



Office of the Superintendent

DATE: May 7st, 2026

AGENDA TOPICS: School Plan for Student Achievement (SPSA)--Willows Intermediate School

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 Intermediate 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 School Intermediate	11-62661-6007611	4.30.26	5.7.26

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 Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Intermediate School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Based on local and state data, Willows Intermediate School will meet Every Student Succeeds Act (ESSA) requirements in alignment with the LCAP by:

Goal 1: Improve student performance by 7% in ELA and Math on The California Assessment of Student Performance and Progress (CAASPP) assessments and ensure that ALL students, including at-risk students, English Learners, homeless and foster youth, and students with disabilities, meet or exceed standards.

Goal 2: Continue improving our safe school climate by implementing strategies consistently and collaboratively, to create a positive and safe school climate that supports the well-being and success of ALL students. Each step contributes to building a culture of respect, empathy and inclusivity within the school community.

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

Goal 4: Improve student attendance by decreasing chronic absenteeism.

Much of what we include in this plan is derived from the School Accountability Report Card (SARC). Willows Intermediate School will continue to use state and local assessments to modify instruction and improve student achievement by providing opportunities for teacher collaboration for analyzing and interpreting assessment data as indicated in the LCAP. Willows Intermediate will provide Professional Development for staff/ teachers; maintain facilities that are safe and in good repair; increase student and parental involvement; and promote excellent student attendance. In addition, Willows Intermediate will provide an instructional aide for ELs, intervention after-school, and counseling services for students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

- School Site Council (SSC)- meetings are held quarterly to discuss issues related to improving student learning and performance. These meetings provided the council an opportunity to become knowledgeable about state requirements and provide WIS direction for the following school year. The SSC builds upon their knowledge of the School Accountability Report Card to help provide input for the SPSA.
- English Language Advisory Committee (ELAC)- and District English Language Advisory Committee (DELAC) Meetings are held once per quarter to discuss topics related to improving student learning, academic achievement and performance.

We will include data received from other surveys throughout the year. These may include, but are not limited to, Community Engagement Initiative surveys, California Healthy Kids Survey data, and other informal surveys.

- Local Control Accountability Plan (LCAP) Meetings are held throughout the year to review the district's strategic goals, LCAP metrics and data, and gather input from all Educational Partners.

Resource Inequities

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

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

Through discussion with the School Site Council, we have determined a need for more extensive Social-Emotional training and education for all educational partners. This area of emphasis will be addressed with the upcoming Multi-Tiered Systems of Support as well as a priority of the WUSD to provide and support professional development opportunities for staff in our district. Willows Intermediate School is part of the Community Schools Grant that includes our committee within the Community Engagement Initiative. This committee consists of school personnel, district personnel, parents and other community members. Through the Community Schools Grant, we will have a Student Wellness Coach that will work with other staff on the social-emotional well-being of our students. Other areas included within the scope of this plan include improved school culture and a decrease on chronic absenteeism.

English Learner group scores 118.2 points below standard in math - an increase of 12.4 points (orange) and 86.4 points below standard - an increase of 7.3 points (orange) in English Language Arts. The Students With Disabilities group has a rate of 21.4% chronic absenteeism rate (orange) and score 177.4 points below standard in math - maintaining -1.3 (red) and 142.6 points below standard in English Language Arts - an increase of 14.7 points (orange).

Socioeconomically Disadvantaged Students score 90.3 points below standard in math - an increase of 6.4 (yellow) and 64 points below standard in English Language Arts. Our Long-Term English Learner (LTEL) group scores 119.7 points below standard in English Language Arts - an increase of 6 points (yellow). Our Hispanic and white groups score 75.7 points below standard (red) and 26.5 points below standard (yellow), respectively in English Language Arts.

Based on the above data, we need to investigate and learn WHY the chronic absentee rates are so high for these two student groups. We need to continue our work on improving intervention classes and supports to improve on the achievement for ALL student groups. We will continue to work with the district to evaluate budgets to be able to provide for academic support and intervention.

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.

English Language Arts:

English Learners, Long-Term English Learners and Students with Disabilities performed in "orange."

Hispanic student group performed in the "red."

White student groups performed in the "yellow."

Math:

Hispanics, Long-Term English Learners, and Students with Disabilities performed in the "red".

English Learners performed in the "orange."

Socioeconomically Disadvantaged performed in "yellow."

English Learner Progress:

The Long-Term English Learner group performed in the "yellow" with 73.8% of the students making progress toward English proficiency.

Chronic Absenteeism:

Students with Disabilities performed in the "orange."

Suspension Rate:

Students with Disabilities and White groups performed in the "orange."

Socioeconomically Disadvantaged performed in the "yellow."

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.

Science:

As a school we increased 5.2 points.

English Language Arts Growth:

Long-Term English Learners 119.7 (below the standard), Asian (56.9 points below the standard), Hispanic (75.7 points below the standard), White (26.5 points below the standard) and Students with Disabilities 142 points below the standard), are below typical growth. "All Students" are classified as 55.6 points below the standard.

