



**WILLOW**  
**ELEMENTARY**  
*An Arts Integration Magnet School*

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Willow Elementary Magnet School	28662666026835	May 22, 2025	June 26, 2025

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

Schoolwide Program

## Educational Partner Involvement

How, when, and with whom did Willow Elementary Magnet 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 draft of the SPSA was developed by the Principal with input from the teaching staff, School Site Council, and English Learner Advisory Committee. Information from school wide assessment data, the SWIFT FIA document, and School Safety Plan was used to help develop goals and action strategies. It was shared with the School Site Council for approval at the May 2025 meeting. Updates on actions and progress toward goals will be reviewed throughout the year at Leadership team meetings, staff meetings, School Site Council meetings, and English Learner Advisory Committee meetings.

## Resource Inequities

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

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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Suspensions (Orange)

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.

Math: Students with Disabilities

Planned improvements address the needs of this student group.

### Other Needs

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

Based on Spring 2025 STAR data, our English Learners and Students with Disabilities have high percentages (>25%) in the Red category in both ELA and Math.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Willow Elementary Magnet 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.64%	0.62%	0.20%	3	3	1
African American	%	0.21%	%	0	1	
Asian	0.85%	0.83%	0.41%	4	4	2
Filipino	0.85%	1.24%	1.23%	4	6	6
Hispanic/Latino	55.41%	52.7%	52.66%	261	254	257
Pacific Islander	%	0%	%	0	0	
White	39.07%	39%	39.96%	184	188	195
Two or More Races	3.18%	5.19%	5.53%	15	25	27
Not Reported	%	0.21%	%	0	1	
<b>Total Enrollment</b>				471	482	488

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	103	102	72
Grade 1	75	78	75
Grade 2	75	81	78
Grade 3	75	80	78
Grade 4	65	78	82
Grade 5	78	63	79
<b>Total Enrollment</b>	471	482	488

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	124		114	26.3%		23.4%
Fluent English Proficient (FEP)	33		38	7.0%		7.8%

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	81	82	72	79	81	72	79	81	97.3	97.5	98.8
Grade 4	66	78	82	65	77	81	65	77	81	98.5	98.7	98.8
Grade 5	77	65	76	76	65	75	76	65	75	98.7	100.0	98.7
All Grades	217	224	240	213	221	237	213	221	237	98.2	98.7	98.8

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2377.	2380.	2417.	8.33	12.66	27.16	19.44	21.52	14.81	25.00	26.58	22.22	47.22	39.24	35.80
Grade 4	2421.	2432.	2437.	9.23	14.29	14.81	26.15	19.48	29.63	16.92	23.38	14.81	47.69	42.86	40.74
Grade 5	2470.	2475.	2474.	13.16	15.38	12.00	26.32	24.62	32.00	23.68	29.23	18.67	36.84	30.77	37.33
All Grades	N/A	N/A	N/A	10.33	14.03	18.14	23.94	21.72	25.32	22.07	26.24	18.57	43.66	38.01	37.97

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.56	8.86	17.28	62.50	56.96	55.56	31.94	34.18	27.16
Grade 4	10.77	11.69	14.81	60.00	61.04	64.20	29.23	27.27	20.99
Grade 5	10.53	13.85	9.33	76.32	61.54	64.00	13.16	24.62	26.67
All Grades	8.92	11.31	13.92	66.67	59.73	61.18	24.41	28.96	24.89

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	9.72	8.86	19.75	51.39	55.70	50.62	38.89	35.44	29.63
<b>Grade 4</b>	10.77	5.19	12.35	50.77	61.04	55.56	38.46	33.77	32.10
<b>Grade 5</b>	10.53	18.46	13.33	53.95	50.77	61.33	35.53	30.77	25.33
<b>All Grades</b>	10.33	10.41	15.19	52.11	56.11	55.70	37.56	33.48	29.11

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	2.78	5.06	12.35	72.22	72.15	67.90	25.00	22.78	19.75
<b>Grade 4</b>	1.54	7.79	7.41	73.85	67.53	74.07	24.62	24.68	18.52
<b>Grade 5</b>	6.58	10.77	16.00	81.58	73.85	65.33	11.84	15.38	18.67
<b>All Grades</b>	3.76	7.69	11.81	76.06	71.04	69.20	20.19	21.27	18.99

