School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earle E. Williams Middle School	39-75499-6109003	04/29/2025	05/27/2025

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 Earle E. Williams Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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 Earle E. Williams Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

Our plan has been created with input from all appropriate educational partners.

The school plan for student achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA program improvement into the SPSA.

Educational Partner Involvement

How, when, and with whom did Earle E. Williams Middle 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

School Site Council Meetings:
10/1/24:

- School Site Council Bylaws
- School Site Council Rights and Responsibilities
- School Compact
- Parent Engagement Plan
- Importance of Daily Attendance
- Emergency Plan

12/10/24:
-Review Current SPSA Goals for 24-25
-Present 2024 CAASPP data & projected goals for the year
-Needs Assessment for 2025-2026 SPSA

2/11/25:
-Review of 23-24 Spending
-Go over SPSA Classified and Certificated Survey Results: SSC SPSA Survey Results.pptx
-Safety Plan Approval 25-26: TUSD Master Manual 25.26 Redacted (1).docx

4/29/25:

- School Plan (SPSA) and Budget Review and Vote 2025-2026 School Year

English Learner Advisory Council (ELAC):
2:/11/25:
-Went over proposed SPSA Goals
-Discussed current budgetary expenditures
-Solicited feedback from committee in preparation for SPSA draft

4/29/25:
School Plan (SPSA) Review and vote - 2025/2026 School Year

Instructional Leadership Team (ILT)

Topics included but not limited to: School Plan, data review, interventions & STEM initiative.

Staff Input:
SPSA Survey (1/13/25) and discussion (1/27/25) of needs analysis and priorities during Early Release Monday (ERM) 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.

The dashboard indicates that English Learner (EL) progress is in the "Orange" performance category, with a decline of 2.6% of EL students making progress toward English proficiency. Currently 54.7% of EL students are making progress. Although it is a decrease over last year, this percentage outpaces statewide performance by 9%. EL students are assigned to designated ELD classes, receive counseling support, have access to specialized after-school tutoring, and their parents are engaged in ELAC, Parent Cafe, and PIQE to bolster involvement. Our library funds resources targeted to this population of students. We also host a family event called Harvest Festival, which celebrates our community's culture and traditions with the school and the community. Bilingual counseling services are being offered to assist students in improving ELPAC performance.

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.

N/A

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Earle E. Williams Middle 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	0.50%	0.51%	0.40%	4	4	3
African American	6.93%	6.12%	6.21%	56	48	47
Asian	8.54%	9.44%	11.10%	69	74	84
Filipino	5.57%	5.61%	4.62%	45	44	35
Hispanic/Latino	57.80%	60.59%	59.45%	467	475	450
Pacific Islander	0.62%	0.89%	1.06%	5	7	8
White	15.47%	14.29%	13.21%	125	112	100
Two or More Races	4.58%	2.55%	3.96%	37	20	30
Not Reported	%	0%	%	0	0	
			Total Enrollment	808	784	757

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	251	275	246
Grade 7	271	253	260
Grade 8	286	256	251
Total Enrollment	808	784	757

Conclusions based on this data:

1. Student enrollment has decreased at Williams Middle School from 2020/2021 to 2023/2024 by 51 Students.
2. Enrollment by subgroup has remained relatively the same, with a slight increase of 2.5% in the Asian subgroup enrollment.

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	205	182	164	29.5%	25.4%	21.7%
Fluent English Proficient (FEP)	176	188	200	20.3%	21.8%	26.4%
Reclassified Fluent English Proficient (RFEP)	161	174	187	11.8%	19.9%	53.3%

Conclusions based on this data:

1. The percent of English Learner students at Williams Middle School has decreased from 2021/2022 to 2023/2024.
2. Percentage of students being reclassified has increased from 2021/2022 to 2023/2024. There was a significant increase in Fluent English Proficient students from 2022/2023 to 2023/2024

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 6	247	275	241	238	265	238	238	265	238	96.4	96.4	98.8
Grade 7	257	258	259	251	249	252	251	248	252	97.7	96.5	97.3
Grade 8	285	255	240	279	243	233	279	243	233	97.9	95.3	97.1
All Grades	789	788	740	768	757	723	768	756	723	97.3	96.1	97.7

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 6	2501.	2468.	2489.	13.87	6.04	12.61	26.05	21.89	22.69	26.05	23.02	25.21	34.03	49.06	39.50
Grade 7	2493.	2487.	2476.	6.37	7.26	6.35	21.51	22.18	16.67	29.08	22.58	25.79	43.03	47.98	51.19
Grade 8	2526.	2522.	2541.	7.89	6.58	15.88	30.47	28.40	25.32	26.16	30.45	30.04	35.48	34.57	28.76
All Grades	N/A	N/A	N/A	9.24	6.61	11.48	26.17	24.07	21.44	27.08	25.26	26.97	37.50	44.05	40.11