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 Intermediate 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	2.37%	2.85%	2.37%	7	9	11
African American	0%	1.58%	0.86%	0	5	4
Asian	4.07%	3.48%	3.66%	12	11	17
Filipino	0%	%	0.22%	0		1
Hispanic/Latino	54.92%	48.10%	50.22%	162	152	233
Pacific Islander	0.34%	%	0.22%	1		1
White	36.61%	39.87%	39.01%	108	126	181
Two or More Races	1.69%	3.16%	3.02%	5	10	14
Not Reported	0%	0.95%	0.43%	0	3	2
Total Enrollment				295	316	464

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 5			131
Grade 6	102	105	108
Grade 7	101	108	116
Grade 8	92	103	109
Total Enrollment	295	316	464

Conclusions based on this data:

1. Enrollment at Willows Intermediate School (WIS) has remained fairly consistent.
2. The enrollment at WIS is generally 450 students. We have over 100 students per grade level.
3. During the 23-24 school year our Hispanic population was 162. It increased by almost 100 students in 24-25 due to 5th grade coming over to WIS.

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	56	70	102	19.0%	22.2%	22.0%
Fluent English Proficient (FEP)	78	51	78	26.4%	16.1%	16.8%
Reclassified Fluent English Proficient (RFEP)	75	49	61	25.4%	15.5%	13.1%

Conclusions based on this data:

1. EL numbers have continued to increase over the past three years.
2. While the percentage of EL students have remained more consistent, the percentage of FEP has fluctuated.
3. The reclassification numbers have gone down since the 22-23 school year.

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 5			132			129			129			97.7
Grade 6	102	111	103	100	107	101	100	107	101	98.0	96.4	98.1
Grade 7	100	112	114	99	107	113	99	107	113	99.0	95.5	99.1
Grade 8	96	104	114	95	101	113	95	101	113	99.0	97.1	99.1
All Grades	298	327	463	294	315	456	294	315	456	98.7	96.3	98.5

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 5			2434.			8.53			15.50			23.26			52.71
Grade 6	2464.	2483.	2488.	3.00	12.15	6.93	20.00	18.69	26.73	31.00	33.64	29.70	46.00	35.51	36.63
Grade 7	2486.	2491.	2497.	3.03	2.80	10.62	24.24	24.30	22.12	29.29	30.84	32.74	43.43	42.06	34.51
Grade 8	2490.	2482.	2497.	2.11	5.94	2.65	20.00	13.86	20.35	31.58	24.75	28.32	46.32	55.45	48.67
All Grades	N/A	N/A	N/A	2.72	6.98	7.24	21.43	19.05	20.83	30.61	29.84	28.29	45.24	44.13	43.64

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 5			9.30			56.59			34.11
Grade 6	6.00	11.21	4.95	54.00	48.60	62.38	40.00	40.19	32.67
Grade 7	7.07	7.48	7.08	58.59	57.01	62.83	34.34	35.51	30.09
Grade 8	7.37	8.91	7.96	57.89	43.56	54.87	34.74	47.52	37.17
All Grades	6.80	9.21	7.46	56.80	49.84	58.99	36.39	40.95	33.55

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 5			3.10			49.61			47.29
Grade 6	3.00	7.48	8.91	40.00	55.14	53.47	57.00	37.38	37.62
Grade 7	8.08	4.72	14.16	46.46	55.66	46.90	45.45	39.62	38.94
Grade 8	3.16	4.95	1.77	38.95	35.64	41.59	57.89	59.41	56.64
All Grades	4.76	5.73	6.80	41.84	49.04	47.81	53.40	45.22	45.39

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 5			7.75			68.99			23.26
Grade 6	11.00	5.61	8.91	73.00	73.83	66.34	16.00	20.56	24.75
Grade 7	7.07	9.35	7.08	67.68	71.03	74.34	25.25	19.63	18.58
Grade 8	7.37	7.92	10.62	68.42	66.34	67.26	24.21	25.74	22.12
All Grades	8.50	7.62	8.55	69.73	70.48	69.30	21.77	21.90	22.15

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 5			9.30			58.91			31.78
Grade 6	6.00	13.08	9.90	70.00	63.55	67.33	24.00	23.36	22.77
Grade 7	5.05	11.21	10.62	63.64	61.68	65.49	31.31	27.10	23.89
Grade 8	6.32	6.93	6.19	68.42	70.30	67.26	25.26	22.77	26.55
All Grades	5.78	10.48	8.99	67.35	65.08	64.47	26.87	24.44	26.54

Conclusions based on this data:

1. Based on the data, there has been a steady increase in the overall achievement in the area of English Language Arts over the last three years.
2. Approximately 28% of the students Exceeded or Met the standard in 2024-25.

3. Students at WIS score highest in the "Research/Inquiry" domain, while they score lowest in the "Writing" domain.

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 5			132			129			129			97.7
Grade 6	102	111	103	100	107	101	100	107	101	98.0	96.4	98.1
Grade 7	100	112	114	99	106	113	99	106	113	99.0	94.6	99.1
Grade 8	96	104	114	95	101	113	95	101	113	99.0	97.1	99.1
All Grades	298	327	463	294	314	456	294	314	456	98.7	96	98.5

* 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 5			2439.			7.75			9.30			28.68			54.26
Grade 6	2463.	2489.	2484.	7.00	9.35	13.86	11.00	16.82	20.79	34.00	38.32	18.81	48.00	35.51	46.53
Grade 7	2465.	2466.	2496.	3.03	3.77	5.31	10.10	11.32	13.27	27.27	30.19	38.05	59.60	54.72	43.36
Grade 8	2481.	2473.	2465.	3.16	5.94	3.54	14.74	3.96	5.31	16.84	25.74	21.24	65.26	64.36	69.91
Grade 11															
All Grades	N/A	N/A	N/A	4.42	6.37	7.46	11.90	10.83	11.84	26.19	31.53	26.97	57.48	51.27	53.73