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.56	8.86	20.99	61.11	62.03	62.96	33.33	29.11	16.05
<b>Grade 4</b>	13.85	18.18	12.35	64.62	59.74	64.20	21.54	22.08	23.46
<b>Grade 5</b>	17.11	10.77	9.33	57.89	64.62	66.67	25.00	24.62	24.00
<b>All Grades</b>	12.21	12.67	14.35	61.03	61.99	64.56	26.76	25.34	21.10

# 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.

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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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	74	81	82	72	80	82	72	80	82	97.3	98.8	100
Grade 4	66	78	82	65	77	81	65	77	81	98.5	98.7	98.8
Grade 5	77	65	76	75	65	76	75	65	76	97.4	100.0	100
All Grades	217	224	240	212	222	239	212	222	239	97.7	99.1	99.6

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2397.	2388.	2421.	8.33	10.00	23.17	30.56	22.50	21.95	19.44	25.00	20.73	41.67	42.50	34.15
Grade 4	2436.	2441.	2447.	13.85	5.19	12.35	9.23	29.87	24.69	41.54	33.77	30.86	35.38	31.17	32.10
Grade 5	2465.	2473.	2478.	8.00	13.85	18.42	18.67	13.85	14.47	30.67	33.85	27.63	42.67	38.46	39.47
Grade 11															
All Grades	N/A	N/A	N/A	9.91	9.46	17.99	19.81	22.52	20.50	30.19	30.63	26.36	40.09	37.39	35.15

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	16.67	13.75	28.05	40.28	48.75	40.24	43.06	37.50	31.71
<b>Grade 4</b>	15.38	12.99	13.58	43.08	45.45	49.38	41.54	41.56	37.04
<b>Grade 5</b>	12.00	9.23	15.79	42.67	50.77	46.05	45.33	40.00	38.16
<b>Grade 11</b>									
<b>All Grades</b>	14.62	12.16	19.25	41.98	48.20	45.19	43.40	39.64	35.56

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	11.11	18.75	23.17	50.00	43.75	51.22	38.89	37.50	25.61
<b>Grade 4</b>	18.46	10.39	12.35	41.54	57.14	55.56	40.00	32.47	32.10
<b>Grade 5</b>	8.00	15.38	15.79	61.33	55.38	48.68	30.67	29.23	35.53
<b>All Grades</b>	12.26	14.86	17.15	51.42	51.80	51.88	36.32	33.33	30.96

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	16.67	16.25	24.39	51.39	50.00	48.78	31.94	33.75	26.83
<b>Grade 4</b>	12.31	12.99	13.58	50.77	62.34	56.79	36.92	24.68	29.63
<b>Grade 5</b>	10.67	13.85	11.84	53.33	58.46	60.53	36.00	27.69	27.63
<b>All Grades</b>	13.21	14.41	16.74	51.89	56.76	55.23	34.91	28.83	28.03

# 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1370.9	1398.9	1403.0	1377.9	1408.6	1414.7	1354.2	1376.3	1375.3	36	28	21
<b>1</b>	1428.2	1431.3	1426.9	1443.3	1444.0	1443.3	1412.5	1418.1	1409.8	21	23	17
<b>2</b>	1471.4	1454.2	1447.3	1494.6	1460.3	1456.6	1447.9	1447.5	1437.8	14	20	22
<b>3</b>	1465.9	1463.1	1483.8	1460.4	1464.0	1483.4	1471.0	1461.8	1483.5	20	13	17
<b>4</b>	*	1495.6	1503.2	*	1503.6	1512.6	*	1487.2	1493.3	10	20	13
<b>5</b>	1525.9	*	1507.6	1529.5	*	1506.1	1521.8	*	1508.6	23	9	17
<b>All Grades</b>										124	113	107

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.56	10.71	4.76	30.56	17.86	38.10	25.00	25.00	23.81	38.89	46.43	33.33	36	28	21
<b>1</b>	9.52	4.35	5.88	23.81	26.09	29.41	33.33	30.43	17.65	33.33	39.13	47.06	21	23	17
<b>2</b>	28.57	0.00	0.00	21.43	40.00	31.82	28.57	45.00	50.00	21.43	15.00	18.18	14	20	22
<b>3</b>	5.00	0.00	0.00	30.00	38.46	52.94	30.00	15.38	41.18	35.00	46.15	5.88	20	13	17
<b>4</b>	*	15.00	15.38	*	40.00	30.77	*	15.00	30.77	*	30.00	23.08	*	20	13
<b>5</b>	26.09	*	23.53	34.78	*	29.41	21.74	*	23.53	17.39	*	23.53	23	*	17
<b>All Grades</b>	13.71	6.19	7.48	29.84	30.97	35.51	26.61	27.43	31.78	29.84	35.40	25.23	124	113	107