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 6	11.76	8.30	14.29	54.62	44.91	43.70	33.61	46.79	42.02
Grade 7	9.56	10.89	6.35	57.37	57.66	53.17	33.07	31.45	40.48
Grade 8	15.77	9.88	14.59	54.12	52.26	57.08	30.11	37.86	28.33
All Grades	12.50	9.66	11.62	55.34	51.46	51.31	32.16	38.89	37.07

Writing Producing clear and purposeful writing									
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 6	17.23	7.17	12.61	44.12	43.40	45.38	38.66	49.43	42.02
Grade 7	9.96	12.10	8.80	52.19	43.15	42.40	37.85	44.76	48.80
Grade 8	11.83	14.81	20.17	50.90	49.38	46.78	37.28	35.80	33.05
All Grades	12.89	11.24	13.73	49.22	45.24	44.80	37.89	43.52	41.47

Listening Demonstrating effective communication skills									
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 6	8.82	7.92	9.24	75.63	74.72	71.85	15.55	17.36	18.91
Grade 7	7.57	6.05	5.56	71.71	66.53	68.65	20.72	27.42	25.79
Grade 8	10.75	11.11	12.88	70.61	72.02	70.39	18.64	16.87	16.74
All Grades	9.11	8.33	9.13	72.53	71.16	70.26	18.36	20.50	20.61

Research/Inquiry Investigating, analyzing, and presenting information									
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 6	13.45	7.55	10.50	66.39	67.17	63.03	20.17	25.28	26.47
Grade 7	8.76	8.47	5.56	63.35	62.90	59.52	27.89	28.63	34.92
Grade 8	11.11	10.29	21.46	65.95	68.31	62.66	22.94	21.40	15.88
All Grades	11.07	8.73	12.31	65.23	66.14	61.69	23.70	25.13	26.00

Conclusions based on this data:

1. 97.7% of students participated in the CAASPP assessment during the 23/24 school year.
2. Students in 6th and 8th grade grew in standards attainment, while 7th graders slightly declined in overall ELA
3. 60% of students at Williams Middle School were above or at/near standard for ELA during the 23/24 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 6	247	275	241	239	267	238	238	267	237	96.8	97.1	98.8
Grade 7	257	258	260	252	248	255	252	248	255	98.1	96.1	98.1
Grade 8	284	255	240	276	246	233	276	246	233	97.2	96.5	97.1
All Grades	788	788	741	767	761	726	766	761	725	97.3	96.6	98

* 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 6	2469.	2453.	2476.	7.56	5.62	13.08	13.03	10.86	10.55	29.41	26.22	25.74	50.00	57.30	50.63
Grade 7	2457.	2476.	2453.	3.97	10.89	5.49	10.71	10.89	7.84	25.79	22.58	25.88	59.52	55.65	60.78
Grade 8	2490.	2490.	2523.	6.88	9.76	16.74	14.49	8.13	13.30	22.83	23.98	25.75	55.80	58.13	44.21
Grade 11															
All Grades	N/A	N/A	N/A	6.14	8.67	11.59	12.79	9.99	10.48	25.85	24.31	25.79	55.22	57.03	52.14

Concepts & Procedures Applying mathematical concepts and procedures									
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 6	8.82	4.87	10.97	41.60	38.20	35.02	49.58	56.93	54.01
Grade 7	5.95	10.08	5.88	38.49	38.31	36.47	55.56	51.61	57.65
Grade 8	9.78	10.16	19.31	44.20	41.87	41.20	46.01	47.97	39.48
Grade 11									
All Grades	8.22	8.28	11.86	41.51	39.42	37.52	50.26	52.30	50.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.40	4.49	13.92	39.92	43.07	42.19	51.68	52.43	43.88
Grade 7	6.35	11.29	5.49	45.63	43.15	40.00	48.02	45.56	54.51
Grade 8	6.52	8.54	13.73	47.83	46.34	51.50	45.65	45.12	34.76
All Grades	7.05	8.02	10.90	44.65	44.15	44.41	48.30	47.83	44.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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 6	9.24	3.00	12.24	58.40	59.18	54.43	32.35	37.83	33.33
Grade 7	5.95	7.26	3.53	60.32	55.24	60.00	33.73	37.50	36.47
Grade 8	5.43	6.50	12.88	62.32	64.23	60.52	32.25	29.27	26.61
All Grades	6.79	5.52	9.38	60.44	59.53	58.34	32.77	34.95	32.28

