

School Year: **2024-25**

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	4/18/24	

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
Additional 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 educational partners.

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

Earle E. Williams Middle School qualified for Additional Targeted Support and Improvement (ATSI) for the following subgroup English Learners (EL).

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. 80.36% of parents strongly agree or agree with the statement, "The building and grounds are well maintained"
2. 87.50% of parents strongly agree or agree with the statement, "my child is safe on school grounds before school."
3. 74.47% of parents strongly agree or agree with the statement, "my child is safe on school grounds during the day"
4. 93.62% of parents strongly agree or agree with the statement, "my child is safe on school grounds in the classroom."
5. 78.05% of parents strongly agree or agree with the statement, "my child is safe on school grounds after school."
6. 87.93% of parents strongly agree or agree with the statement, "The rules of this school are clearly communicated to parents."

Students:

1. 40.25% of students strongly agree or agree with the statement, "The buildings and grounds at this school are clean and well maintained"
2. 73.95% of students strongly agree or agree with the statement, "I feel safe while attending class."
3. 54.12% of students strongly agree or agree with the statement, "I feel safe from gang activity and gang violence at school."
4. 94.28% of students strongly agree or agree with the statement, "I know the school rules."

Staff:

1. 92.50% 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. 64.10% of staff strongly agree or agree with the statement, "my workplace is safe."
3. 60.00% of staff strongly agree or agree with the statement, "the buildings and grounds at this school are well maintained."

Williams Middle School Climate Results are as follows:

Group:

Parents:

1. 75.81% of parents strongly agree or agree with the statement, "This school's staff motivates students to learn."
2. 85.19% of parents strongly agree or agree with the statement, "This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race ethnicity, or nationality."
3. 80.36% of parents strongly agree or agree with the statement, "The building and grounds at this school are clean."
4. 89.58% of parents strongly agree or agree with the statement, "This school communicates the importance of respecting all cultural beliefs and practices."
5. 91.84% of parents strongly agree or agree with the statement, "If I have a question, comment, or concern about my child, I am comfortable talking to his/her teacher."
6. 81.08% of parents strongly agree or agree with the statement, "If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)"
7. 95.12% of parents strongly agree or agree with the statement, "If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal."
8. 84.62% of parents strongly agree or agree with the statement, "If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor"
9. 81.82% of parents strongly agree or agree with the statement, "The school staff responds to me in a timely manner."
10. 93.22% of parents strongly agree or agree with the statement, "The school office staff is friendly and professional."

Students:

1. 90.74% of students strongly agree or agree with the statement, "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality."
2. 75.43% of students strongly agree or agree with the statement, "This school communicates the importance of respecting all cultural beliefs and practices."
3. 81.47% of students strongly agree or agree with the statement, "My teachers recognize the good work that I am doing and provide timely feedback."
4. 62.20% of students strongly agree or agree with the statement, "This school motivates students to learn."
5. 40.25% of students strongly agree or agree with the statement, "The buildings and grounds at this school are clean."
6. 81.95% of students strongly agree or agree with the statement, "I feel comfortable working with classmates and participating in class."
7. 61.58% of students strongly agree or agree with the statement, "I feel safe, secure and supported at this school."

Staff:

1. 76.19% of staff strongly agree or agree with the statement, "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality."
2. 89.74% of staff strongly agree or agree with the statement, "Members of the school/department collaborate to achieve our school goals."
3. 60.00% of staff strongly agree or agree with the statement, "The building and grounds are clean at this school."
4. 89.47% of staff strongly agree or agree with the statement, "This school/department communicates the importance of respecting all cultural beliefs and practices"
5. 85.00% of staff strongly agree or agree with the statement, "I am treated with respect by my colleagues at work."
6. 64.10% of staff strongly agree or agree with the statement, "Staff members at this school are recognized appropriately for their efforts and accomplishments."
7. 66.67% of staff strongly agree or agree with the statement, "Our district ensures effective communication across the organization."

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. 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. During the 2023/2024 school year, the focus of classroom walkthroughs were the rigor rubric, thoughtful work, high level questioning, and academic discussion . AVID strategies were also connected to the rigor rubric as best practices at Williams Middle School.

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. In addition, announced CIR observations were conducted by administration to support our district wide STEM initiative. Math, Science and 6th grade teachers were observed a total of six times throughout the 2023/2024 school year.

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)

Staff, ELAC, and School Site Council has analyzed CA Dashboard and SBAC data from the 2022/2023 school year. During the 2023/2024 school year we have included overall score data for the following Fastbridge assessments which include; aReading, AUTOREading, aMath, mySAEBRS along with F grade data. Fastbridge was used by teachers throughout the year to provide intervention and enrichment, as necessary.