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.56	21.43	14.29	33.33	17.86	33.33	25.00	17.86	19.05	36.11	42.86	33.33	36	28	21
<b>1</b>	23.81	13.04	23.53	33.33	43.48	23.53	23.81	17.39	29.41	19.05	26.09	23.53	21	23	17
<b>2</b>	42.86	10.00	13.64	28.57	45.00	50.00	14.29	30.00	22.73	14.29	15.00	13.64	14	20	22
<b>3</b>	20.00	15.38	23.53	25.00	30.77	47.06	30.00	23.08	29.41	25.00	30.77	0.00	20	13	17
<b>4</b>	*	40.00	38.46	*	30.00	46.15	*	15.00	7.69	*	15.00	7.69	*	20	13
<b>5</b>	39.13	*	47.06	34.78	*	29.41	13.04	*	0.00	13.04	*	23.53	23	*	17
<b>All Grades</b>	23.39	20.35	25.23	32.26	33.63	38.32	20.97	19.47	18.69	23.39	26.55	17.76	124	113	107

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	7.14	4.76	11.54	14.29	28.57	42.31	28.57	38.10	46.15	50.00	28.57	26	28	21
<b>1</b>	0.00	8.70	0.00	6.25	4.35	17.65	37.50	43.48	29.41	56.25	43.48	52.94	16	23	17
<b>2</b>	0.00	0.00	0.00	20.00	25.00	18.18	25.00	40.00	50.00	55.00	35.00	31.82	20	20	22
<b>3</b>	*	0.00	0.00	*	7.69	29.41	*	38.46	47.06	*	53.85	23.53	*	13	17
<b>4</b>	0.00	0.00	0.00	19.23	35.00	23.08	30.77	20.00	38.46	50.00	45.00	38.46	26	20	13
<b>5</b>	5.26	*	5.88	10.53	*	23.53	52.63	*	35.29	31.58	*	35.29	19	*	17
<b>All Grades</b>	2.42	3.54	1.87	25.00	16.81	23.36	36.29	34.51	40.19	36.29	45.13	34.58	124	113	107

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.33	17.86	4.76	55.56	46.43	76.19	36.11	35.71	19.05	36	28	21
<b>1</b>	33.33	30.43	35.29	42.86	47.83	41.18	23.81	21.74	23.53	21	23	17
<b>2</b>	14.29	5.00	22.73	71.43	75.00	63.64	14.29	20.00	13.64	14	20	22
<b>3</b>	25.00	15.38	17.65	40.00	53.85	47.06	35.00	30.77	35.29	20	13	17
<b>4</b>	*	35.00	23.08	*	50.00	69.23	*	15.00	7.69	*	20	13
<b>5</b>	26.09	*	0.00	56.52	*	76.47	17.39	*	23.53	23	*	17
<b>All Grades</b>	22.58	20.35	16.82	50.81	53.98	62.62	26.61	25.66	20.56	124	113	107

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	13.89	14.29	23.81	47.22	46.43	42.86	38.89	39.29	33.33	36	28	21
<b>1</b>	23.81	17.39	17.65	52.38	52.17	52.94	23.81	30.43	29.41	21	23	17
<b>2</b>	57.14	30.00	22.73	28.57	55.00	63.64	14.29	15.00	13.64	14	20	22
<b>3</b>	31.58	30.77	41.18	36.84	38.46	58.82	31.58	30.77	0.00	19	13	17
<b>4</b>	*	57.89	61.54	*	26.32	30.77	*	15.79	7.69	*	19	13
<b>5</b>	65.22	*	76.47	21.74	*	0.00	13.04	*	23.53	23	*	17
<b>All Grades</b>	34.15	30.36	38.32	39.02	42.86	42.99	26.83	26.79	18.69	123	112	107