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 5			7.75			39.53			52.71
Grade 6	10.00	9.35	12.87	45.00	49.53	42.57	45.00	41.12	44.55
Grade 7	4.04	5.66	7.96	39.39	43.40	47.79	56.57	50.94	44.25
Grade 8	6.32	2.97	4.42	40.00	42.57	37.17	53.68	54.46	58.41
Grade 11									
All Grades	6.80	6.05	8.11	41.50	45.22	41.67	51.70	48.73	50.22

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 5			4.65			41.86			53.49
Grade 6	4.00	6.54	6.93	47.00	55.14	50.50	49.00	38.32	42.57
Grade 7	2.02	3.77	6.19	47.47	44.34	54.87	50.51	51.89	38.94
Grade 8	6.32	6.93	1.77	49.47	49.50	49.56	44.21	43.56	48.67
All Grades	4.08	5.73	4.82	47.96	49.68	48.90	47.96	44.59	46.27

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 5			5.43			47.29			47.29
Grade 6	8.00	9.35	9.90	59.00	56.07	64.36	33.00	34.58	25.74
Grade 7	4.04	4.72	3.54	65.66	64.15	66.37	30.30	31.13	30.09
Grade 8	2.11	6.93	2.65	57.89	49.50	52.21	40.00	43.56	45.13
All Grades	4.76	7.01	5.26	60.88	56.69	57.02	34.35	36.31	37.72

Conclusions based on this data:

1. Overall, there is a slight increase in the overall scores for student achievement in mathematics.
2. The 23-24 school year saw the largest decrease in percentage of students scoring below standard.
3. Based on the 24-25 data 50% of our students are at/near/above standard in the "Concepts & Procedures" strand of the mathematics test.

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://English Language Proficiency Assessments for California (ELPAC) web page) 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
5			1526.6			1540.7			1511.8			36
6	1532.4	1531.9	1520.3	1525.2	1538.7	1536.2	1539.4	1524.7	1503.8	26	28	17
7	1527.0	1532.9	1548.3	1518.5	1526.7	1560.2	1535.1	1538.8	1535.9	15	29	26
8	1540.6	1512.3	1571.1	1528.3	1497.4	1587.7	1552.4	1526.6	1554.0	14	14	24
All Grades										55	71	103

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
5			33.33			30.56			16.67			19.44			36
6	15.38	17.86	35.29	46.15	53.57	17.65	38.46	21.43	23.53	0.00	7.14	23.53	26	28	17
7	13.33	24.14	34.62	46.67	37.93	30.77	26.67	27.59	15.38	13.33	10.34	19.23	15	29	26
8	21.43	0.00	33.33	42.86	50.00	33.33	21.43	28.57	20.83	14.29	21.43	12.50	14	14	24
All Grades	16.36	16.90	33.98	45.45	46.48	29.13	30.91	25.35	18.45	7.27	11.27	18.45	55	71	103

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
5			55.56			19.44			8.33			16.67			36
6	30.77	46.43	52.94	57.69	35.71	17.65	11.54	10.71	5.88	0.00	7.14	23.53	26	28	17
7	20.00	31.03	61.54	53.33	51.72	15.38	13.33	6.90	3.85	13.33	10.34	19.23	15	29	26
8	28.57	21.43	54.17	42.86	42.86	25.00	14.29	7.14	8.33	14.29	28.57	12.50	14	14	24
All Grades	27.27	35.21	56.31	52.73	43.66	19.42	12.73	8.45	6.80	7.27	12.68	17.48	55	71	103

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
5			0.00			25.00			50.00			25.00			36
6	7.69	3.57	5.88	30.77	28.57	17.65	42.31	39.29	35.29	19.23	28.57	41.18	26	28	17
7	6.67	10.34	7.69	26.67	34.48	26.92	40.00	37.93	46.15	26.67	17.24	19.23	15	29	26
8	14.29	0.00	16.67	35.71	14.29	25.00	21.43	64.29	37.50	28.57	21.43	20.83	14	14	24
All Grades	9.09	5.63	6.80	30.91	28.17	24.27	36.36	43.66	43.69	23.64	22.54	25.24	55	71	103

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
5			19.44			66.67			13.89			36
6	23.08	35.71	35.29	73.08	53.57	41.18	3.85	10.71	23.53	26	28	17
7	6.67	10.34	19.23	80.00	75.86	57.69	13.33	13.79	23.08	15	29	26
8	28.57	14.29	33.33	50.00	71.43	50.00	21.43	14.29	16.67	14	14	24
All Grades	20.00	21.13	25.24	69.09	66.20	56.31	10.91	12.68	18.45	55	71	103

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
5			75.00			5.56			19.44			36
6	50.00	71.43	64.71	50.00	17.86	11.76	0.00	10.71	23.53	26	28	17
7	26.67	57.14	76.92	73.33	35.71	3.85	0.00	7.14	19.23	15	28	26
8	42.86	50.00	75.00	42.86	21.43	12.50	14.29	28.57	12.50	14	14	24
All Grades	41.82	61.43	73.79	54.55	25.71	7.77	3.64	12.86	18.45	55	70	103