Conclusions based on this data:

1. 98% of students participated in the Math CAASPP assessment during the 23/24 school year.
2. 22.07% of students met or exceeded standard for the 23/24 school year for the math CAASPP assessment, with significant growth for 6th and 8th grade students in Math standards attainment.
3. 65.05% of students scored above or at/near standard on the "communicating reasoning - demonstrating ability to support mathematical conclusions" on the math CAASPP.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1530.0	1519.7	1515.9	1528.0	1516.5	1522.1	1531.7	1522.3	1509.1	48	77	57
7	1534.7	1541.5	1543.5	1532.7	1545.8	1554.5	1536.4	1536.6	1532.1	65	51	58
8	1543.4	1550.5	1541.1	1543.0	1547.1	1543.2	1543.3	1553.5	1538.4	65	59	38
All Grades										178	187	153

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
6	18.75	15.58	15.79	47.92	44.16	38.60	22.92	25.97	29.82	10.42	14.29	15.79	48	77	57
7	16.92	29.41	32.76	46.15	35.29	29.31	21.54	27.45	18.97	15.38	7.84	18.97	65	51	58
8	16.92	28.81	21.05	44.62	32.20	44.74	24.62	23.73	15.79	13.85	15.25	18.42	65	59	38
All Grades	17.42	23.53	23.53	46.07	37.97	36.60	23.03	25.67	22.22	13.48	12.83	17.65	178	187	153

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
6	39.58	36.36	38.60	41.67	44.16	42.11	12.50	5.19	5.26	6.25	14.29	14.04	48	77	57
7	29.23	45.10	53.45	50.77	39.22	27.59	9.23	7.84	5.17	10.77	7.84	13.79	65	51	58
8	36.92	52.54	34.21	41.54	20.34	44.74	12.31	16.95	5.26	9.23	10.17	15.79	65	59	38
All Grades	34.83	43.85	43.14	44.94	35.29	37.25	11.24	9.63	5.23	8.99	11.23	14.38	178	187	153

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
6	0.00	6.49	3.51	33.33	22.08	7.02	54.17	45.45	59.65	12.50	25.97	29.82	48	77	57
7	10.77	9.80	8.62	21.54	17.65	24.14	41.54	49.02	36.21	26.15	23.53	31.03	65	51	58
8	10.77	15.25	2.63	27.69	35.59	34.21	35.38	22.03	34.21	26.15	27.12	28.95	65	59	38
All Grades	7.87	10.16	5.23	26.97	25.13	20.26	42.70	39.04	44.44	22.47	25.67	30.07	178	187	153

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
6	10.42	9.09	17.54	77.08	70.13	56.14	12.50	20.78	26.32	48	77	57
7	9.23	13.73	15.52	63.08	66.67	51.72	27.69	19.61	32.76	65	51	58
8	9.23	18.64	5.41	73.85	57.63	78.38	16.92	23.73	16.22	65	59	37
All Grades	9.55	13.37	13.82	70.79	65.24	59.87	19.66	21.39	26.32	178	187	152

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
6	62.50	68.83	68.42	31.25	20.78	17.54	6.25	10.39	14.04	48	77	57
7	64.62	78.43	81.03	26.15	15.69	6.90	9.23	5.88	12.07	65	51	58
8	49.23	72.88	73.68	43.08	16.95	10.53	7.69	10.17	15.79	65	59	38
All Grades	58.43	72.73	74.51	33.71	18.18	11.76	7.87	9.09	13.73	178	187	153

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
6	6.25	5.19	1.75	50.00	36.36	28.07	43.75	58.44	70.18	48	77	57
7	15.38	13.73	12.07	43.08	33.33	39.66	41.54	52.94	48.28	65	51	58
8	18.46	20.34	18.42	35.38	44.07	39.47	46.15	35.59	42.11	65	59	38
All Grades	14.04	12.30	9.80	42.13	37.97	35.29	43.82	49.73	54.90	178	187	153

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
6	10.42	16.88	1.75	85.42	68.83	84.21	4.17	14.29	14.04	48	77	57
7	10.77	15.69	15.52	80.00	78.43	70.69	9.23	5.88	13.79	65	51	58
8	1.54	11.86	5.41	92.31	72.88	81.08	6.15	15.25	13.51	65	59	37
All Grades	7.30	14.97	7.89	85.96	72.73	78.29	6.74	12.30	13.82	178	187	152

Conclusions based on this data:

1. Overall performance has been relatively stable. While there are fluctuations, the overall mean scale scores have remained fairly consistent across the years, with minor decreases in some grade levels (e.g., 6th grade declined slightly from 1530.0 in 2021-22 to 1515.9 in 2023-24). This suggests that while there are some yearly variations, overall language proficiency levels have not significantly shifted.
2. Oral language (Listening & Speaking) shows stronger performance than written language (Reading & Writing). A higher percentage of students consistently score in the "Well Developed" category in Speaking compared to Writing and Reading. For example, in 2023-24, 74.51% of students were "Well Developed" in Speaking, while only 9.80% reached this level in Reading and 7.89% in Writing. This suggests a need for more targeted support in literacy development.
3. There is a decline in "Well Developed" reading scores over time. The percentage of students scoring "Well Developed" in Reading has slightly declined from 14.04% in 2021-22 to 9.80% in 2023-24. This downward trend indicates potential challenges in reading comprehension, requiring focused intervention strategies.

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**
757	**75.7%**	**21.7%**	**0.0%**
Total Number of Students enrolled in Earle E. Williams Middle 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**
English Learners	164	21.7%
Foster Youth	0	0.0%
Homeless	51	6.7%
Socioeconomically Disadvantaged	573	75.7%
Students with Disabilities	90	11.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	6.2%
American Indian	3	0.4%
Asian	84	11.1%
Filipino	35	4.6%
Hispanic	450	59.4%
Two or More Races	30	4%
Pacific Islander	8	1.1%
White	100	13.2%

Conclusions based on this data:

1. According to enrollment data, Hispanic students (59.4%) and White students (13.2%) make up the majority of the student population at Williams Middle School.

2. According to enrollment data, the socioeconomically disadvantaged subgroup increased from 61.9% to 75.7% of the student population at Williams Middle School, a significant increase from the previous year.

3. According to enrollment data, the English learner subgroup is 21.7% of the student population at Williams Middle School, slight decrease from the previous year.

School and Student Performance Data

Overall Performance

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

Conclusions based on this data:

1. According to the 2024 California dashboard, suspension rate and chronic absenteeism for all students at Williams Middle improved from the "red" performance level category in 2023 to "yellow" in 2024
2. According to the 2024 California dashboard, Math and English Language Arts for all students at Williams Middle improved from the "orange" performance level category in 2023 to "yellow" in 2024.

3. According to the 2024 California dashboard, English Learner progress for students identified at Williams Middle regressed from the "green" performance level category in 2023 to "orange" in 2024.

School and Student Performance Data

Academic Performance
English Language Arts

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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

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	2	1	1

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		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Red
48.0 points below standard	87.2 points below standard	110.6 points below standard
Increased 6.5 points	Increased 3.0 points	Declined 5.4 points
690 Students	242 Students	103 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
0 Students	48.2 points below standard	61.9 points below standard
	Increased 9.3 points	Increased 10.5 points
	35 Students	526 Students

Students with Disabilities	African American	American Indian
		
Red	Orange	No Performance Color
120.3 points below standard	83.8 points below standard	Less than 11 Students
Maintained 0.2 points	Increased 17.1 points	3 Students
81 Students	39 Students	

Asian	Filipino	Hispanic
		
Green	Blue	Orange
4.1 points above standard	48.3 points above standard	67.8 points below standard
Increased 13.1 points	Increased 56.4 points	Maintained 1.5 points
80 Students	35 Students	414 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
8.9 points below standard	Less than 11 Students	39.7 points below standard
Maintained 0.8 points	7 Students	Declined 11.5 points
25 Students		87 Students

Conclusions based on this data:

1. While the overall ELA performance for all students increased by 6.5 points, the school remains 48 points below the standard. Continued instructional improvement and targeted interventions are necessary to close the achievement gap.
2. English Learners are 87.2 points below the standard but showed slight improvement (+3 points), while Long-Term English Learners declined (-5.4 points) and remain in the Red category, indicating a need for targeted support, particularly for Long-Term English Learners.
3. Homeless and Socioeconomically Disadvantaged students increased their scores (+10.5 and +9.3 points, respectively), but they still perform significantly below standard. Expanding academic supports, tutoring, and socio-emotional interventions could sustain and accelerate their progress

School and Student Performance Data

Academic Performance
Mathematics

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

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	0	1	1

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		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow	 Orange	 Red
84.4 points below standard	122.9 points below standard	159.3 points below standard
Increased 6.0 points	Increased 5.6 points	Declined 10.5 points
697 Students	251 Students	104 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Orange
0 Students	119.6 points below standard	101.4 points below standard
	Declined 14.3 points	Increased 8.9 points
	38 Students	533 Students