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.33	7.14	4.76	52.78	57.14	66.67	38.89	35.71	28.57	36	28	21
<b>1</b>	9.52	8.70	11.76	23.81	21.74	47.06	66.67	69.57	41.18	21	23	17
<b>2</b>	14.29	5.00	0.00	42.86	50.00	81.82	42.86	45.00	18.18	14	20	22
<b>3</b>	0.00	0.00	0.00	40.00	30.77	47.06	60.00	69.23	52.94	20	13	17
<b>4</b>	*	0.00	0.00	*	50.00	46.15	*	50.00	53.85	*	20	13
<b>5</b>	8.70	*	11.76	47.83	*	41.18	43.48	*	47.06	23	*	17
<b>All Grades</b>	8.87	4.42	4.67	41.94	43.36	57.01	49.19	52.21	38.32	124	113	107

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	19.44	14.81	28.57	36.11	37.04	47.62	44.44	48.15	23.81	36	27	21
<b>1</b>	0.00	8.70	0.00	71.43	47.83	41.18	28.57	43.48	58.82	21	23	17
<b>2</b>	7.14	5.00	9.09	71.43	65.00	59.09	21.43	30.00	31.82	14	20	22
<b>3</b>	5.00	15.38	0.00	80.00	46.15	94.12	15.00	38.46	5.88	20	13	17
<b>4</b>	*	10.53	0.00	*	52.63	76.92	*	36.84	23.08	*	19	13
<b>5</b>	30.43	*	11.76	60.87	*	58.82	8.70	*	29.41	23	*	17
<b>All Grades</b>	13.71	10.81	9.35	58.06	48.65	61.68	28.23	40.54	28.97	124	111	107

# School and Student Performance Data

## Student Population

The 2024 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.

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

### 2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>488</b>	<b>56.8%</b>	<b>23.4%</b>	<b>0.2%</b>

Total Number of Students enrolled in Willow Elementary Magnet 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.

### 2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
<b>English Learners</b>	114	23.4%
<b>Foster Youth</b>	1	0.2%
<b>Homeless</b>	7	1.4%
<b>Socioeconomically Disadvantaged</b>	277	56.8%
<b>Students with Disabilities</b>	98	20.1%

### Enrollment by Race/Ethnicity

Student Group	Total	Percentage
<b>African American</b>	0	0.0%
<b>American Indian</b>	1	0.2%
<b>Asian</b>	2	0.4%
<b>Filipino</b>	6	1.2%
<b>Hispanic</b>	257	52.7%
<b>Two or More Races</b>	27	5.5%
<b>Pacific Islander</b>	0	0.0%
<b>White</b>	195	40%

# School and Student Performance Data

## Overall Performance

The 2024 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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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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

#### Mathematics



Yellow

#### English Learner Progress



Yellow

# School and Student Performance Data

## Academic Performance English Language Arts

The 2024 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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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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>22.9 points below standard</p> <p>Increased 14.4 points</p> <p>232 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>68.5 points below standard</p> <p>Declined 4.6 points</p> <p>67 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>42.3 points below standard</p> <p>Increased 17.1 points</p> <p>147 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>68.9 points below standard</p> <p>Increased 21.2 points</p> <p>61 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>45.6 points below standard</p> <p>Increased 7.1 points</p> <p>129 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>33.5 points above standard</p> <p>Increased 46.3 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>0.0 points below standard</p> <p>Increased 17.2 points</p> <p>80 Students</p>

# School and Student Performance Data

## Academic Performance Mathematics

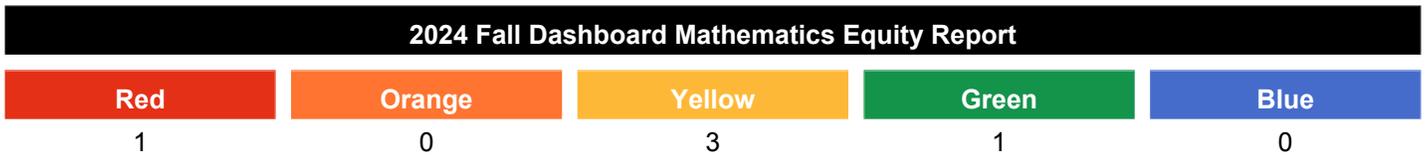
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>30.1 points below standard</p> <p>Increased 16.7 points</p> <p>233 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>70.3 points below standard</p> <p>Increased 8.9 points</p> <p>68 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>48.8 points below standard</p> <p>Increased 19.4 points</p> <p>147 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>98.6 points below standard</p> <p>Maintained 1.0 points</p> <p>61 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>51.6 points below standard</p> <p>Increased 11.2 points</p> <p>130 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>15.2 points above standard</p> <p>Increased 37.2 points</p> <p>18 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>6.9 points below standard</p> <p>Increased 14.9 points</p> <p>80 Students</p>