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
5			0.00			66.67			33.33			36
6	11.54	7.14	11.76	42.31	39.29	17.65	46.15	53.57	70.59	26	28	17
7	6.67	10.34	23.08	53.33	58.62	34.62	40.00	31.03	42.31	15	29	26
8	35.71	7.14	25.00	28.57	50.00	29.17	35.71	42.86	45.83	14	14	24
All Grades	16.36	8.45	13.59	41.82	49.30	41.75	41.82	42.25	44.66	55	71	103

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
5			0.00			77.78			22.22			36
6	19.23	10.71	17.65	80.77	85.71	58.82	0.00	3.57	23.53	26	28	17
7	20.00	10.71	7.69	66.67	82.14	76.92	13.33	7.14	15.38	15	28	26
8	0.00	0.00	0.00	78.57	85.71	95.83	21.43	14.29	4.17	14	14	24
All Grades	14.55	8.57	4.85	76.36	84.29	78.64	9.09	7.14	16.50	55	70	103

Conclusions based on this data:

1. Our EL students tend to do best in the Speaking domain with over 74% of the students considered "well developed."
2. Written Language is the area where we have the highest number of our students scoring at a Level 1 and 2, at 69%
3. Overall, 63% of our EL students scored in the Level 4 and Level 3 area of Overall Language.

School and Student Performance Data

Student Population

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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
464	75%	22%	0.4%
Total Number of Students enrolled in Willows Intermediate 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	102	22%
Foster Youth	2	0.4%
Homeless	2	0.4%
Socioeconomically Disadvantaged	348	75%
Students with Disabilities	61	13.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9%
American Indian	11	2.4%
Asian	17	3.7%
Filipino	1	0.2%
Hispanic	233	50.2%
Two or More Races	14	3%
Pacific Islander	1	0.2%
White	181	39%

Conclusions based on this data:

1. The majority of students (75%) at WIS are considered socioeconomically disadvantaged.

2. Our largest ethnic population of students is 50.2% Hispanic, followed by 39% White.

3. Our EL population comprises 22% of our student body.

School and Student Performance Data

Overall Performance






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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. Suspension rate scoring in the "green" is a decrease from the previous year.
2. Based on this data, WIS is scoring in the "yellow" in English Language Arts. In Mathematics, WIS is scoring in the "orange" which is a slight decrease.
3. While Chronic Absenteeism has improved, this is still an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

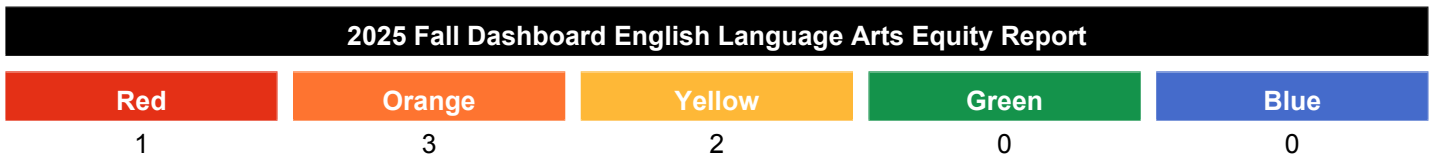
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This section provides number of student groups in each level.



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>Yellow</p> <p>55.6 points below standard</p> <p>Increased 6.1 points</p> <p>432 Students</p>	<p>English Learners</p> <p>Orange</p> <p>86.4 points below standard</p> <p>Increased 7.3 points</p> <p>139 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>119.7 points below standard</p> <p>Increased 6 points</p> <p>42 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>64 points below standard</p> <p>Increased 4.3 points</p> <p>338 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>142.6 points below standard</p> <p>Increased 14.7 points</p> <p>55 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>56.9 points below standard</p> <p>Increased 28.7 points</p> <p>17 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>75.7 points below standard</p> <p>Maintained 1.1 points</p> <p>218 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>33.4 points below standard</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>26.5 points below standard</p> <p>Increased 16 points</p> <p>168 Students</p>

Conclusions based on this data:

1. English Learners, Long-Term English Learners and Students with Disabilities subgroups improved from "red" to "orange".
2. In English Language Arts, Hispanics are the subgroup scoring in "red," scoring 75.7 points below standard.
3. "All Students" has increased 6.1 points, but is still 55.6 points below standard.

School and Student Performance Data

Academic Performance Mathematics

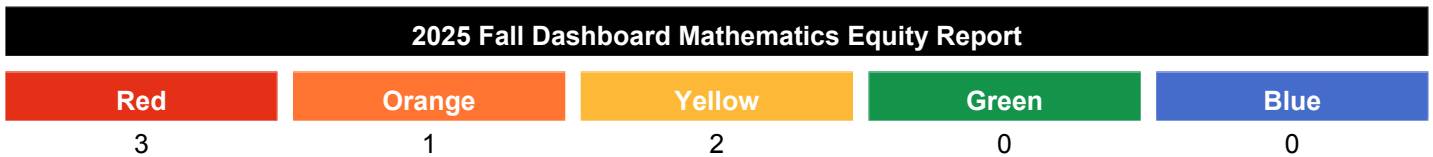
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This section provides number of student groups in each level.



