School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earle E. Williams Middle School	39-75499-6109003	5/7/2020	

Purpose and Description

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

Schoolwide Program
Targeted Support and Improvement

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

Our plan has been created with input from all appropriate stakeholder groups.

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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Williams Middle School has used the TUSD Stakeholder Survey to analyze the differences in stakeholder responses (Parent, Staff, and Students) in regards to school's climate and safety.

Williams Middle School School Safety Results are as follows:
Group:
Parents:
1. 89.47% of parents strongly agree or agree with the statement, "my child is safe on school grounds before school."
2. 89.47% of parents strongly agree or agree with the statement, "my child is safe on school grounds in the classroom."
3. 89.47% of parents strongly agree or agree with the statement, "my child is safe on school grounds after school."
4. 90% of parents strongly agree or agree with the statement, "The rules of this school are clearly communicated to parents."

Students:
1. 88.17% of students strongly agree or agree with the statement, "I know the school rules."
2. 48% of students strongly agree or agree with the statement, "I feel safe at school."

Staff:
1. 90% of staff strongly agree or agree with the statement, "my site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation."
2. 79% of staff strongly agree or agree with the statement, "my workplace is safe."

Williams Middle School Climate Results are as follows:
Group:
Parents:
1. 70% of parents strongly agree or agree with the statement, "the building and grounds at this school are clean."
2. 80% of parents strongly agree or agree with the statement, "the school staff responds to me in a timely manner."

Students:
1. 79% of students strongly agree or agree with the statement, "the buildings and grounds at this school are clean."
2. 79% of students strongly agree or agree with the statement, "I feel comfortable working with classmates and participating in class."
3. 50% of students strongly agree or agree with the statement, "the school has a climate that fosters a feeling of safety, security, and support at school."

Staff:
1. 100% of staff strongly agree or agree with the statement, "The building and grounds are clean at this school."
2. 100% of staff strongly agree or agree with the statement, "Staff members at this school are recognized appropriately for their efforts and accomplishments."
3. 80% of staff strongly agree or agree with the statement, "Members of the school/department collaborate to achieve our school goals."

Classroom Observations

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

Classroom walk through observations occur weekly with a minimum of 30% of classrooms visited per week. Classroom walk through observations were focused on the rigor rubric of the International Center for Leadership in Education. The rigor rubric included the areas of thoughtful work, high level-questioning and academic discussion. Professional development has been provided the last three years in the areas specified/ During walkthrough observations observations were made on the strategies used.

Classroom observations were conducted for all teachers on the evaluation cycle using the district rubric and evaluation form. Staff at Williams Middle School will continue to improve practice through self-reflection and collaboration using the rigor, relevance and relationships framework provided by the International Center for Leadership in Education.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At the beginning of the 2019/2020 school year teachers were provided CAASPP data for their current students to analyze. Teachers focused their efforts on identifying weaknesses of students and providing intervention as necessary. Rigorous Curriculum Design (RCD) assessments were given in ELA and mathematics throughout the 2019/2020 school year. Teachers used assessments to inform them of student progress and how to modify instruction as necessary. Teachers also collaborated within their Professional Learning Community (PLC) to discuss overall student progress by grade level and content area.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Rigorous Curriculum Design (RCD) assessments were given in ELA and mathematics throughout the 2019/2020 school year. Teachers used common assessments to inform them of student progress and how to modify instruction as necessary. Teachers also collaborated within their Professional Learning Community (PLC) to discuss overall student progress by grade level and content area.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Williams Middle school staff meets on a weekly basis, also known as our Early Release Monday (ERM). Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

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

Williams Middle School has 44 teachers with full credentials and 3 teachers without a full credential. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow up during the year. At this time, teachers are introduced to their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

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

Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities. Math department and 6th grade core teachers participated in county led professional development in math talks and Professional Learning Communities.

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

The Tracy Teacher Induction Program (TTIP) offers teachers who are new to our district support and professional development on a monthly basis during the school year. Topics covered during TTIP include but are not limited to classroom management, focused note-taking, using inquiry to increase rigor, philosophical chairs, engagement & rigor through reading and collaboration, and using collaborative study groups in the content classroom.
District TOSA's provide support in various content curriculum. During the 2019/2020 school year 6th grade teachers and the math department received support in Professional Learning Communities (PLC's) focusing their efforts in analyzing common assessment data to inform and modify instruction as necessary. Through the collaboration of our district personnel and the county office 6th grade teachers and the math department additionally received professional development in the focused strategy, math talks.
The International Center for Leadership and Education (ICLE) has provided support and training to teachers, focusing efforts in the rigor/relevance framework, specifically targeting thoughtful work, high-level questioning and academic discourse.
Professional development from our AVID site team focused on strategies such goal setting, focused note-taking and college & career.