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 38.1% making progress. Number Students: 84 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 17.9%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 42.9%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 38.1%



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<b>All Students</b>  Yellow 19.4% Chronically Absent Declined 14.1 510 Students	<b>English Learners</b>  Orange 22.2% Chronically Absent Declined 15.3 126 Students	<b>Long-Term English Learners</b>  No Performance Color 0 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Homeless</b>  No Performance Color 63.2% Chronically Absent Increased 32.4 19 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 25.4% Chronically Absent Declined 13.9 299 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>22.7% Chronically Absent</p> <p>Declined 11.7</p> <p>119 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>24.4% Chronically Absent</p> <p>Declined 13</p> <p>270 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>7.4% Chronically Absent</p> <p>Declined 18.5</p> <p>27 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>15.4% Chronically Absent</p> <p>Declined 15.3</p> <p>201 Students</p>

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 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.”

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.

2024 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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

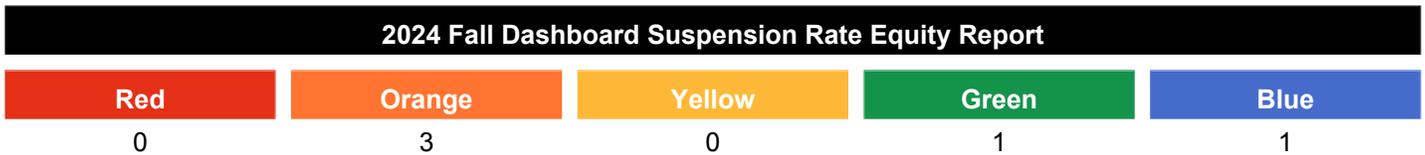
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.4%</p> <p>514 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.8%</p> <p>129 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>5% suspended at least one day</p> <p>Increased 5%</p> <p>20 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>302 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>3.4% suspended at least one day</p> <p>Increased 0.3%</p> <p>119 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.1%</p> <p>273 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>27 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Declined 0.5%</p> <p>202 Students</p>

# 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.

All student groups will increase achievement in ELA and math as measured by Star Renaissance. and CAASPP performance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

### 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.

The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners.  
The following student groups have been identified as performing below standard in math based on the CA School Dashboard: Students with Disabilities.

### 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
STAR Reading	(Spring 2025): 62.1% of students in grades 2-5 scored in the At/Above Benchmark level (198 students).	Increase the percentage of students in grades 2-5 who score in the At/Above Benchmark level to 72% (increase by 32 students).
STAR Reading	(Spring 2025): 11.9% of students in grades 2-5 scored in the Urgent Intervention level (38 students).	Decrease the percentage of students in grades 2-5 who score in the Urgent Intervention level to 7% (decrease by 16 students).
STAR Reading	(Spring 2025): 28.4% of English Language Learners in grades 2-5 scored in the At/Above Benchmark level (19 students).	Increase the percentage of English Language Learners in grades 2-5 who score in the At/Above Benchmark level to 38% (increase by 6 students).
STAR Reading	(Spring 2025): 22.4% of English Language Learners in grades 2-5 scored in the Urgent Intervention level (15 students).	Decrease the percentage of English Language Learners in grades 2-5 who score in the Urgent Intervention level to 17% (decrease by 4 students).
STAR Reading	(Spring 2025): 53.8% of Hispanic students in grades 2-5 scored in the At/Above Benchmark level (93 students).	Increase the percentage of Hispanic students in grades 2-5 who score in the At/Above Benchmark level to 63% (16 students).
STAR Reading	(Spring 2025): 15% of Hispanic students in grades 2-5 scored in the Urgent Intervention level (26 students).	Decrease the percentage of Hispanic students in grades 2-5 who score in the Urgent Intervention level to 10% (decrease by 9 students).