Students with Disabilities	African American	American Indian
		
Red	Orange	No Performance Color
166.2 points below standard	104.9 points below standard	Less than 11 Students
Declined 14.3 points	Increased 23.7 points	3 Students
80 Students	39 Students	

Asian	Filipino	Hispanic
		
Green	Blue	Red
5.8 points below standard	15.1 points above standard	113.8 points below standard
Increased 8.8 points	Increased 62.4 points	Declined 3.0 points
83 Students	35 Students	419 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Orange
48.6 points below standard	Less than 11 Students	62.1 points below standard
Increased 7.4 points	7 Students	Maintained 0.8 points
25 Students		87 Students

Conclusions based on this data:

1. Overall math performance is low but slightly improving -all students scored 84.4 points below standard but showed an increase of 6 points. While there is some progress, the gap remains significant, requiring continued intervention and support.

2. Students are scoring significantly lower in Math (84.4 points below standard) compared to ELA (48 points below standard).
This suggests that additional resources, professional development, and instructional adjustments are needed to improve math outcomes.

3. Long-Term English Learners, Students with Disabilities, and Homeless Students are the lowest-performing groups. LTELs (159.3 points below standard), Students with Disabilities (166.2 points below standard), and Homeless students (119.6 points below standard) are in the red category. These groups also experienced declines, highlighting a need for targeted interventions.

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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	Yellow
54.7% making progress.	56.8% making progress.
Number Students: 139 Students	Number Students: 88 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			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
17.3%	28.1%	5.8%	48.9%

Conclusions based on this data:

1. English Learner progress has declined but still outperforms statewide averages. Despite the drop in students making progress (54.7%), the school continues to perform better than the state. Maintaining this lead requires targeted strategies to sustain and improve progress.
2. Nearly half of English learners are progressing, but a significant portion is stagnant or declining. While 48.9% of students progressed at least one ELPI level, 17.3% regressed, and 28.1% maintained lower ELPI levels. This suggests a need for differentiated instruction and targeted interventions for those struggling to advance.
3. More than half of English Learners are progressing overall, but a significant portion is stagnant or declining on ELPI levels. While 48.9% of students progressed at least one ELPI level, 17.3% regressed, and 28.1% maintained lower ELPI levels. This suggests a need for differentiated instruction and targeted interventions for those struggling to advance.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

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.

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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

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Yellow	Orange
20.8% Chronically Absent	17.3% Chronically Absent	23.9% Chronically Absent
Declined 5.9	Declined 5.7	Declined 0.5
794 Students	208 Students	113 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Orange	Yellow
Fewer than 11 students - data not displayed for privacy	35.7% Chronically Absent	22.9% Chronically Absent
2 Students	Declined 4.3	Declined 7.3
	56 Students	616 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
29.2% Chronically Absent	31.4% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 2.5	Declined 15.7	4 Students
96 Students	51 Students	

Asian	Filipino	Hispanic
 Green	 Yellow	 Yellow
7.9% Chronically Absent	10.8% Chronically Absent	21.6% Chronically Absent
Declined 1	Declined 2.5	Declined 5.1
89 Students	37 Students	467 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Orange
22.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy	24.8% Chronically Absent
Declined 9.2	10 Students	Declined 4.9
31 Students		105 Students

Conclusions based on this data:

1. Chronic absenteeism has declined overall, with the school's performance at the yellow level, indicating improvement. The percentage of chronically absent students decreased by 5.9 percentage points, bringing the overall rate to 20.8%
2. Despite the overall decline, certain student groups, including homeless students (35.7%), students with disabilities (29.2%), and African American students (31.4%), continue to experience high rates of chronic absenteeism
3. Socioeconomically disadvantaged students, who make up a significant portion of the student population, have a chronic absenteeism rate of 22.9%, highlighting the need for continued support and engagement strategies to address barriers to attendance

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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension 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.