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

Professional learning communities (PLC) are made up of teacher teams by subject area. PLC are scheduled to meet weekly based on Early Release Monday (ERM) schedule provided by the district.

Teaching and Learning

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

English Language Arts (ELA) and mathematics RCD units are aligned to common core standards.

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

The recommended instructional minutes for reading/language arts and mathematics are adhered to.

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

Intervention time has been built into the RCD unit lesson pacing schedule. Williams Middle School offers various intervention classes to meet the needs of our at-risk students. Classes include but are not limited to, READ 180, Study Skills, English Language Development (ELD) and Organizational Academic Assistance Class (OACC). An identified need for the 2020/2021 school year is a 7th grade math intervention class. Data shows that our 7th graders need more support during their seventh grade year.

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

All students have access to standards based instructional materials.

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

The following are courses that are offered at Williams Middle School with corresponding standards-aligned instructional materials:

English Language Arts - Study Sync, McGraw Hill (6-8)
Mathematics - Digits, Pearson
Mathematics - Bridge to Algebra, Carnegie Learning
Mathematics - Algebra I, Houghton Mifflin
Science - Focus on Earth Science (6)
Science - Focus On Life Science (7)
Science - Focus on Physical Science (8)
History/Social Science - National Geographic: World History, Ancient Civilizations (6)
History/Social Science - National Geographic: World History, Medieval and Early Modern Times (7)
History/Social Science - National Geographic: U.S. History, American Stories, Beginnings to World War I (8)
Reading Intervention - READ 180
English Language Development - Study Sync, McGraw Hill
Beginning English Language Development - Morning Star

Opportunity and Equal Educational Access

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

All students have access to Rigorous Crurriculum Design (RCD) in English Language Arts and mathematics. Intervention time is built in to each unit.

Evidence-based educational practices to raise student achievement

Educational practices to raise student achievement include AVID strategies in writing, inquiry, collaboration, organization and reading (WICOR). We will continue providing professional development to teachers for AVID strategies. We have also concentrated our efforts in the rigor/relevance framework focusing instructional strategies on high level questioning and academic discourse.

Parental Engagement

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

- Parent Institute for Quality Education (PIQE)
- Grade Level Parent Presentations

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

- School Site Council (containing all stakeholders including parents of English Learners)
- Staff Input (Staff meetings)

Funding

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

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council Meetings

10/15/19:
- School Site Council Rights and Responsibilities
- School Compact

12/9/19:

Emergency Plan Review

Parent Involvement

How to support student reading and reading comprehension

3/10/20:
- School Site Council Bylaws
- School Plan Goals Review
- 2020/2021 School Plan Timeline

5/5/20

Site Plan Review and School Budget Review

Leadership Team Meetings

5/1/20:

School Plan & Budget Review

Staff Meetings

9/9/19

- School Site Council open seats announcement

9/23/19

- School Site Council Vote

10/28/19
- SBAC Data Review

- 4/1/19 - School Plan Update/Professional Development Feedback for 2019/2020 school year

12/16/19

- CA Dashboard Data Review

Resource Inequities

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

Based on analysis of school data and observation of programs at Williams Middle School, we will continue working to provide teacher training to support students with special needs. Training should include and not limited to SDC teachers, resource teachers and general education teachers. Training for our ELA curriculum, StudySync is also an area of need so that teachers can better utilize the tools that are provided for differentiation for all student groups especially our students with special needs and English learner groups.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.47%	0.58%	0.58%	5	6	6
African American	6.82%	6.64%	6.79%	73	69	70
Asian	10.18%	10.59%	10.09%	109	110	104
Filipino	5.60%	5.1%	5.24%	60	53	54
Hispanic/Latino	53.13%	55.15%	55.19%	569	573	569
Pacific Islander	0.75%	0.87%	0.68%	8	9	7
White	21.20%	18.19%	17.65%	227	189	182
Multiple/No Response	0.09%	%	3.78%	1		0
			Total Enrollment	1071	1,039	1,031

