WIS is not sustainable. Having a designated school counselor work with our EL students has proven to be effective to provide support for EL Students.

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.

Continuing to get all teachers trained with EL Strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$178,741
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$603,898.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$129,408.00
Title III Part A: Language Instruction for LEP Students	\$43,198.00

Subtotal of additional federal funds included for this school: \$172,606.00

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 (\$)
ESSER III	\$0.00
LCFF - Base	\$167,293.00
LCFF - Supplemental	\$166,382.00
Other	\$17,500.00
Unrestricted	\$80,117.00

Subtotal of state or local funds included for this school: \$431,292.00

Total of federal, state, and/or local funds for this school: \$603,898.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ESSER III	0.00
LCFF - Base	167,293.00
LCFF - Supplemental	166,382.00
Other	17,500.00
Title I	129,408.00
Title III Part A: Language Instruction for LEP Students	43,198.00
Unrestricted	80,117.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	175,419.00
2000-2999: Classified Personnel Salaries	80,029.00
3000-3999: Employee Benefits	77,140.00
4000-4999: Books And Supplies	192,617.00
5000-5999: Services And Other Operating Expenditures	45,405.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
6000-6999: Capital Outlay	28,288.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
6000-6999: Capital Outlay	ESSER III	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	7,500.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00
3000-3999: Employee Benefits	LCFF - Base	600.00

4000-4999: Books And Supplies	LCFF - Base	95,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	32,905.00
6000-6999: Capital Outlay	LCFF - Base	28,288.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	97,794.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	23,722.00
3000-3999: Employee Benefits	LCFF - Supplemental	34,866.00
4000-4999: Books And Supplies	LCFF - Supplemental	7,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,500.00
4000-4999: Books And Supplies	Other	7,500.00
5000-5999: Services And Other Operating Expenditures	Other	10,000.00
1000-1999: Certificated Personnel Salaries	Title I	70,125.00
2000-2999: Classified Personnel Salaries	Title I	21,809.00
3000-3999: Employee Benefits	Title I	29,974.00
4000-4999: Books And Supplies	Title I	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	31,498.00
3000-3999: Employee Benefits	Title III Part A: Language Instruction for LEP Students	11,700.00
4000-4999: Books And Supplies	Unrestricted	80,117.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	519,610.00
Goal 2	58,788.00
Goal 3	20,500.00
Goal 4	5,000.00

School Site Council Membership

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

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

Name of Members	Role
Chris Harris	Principal
Sherry Brott	Other School Staff
Tim Street	Classroom Teacher
DJ Hendrix	Classroom Teacher
Staci Alves	Classroom Teacher
Melanie Beatty	Parent or Community Member
Maribel Palomino	Parent or Community Member
Marisol Bobadilla	Parent or Community Member
Hollie Geroy	Parent or Community Member
Nora Ayala	Parent or Community Member
Aiden Chavez	Secondary Student
Bailey Lerstang	Secondary Student
Cora Randolph	Secondary Student
Ammy Malqui	Secondary Student
James DiMaggio	Secondary Student
Michelle O'Dell	Other School Staff

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 March 19, 2026.

Attested:

Chris Harris
Bailey Lerstang

Principal, Chris Harris on 3.19.26

SSC Chairperson, Bailey Lerstang on 3.19.26

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

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

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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