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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

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	3	2	1	1

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

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 Red
11.9% suspended at least one day	12.1% suspended at least one day	12.9% suspended at least one day
Declined 0.8%	Declined 1.1%	Increased 2%
814 Students	214 Students	116 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Yellow	 Orange
Fewer than 11 students - data not displayed for privacy	10.5% suspended at least one day	12.6% suspended at least one day
2 Students	Declined 2.7%	Declined 1.7%
	57 Students	628 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
12% suspended at least one day	19.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Maintained 0.2%	Maintained 0%	4 Students
100 Students	51 Students	

Asian	Filipino	Hispanic
 Green	 Blue	 Yellow
2.2% suspended at least one day	0% suspended at least one day	11.9% suspended at least one day
Declined 0.3%	Declined 6.4%	Declined 2%
91 Students	37 Students	477 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Red
16.1% suspended at least one day	Fewer than 11 students - data not displayed for privacy	15.9% suspended at least one day
Increased 3.6%	10 Students	Increased 2.7%
31 Students		113 Students

Conclusions based on this data:

1. The school-wide suspension rate is 11.9%, which represents a 0.8% decline from the previous year. While this shows some progress, the rate remains high, indicating a continued need for intervention strategies to reduce suspensions and promote positive behavior supports.
2. Long-Term English Learners (12.9%), African American students (19.6%), and White students (15.9%) have the highest suspension rates, with Long-Term English Learners and White students showing an increase from the previous year.
3. English Learners (12.1%), Hispanic students (11.9%), and socioeconomically disadvantaged students (12.6%) have all seen a decline in suspension rates over the previous year.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Ensure all students are prepared for college and careers by providing rigorous instruction, accelerated learning opportunities, and tiered supports. Focus on closing the achievement gap by ensuring all students meet or exceed grade-level standards through equitable access to high-quality education and targeted interventions.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.

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.

Overall English Language Arts
Overall Mathematics
Overall Science
ELL student progress on ELPAC

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
SBAC Data (ELA and Mathematics)	2023/2024 ELA and Mathematics CAASPP Data CAASPP ELA - Exceeded or Met Standard - 32.92% CAASPP Mathematics - Exceeded or Met Standard - 22.07%	36% of students will meet or exceed standard on ELA 25% of students will meet or exceed standard on Math
SBAC Data (ELA and Mathematics) for EL Students	2023/2024 ELA and Mathematics CAASPP Data for EL Students ELA CAASPP Data 2023/2024 - Exceeded or Met Standard 1. ELL - 3.5% Mathematics CAASPP Data 2023/2024 - Exceeded/Met Standard 1. ELL - 0.66%	6% of EL students will meet or exceed standard on ELA 3% of EL Students will meet or exceed standard on Math

SBAC Data - CAST (8th Grade Science)	2022/20223 CAST Data (8th Grade Science) Met or Exceeded Standard - 24.68%	27% of students will meet or exceed standard on CAST (8th Grade Science).
ELPAC	Overall ELPAC 2022/2023 1. Level 4 - 14.63% 2. Level 3 - 32.78%	Increase level 4 and 3 ELPAC by 2%.

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	Goal 1 - Core Instruction and Differentiation - Title I Funds • Provide supplies and support for technology elective, Tynker and Typing.com. 1500 • Provide counselors the counseling application, SCUTA. Provides data for counseling PLC and school in regards to counseling program. (A-G grant) • Provide additional classroom supplies to supplement core instruction 6230 • Provide Generation Genius to support science instruction. 1500 • Provide student agendas to support instruction and student organization 4000 • Provide collaboration time for leadership and instructional teams to support professional development, planning, curriculum pacing, and discussion of assessment data and/or intervention. 7500 -Provide subscription to Scholastic Science as a supplemental material. 2000 • Provide Magic School Enterprise & other AI tools for teachers to streamline curriculum planning, interventions and communication. 6000 • Provide professional development and training opportunities to teachers and staff to promote skills and strategies to improve student academic and social/emotional growth. 15000 -Provide additional resources on top of base allocation for copiers/paper/supplies to support instruction. 4800 -Provide academic assemblies or events, field trips to stimulate students' interest and motivation in learning 2395 -Purchase additional technology needs such as doc cameras, projectors, computers, speakers, and accessories to be used in the library and in classrooms to access information and to support student learning. 15625 -Fund unforeseen expenses such as additional supplies, professional development, parent	Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds All students English Language Learners (ELL) Foster Youth Homeless Socioeconomically disadvantaged Students with disabilities	74950 Title I