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>85.8 points below standard</p> <p>Maintained 1.3 points</p> <p>437 Students</p>	<p>English Learners</p> <p>Orange</p> <p>118.2 points below standard</p> <p>Increased 12.4 points</p> <p>144 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>165.6 points below standard</p> <p>Declined 14.2 points</p> <p>42 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>90.3 points below standard</p> <p>Increased 6.4 points</p> <p>343 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>177.4 points below standard</p> <p>Maintained -1.3 points</p> <p>55 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>93.6 points below standard</p> <p>Increased 9.3 points</p> <p>17 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>110 points below standard</p> <p>Maintained -2 points</p> <p>223 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>82 points below standard</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>52.7 points below standard</p> <p>Increased 9.2 points</p> <p>168 Students</p>

Conclusions based on this data:

1. Students with Disabilities, English Learners and Long Term are scoring in the "red".
2. WIS is 85.8 points below standard in mathematics (all students), which is 1.3 points improvement over last year.
3. Our English Learners, Students with Disabilities and Long-Term English Learners are the three subgroups scoring the farthest below standard (118.2, 177.4 and 165.6 respectively)

School and Student Performance Data

Academic Performance Science

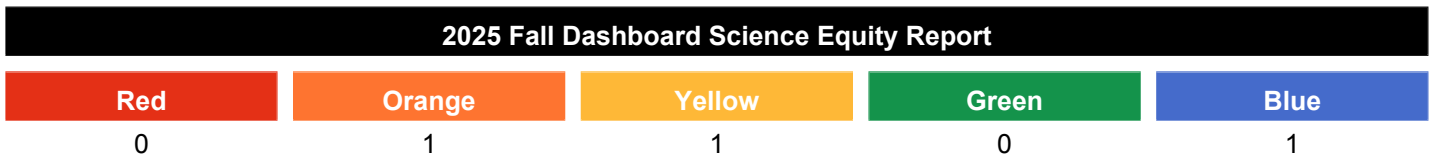
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This section provides number of student groups in each level.



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>Green</p> <p>46.1 science points</p> <p>Increased 5.2 points</p> <p>229 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>38.1 science points</p> <p>Increased 2.2 points</p> <p>77 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>33.8 science points</p> <p>Increased 5 points</p> <p>20 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>43.8 science points</p> <p>Increased 4.2 points</p> <p>177 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>31.7 science points</p> <p>29 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>43 science points</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>39.6 science points</p> <p>Maintained -1 points</p> <p>117 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Blue</p> <p>55.7 science points</p> <p>Increased 13.2 points</p> <p>88 Students</p>

Conclusions based on this data:

1. "All students," has increased 5.2 points and scoring in the, "green."
2. Hispanic student group scored in the, "orange," with 39.6 points.
3. WIS has no student subgroups scoring in the, "red."

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 64.9 making progress. Number Students: 97 Students	Long-Term English Learner Progress  Blue 73.8 making progress. Number Students: 42 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 5.2%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 29.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 64.9%

Conclusions based on this data:

1. 94.8% of our students either maintained or progressed at least one level in 2024-25.
2. 64.9% of our EL students are making progress toward becoming English Language proficient.
3. Overall, WIS English Learner (64.9) and Long-Term English Learner (73.8) students are making progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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 number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined 4.3</p> <p>484 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>10.1% Chronically Absent</p> <p>Declined 5.4</p> <p>109 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined 2.9</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>5 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>Yellow</p> <p>12.5% Chronically Absent</p> <p>Declined 6.3</p> <p>385 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>21.4% Chronically Absent</p> <p>Declined 10.5</p> <p>70 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>18.2% Chronically Absent</p> <p>0</p> <p>11 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 8.3</p> <p>17 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>Yellow</p> <p>12.2% Chronically Absent</p> <p>Declined 7</p> <p>246 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>11.1% Chronically Absent</p> <p>Increased 2.8</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined 2.9</p> <p>186 Students</p>

Conclusions based on this data:

1. Overall, chronic absenteeism is declining at WIS with a 4.3% improvement from the previous year.
2. Roughly 13% of students at WIS are considered chronically absent.
3. While improving, Students with Disabilities are still scoring in the "orange". (21.4% considered chronically absent).

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

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		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

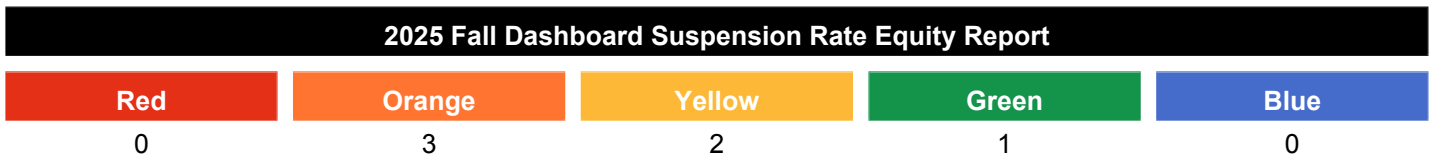
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












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>Green</p> <p>4.5% suspended at least one day</p> <p>Declined 0.4%</p> <p>491 Students</p>	<p>English Learners</p> <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 2.2%</p> <p>111 Students</p>	<p>Long-Term English Learners</p> <p>Orange</p> <p>2.3% suspended at least one day</p> <p>Increased 0.3%</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>5 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>Yellow</p> <p>4.6% suspended at least one day</p> <p>Maintained -0.2%</p> <p>392 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>9.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>71 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>0% suspended at least one day</p> <p>11 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 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>Yellow</p> <p>4% suspended at least one day</p> <p>Maintained -0.1%</p> <p>250 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>5.6% suspended at least one day</p> <p>Declined 2.8%</p> <p>18 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>5.8% suspended at least one day</p> <p>Declined 0.7%</p> <p>189 Students</p>