STAR Reading	(Spring 2025): 50.5% of Socioeconomically Disadvantaged students in grades 2-5 scored in the At/Above Benchmark level (9 students).	Increase the percentage of Socioeconomically Disadvantaged students in grades 2-5 who score in the At/Above Benchmark level to 60% (increase by 18 students).
STAR Reading	(Spring 2025): 16% of Socioeconomically Disadvantaged students in grades 2-5 scored in the Urgent Intervention level (30 students).	Decrease the percentage of Socioeconomically Disadvantaged students in grades 2-5 who score in the Urgent Intervention level to 11% (decrease by 9 students).
STAR Reading	(Spring 2025): 32.4% of Students with Disabilities in grades 2-5 scored in the At/Above Benchmark level ( 23 students).	Increase the percentage of Students with Disabilities in grades 2-5 who score in the At/Above Benchmark level to 42% (7 students).
STAR Reading	(Spring 2025): 38% of Students with Disabilities in grades 2-5 scored in the Urgent Intervention level (27 students).	Decrease the percentage of Students with Disabilities in grades 2-5 who score in the Urgent Intervention level to 33% (decrease by 4 students).
STAR Math	(Spring 2025): 55.4% of students in grades 1-5 scored in the At/Above Benchmark level (221 students).	Increase the percentage of students in grades 1-5 who score in the At/Above Benchmark level to 65% (increase by 38 students).
STAR Math	(Spring 2025): 13.5% of students in grades 1-5 scored in the Urgent Intervention level (54 students).	Decrease the percentage of students in grades 1-5 who score in the Urgent Intervention level to 8% (decrease by 22 students).
STAR Math	(Spring 2025): 29.2% of English Language Learners in grades 1-5 scored in the At/Above Benchmark level (26 students).	Increase the percentage of English Language Learners in grades 1-5 who score in the At/Above Benchmark level to 39% (increase by 9 students).
STAR Math	(Spring 2025): 27% of English Language Learners in grades 1-5 scored in the Urgent Intervention level (24 students).	Decrease the percentage of English Language Learners in grades 1-5 who score in the Urgent Intervention level to 22% (decrease by 4 students).
STAR Math	(Spring 2025): 42.3% of Hispanic students in grades 1-5 scored in the At/Above Benchmark level (90 students).	Increase the percentage of Hispanic students in grades 1-5 who score in the At/Above Benchmark level to 52% (increase by 21 students).
STAR Math	(Spring 2025): 19.7% of Hispanic students in grades 1-5 scored in the Urgent Intervention level (42 students).	Decrease the percentage of Hispanic students in grades 1-5 who score in the Urgent Intervention level to 14% (decrease by 12 students).
STAR Math	(Spring 2025): 42.6% of Socioeconomically Disadvantaged students in grades 1-5 scored in the At/Above Benchmark level (101 students).	Increase the percentage of Socioeconomically Disadvantaged students in grades 1-5 who score in the At/Above Benchmark level to 52% (increase by 22 students).
STAR Math	(Spring 2025): 18.6% of Socioeconomically Disadvantaged students in grades 1-5 scored in the Urgent Intervention level (44 students).	Decrease the percentage of Socioeconomically Disadvantaged students in grades 1-5 who score in the Urgent Intervention level to 13% (decrease by 13 students).
STAR Math	(Spring 2025): 31.5% of Students with Disabilities in grades 1-5 scored in the At/Above Benchmark level ( 28 students).	Increase the percentage of Students with Disabilities in grades 1-5 who score in the At/Above Benchmark level to 41% (increase by 8 students).

STAR Math	(Spring 2025): 36% of Students with Disabilities in grades 1-5 scored in the Urgent Intervention level (32 students).	Decrease the percentage of Students with Disabilities in grades 1-5 who score in the Urgent Intervention level to 31% (decrease by 4 students).
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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
1.1	-All students have and use common core standards-aligned state-adopted materials every day. -Teachers will use district/state-adopted common core standards-aligned instructional resources. -All Special Education Students will use district/state-adopted materials. <ul style="list-style-type: none"> <li>All students will use an arts-integrated, inquiry-based approach to learning.</li> </ul> -Materials to support integrated units that align with tier 1 instruction.	All Students	
1.2	Teachers will participate in professional learning communities (PLCs) on early release Wednesdays and/or sub release days. Students will work with artist partners to enhance learning, motivation, and positive school experiences.	All Students	
1.3	Using STAR & ESGI data, we will create a targeted intervention plan for all students. This will be a push-in/pull-out, and provide fluid groupings. We will utilize both classified & certificated employees to accomplish this. Students will set goals that will also be recognized at assemblies. Frequent progress monitoring using STAR & ESGI assessments. Materials will be purchased to support intervention or small group instruction in the classroom.	Students performing below grade level	1100.00 0003 - Supplemental
1.4	Teachers will participate in professional development to enhance common core standards-aligned instruction for all students in ELA, Math, ELD, Next Gen Science standards, and GLAD. This will include summer, extended day, and before school starts. Teachers will be released to observe each other and work on cohesive school-wide strategy implementation.	All Students	
1.5	Supplies & intervention materials will be provided to support instruction for intervention classes	All Students	1,000.00 0003 - Supplemental
1.6	Provide extra teacher hourly for teachers to work with ALPS designated students in an after school program.	Advanced Learners	500.00 0003 - Supplemental