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

Fastbridge Assessment Data:

Four categories: High Risk (HR), Some Risk (SR), Low Risk (LR), and College Pathway (CP)

aMath (Grades 6-8):

College Pathway (Fall) - 19%

College Pathway (Winter) - 15%

Low Risk (Fall) - 24%

Low Risk (Winter) - 25%

Some Risk (Fall) - 34%

Some Risk (Winter) - 35%

High Risk (Fall) - 23%

High Risk (Winter) - 25%

aReading (Grades 6-8):

College Pathway (Fall) - 20%

College Pathway (Winter) - 22%

Low Risk (Fall) - 26%

Low Risk (Winter) - 23%

Some Risk (Fall) - 26%

Some Risk (Winter) - 28%

High Risk (Fall) - 28%

High Risk (Winter) - 27%

AUTOReading (Grades 6-8):

Low Risk (Fall) - 60%

Low Risk (Winter) - 61%

Some Risk (Fall) - 28%

Some Risk (Winter) - 23%

High Risk (Fall) - 12%

High Risk (Winter) - 16%

mySAEBRS Data (Grades 6-8):

No Risk (Fall) - 67%

No Risk (Winter) - 66%

Some Risk (Fall) - 27%

Some Risk (Winter) - 29%

High Risk (Fall) - 6%

High Risk (Winter) - 5%

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, 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 professional 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 6 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 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. Professional learning communities discuss alignment of curriculum, student data, and intervention/enrichment for students. Staff also receives training in AVID school-wide strategies in grades 6-8, STEM professional development. Professional development included Universal Design Lesson (UDL) in collaboration with San Joaquin County Office.

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

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's.

Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process.

Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Social Studies teachers delivered our district adopted social emotional learning curriculum, Second Step. Second Step training was provided to social studies teachers and lessons provided to students throughout the school year, bi-weekly. During the 2023/2024 school year San Joaquin County office provided our SPED department and co-teachers training in Universal Design for Learning. The purpose is to ensure that our program provides multiple means of engagement, representation, action & expression for students.

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 as collaborative strategies, 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. Curriculum includes but not limited to the following; Social Studies - McGraw Hill, Math - Digits, English Language Arts - StudySync, Science - Amplify

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

Earle E. Williams Middle School adheres to the yearly academic minutes required by the law and to minutes in ELD designated time and Physical Education.

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), 7th/8th grade math intervention.

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

All students have access to standards based instructional materials and core curriculum.

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 - Amplify Science Middle School(6)

Science - Amplify Science Middle School (7)

Science - Amplify Science Middle School (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 - Study Sync & Get Ready

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 Curriculum 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 the Rigor rubric.

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 educational partners including parents of English Learners)
- Staff Input (Staff meetings), including needs analysis survey
- Back to School Night
- Open House
- ELAC
- Instructional Leadership Team (ILT)
- LCAP Surveys

Funding

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

Academic resources that are provided by categorical funds that enable underperforming students to meet standards are as follows:

- Scholastic Scope Magazine Subscription (supplemental resource)
- myPath Intervention/Enrichment (supplemental/intervention resource)
- Accelerated Reader
- English Language Development training
- Library materials that support diversity and inclusion

Fiscal support (EPC)

Title 1, Targeted RS 0710 & Targeted RS 0709 (EL, FY, SES)

Educational Partner 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:

2/8/24:

- School Site Council Bylaws
- School Site Council Rights and Responsibilities
- School Compact
- Emergency Plan
- Grant Opportunity - California Community Schools Partnership Program

4/4/24:

- School Plan (SPSA) and Budget Draft

4/18/24:

- School Plan (SPSA) Review and vote - 2024/2025 School Year

English Learner Advisory Council (ELAC):

4/17/24:

School Plan (SPSA) Review and vote - 2024/2025 School Year

Instructional Leadership Team (ILT)

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

Teacher Input

Early Release Wednesday (ERM) - schoolwide data review & budget review/requests/needs analysis survey

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, Universal Design for Learning (UDL), the co-teaching model with resource teachers and general education teachers. We are collaborating with district personnel and San Joaquin Office of Education for training. 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. Williams Middle School is identified as a ATSI (Additional Targeted Support and Improvement) for the following subgroup, English Learners.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.50%	0.51%	5	4	4
African American	5.6%	6.93%	6.12%	52	56	48
Asian	9.3%	8.54%	9.44%	86	69	74
Filipino	4.6%	5.57%	5.61%	42	45	44
Hispanic/Latino	57.5%	57.80%	60.59%	531	467	475
Pacific Islander	1.4%	0.62%	0.89%	13	5	7
White	16.3%	15.47%	14.29%	150	125	112
Multiple/No Response	4.8%	4.58%	2.55%	44	37	20
Total Enrollment				923	808	784

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	286	251	275
Grade 7	305	271	253
Grade 8	332	286	256
Total Enrollment	923	808	784

Conclusions based on this data:

1. Student enrollment has decreased at Williams Middle School from 2020/2021 to 2022/2023.
2. Enrollment by subgroup has remained relatively the same, with no significant increase or decrease in any subgroup enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	272	205	182	29.5%	25.4%	23.2%
Fluent English Proficient (FEP)	187	176	188	20.3%	21.8%	24.0%
Reclassified Fluent English Proficient (RFEP)	32	161	174	11.8%	19.9%	22.2%

Conclusions based on this data:

1. The percent of English Learner students at Williams Middle School has decreased from 2020/2021 to 2022/2023.
2. Percentage of students being reclassified has increased from 2020/2021 to 2022/2023.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	282	247	275	243	238	265	238	238	265	86.2	96.4	96.4
Grade 7	299	257	258	250	251	249	250	251	248	83.6	97.7	96.5
Grade 8	315	285	255	262	279	243	256	279	243	83.2	97.9	95.3
All Grades	896	789	788	755	768	757	744	768	756	84.3	97.3	96.1