Conclusions based on this data:

1. While low, there was a slight decline (0.4%) in the suspension rate from the previous year.
2. English Language Learners and Students with Disabilities subgroups saw the largest increase in this area (3.6% and 61.3%)
3. The three subgroups scoring in the "orange" are the English Learners, Long-Term English Learners and Students with Disabilities.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Performance

Goal 1: Improve student performance by 7% in ELA and Math on The California Assessment of Student Performance and Progress (CAASPP) assessments and ensure that ALL students, including at-promise students, English Learners, homeless and foster youth, and students with disabilities, meet or exceed standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 and 2: (Meets State Priority 4, 8)

Pupil Outcomes: Willows Unified School District will establish a high performing district culture with quality teaching and learning, and ALL students will have access to grade level classes.

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.

28.07% of students at WIS met or exceed the standards in ELA. 19.3% of students met or exceed standards in math. Our English Learner group of students scores significant lower than the rest of the school in ELA (86.4 points below standard) and math (118.2 points below standard). The Students With Disabilities group also scores below the rest of the school in ELA (142.6 points below standard) and math (177.4 points below standard). Additionally, students at WIS scored in the "green," in science, as measured on the CAST exam.

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	State data for ELA is 28% of students met or exceed standards. Whereas in Math- 19% of students in the state met or exceeded standards. (2024-25).	ELA- increase scores by at least 10% of students meeting or exceeding standards. EL Students and Students With Disabilities will score closer to standard. Math- increase scores by at least 10% of students meeting or exceeding standards. EL Students and Students With Disabilities will score closer to standard.

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. Identify students early in the school year who are at-promise and implement a standards based intervention to enhance their classroom learning. ELA and Math Intervention will use resources from	At-promise students, including English Learners and Students with Disabilities.	19,446 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	the adopted curriculum as well as using DIBELS as a benchmark assessment tool.		Intervention support to students - teacher extra duty 4,366 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - teacher extra duty 5,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials & supplies for EL support 65,642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aides supporting intervention services 24,459 LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs - instructional aides
1.2	2. Provide additional staffing for classroom assistance (Bilingual Instructional Aide II).	EL students	49,822 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aides to provide ELD support 18,549 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - ELD support 23,215 LCFF - Supplemental 2000-2999: Classified Personnel Salaries 8,447 LCFF - Supplemental 3000-3999: Employee Benefits
1.3	3. Provide teachers and staff supplemental materials and supplies to promote different learning styles.	All students	33,800 Unrestricted 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Instructional Supplies - site and teacher allocations (Unrestricted Lottery - Resource 1100)
1.4	4. Provide opportunities for teacher training and paraprofessional training (CPM Math, PLC Coaching, Early Literacy Grant, NGSS Symposium, UDL, etc.)	All students	15,618 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference registrations & travel costs, on-site training costs 1,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Teacher extra duty for directed PD
1.5	5. Provide opportunities for schoolwide and districtwide collaboration throughout the year.	All students	2,500 LCFF - Base 4000-4999: Books And Supplies Materials and supplies for collaboration time
1.6	6. Continue to provide learning opportunities through technology and after-school programs for staff and students.	All students	22,500 LCFF - Base 4000-4999: Books And Supplies SMART boards and other classroom technology
1.7	7. Recognizing students achievement and improvement and providing incentives for ALL Students.	All students	2,500 Other 4000-4999: Books And Supplies Regional Host Admin Credit to be used for student achievement and recognition
1.8	8. Provide a Library / Media Specialist who will maintain and provide library materials,	All Students	32,701 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Library/Media Specialists 7,612 LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs - Library/Media Specialists 7,957 Title I 2000-2999: Classified Personnel Salaries Library/Media Specialists 1,829 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Statutory Costs - Library/Media Specialists
1.9	9. The counselor will provide additional services for ALL students.	Socioeconomically disadvantaged, ELs, Foster, and Homeless Students	30,530 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries WIS Counselor 11,062 LCFF - Supplemental 3000-3999: Employee Benefits Statutory Costs - WIS Counselor 45,795 Title I 1000-1999: Certificated Personnel Salaries WIS Counselor 15,878 Title I 3000-3999: Employee Benefits Statutory Costs - WIS Counselor

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.

During the 2025-2026 school year, WIS did not have an intervention teacher in place as it did in the previous school year (24-25). Intervention classes afterschool (Power Hour) were available and targeted specific skills in language arts and math. School Counselor is developing lessons and activities to monitor student academic progress.

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

Overall students performed better on the CAASPP in ELA, math and science. However, there are still a few areas where we declined. Our English Learners and Students with disabilities are still significantly below meeting the standard. Increasing more push in time to the students general education classes is expected to continue in the following school year.

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

The future goal is putting a greater emphasis on a tiered one intervention in the classroom and teacher collaboration during PLC time. For next school year, 5th and 6th grade have built in intervention time during the school day. This intervention time will provide more clear and consistent support all students. Our master schedule will be reorganized to better serve our English Learners and students with disabilities. Students will be placed in an age and level appropriate

section within the ELD Classroom. We are continuing with our EL aides that will work directly with the teacher in the classroom.