# 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.

Our targeted intervention plan was effective as evidenced by achieving our goal of increasing CAASPP reading scores & math scores by 10% for the following students groups:

English Learners in Math went from being 79.2 points below standard in 2023 to being 70.3 points below standard in 2024

Socioeconomically Disadvantaged students in Reading went from being 59.3 points below standard in 2023 to being 42.3 points below standard in 2024

Socioeconomically Disadvantaged students in Math went from being 68.2 points below standard in 2023 to being 48.8 points below standard in 2024

Students with Disabilities in Reading went from being 90.1 points below standard in 2023 to being 68.9 points below standard in 2024

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

No major differences were identified.

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 analyze STAR data as well as CAASPP data as it will be more current and more readily available for analysis.

# 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.

**Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

### 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.

English learner progress data reveals the following areas of need: Improvement in performance of our English Language Learners on ELPAC (reading, writing, listening, speaking).

### 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
California Dashboard 2024	(2024): 38.6% of English Language Learners progressed at least one ELPI level.	Increase the number of English Language Learners who progressed at least one ELPI level to 40%.
California Dashboard 2024	(2024): 18.3% of English Language Learners decreased one ELPI level.	Decrease the number of English Language Learners who decreased at least one ELPI level to 15% .
Summative ELPAC (Ellevation)	(24-25 School Year): 7 English Language Learners were reclassified.	Increase the number of English Language Learners who are reclassified to 10.
Summative ELPAC (Ellevation)	(24-25 School Year): 54.8% of English Language Learners scored Overall Level 3-Moderately Developed (49 students) or 4-Well Developed (14 students).	Increase the number of English Language Learners who score Overall Level 3-Moderately Developed or 4-Well Developed to 65% (increase by 12 students).

### 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	GLAD training will be offered to teachers who have not yet been trained.	All Students	7,000.00 0003 - Supplemental

2.2	Teachers will provide daily designated and integrated ELD instruction to their English Language Learners.	English Language Learners	
2.3	Teachers will participate in professional development to enhance ELD standards-aligned instruction.	English Language Learners	

# 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.

Our teaching staff participated in a day-long GLAD training during our March professional development day; our resource teacher will participate in the full GLAD training over the summer.

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

No major differences were identified.

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 be focusing on English Learner progress and summative ELPAC results to monitor this goal.

# 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.

**Grow and strengthen family engagement in support of improvements in student achievement for all student groups.**  
 MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

### 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.

The number of families who participate in our Parent and Faculty Association (PAFA) is significantly low compared to our total student population.  
 Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

### 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
Parent Square Statistics	99.8% of families are contactable	100% of parents have downloaded and/or engaging w/ PS messaging; 100% contactable. All data confirmation done in Aeries portal.
Social Media Engagement	344 Facebook followers & 209 Instagram followers	Increase social media engagement by 10%
Open House/Performance Nights	Students will work with artist partners two trimesters per year. Students will have a tangible original creation that will be showcased and shared with parents during one of the two trimesters per year. Teachers will have an Open House in their classroom that coincides with their performance night giving families an opportunity to see the entire Artful Learning unit for that trimester.	All students will participate in AT LEAST one performance night or student showcase during the school year. Students will present their learning using a variety of formats.
Artful Learning Parent Engagement Events	Each class/grade level will hold a parent engagement event at the end of each trimester to showcase the	Maintain high attendance at each parent engagement event.

	students' work and learning throughout each trimester/artful learning unit.	
Family Nights	Willow will provide 7 family nights geared toward building social and emotional connections that allow students to build positive relationships with their peers and families to build positive relationships with other families.	Maintain the number of family nights offered at 7-8 family nights to establish strong community connections and school participation.