	engagement, other educational tools, activities, or expenses, etc. 8400		
1.2	Goal 1: Core Instruction and Differentiation - Site Funds • Provide supplies and support for PE program • Copies/paper/supplies/ to support 6-8 instruction (Ricoh Contract/Riso) • Purchase additional technology as needed: Document cameras, projectors, speakers, computers, etc. to support student intervention and access. • Additional Clerical Support • Provide entrance fees for academic competitions -Provide funding for Professional Development (ASB Works) • Fund unforeseen site expenses-	Goal 1- Tier 1 - Core Instruction and Differentiation - Site Funds All Students	37702 LCFF
1.3	Goal 1 - Core Instruction and Differentiation - Targeted Funds (SES, EL, FY) • Licenses for Accelerated Reader (AR) 4400 • Purchase books, supplies, additional resources for ELD and non-fiction resources for library 2725 -Purchase iXL as supplemental curriculum to assist with intervention 14500 • Salary for ELD paraeducator and extra intervention/support for high needs students 7000 • CABE Conference 3000 -Copies/copier contracts/paper/supplies to support 6-8 instruction 2000 -Provide academic assemblies, events or field trips to stimulate students' interest and motivation in learning 3700 -Provide targeted after school intervention/tutorial 1000 -Unforeseen expenses 2000	Goal 1 - Tier 2/3 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY) • Socioeconomically Disadvantaged • English Learners • Foster Youth	40325 LCFF - Supplemental
1.4	Goal 1 - Core Instruction and Differentiation - Targeted Funds (EL) Targeted after school interventions/tutoring 9000 • Maintain/Implement Read 180 to increase literacy for at risk students (Paid by DEC funds) • Provide intervention/enrichment support through academic platform myPath through district adopted program, Edgenuity. myPath will provide ELA and math initial assessments and create individual learning plans for students, for intervention programs. (Paid by DEC Funds) • Provide college field trip to ELD students 1072	Goal 1 - Tier 2/3 Core Instruction and Differentiation- Targeted Funds (EL) • English Learners	58983 LCFF - Supplemental

	-- CABE Conference 1676 • Salary for ELD paraeducator and extra intervention/support for high needs students 43235 -Provide Scholastic Scope Magazine - ELA/ELD Supplemental Resource 2000 -Copies, paper, supplies to support 6-8 instruction $1000 -Unforeseen expenses 1000		
1.5	• AVID Supplies • AVID Subscription • AVID Tutors & Student Helpers • AVID Summer Institute • AVID Membership • AVID Copies	Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress	31,457 LCFF - 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.

The strategies implemented last year were effective, as evidenced by overall growth in Math, ELA, and Science scores compared to the previous year. However, data also indicate a continued need to strengthen students' foundational skills in reading, writing, and math. These areas remain a priority for targeted support and instructional focus in the coming year.

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

N/A

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.

Based on the results of our staff needs assessment and our ongoing commitment to improving students' foundational skills, we plan to invest in additional instructional resources. Tools like Generation Genius for science and IXL for math and ELA will support student learning and reinforce skill development across content areas. These resources were selected to align with our instructional goals and to provide engaging, standards-based support for students at varying levels of proficiency.

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.

Create a safe, inclusive, and equitable learning environment that supports student well-being and academic success. Focus on reducing chronic absenteeism and suspension rates through proactive engagement, positive behavior supports, and fair discipline practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment

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.

Continued focus on reducing the suspension rate and chronic absenteeism.

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
Suspension Rate Data (AERIES)	The suspension rate decreased from 12.7% in 22-23 to 12.0% in 23-24 as determined by Dataquest moving from the Red indicator to the Yellow indicator on the CA school dashboard.	Reduce the suspension rate by 1%.
Monthly Attendance Reports	94% attendance rate	Improve attendance to maintain a 95% attendance rate.
Monthly Attendance Reports	Chronic absenteeism decreased from 26.6% in 2022-2023 to 20.8 in 2023-2024 moving from the Red indicator to the Yellow indicator on the CA school dashboard.	Reduce the chronic absenteeism rate by 2%. Chronic absenteeism is greater than or equal to 10% of enrolled days.

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	Goal 2 - Title I Funds/Targeted/Site Funds • Where Everybody Belongs (WEB) peer mentoring program, training and supplies 1000 • Provide safety and cultural assemblies/guest speakers 5000 -Implement Positive Behavior Interventions and Supports (PBIS) program to incentivize students. 3000	Goal 2 - Tier 1 & Tier 2 All students English Language Learners (ELL) Foster Youth Homeless Socioeconomically disadvantaged Students with disabilities	84770 Title I 3000 LCFF - Supplemental

	Additional Counseling Support (picking up .50 FTE of existing position) 75770 • Purchase Smartpass- hall pass management system to improve student attendance 3000 • Sow A Seed- Tier 2 Group Counseling after school (grant funded)		
2.2	Goal 2 - Tier 2/3 - Additional and Intensive Support • Provide SEL services- onsite therapists via VCC (District funded) -Customer 360 Behaviorist- to support students who require behavioral intervention (District funded)	Goal 2 - Tier 2/3 - Additional and Intensive Support All Students At-risk Students Students not making progress (including LTEL, and at risk for LTEL)	

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.