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2463.	2501.	2468.	7.56	13.87	6.04	15.55	26.05	21.89	28.57	26.05	23.02	48.32	34.03	49.06
Grade 7	2499.	2493.	2487.	9.20	6.37	7.26	27.60	21.51	22.18	20.40	29.08	22.58	42.80	43.03	47.98
Grade 8	2511.	2526.	2522.	5.86	7.89	6.58	26.95	30.47	28.40	26.95	26.16	30.45	40.23	35.48	34.57
All Grades	N/A	N/A	N/A	7.53	9.24	6.61	23.52	26.17	24.07	25.27	27.08	25.26	43.68	37.50	44.05

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	7.17	11.76	8.30	52.32	54.62	44.91	40.51	33.61	46.79	
Grade 7	10.08	9.56	10.89	56.85	57.37	57.66	33.06	33.07	31.45	
Grade 8	10.94	15.77	9.88	49.61	54.12	52.26	39.45	30.11	37.86	
All Grades	9.45	12.50	9.66	52.90	55.34	51.46	37.65	32.16	38.89	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	5.98	17.23	7.17	44.44	44.12	43.40	49.57	38.66	49.43
Grade 7	13.93	9.96	12.10	48.36	52.19	43.15	37.70	37.85	44.76
Grade 8	9.02	11.83	14.81	47.84	50.90	49.38	43.14	37.28	35.80
All Grades	9.69	12.89	11.24	46.93	49.22	45.24	43.38	37.89	43.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	6.75	8.82	7.92	65.40	75.63	74.72	27.85	15.55	17.36
Grade 7	10.89	7.57	6.05	68.95	71.71	66.53	20.16	20.72	27.42
Grade 8	8.59	10.75	11.11	72.27	70.61	72.02	19.14	18.64	16.87
All Grades	8.77	9.11	8.33	68.96	72.53	71.16	22.27	18.36	20.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	9.66	13.45	7.55	65.13	66.39	67.17	25.21	20.17	25.28
Grade 7	17.27	8.76	8.47	53.41	63.35	62.90	29.32	27.89	28.63
Grade 8	10.16	11.11	10.29	64.06	65.95	68.31	25.78	22.94	21.40
All Grades	12.38	11.07	8.73	60.83	65.23	66.14	26.78	23.70	25.13

Conclusions based on this data:

1. 96.1% of students participated in the CAASPP assessment during the 22/23 school year. State of CA did not mandate the 95% participation rate due to distance learning for the 20/21 school year.
2. 30.68% of students at Williams Middle School met or exceeded overall standards for ELA.
3. 79.49% of students at Williams Middle School were above or at/near standard during the 22/23 school year.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	282	247	275	237	239	267	236	238	267	84.0	96.8	97.1
Grade 7	299	257	258	251	252	248	245	252	248	83.9	98.1	96.1
Grade 8	315	284	255	260	276	246	257	276	246	82.5	97.2	96.5
All Grades	896	788	788	748	767	761	738	766	761	83.5	97.3	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2434.	2469.	2453.	4.24	7.56	5.62	8.47	13.03	10.86	22.88	29.41	26.22	64.41	50.00	57.30
Grade 7	2456.	2457.	2476.	6.12	3.97	10.89	11.02	10.71	10.89	26.12	25.79	22.58	56.73	59.52	55.65
Grade 8	2471.	2490.	2490.	8.17	6.88	9.76	7.00	14.49	8.13	18.29	22.83	23.98	66.54	55.80	58.13
All Grades	N/A	N/A	N/A	6.23	6.14	8.67	8.81	12.79	9.99	22.36	25.85	24.31	62.60	55.22	57.03

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6	2.97	8.82	4.87	33.47	41.60	38.20	63.56	49.58	56.93	
Grade 7	4.53	5.95	10.08	40.33	38.49	38.31	55.14	55.56	51.61	
Grade 8	6.23	9.78	10.16	37.74	44.20	41.87	56.03	46.01	47.97	
All Grades	4.62	8.22	8.28	37.23	41.51	39.42	58.15	50.26	52.30	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	3.81	8.40	4.49	35.17	39.92	43.07	61.02	51.68	52.43
Grade 7	6.12	6.35	11.29	48.98	45.63	43.15	44.90	48.02	45.56
Grade 8	8.56	6.52	8.54	37.74	47.83	46.34	53.70	45.65	45.12
All Grades	6.23	7.05	8.02	40.65	44.65	44.15	53.12	48.30	47.83

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	3.81	9.24	3.00	54.24	58.40	59.18	41.95	32.35	37.83
Grade 7	5.71	5.95	7.26	60.41	60.32	55.24	33.88	33.73	37.50
Grade 8	6.61	5.43	6.50	57.20	62.32	64.23	36.19	32.25	29.27
All Grades	5.42	6.79	5.52	57.32	60.44	59.53	37.26	32.77	34.95

Conclusions based on this data:

1. 96.6% of students participated in the Math CAASPP assessment during the 22/23 school year. State of CA did not mandate the 95% participation rate due to distance learning, during the 20/21 school year.
2. 18.66% of students met or exceeded standard for the 22/23 school year for the math CAASPP assessment.
3. 65.05% of students scored above or at/near standard on the "communicating reasoning - demonstrating ability to support mathematical conclusions" on the math CAASPP.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	23.66	18.95	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. 18.95% of Williams Middle School students met or exceeded standard for the 22/23 school year for the science CAASPP assessment.
2. 24.54% of TUSD students met or exceeded standard for the 22/23 school year for the science CAASPP assessment.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1517.7	1530.0	1519.7	1521.8	1528.0	1516.5	1513.2	1531.7	1522.3	76	48	77
7	1521.2	1534.7	1541.5	1526.1	1532.7	1545.8	1515.7	1536.4	1536.6	73	65	51
8	1543.6	1543.4	1550.5	1547.5	1543.0	1547.1	1539.1	1543.3	1553.5	96	65	59
All Grades										245	178	187

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.84	18.75	15.58	43.42	47.92	44.16	34.21	22.92	25.97	10.53	10.42	14.29	76	48	77
7	16.44	16.92	29.41	34.25	46.15	35.29	28.77	21.54	27.45	20.55	15.38	7.84	73	65	51
8	25.00	16.92	28.81	33.70	44.62	32.20	29.35	24.62	23.73	11.96	13.85	15.25	92	65	59
All Grades	18.26	17.42	23.53	36.93	46.07	37.97	30.71	23.03	25.67	14.11	13.48	12.83	241	178	187

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	28.95	39.58	36.36	50.00	41.67	44.16	14.47	12.50	5.19	6.58	6.25	14.29	76	48	77
7	23.29	29.23	45.10	46.58	50.77	39.22	17.81	9.23	7.84	12.33	10.77	7.84	73	65	51
8	35.87	36.92	52.54	38.04	41.54	20.34	18.48	12.31	16.95	7.61	9.23	10.17	92	65	59
All Grades	29.88	34.83	43.85	44.40	44.94	35.29	17.01	11.24	9.63	8.71	8.99	11.23	241	178	187

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	3.95	0.00	6.49	21.05	33.33	22.08	36.84	54.17	45.45	38.16	12.50	25.97	76	48	77
7	6.85	10.77	9.80	15.07	21.54	17.65	39.73	41.54	49.02	38.36	26.15	23.53	73	65	51
8	7.61	10.77	15.25	31.52	27.69	35.59	34.78	35.38	22.03	26.09	26.15	27.12	92	65	59
All Grades	6.22	7.87	10.16	23.24	26.97	25.13	36.93	42.70	39.04	33.61	22.47	25.67	241	178	187

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	14.47	10.42	9.09	67.11	77.08	70.13	18.42	12.50	20.78	76	48	77
7	8.22	9.23	13.73	65.75	63.08	66.67	26.03	27.69	19.61	73	65	51
8	14.13	9.23	18.64	73.91	73.85	57.63	11.96	16.92	23.73	92	65	59
All Grades	12.45	9.55	13.37	69.29	70.79	65.24	18.26	19.66	21.39	241	178	187

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	64.38	62.50	68.83	30.14	31.25	20.78	5.48	6.25	10.39	73	48	77
7	61.43	64.62	78.43	28.57	26.15	15.69	10.00	9.23	5.88	70	65	51
8	58.02	49.23	72.88	35.80	43.08	16.95	6.17	7.69	10.17	81	65	59
All Grades	61.16	58.43	72.73	31.70	33.71	18.18	7.14	7.87	9.09	224	178	187

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.26	6.25	5.19	32.89	50.00	36.36	61.84	43.75	58.44	76	48	77
7	12.33	15.38	13.73	28.77	43.08	33.33	58.90	41.54	52.94	73	65	51
8	21.74	18.46	20.34	28.26	35.38	44.07	50.00	46.15	35.59	92	65	59
All Grades	13.69	14.04	12.30	29.88	42.13	37.97	56.43	43.82	49.73	241	178	187

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.89	10.42	16.88	80.26	85.42	68.83	11.84	4.17	14.29	76	48	77
7	1.37	10.77	15.69	82.19	80.00	78.43	16.44	9.23	5.88	73	65	51
8	2.17	1.54	11.86	88.04	92.31	72.88	9.78	6.15	15.25	92	65	59
All Grades	3.73	7.30	14.97	83.82	85.96	72.73	12.45	6.74	12.30	241	178	187

Conclusions based on this data:

1. ELPAC data for Williams Middle School shows overall increase in the overall performance for students taking the ELPAC, from 2020/2021 to 2022/2023, at all grade levels.
2. 72.73% of Williams Middle School students scored well developed in the speaking domain of the ELPAC.

3. 12.30% of Williams Middle School students scored well developed in the reading domain of the ELPAC.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
784	61.9	23.2	0.1
Total Number of Students enrolled in Earle E. Williams Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	182	23.2
Foster Youth	1	0.1
Homeless	62	7.9
Socioeconomically Disadvantaged	485	61.9
Students with Disabilities	100	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	48	6.1
American Indian	4	0.5
Asian	74	9.4
Filipino	44	5.6
Hispanic	475	60.6
Two or More Races	20	2.6
Pacific Islander	7	0.9
White	112	14.3

Conclusions based on this data:

1. According to enrollment data, Hispanic students (60.6%) and White students (14.3%) make up the majority of the student population at Williams Middle School.