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	378	327	318
Grade 7	347	376	329
Grade 8	346	336	384
Total Enrollment	1,071	1,039	1,031

Conclusions based on this data:

1. Student enrollment by subgroup data has remained consistent with no significant changes from 2016/2017 to 2018/2019.
2. Total student enrollment has remained above one thousand students with no significant changes from 2016/2017 to 2018/2019.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	284	273	308	26.5%	26.3%	29.9%
Fluent English Proficient (FEP)	196	228	209	18.3%	21.9%	20.3%
Reclassified Fluent English Proficient (RFEP)	25	65	13	11.3%	22.9%	4.8%

Conclusions based on this data:

1. The percent of English Learner students at Williams Middle School has increased 4.6% from 2016/2017 to 2018/2019.
2. The percent of English Learner students who have been reclassified at Williams Middle School has increased 11.6% from 2017/2018 to 2018/2019.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	332	375	331	319	364	318	318	362	319	96.1	97.1	96.1
Grade 7	342	344	379	327	333	365	325	332	365	95.6	96.8	96.3
Grade 8	337	346	334	328	334	319	328	334	319	97.3	96.5	95.5
All Grades	1011	1065	1044	974	1031	1002	971	1028	1003	96.3	96.8	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2482.	2488.	2483.	8.81	12.43	9.43	26.73	22.65	22.01	24.84	25.14	28.30	39.62	39.78	40.25
Grade 7	2531.	2519.	2511.	12.00	10.24	11.51	31.69	29.22	27.67	28.92	26.20	19.45	27.38	34.34	41.37
Grade 8	2544.	2543.	2533.	10.37	12.28	11.29	32.62	27.84	28.84	28.66	30.84	22.88	28.35	29.04	36.99
All Grades	N/A	N/A	N/A	10.40	11.67	10.78	30.38	26.46	26.25	27.50	27.33	23.35	31.72	34.53	39.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.98	17.22	15.09	41.01	40.28	38.68	41.01	42.50	46.23
Grade 7	16.31	17.77	17.26	47.69	41.87	38.63	36.00	40.36	44.11
Grade 8	18.60	20.66	18.81	46.34	44.61	41.69	35.06	34.73	39.50
All Grades	17.63	18.52	17.07	45.05	42.20	39.62	37.32	39.28	43.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.19	18.93	11.95	38.61	36.16	43.71	46.20	44.92	44.34
Grade 7	22.15	19.03	20.94	48.62	45.02	39.39	29.23	35.95	39.67
Grade 8	22.09	22.16	18.18	46.93	43.71	45.77	30.98	34.13	36.05
All Grades	19.86	20.02	17.20	44.78	41.51	42.80	35.37	38.47	40.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.62	13.13	10.06	53.94	56.42	60.38	33.44	30.45	29.56
Grade 7	12.62	7.23	7.67	62.77	62.65	62.74	24.62	30.12	29.59
Grade 8	9.76	12.28	14.73	69.51	65.87	58.62	20.73	21.86	26.65
All Grades	11.65	10.94	10.68	62.16	61.52	60.68	26.19	27.54	28.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.98	18.66	17.92	43.85	48.47	43.08	38.17	32.87	38.99
Grade 7	20.92	20.78	19.73	50.77	51.81	41.37	28.31	27.41	38.90
Grade 8	19.21	21.26	20.06	53.66	52.99	43.26	27.13	25.75	36.68
All Grades	19.38	20.20	19.26	49.48	51.02	42.51	31.13	28.78	38.22

Conclusions based on this data:

1. ELA CAASPP data for Williams Middle School shows an overall decrease of 3.75% for students in all grades scoring, standard exceeded or standard met from 2016/2017 to 2018/2019.
2. ELA CAASPP data for Williams Middle School shows the area reading and writing as an area of improvement, the percentage of student who scored below standard were 43.31% and 40% respectively.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	332	375	331	319	361	317	319	360	318	96.1	96.3	95.8
Grade 7	341	342	380	329	332	366	329	332	366	96.5	97.1	96.3
Grade 8	334	345	334	325	333	320	325	332	320	97.3	96.5	95.8
All Grades	1007	1062	1045	973	1026	1003	973	1024	1004	96.6	96.6	96