The implementation of strategies to support a safe and equitable learning environment was effective, as shown by a decrease in both suspension and chronic absenteeism rates, moving the school from Red to Yellow on the California Dashboard for both indicators.

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

N/A

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

The addition of a behaviorist in a designated Support Room provides immediate intervention when students are removed from class, reducing suspensions and supporting successful classroom re-entry. SmartPass allows us to monitor how much instructional time students are missing and helps staff proactively prevent hallway conflicts by limiting which students can be out at the same time. We are also refining our PBIS program to clearly define the character traits and behaviors that will be recognized, increasing consistency and student understanding of positive expectations.

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.

Enhance parent involvement and education to empower parents to support student learning and well being, strengthening the home-school connection

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Prepare all students for college and careers and that all students meet grade level standards with a focus on closing the achievement gap using accelerated learning and tiered supports.
LCAP Goal 2: Provide a safe and equitable learning environment (Including decreasing chronic absenteeism and reducing suspension rates)

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.

Increase school communication to parents, bi-weekly.

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, Facebook, updates on school website	Bi-weekly communication was made to educational partners through via email, website, parent square or social media platforms.	Communication to the community via email, parent square and/or school website will occur bi-weekly.

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	• Provide snacks for parent meetings to improve engagement and improve outcomes for EL, SES, and FY students and for staff training over 3hrs	All Students	1000 LCFF - Supplemental
3.2	- Provide a 4 hour bilingual clerk/typist to support parent engagement.	All Students	30864 Title I

3.3	- Parent liaison (50%) position-district funded. Provides a parent cafe to involve parents in school.	All Students	
3.4	- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information (district ELOG)		
3.5	Provide postage for flyers/communication/newsletter program (SMORE)	All Students	506 LCFF 1100 Title I
3.6	Provide funding for teachers to attend outside work hours events to support home/school collaboration	All students	2500 Title I

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.

Parent engagement efforts showed positive implementation, particularly through consistent communication on ParentSquare, where site metrics indicate that nearly all families are receiving messages. In-person engagement through the weekly Parent Café has been especially effective in reaching our Spanish-speaking families, who make up a regular and active group of attendees. These efforts have strengthened two-way communication and built trust with a key portion of our school community, though continued outreach is needed to engage a broader range of families.

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

A major shift in implementation from 2023–24 to 2024–25 was the transition from School Messenger to ParentSquare, which provides more robust tools for two-way communication and improved engagement tracking. Additionally, we launched our PTO, Parents and Williams Staff and Students (PAWSS), to create more opportunities for parent involvement and collaboration. While these changes did not significantly impact the original budgeted expenditures, they reflect a strategic shift in how we are working to meet our goal of increasing parent involvement and education.

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.

As a result of the needs assessment, we identified a continued need to strengthen family engagement and build community. While the 2024–25 school year will feature the fourth annual Harvest Festival, a new Family Science Night has been added to provide additional opportunities for families to engage with student learning. To support these events, a new planned expenditure has been added under Goal 1 in the revised SPSA: “Provide academic assemblies, events, or field trips to stimulate students' interest and motivation in learning.” This strategy supports both student engagement and meaningful family involvement.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
5.1			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$367,157.00
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 ($)
Title I	$194,184.00

Subtotal of additional federal funds included for this school: $194,184.00

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

State or Local Programs	Allocation ($)
LCFF	$38,208.00
LCFF - Supplemental	$134,765.00

Subtotal of state or local funds included for this school: $172,973.00

Total of federal, state, and/or local funds for this school: $367,157.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF	38,208.00
LCFF - Supplemental	134,765.00
Title I	194,184.00

Expenditures by Budget Reference

Budget Reference	Amount
	90,440.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	38,208.00
	LCFF - Supplemental	134,765.00
	Title I	194,184.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,417.00
Goal 2	87,770.00
Goal 3	35,970.00

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

2 Other School Staff

4 Parent or Community Members

Name of Members	Role
Christopher Beaken	Classroom Teacher
Chad Pettigrew	Classroom Teacher
Claire Wood	Classroom Teacher
Anabel Zarate	Other School Staff
Andrew Stokes	Parent or Community Member
Grace Maas	Parent or Community Member
Raksha Vaiyapuri	Other School Staff
Marc Costales	Parent or Community Member
Dominique Mason	Parent or Community Member
Jenny Hoffman	Principal

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 4/29/25.

Attested:

	Principal, Jenny Hoffmnan on 05/2/25
	SSC Chairperson, Andrew Stokes on 5/2/25

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: 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 (Se*ctions: 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 (S*ections: 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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