## 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	Continue to build community through a Parent Club that collaborates on school events.	All Students	
3.2	Parent Square will be used for all school/class communication as well as for volunteer sign ups and parent conference sign ups. The school calendar/events are linked and used regularly. All teachers will use home/school communication folders.	All students	
3.3	Continue to develop a school-wide art walk that engages the community in understanding the school focus.	All students	2,000.00 6770 - Prop 28
3.4	Meet the Teacher TK/K playdates, Back to School Night, and monthly family nights will be scheduled for the 2025-2026 school year. Student learning will be celebrated and highlighted at monthly student recognition assemblies, including character traits, learning goals, and visual arts awards.	All Students	750.00 0003 - Supplemental

## 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.

Our goal of increasing parent engagement by holding more family nights was effective as evidenced by maintaining 7 events in the 24-25 school year.

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

No major differences identified.

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 engage with our parent liaison to help increase attendance at our family engagement nights. We will also explore having translation available at our monthly parent club (PAFA) meetings.



# 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.

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

### 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.

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: English Language Learners, Students with Disabilities  
To increase student exposure to a variety of art forms.

### 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
California Dashboard 2024	English Language Learners: 22.2% were chronically absent (declined 15.3%).	Reduce chronic absenteeism to 15% for English Language Learners.
California Dashboard 2024	Students with Disabilities: 22.7% were chronically absent (declined 11.7%).	Reduce chronic absenteeism to 15% for Students with Disabilities.
2024-2025 Arts Opportunities	Students experienced new art forms this year (JazzReach assembly & Education Through Music).	Students will experience 1-2 new art forms/opportunities next year.

### 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	MTSS team will monitor attendance data bi-weekly to identify students chronically absent to set goals and contact families to offer support by counselors and parent liaison. Including additional paid hours for home visits or parent engagement events. MTSS team will focus specifically on meeting the needs of English Learners to improve attendance.	All students, English Learners	500.00 0003 - Supplemental
4.2	Support students with engaging art activities that will help to boost engagement, attendance and stamina for increased learning. Examples: ETM, keyboarding, visual arts, performing arts.	All students	11,440.00 6770 - Prop 28

4.3	Hire staff to provide in school and after school arts based enrichment classes that support student success and well being.	All students	45,360.00 6770 - Prop 28
4.4	Work with artist partners to expose students to a variety of art forms.	All students	6,100.00 6770 - Prop 28
4.5	Teachers may participate in professional development to develop their learning in new art forms.	All students	6,100.00 6770 - Prop 28
4.6	Provide support through school social worker & psychologist in developing behavior plans to help students in our English Learner, Students with Disabilities, & Hispanic subgroups increase successful school behaviors.	Students with Disabilities, English Learners, Hispanic	

## 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.

Our efforts to improve attendance were effective as evidenced by improving the number of students with disabilities who were chronically absent from 44.8% in the 2022-2023 school year to 34.4% in the 2023-2024 school year and to 22.7% in the 2024-2025 school year .

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

No major differences identified.

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 explore including additional art opportunities as a means of engaging students more fully and increasing attendance.

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$81,850.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## 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 (\$)

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

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 (\$)
0003 - Supplemental	\$10,850.00
6770 - Prop 28	\$71,000.00

Subtotal of state or local funds included for this school: **\$81,850.00**

Total of federal, state, and/or local funds for this school: **\$81,850.00**

# 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
0003 - Supplemental	10,850.00
6770 - Prop 28	71,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	81,350.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	10,850.00
	6770 - Prop 28	71,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,600.00
Goal 2	7,000.00
Goal 3	2,750.00
Goal 4	69,500.00

# School Site Council Membership

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

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

Name of Members	Role
Ginger Dunne	Principal
Sara Drozdowicz	Classroom Teacher
Caitie Nesbitt	Classroom Teacher
Carmen Martinez	Other School Staff
Ashley Walker	Parent or Community Member
Esmeralda Lopez	Parent or Community Member
Blanca Delgado	Parent or Community Member
Sara Leport	Parent or Community Member
Open Seat	Classroom Teacher
Open Seat	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
	English Learner Advisory Committee

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 May 22, 2025.

Attested:

	Principal, Ginger Dunne on 5/22/25
	SSC Chairperson, Sara Leport on 5/22/25

# 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](mailto: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](mailto: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](mailto: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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