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2472.	2484.	2477.	9.72	13.89	11.36	17.55	16.39	12.93	25.08	29.72	28.71	47.65	40.00	47.00
Grade 7	2499.	2469.	2482.	12.16	8.73	10.11	14.29	11.75	11.20	26.44	22.29	24.04	47.11	57.23	54.64
Grade 8	2513.	2502.	2524.	8.00	9.04	15.31	18.46	16.57	14.38	26.77	23.49	26.56	46.77	50.90	43.75
All Grades	N/A	N/A	N/A	9.97	10.64	12.16	16.75	14.94	12.76	26.10	25.29	26.32	47.17	49.12	48.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.72	18.11	15.97	29.56	30.92	26.84	54.72	50.97	57.19
Grade 7	18.54	14.50	12.84	25.84	23.87	24.32	55.62	61.63	62.84
Grade 8	15.69	13.90	18.18	33.85	33.53	33.23	50.46	52.57	48.59
All Grades	16.67	15.57	15.53	29.73	29.48	27.96	53.60	54.95	56.51

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	9.43	13.89	11.08	39.31	40.56	37.97	51.26	45.56	50.95
Grade 7	13.37	10.24	11.75	35.87	33.13	33.33	50.76	56.63	54.92
Grade 8	12.00	13.29	15.31	39.38	45.92	39.06	48.62	40.79	45.63
All Grades	11.63	12.51	12.67	38.17	39.88	36.63	50.21	47.61	50.70

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.38	14.76	10.51	41.82	39.28	37.90	47.80	45.96	51.59
Grade 7	11.85	10.24	11.75	51.37	42.47	47.54	36.78	47.29	40.71
Grade 8	9.23	9.37	11.25	50.15	43.50	52.19	40.62	47.13	36.56
All Grades	10.49	11.55	11.20	47.84	41.68	46.00	41.67	46.77	42.80

Conclusions based on this data:

1. Math CAASPP data for Williams Middle School shows a decrease of 1.8% for students in all grades scoring, standard exceeded or standard met from 2016/2017 to 2018/2019.
2. Math CAASPP data for Williams Middle School shows a greater percentage of students performing at below standard in the area of concepts and procedures at all grade levels from 2016/2017 to 2018/2019 in comparison to communicating reasoning and problem solving & modeling/data analysis.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1517.9	1529.5	1515.5	1526.5	1519.8	1532.0	86	105
Grade 7	1528.1	1537.0	1522.3	1540.2	1533.4	1533.4	73	90
Grade 8	1530.5	1548.1	1524.1	1552.2	1536.4	1543.4	54	74
All Grades							213	269

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	19.77	12.38	36.05	53.33	33.72	27.62	*	6.67	86	105
7	28.77	16.67	46.58	42.22	16.44	32.22	*	8.89	73	90
8	27.78	24.32	42.59	33.78	22.22	31.08	*	10.81	54	74
All Grades	24.88	17.10	41.31	44.24	24.88	30.11	8.92	8.55	213	269

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	34.88	37.14	46.51	42.86	*	16.19	*	3.81	86	105
7	41.10	37.78	47.95	34.44	*	21.11	*	6.67	73	90
8	44.44	48.65	48.15	22.97	*	21.62	*	6.76	54	74
All Grades	39.44	40.52	47.42	34.57	7.98	19.33	5.16	5.58	213	269

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	6.67	16.28	31.43	44.19	37.14	33.72	24.76	86	105
7	15.07	4.44	34.25	22.22	26.03	53.33	24.66	20.00	73	90
8	*	8.11	25.93	20.27	25.93	50.00	29.63	21.62	54	74
All Grades	12.21	6.32	24.88	25.28	33.33	46.10	29.58	22.30	213	269

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	29.07	12.38	56.98	72.38	13.95	15.24	86	105
7	28.77	10.00	63.01	67.78	*	22.22	73	90
8	29.63	16.22	57.41	64.86	*	18.92	54	74
All Grades	29.11	12.64	59.15	68.77	11.74	18.59	213	269

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	61.63	56.19	32.56	39.05	*	4.76	86	105
7	69.86	68.89	26.03	24.44	*	6.67	73	90
8	74.07	62.16	22.22	31.08	*	6.76	54	74
All Grades	67.61	62.08	27.70	31.97	*	5.95	213	269