2. According to enrollment data, the socioeconomically disadvantaged subgroup is 61.9% of the student population at Williams Middle School, a slight increase from the previous year.
3. According to enrollment data, the English learner subgroup is 23.2% of the student population at Williams Middle School, slight decrease from the previous year.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

3. According to the 2023 Fall dashboard, English Learner progress for students identified at Williams Middle is in the "green" performance level category.

School and Student Performance Data

Academic Performance English Language Arts

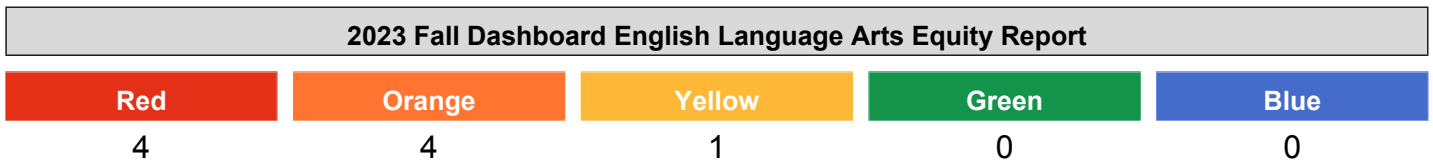
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 54.5 points below standard Decreased -12.1 points 710 Students	 Red 90.2 points below standard Decreased Significantly -21.1 points 237 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 57.5 points below standard Increased Significantly +26.5 points 60 Students	 Red 72.4 points below standard Decreased -10.6 points 442 Students	 Red 120.5 points below standard Maintained -2.4 points 98 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 100.9 points below standard Decreased Significantly - 21.8 points 41 Students	Less than 11 Students 3 Students	 Orange 9 points below standard Decreased Significantly - 18.9 points 71 Students	 Orange 8 points below standard Maintained -0.2 points 42 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.3 points below standard Decreased -12.1 points 431 Students	9.7 points below standard Increased +11.9 points 19 Students	Less than 11 Students 5 Students	 Orange 28.2 points below standard Maintained -0.6 points 98 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.7 points below standard Decreased -5.6 points 152 Students	41 points below standard Decreased Significantly -35.8 points 85 Students	46.4 points below standard Decreased -9.5 points 368 Students

Conclusions based on this data:

1. According to the 2023 Fall dashboard for English Language Arts, the English Learner subgroup decreased significantly in performance.
2. According to the 2023 Fall dashboard for English Language Arts, the African American subgroup decreased significantly in performance.

School and Student Performance Data

Academic Performance Mathematics

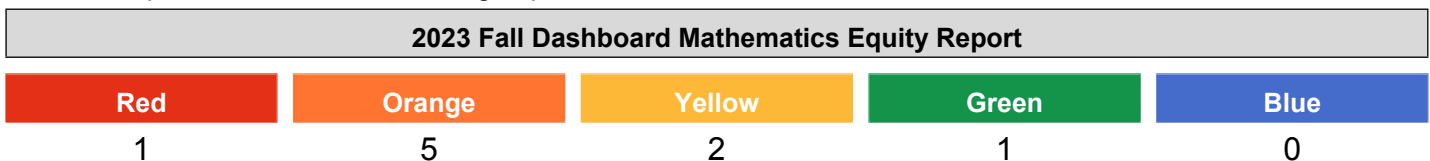
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 90.5 points below standard Increased +3.5 points 707 Students	English Learners Red 128.5 points below standard Decreased -6.2 points 237 Students	Foster Youth Less than 11 Students 1 Student
Homeless Orange 105.3 points below standard Increased Significantly +26.9 points 61 Students	Socioeconomically Disadvantaged Orange 110.3 points below standard Increased +9.5 points 440 Students	Students with Disabilities Orange 151.9 points below standard Increased Significantly +23.9 points 99 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 128.6 points below standard Increased +5.2 points 40 Students	Less than 11 Students 3 Students	 Green 14.6 points below standard Increased +10.7 points 70 Students	 Yellow 47.3 points below standard Increased +7.2 points 42 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 110.8 points below standard Increased +3 points 430 Students	55.9 points below standard Increased Significantly +29.4 points 18 Students	Less than 11 Students 5 Students	 Yellow 62.9 points below standard Increased +3.9 points 99 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
153.6 points below standard Increased +8.6 points 152 Students	83.6 points below standard Decreased Significantly -19.9 points 85 Students	84.5 points below standard Maintained -0.7 points 366 Students

Conclusions based on this data:

1. According to the 2023 Fall dashboard for mathematics, English Learners subgroups performed at the "red" indicator.
2. According to the 2023 Fall dashboard for mathematics, Hispanic and African American subgroups performed at the "orange" performance indicator.
3. According to the 2023 Fall dashboard for mathematics, overall English learners were below standard but improved from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

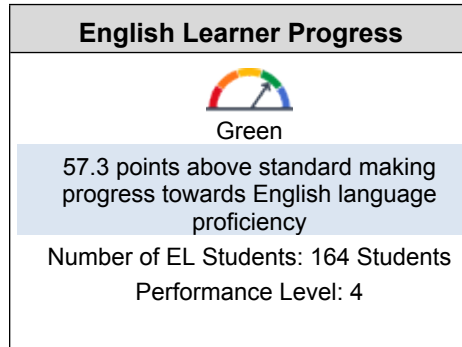
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
26	44	8	86

Conclusions based on this data:

1. According to the 2023 Fall dashboard for English Learner Progress Indicator, students identified are at the "green" performance indicator.
2. According to the 2023 Fall dashboard for English Learner progress, 86 students showed progress at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

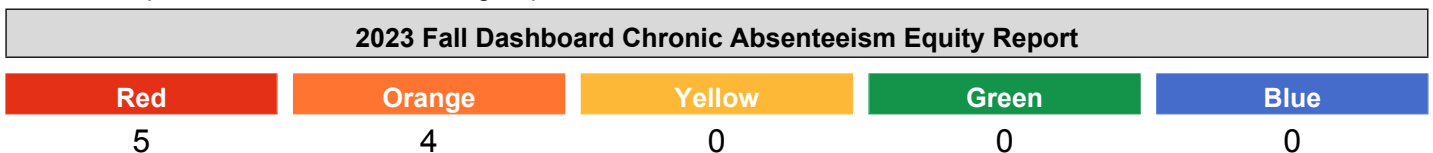
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>26.6% Chronically Absent</p> <p>Increased 0.6</p> <p>837 Students</p>	<p>English Learners</p> <p>Red</p> <p>23% Chronically Absent</p> <p>Maintained 0</p> <p>217 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Red</p> <p>40% Chronically Absent</p> <p>Increased 9.6</p> <p>90 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>30.2% Chronically Absent</p> <p>Maintained 0</p> <p>546 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>31.6% Chronically Absent</p> <p>Declined -5.8</p> <p>117 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 47.1% Chronically Absent Increased 8.3 51 Students	Less than 11 Students 4 Students	 Orange 8.9% Chronically Absent Increased 3.5 79 Students	 Orange 13.3% Chronically Absent Increased 0.6 45 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 26.8% Chronically Absent Declined -1.1 508 Students	31.8% Chronically Absent Declined -5 22 Students	Less than 11 Students 10 Students	 Red 29.7% Chronically Absent Increased 4.1 118 Students

Conclusions based on this data:

1. According to the 2023 Fall dashboard for academic engagement/chronic absenteeism, English Learners, homeless, socioeconomically disadvantaged, African-American, and white subgroups were identified in the "red" indicator.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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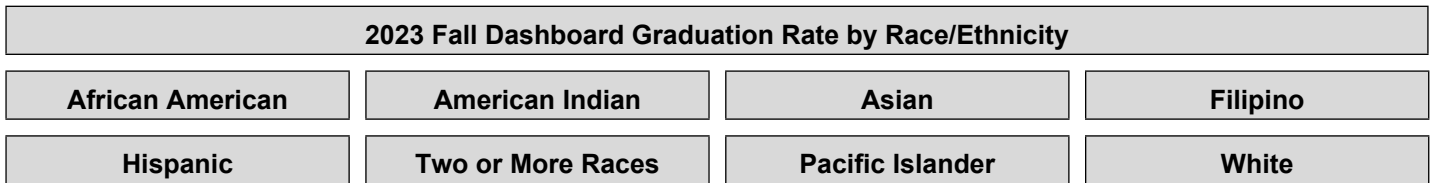
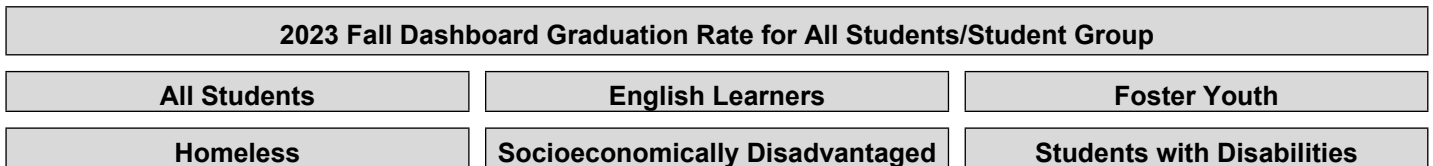
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

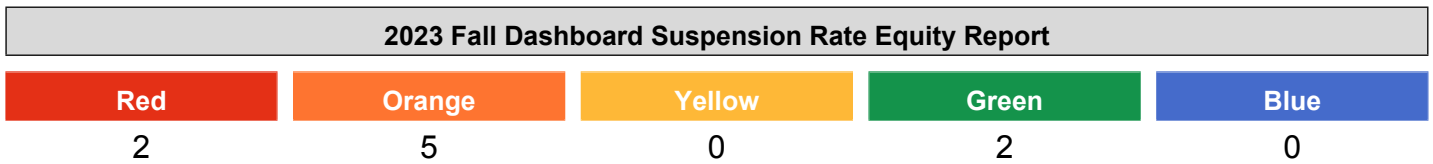
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 12.7% suspended at least one day Maintained -0.2 866 Students	 Red 13.3% suspended at least one day Increased 1.2 226 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 13.3% suspended at least one day Declined -1.7 98 Students	 Orange 14.3% suspended at least one day Declined -1.3 566 Students	 Orange 12.2% suspended at least one day Declined -6.5 123 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 19.6% suspended at least one day Declined -3.4 56 Students	Less than 11 Students 4 Students	 Green 2.5% suspended at least one day Declined -2.9 81 Students	 Green 6.4% suspended at least one day Declined -6.4 47 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 14% suspended at least one day Increased 2.9 523 Students	12.5% suspended at least one day Declined -11.2 24 Students	Less than 11 Students 10 Students	 Orange 13.2% suspended at least one day Declined -2.2 121 Students

Conclusions based on this data:

1. According to the 2023 Fall dashboard for Conditions and Climate for suspension rate, English Learner and Hispanic subgroups are identified in the "red" indicator.