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 Safety

We will strengthen our safe school climate by consistently implementing collaborative strategies, as evidenced by a reduction in behavior incidents, increased positive student recognition (WIS Best, Cardinal Cards, etc.), and improved student climate survey results. We will foster a culture of respect, empathy, and inclusivity while increasing our focus on social-emotional well-being through SEL lessons and targeted student support.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

WIS had about 4.5% of their students suspended at least once during the 2024-25 school year, which is an improvement (0.4%) from the previous year. According to the "Generally Positive School Experience," section on the LCAP Student Survey (25-26), most students reported positive perceptions of their school environment. The majority of responses selected, "Agree," to statements related to motivation, safety and academic expectations. According to the "Access to support," section, students reported that they generally have access to support systems at school. While suspension rates continue to decline, we need to focus on our level of engaging students at school in all areas to help foster a caring Social/Emotional Learning Environment. We still have students struggling with social-emotional needs.

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 LCAP Student Survey CALPADS data report 7.3	4.5% suspended at least one day. 9.9% in the Students With Disabilities group.	Decline suspensions by at least 1% for all students. Decline suspensions by 5% for Students with Disabilities.

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. Purchase materials and provide trainings for safety , or program to clearly articulate dangerous situations on campus	All Staff	2,500 LCFF - Base 5000-5999: Services And Other Operating Expenditures EMS system licensing and training

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	2. Provide materials, supplies, programs necessary for tobacco and drug awareness, and counseling referrals, and do so collaboratively with GCOE.	All students	500 LCFF - Base 4000-4999: Books And Supplies Materials and supplies 500 LCFF - Base 5000-5999: Services And Other Operating Expenditures Guest speakers, presenters
2.3	3. Provide Surveillance equipment – lighting, cameras, and sensors, on the interior and exterior of our buildings.	All students	5,500 Local Categorical 6000-6999: Capital Outlay Access Control System - Avigilon Alta 19,950 LCFF - Base 6000-6999: Capital Outlay Upgrades to camera control systems 5,000 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures TBD - visitor check in system, estimated annual cost
2.4	4. Provide incentives and assemblies focusing on inspiration, kindness, anti-bullying and building a culture of respect on campus.	All students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for assemblies 5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Guest Speakers/Presenters for assemblies
2.5	5. Support Northern Valley Indian Health to provide counseling services for students on/off campus.	All students	
2.6	6. Work with GCOE and behavioral health to implement restorative practices and utilize relational development activities.	All students	1,500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies 500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1,500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Staff training / professional development
2.7	7. Provide personnel support for students (counseling, Paraprofessionals, library media tech, district nurse, etc.)	All students	
2.8	8. Provide Professional Development for staff for Positive Behavior Intervention Support.	All students.	
2.9	9. Employ a School Wellness Coach to develop Tier I and Tier II strategies to support our students Social - Emotional Well-being.	All Students	
2.10	10. Educate and discuss safety procedures on a regular basis dealing with fire, intruder (Run/Hide/Fight) and other safety drills.	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.

Overall, we are continuing work in this area. We have shown improvements in our school culture, but need to continue to improve. The support of Northern Valley Indian Health and our Wellness Coach in the second half of the year has been a great addition to our campus.

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

Our video surveillance system has been working this year which has proven to be very helpful with addressing incidents on campus.

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

The goal is to increase our positive student recognition which in return will improve school climate. Establishing a staff school climate committee may assist in supporting this initiative. Through staff and student surveys the goal is to gain feedback to increase staff and student morale.

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.

Community Partnership

Develop greater cultural awareness, tolerance and understanding through community partnerships to enhance our school's environment and promote inclusivity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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.

Due to our school diversity, and the lack of parental representatives from each subgroup, we recognize that we need to do a better job to recruit more parents and community members to be involved with our school. Encouraging diverse families to join School Site Council and attending DELAC/ELAC Family Voices Meeting has been a focus this year for our families. Fortunately, chronic absenteeism is declining in our school.

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, etc.,	Site administration and staff continue to actively recruit parents to increase involvement in our school community.	Increase parental involvement in all activities within our school community.

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 engage with the school community (e.g. Back-to-School-Night, Open House, etc), and reach out with the staff to build relationships with our educational partners.	All parents	5,000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings
3.2	2. Provide opportunities for parents to be involved in developing school policy and culture, by inviting to Site Council, ELAC/DELAC (Family Voices) and LCAP meetings throughout the year.	All parents	1,500 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings & communication

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2,500 Title I 4000-4999: Books And Supplies Materials and supplies to promote parent engagement
3.3	3. Continue to promote communication between school and home (e.g. Parent Square English & Spanish and Aeries Portal Support). Have available staff translate when needed and possible.	All students and parents	5,000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Aeries, Blackboard, and other communications tools (approximate site share of costs)
3.4	4. Continue work with our Community Schools Grant to increase parent and community involvement in our school. This networking will also involve working with our Homeless and Foster Youth agencies in the county.	All students, parents and community, including Homeless/Foster Youth.	1,000 Title I 4000-4999: Books And Supplies Materials and resources to support foster and homeless students
3.5	5. Continue to provide opportunities for students to participate in outside education programs (i.e. CJSF, etc.) and other outdoor, enrichment programs.	All 5th and 6th grade students.	5,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 6th Grade Outdoor education 5,000 Donations 5000-5999: Services And Other Operating Expenditures 6th grade Outdoor education - summer & intersession 10,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 5th Outdoor Education 15,000 Donations 5000-5999: Services And Other Operating Expenditures

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.