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	9.52	24.42	42.86	72.09	47.62	86	105
7	19.18	6.67	21.92	46.67	58.90	46.67	73	90
8	20.37	12.16	24.07	36.49	55.56	51.35	54	74
All Grades	13.15	9.29	23.47	42.38	63.38	48.33	213	269

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	16.28	31.43	77.91	62.86	*	5.71	86	105
7	16.44	2.22	76.71	91.11	*	6.67	73	90
8	22.22	4.05	72.22	90.54	*	5.41	54	74
All Grades	17.84	14.13	76.06	79.93	6.10	5.95	213	269

Conclusions based on this data:

1. ELPAC data for Williams Middle School shows overall increase/improvement from 2017/2018 to 2018/2019 at all grade levels.
2. The number of students tested increased by 56 students,

3. ELPAC data for Williams Middle School shows a greater percentage of students performing at the beginning indicator in the reading domain at all grade levels in comparison to other domains assessed.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1039	**58.9**	**26.3**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	273	26.3
Foster Youth	5	0.5
Homeless	29	2.8
Socioeconomically Disadvantaged	612	58.9
Students with Disabilities	148	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	69	6.6
American Indian	6	0.6
Asian	110	10.6
Filipino	53	5.1
Hispanic	573	55.1
Two or More Races	30	2.9
Pacific Islander	9	0.9
White	189	18.2

Conclusions based on this data:

1. According to 2018/2019 enrollment data, Hispanic students (55.1%) and White students (18.2%) make up the majority of the student population at Williams Middle School.
2. According to 2018/2019 enrollment data, the socioeconomically disadvantaged subgroup is 58.9% of the student population at Williams Middle School.
3. According to 2018/2019 enrollment data, the English learner subgroup is 26.3% of the student population at Williams Middle School.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the 2019 Fall dashboard, suspension rate for all students at Williams Middle is the orange indicator, which is an improvement from the red indicator from 2018 dashboard.
2. According to the 2019 Fall dashboard, Mathematics for all students at Williams Middle is the yellow indicator, which is an improvement from the orange indicator from the 2018 dashboard.
3. According to the 2019 Fall dashboard English Language Arts remained at the yellow indicator in comparison to 2018 dashboard results.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	6	0	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
38.8 points below standard	69.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.8 points	Maintained -0.5 points	4
962	403	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Orange
72.7 points below standard	65.9 points below standard	135.6 points below standard
Declined Significantly -21.6 points	Declined -9.9 points	Increased ++12.7 points
31	571	145

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Green	Green
56.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.5 points above standard	24.8 points above standard
Declined -11.1 points	6	Declined -3.4 points	Declined -3.5 points
64		100	53
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
61.5 points below standard	36.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.8 points below standard
Declined -4.9 points	Declined Significantly -29.8 points	8	Declined -9.1 points
528	26		177

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
114.9 points below standard	2.3 points below standard	27.8 points below standard
Increased ++6.7 points	Increased ++5.1 points	Declined -9.2 points
239	164	489

Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Language Arts, the following subgroups showed an increase/improvement, students with disabilities, current English learners and reclassified English learners.
2. According to the 2019 Fall dashboard for English Language Arts, the homeless subgroup is at the red indicator.
3. According to the 2019 Fall dashboard for English Language Arts, the Homeless and Students with disabilities subgroups show the greatest number of points below standard.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	1	1	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
71.1 points below standard	104.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.5 points	Increased ++12.8 points	4
958	402	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Orange	Orange
89.3 points below standard	99.2 points below standard	170.1 points below standard
Increased Significantly ++16 points	Increased ++11 points	Increased Significantly ++30.5 points
31	571	143

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	Blue	Green
100.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	4.3 points above standard	9.5 points below standard
Maintained ++1.1 points	6	Increased Significantly ++18.6 points	Increased ++11.5 points
64		100	53
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
97.1 points below standard	64.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	47.9 points below standard
Increased ++14.5 points	Declined Significantly -18.8 points	8	Maintained ++2.8 points
527	26		174

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
149.5 points below standard	38.8 points below standard	58.8 points below standard
Increased Significantly ++18 points	Increased Significantly ++21.9 points	Increased ++10.6 points
240	162	486

Conclusions based on this data:

1. According to the 2019 Fall dashboard for mathematics, the following subgroups showed a significant increase in performance, homeless, students with disabilities and Asian. The following subgroups showed an increase in performance, English learners, socioeconomically disadvantaged, Filipino and Hispanic.
2. According to the 2019 Fall dashboard for mathematics, the subgroups with the greatest number of points below standard are English learners, students with disabilities and socioeconomically disadvantaged.
3. According to the 2019 Fall dashboard for mathematics for English Learners, all groups "increased significantly" or "increased" performance.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53 making progress towards English language proficiency
Number of EL Students: 251
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
49	69	20	113

Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Learner progress 53 out of 251 students tested are making progress towards English proficiency.
2. According to the 2019 Fall dashboard for English Learner progress 113 students progressed at least one ELPI level.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	4	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
9.6	7	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Declined -1.1	6
1094	287	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Yellow	Red
15.7	11	17.8
Declined -8.1	Declined -1.4	Increased Significantly +3.9
51	671	163

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	Green	Blue
11.8	Less than 11 Students - Data Not Displayed for Privacy	1.8	1.9
Declined -2.6	6	Increased +0.9	Maintained +0.3
76		113	53
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
10.5	12.1	Less than 11 Students - Data Not Displayed for Privacy	12.9
Maintained -0.1	Declined -5.3	10	Declined -1.3
609	33		194

Conclusions based on this data:

1. According to the 2019 Fall dashboard for academic engagement/chronic absenteeism, there was a decline of chronic absenteeism by 0.8%, which yielded a green indicator, an improvement from the yellow indicator from the 2018 dashboard.
2. According to the 2019 Fall dashboard, student with disabilities increased significantly (+3.9%).

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard 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 or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	6	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Red	No Performance Color
16.8	15.9	Less than 11 Students - Data Not 7
Declined -1.2	Increased +1.6	
1128	296	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Orange
30.4	20.4	30.5
Increased +6.1	Declined -0.5	Declined -0.9
56	692	167

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Orange	Orange
22.5	Less than 11 Students - Data 7	8.7	3.7
Declined -9.6		Maintained +0.1	Increased +0.8
80		115	54
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
16.7	30.3	Less than 11 Students - Data 10	20.5
Declined -2.5	Increased +2.3		Increased +1.8
629	33		200

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	18.1	16.8

Conclusions based on this data:

1. According to the 2019 Fall dashboard for Conditions and Climate for suspension rate, there was an overall decline of 1.2% which yielded an orange indicator. This result is an improvement from a red indicator for the 2018 dashboard.
2. According to the 2019 Fall dashboard suspension rate increased for English learners, homeless, Filipino, and White subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

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.

Identified Need

Overall English Language Arts
Overall Mathematics
At Risk Students: ELL, foster youth, homeless and socioeconomically disadvantaged (ELA and mathematics)
Students with disabilities subgroup (ELA and mathematics)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of students who score standard met or standards exceeded by 2% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of at risk students (ELL, foster youth, homeless and socioeconomically disadvantaged) who score standards met or standard exceeded by 2% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2018/2019 ELA and Mathematics Data	Increase the percentage of students with disabilities and Hispanic subgroup who score standards met or standard exceeded by 2% in English Language Arts and mathematics.
District RCD Assessments		90% of students will participate in district RCD assessments in ELA and math each quarter.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

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
Hispanic subgroup

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds

- Licenses for Accelerated Reader
- Provide supplies for NGSS implementation for 7/8 grade
- Provide supplies, materials for home economics program
- Provide student agendas to support instruction and student organization
- Provide additional supplies and support for Art Program
- Provide additional supplies and support for PE Program
- Purchase books, supplies, additional resources for ELD, non-fiction resources for library
- Provide Collaboration time for lesson study for math & science department
- Provide collaboration time for rigor/relevance framework (ELA, mathematics, science, social studies)
- Provide time for Leadership team to analyze and apply data and steer subsequent professional development and interventions
- Provide funding for counselor collaboration and professional development

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
13,000	Title I
5,000	Title I
1,500	Title I
5,000	Title I
1,500	Title I
2,000	Title I
2,000	Title I

15,000	Title I
1,500	Title I
2,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1- Tier 1 - Core Instruction and Differentiation - Site Funds
All Students

Strategy/Activity

Goal 1: Tier 1 - Core Instruction and Differentiation - Site Funds

- Provide additional supplies and support for PE program
- Copies/paper/supplies/ so support 6-8 instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF
28,928	LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds

- Provide supplies for NGSS implementation for 6th grade
- Copies/paper/supplies/ to support 6-8 instruction
- Purchase additional technology as needed: document cameras, projectors, computers to be used in classrooms and library to access information for student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	Title I
5,500	Title I
41,833	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted (EL)

- English Learners

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted (EL)

- Provide supplies for NGSS implementation for 6th grade
- Purchase books, supplies, additional resources for ELD, non-fiction resources for library
- Copies/paper/supplies/ to support 6-8 instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental
5,000	LCFF - Supplemental
5,000	LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted (EL)
1b. Programs to meet the needs of English Learners

Strategy/Activity

- Provide training and support for teachers who teach ELD classes, CABE conference
- Provide college field trip to ELD students and parents
- Provide ELD teachers materials and resources for student development.
- Support implementation of Rosetta Stone for ELD students
- Provide funding for ELD conference for staff professional development, Soluciones
- Salaries - English Learner Paraeducator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500	LCFF - Supplemental
3,000	LCFF - Supplemental
1,000	LCFF - Supplemental
6,500	LCFF - Supplemental
5,000	LCFF - Supplemental
26,940	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress (including LTEL and at risk for LTEL) - Title Funds - Targeted (SES, EL, FY) - Targeted (EL)

- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

Strategy/Activity

- Targeted after school interventions/credit recovery
- Maintain/Implement Read 180/System44 to increase literacy for at risk students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,300	Title I
4,918	LCFF - Supplemental
13,473	LCFF - Supplemental
	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress (including LTEL and at risk for LTEL) - Title Funds - Targeted (SES, EL, FY) - Targeted (EL)

Strategy/Activity

- AVID Site Coordinator Prep Time

- 5 AVID teacher sub 3 days
- AVID Supplies
- AVID Subscription
- AVID Tutors & Student Helpers
- AVID Summer Institute
- AVID Membership
- AVID Copies

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

Amount(s)	Source(s)
	LCFF - Supplemental
	LCFF - Supplemental
	LCFF - Supplemental
	LCFF - Supplemental
	LCFF - Supplemental
	LCFF - Supplemental
	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Williams Middle School implemented the above strategies to the identified student groups. Due to COVID-19 and school closure we will not see programs year long overall progress of programs such as READ 180/System 44 and "credit recovery". We will continue to focus on closing the achievement gap of our targeted groups, student with special needs and Hispanic subgroups by monitoring progress through Accelerated Reader, Read 180/System 44, and RCD assessment data.

Briefly 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.

- Overall decrease or maintained SBAC. Ensure goals are attainable. Support all students in learning.
- Ensure goals are attainable for at risk students.
- Federal school improvement plan: students with disabilities and Hispanic as focus for improvement.
- Using RCD assessments as data point for PLC analysis discussion. Overall support student learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

Goal 2

Provide a safe and equitable learning environment. (Including decreasing chronic absenteeism and reducing suspension rates)

Identified Need

Continued focus on reducing suspension rate and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Data (AERIES)	TBD	Reduce the suspension rate by 2%.
Monthly Attendance Reports	TBD	Maintain a 98% attendance rate.
Monthly Attendance Reports	TBD	Reduce the chronic absenteeism rate by 1%. Chronic absenteeism is greater than or equal to 10% of enrolled days.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 1 - Core Instruction and Differentiation
All Students

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Title I Funds

- Where Everybody Belongs (WEB) peer mentoring program, training and supplies
- Bilingual Clerk II

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,000	Title I
45,000	Title I

Strategy/Activity 2

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

Goal 2 - Tier 1 - Core Instruction and Differentiation - Targeted (SES, EL, FY)

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Targeted (SES, EL, FY)

- Provide safety and cultural assemblies/guest speakers
- Provide funding for academic team competition entrance fees such as Science Olympiad, Math Counts, Math Olympiad, Robotics, etc.