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 using accelerated learning and tiered supports.

Goal 1

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

Identified Need

Overall English Language Arts
 Overall Mathematics
 At Risk Students: ELL - as identified as Additional Targeted Support Intervention (ATSI)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data (ELA and Mathematics)	2022/2023 ELA and Mathematics CAASPP Data CAASPP ELA - Exceeded or Met Standard - 30.68% CAASPP Mathematics - Exceeded or Met Standard - 18.66%	40% of students score standard met or standards exceeded in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics) - At Risk Subgroups - ATSI Identified	2022/2023 ELA and Mathematics CAASPP Data ELA CAASPP Data 2022/2023 - Exceeded or Met Standard 1. ELL - 2.98% Mathematics CAASPP Data 2020/2021 - Exceeded/Met Standard 1. ELL - 2.29%	40% of at risk students (ELL) score standard met of standards exceeded in English Language Arts and mathematics.
SBAC Data - CAST (8th Grade Science)	2022/20223 CAST Data (8th Grade Science)	40% of students who score standard met or standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Met or Exceeded Standard - 18.95%	exceeded in CAST (8th Grade Science).
ELPAC	Overall ELPAC 2022/2023 1. Level 4 - 15.57% 2. Level 3 - 35.23%	Increase level 4 and 3 ELPAC by 2%.

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

- Provide supplies and support for technology elective, Tynker.
- Provide counselors, the counseling application, SCUTA. Provide data for counseling PLC and school in regards to counseling program.
- Provide supplies for NGSS implementation for 6th grade.
- Provide supplies for NGSS implementation for 7/8 grade
- Provide student agendas to support instruction and student organization
- Provide additional supplies and support for Art Program
- Purchase books, supplies, additional resources for ELD, non-fiction resources for library.
- Provide collaboration time for rigor/relevance framework (ELA, mathematics, science, social studies)
- Provide collaboration time for Leadership team to analyze and apply data and steer subsequent professional development and interventions
- Magic School Enterprise - provide AI tool for teacher to streamline curriculum, planning, intervention planning and communication.
- Women in School Leadership - provide professional development and training to staff.
- Provide funding for professional development, ASB Works and CADA conference.
- Provide funding for counselor collaboration and professional development- CASC

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)
61,000	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/ to support 6-8 instruction
- Postage for report cards and flyers.
- Purchase additional technology as needed: Document cameras, projectors, computers, etc. to support student intervention and access.
- Additional Clerk Support
- Provide entrance fees for academic competitions

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)
38,457	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/Targeted EL

- Licenses for Accelerated Reader (AR)
- Purchase additional technology as needed: document cameras, projectors, computers to be used in classrooms and library to access information for student learning
- Provide Scholastic Math - Supplemental Resource - Grade 6-8
- Provide Scholastic Science - Supplemental Resource - Grades 6-8

- Provide training and support for teachers who teach ELD classes, CAFE conference
- Provide college field trip to ELD students and parents
- Provide ELD teachers materials and resources for student development.
- Salary for ELD paraeducator
- CAFE Conference
- Salary for Bilingual Clerk Typist

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)
69,972	LCFF - Supplemental
49,677	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 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
- Provide intervention/enrichment support through academic platform, myPath through district adopted program, Edgenuity. myPath will provide ELA and math initial assessments and create individual learning plans for students, for intervention programs.
- Professional Learning Community (PLC) Conference

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)
15,000	Title I
19,847	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 2 - Additional Support for at risk students and students not making progress

Strategy/Activity

- 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)

31,346

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2023-24

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.

During the 2023/2024 school year, Williams Middle School used AVID strategies schoolwide. Various AVID training were provided throughout the school year during Early Release Monday (ERM) and buy back days. Williams Middle School staff used Fastbridge and other local assessments to determine student academic progress throughout the school year. Students who were targeted for intervention used programs such as READ 180, Accelerated Reader (AR), StudySync (ELA) and Digits (Mathematics) as base curriculum. Supplemental resources that were used are the following, but not limited to myPath and scholastic reader magazine subscription (ELA, ELD, Mathematics, Social Science & Science).

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 needs continue to shift at Williams Middle School we also have observed the need to provide additional counseling support. COST (Coordination Of Services Team), led by our counseling team has been able to identify students students in need of mental health and academic resources and provide the appropriate intervention. The addition of counseling support will provide

additional support to our ELD program, to monitor ELD students and collaborate with the site ELD coordinator to ensure student progress.

We also identified the need for a Clerk Typist I/Translator at Williams Middle School. This position will allow for our community to access school resources more readily and provide a person to translate in the main office and as necessary for the needs of the students and the 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.