While our Parent Engagement Team, boosters, PTO, site council, ELAC/DELAC and LCAP work hard to recruit parents to be involved, we are having limited success with that. Regardless, we continue to develop strategies on campus to try and increase our community partnership.

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

The major difference is the amount of effort and the limited success of increasing community involvement.

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

The biggest change with this goal will be the implementation of the Community School Pillars. Moving to the 2026-27 school year, we hope to continue to expand our resources on campus for students and families with a full time Wellness Counselor. We feel this will help address our areas of need (SEL, Mentorship, positive incentives, etc.).

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.

Chronic Absenteeism

Improve overall attendance and reduce chronic absenteeism through a comprehensive approach involving multiple stakeholders. Collaboratively reach our goal of at least 95% attendance and/or less than 10% chronic absentee students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Our need is to decrease the rate of chronic absenteeism. Students with Disabilities has 21.4% of students considered chronically absent. While all subgroups have shown a decline in chronic absenteeism, this continues to be a high priority for our school and district.

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
CALPADS data report CAASPP Dashboard Data	13.2% of our students are considered chronically absent. Five groups are in the "Yellow" (English Learner, Long-Term English Learner, Socioeconomically Disadvantaged, White and Hispanic). While Students with Disabilities are in "Orange".	10% or less of students will be classified as chronically absent. ALL subgroups will be Yellow, Green or Blue.

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	1. Develop strategies to identify students frequently absent, develop strategies to recognize students with exceptional attendance.	All staff and ALL Students	
4.2	2. Weekly attendance reports to be able to consistently identify students that are having issues with regular attendance.	All Staff and ALL Students	
4.3	3. Weekly attendance meetings to identify 10% absent list, SARB #1, #2 and #3 list.	Admin, Office, Counseling	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.4	4. Office staff and admin will reach out to all families that are considered chronically absent at any point in the school year.	EL, Foster Youth, Homeless, Socioeconomically Disadvantaged Students and Students with Disabilities	10,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Liaisons; estimated site share of cost 2,500 LCFF - Supplemental 3000-3999: Employee Benefits Statutory costs - parent liaisons
4.5	5. Monthly Attendance Recognition for students that have 95% attendance, or better.	ALL Students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Student recognitions & incentives; Climate & Culture
4.6	6. Implement Power Hour to recover ADA as well as provide opportunities for increased student achievement.	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.

We are nearing our overall goal. However, we still have to work to do. But, the two main subgroups identified (English Learners and Students with Disabilities) have decreased their chronic absenteeism rate. Improving in this area will remain a focus.

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

We are working to expand and be more consistent in our recognition of positive attendance (recognizing perfect attendance for the month in the WIS Newsletter).

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

We will increase and schedule our recognitions before school starts and we will be more consistent in analyzing the data. Furthermore, we will educate our students on their attendance rates and how it relates to their achievement.

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	\$81,675
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$557,178.00
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	\$74,959.00

Subtotal of additional federal funds included for this school: \$74,959.00

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

State or Local Programs	Allocation (\$)
Donations	\$20,000.00
LCFF - Base	\$75,068.00
LCFF - Supplemental	\$345,351.00
Local Categorical	\$5,500.00
Other	\$2,500.00
Unrestricted	\$33,800.00

Subtotal of state or local funds included for this school: \$482,219.00

Total of federal, state, and/or local funds for this school: \$557,178.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Donations	20,000.00
LCFF - Base	75,068.00
LCFF - Supplemental	345,351.00
Local Categorical	5,500.00
Other	2,500.00
Title I	74,959.00
Unrestricted	33,800.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	96,771.00
2000-2999: Classified Personnel Salaries	189,337.00
3000-3999: Employee Benefits	94,702.00
4000-4999: Books And Supplies	80,800.00
5000-5999: Services And Other Operating Expenditures	65,118.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
6000-6999: Capital Outlay	25,450.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	Donations	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
4000-4999: Books And Supplies	LCFF - Base	25,500.00

5000-5999: Services And Other Operating Expenditures	LCFF - Base	23,618.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000.00
6000-6999: Capital Outlay	LCFF - Base	19,950.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	49,976.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	181,380.00
3000-3999: Employee Benefits	LCFF - Supplemental	76,995.00
4000-4999: Books And Supplies	LCFF - Supplemental	15,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	21,500.00
6000-6999: Capital Outlay	Local Categorical	5,500.00
4000-4999: Books And Supplies	Other	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	45,795.00
2000-2999: Classified Personnel Salaries	Title I	7,957.00
3000-3999: Employee Benefits	Title I	17,707.00
4000-4999: Books And Supplies	Title I	3,500.00
4000-4999: Books And Supplies	Unrestricted	33,800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	450,228.00
Goal 2	43,450.00
Goal 3	50,000.00
Goal 4	13,500.00

School Site Council Membership

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

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

Name of Members	Role
Durell Siplin	Principal
Mariana Gonzalez	Other School Staff
Jenn Porter	Classroom Teacher
Patty Lev	Classroom Teacher
Pam Steward	Classroom Teacher
Allie Lopez	Classroom Teacher
Veronica Corriea	Parent or Community Member
Cristina Duenas	Parent or Community Member
Amanda Holley	Parent or Community Member
Natosha Jackson	Parent or Community Member
Emma Sapigao	Parent or Community Member
Noe Rodriguez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 30, 2026.

Attested:



Principal, Durell Siplin on April 30, 2026



SSC Chairperson, Emma Sapigao on April 30, 2026

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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