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

Amount(s)	Source(s)
2,500	LCFF - Supplemental
500	LCFF - Supplemental

Strategy/Activity 3

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

Goal 2 - Tier 1 - Core Instruction and Differentiation - Site

- All students

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Site

- Additional clerical support

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

Amount(s)	Source(s)

5,000	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 2 - Tier 3 - Intensive Support - Title I Funds
All Students

Strategy/Activity

Goal 2 - Tier 3 - Intensive Support - Title I Funds

- Provide SEL services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
30,500	Title I

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

At Williams Middle we have continued to to focus on providing a safe and equitable learning environment through focusing on positive relationships among all stakeholders and increasing our communication to our community. According to our data on the CA school dashboard, Williams Middle School had a 16.8% suspension rate during the 2018/2019 school year. Preliminary data before COVID-19 closure showed us at an 8.3% suspension rate for the 2019/2020 school year, thus reducing the suspension rate by 8.5%, well ahead of the goal of 2% reduction for the 2019/2020 school year. While we we still had one quarter left of school before the COVID-19 closure, we are confident that our progress would have held true and we would have seen a decrease in suspension rate. During the 2019/2020 school we also added an additional day of social emotional (tier 3 support) for our students. We contend that that the additional support has provided our students the support that is need for their social-emotional support. Williams Middle School demographics continue to shift, where our at-risk groups (special needs students, foster youth, English Learners, socioeconomically disadvantaged) continue to increase and thus we will continue providing social-emotional support to those students in need.

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

While our demographics continue to shift at Williams Middle School we also have observed the need to provide more support to our local community as they interact with us at Williams Middle School. Through observation and data we see the need for a bilingual clerk, which will aide us in better communicating with all of our community.

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.

There is no changes to the goals that were previously made. We will continue working towards reducing the suspension rate and reducing chronic absenteeism.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3 - Parent Involvement and Education

Goal 3

Goal 3 - Parent Involvement and Education

Identified Need

Increase school communication to parents, bi-weekly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Messenger Communication Log, Updates on school website	TBD	Communication to the community via email, newsletter and/or school website will occur bi-weekly.
LCAP and GATE Survey Data	TBD	Increase parent participation, completing the LCAP and GATE survey to provide feedback by 5%.
Attendance Logs	TBD	Provide a quarterly parent information night in which 15% of the of targeted parents attend.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Goal 3 - Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- All Students

Strategy/Activity

Goal 3 -Parent Involvement - Strategies to encourage parent involvement and provide parent education.

- Provide quarterly parent nights to increase academic and social/emotional awareness.
- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information.
- Postage for reports cards and flyers

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

Amount(s)	Source(s)
500	Title I
10,500	LCFF - Supplemental
5,000	LCFF

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Through our continued efforts in communicating with our community we have seen an increase in overall participation of our parents in the programs provided. While participation rates for various activities can still improve we have seen increased participation overall. We will continue to offer PIQE as a resource for our families. We have implemented the program for two years and have seen an increase in participation from year 1 to year 2. We will continue to focus on our outreach to parents to increase our parent participation in the LCAP survey.

Briefly 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.

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator | Baseline/Actual Outcome | Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s) | Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$312,892.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$184,133.00

Subtotal of additional federal funds included for this school: $184,133.00

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	$39,928.00
LCFF - Supplemental	$88,831.00

Subtotal of state or local funds included for this school: $128,759.00

Total of federal, state, and/or local funds for this school: $312,892.00

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:

Miguel Romo School Principal

Teresa Ignatovich (7th Grade/AVID) Classroom Teachers

Lulu Flores Other School Staff

Angi Knaak Parent or Community Members

Name of Members	Role
Michelle Baptista (6th Grade)	Classroom Teacher
Ajinderjit Hundal (8th Grade)	Classroom Teacher
Jodi O'Leary (SPED)	Classroom Teacher
Nicholas Kerin (8th Grade)	Classroom Teacher
Tiffany Evans	Parent or Community Member
Juana Olivares	Parent or Community Member
Ezequiel Esquivel	Parent or Community Member
Maria Guardian	Parent or Community Member
Elizabeth Velasco	Parent or Community Member
Tracy Heizer	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

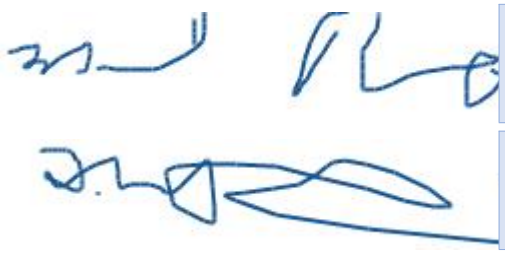
Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/19.

Attested:



Principal, Miguel Romo on 5/7/2020

SSC Chairperson, Teresa Ignatovich on 5/7/2020

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019