- Ensure goals are attainable for at risk students.
- Federal school improvement plan: English Learners, as focus for improvement.
- Using RCD assessments, fastbridge assessments and teacher assessments as data points 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

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)	Red Indicator - 12.7% as determined by CA School Dashboard	Reduce the suspension rate by 2%.
Monthly Attendance Reports	94% attendance rate	Maintain a 98% attendance rate.
Monthly Attendance Reports	Red Indicator - 26.6% Chronic absenteeism rate as determined by CA school dashboard.	Reduce the chronic absenteeism rate by 5%. 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 1/2 - Core Instruction and Differentiation
All Students

Strategy/Activity

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

- Where Everybody Belongs (WEB) peer mentoring program, training and supplies
- Provide intervention/enrichment support through academic platform, myPath.
- Provide safety and cultural assemblies/guest speakers
- Parent Liaison - 50%

- Additional Clerical Support
- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information. (District ELOG)

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)
72,000	Title I
	LCFF - Supplemental
	LCFF

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 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)
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Annual Review

SPSA Year Reviewed: 2023-24

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 School, our commitment to providing a safe and equitable learning environment remains steadfast. Throughout the 2023-2024 school year, we focused on fostering positive relationships among all educational partners and enhancing communication with our community. To improve family engagement, we introduced a community newsletter via SMORE and maintained an active presence on our school's Facebook page, ensuring timely updates and information dissemination. Additionally, recognizing the importance of early intervention and support, we established a Coordination of Services Team (COST) to address student concerns and connect them with appropriate school resources. This team will continue its vital work into the 2024-2025 academic year.

According to data from the California School Dashboard, Williams Middle School witnessed a decrease in suspension rates, from 12.9% to 11.02% during the 2023-2024 school year. This positive trend underscores the efficacy of our proactive interventions. Furthermore, we provided essential mental health support through tier 3 services from CMC, catering to the holistic well-being of our students.

Upon transitioning from distance learning, we observed an uptick in referrals for additional student support. In response, we established a Support Room to address low-level classroom behaviors, staffed with dedicated behaviorists. Over the past two years, both referrals and suspensions have shown a declining trend, reflecting the success of our targeted interventions.

As our student demographics evolve, with increasing representation from at-risk groups such as special needs students, foster youth, English Learners, socioeconomically disadvantaged, and African American students, our commitment to providing social-emotional support remains unwavering. In the upcoming 2024-2025 school year, we have allocated additional funding for school counseling to bolster support for our at-risk youth.

Reflecting on the challenges encountered during the 2021-2022 academic year, marked by a notable increase in suspension and expulsion rates, we have implemented various initiatives funded through alternative sources to bolster student support. These include the ROAR tickets program for promoting positive behaviors, tier 2 services provided by community organization Sow-A-Seed, the Improve Your Tomorrow (IYT) mentoring program for male students of color, and the invaluable partnership with Faith in Action Community Education Services (FACES) to offer behavior support and mentorship opportunities.

Looking ahead, we remain committed to sustaining these initiatives, contingent upon securing continued grant funding. Our collaborative efforts, involving stakeholders from within the school community and external partners, will ensure the continued success of our goal to provide a safe and equitable learning environment at Williams Middle School.

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 needs continue to shift at Williams Middle School we also have observed the need to provide additional counseling support. COST (Coordination Of Services Team), led by our counseling team has been able to identify students in need of mental health and academic resources and provide the appropriate intervention. The addition of counseling support will provide additional support to our ELD program, to monitor ELD students and collaborate with the site ELD coordinator to ensure student progress.

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.

Williams Middle School identified the need for additional counseling support to support all students but to also focus efforts on ELD students. We will continue working towards reducing the suspension rate and reducing chronic absenteeism. Community partners and organizations that we have added will aid in reaching our school goals include, Sow A Seed, Improve Your Tomorrow (IYT), Faith In Action Community Education Services (FACES), Boys and Girls Club, San Joaquin County Pride.

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

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

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

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)

All Students

Strategy/Activity

- 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 (district ELOG)

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)

Annual Review

SPSA Year Reviewed: 2023-24

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 three years and each year parents participate and continue to request the services. While COVID impacted the PIQE program during the 2020/2021 school year, we still saw participation for the program. We will continue to focus on our outreach to parents to increase our parent participation in the LCAP survey. During the 2022/2023 PIQE was offered virtually and had success. Feedback given at the end of the 9-week program found that virtual sessions allow for parents to connect much more easily.

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

No major differences between the intended implementation and/or budgeted expenditures.

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.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)
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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
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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)
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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	\$357,299.00

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	\$197,677.00

Subtotal of additional federal funds included for this school: \$197,677.00

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

State or Local Programs	Allocation (\$)
LCFF	\$38,457.00
LCFF - Supplemental	\$121,165.00

Subtotal of state or local funds included for this school: \$159,622.00

Total of federal, state, and/or local funds for this school: \$357,299.00

School Site Council Membership

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

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

Name of Members	Role
Christopher Beaken	Classroom Teacher
Chad Pettigrew	Classroom Teacher
Claire Wood	Classroom Teacher
Anabel Zarate	Other School Staff
Andrew Stokes	Parent or Community Member
Grace Maas	Parent or Community Member
Marisol Pelayo	Parent or Community Member
Marc Costales	Parent or Community Member
Layla Davenport	Secondary Student
Miguel Romo	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/18/23.

Attested:



Principal, Miguel Romo on 4/18/24



SSC Chairperson, Andrew Stokes on 4/18/24

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.

[Educational Partner 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.

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

Authority Cited: 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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/>

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