

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earle E. Williams Middle School	39-75499-6109003	04/28/2026	05/27/2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement	28
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 3.....	39
Goal 4.....	41
Goal 5.....	43
Budget Summary	45
Budget Summary	45
Other Federal, State, and Local Funds	45
Budgeted Funds and Expenditures in this Plan.....	46
Funds Budgeted to the School by Funding Source.....	46
Expenditures by Funding Source	46
Expenditures by Goal.....	46
School Site Council Membership	47
Recommendations and Assurances	48
Instructions.....	49
Appendix A: Plan Requirements	56
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	59
Appendix C: Select State and Federal Programs	62

Plan Description

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

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

Schoolwide Program

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

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

Educational Partner Involvement

How, when, and with whom did Earle E. Williams Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School 9/30/25:

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

-Vote on budget updates

-Vote on proposed Prop 28 spending plan

12/9/25:

-Review Current SPSA Goals for 25-26

- Vote on budget updates

-Present 2025 CAASPP data & projected goals for the year

2/24/26:

-Went over benchmark data

-Discussed discipline data

-Went over SPSA Classified and Certificated Survey Results

4/28/26:

- School Plan (SPSA) and Budget Review and Vote 2026-2027 School Year

-Safety Plan Approval 25-26: TUSD Master Manual 26.27 Redacted (1).docx

English Learner Advisory Council (ELAC):

10/14/25:

Introductory ELAC Meeting

What is ELAC

Officers- vote

What is it to be an EL Student

ELPAC and how to reclassify

Went over Parent Engagement Plan:

12/16:

Go over what the ELPAC test results look like and what they mean

Strategies for helping your child to improve

Go over the website where students can practice for the ELPAC – Jane

How the school is helping EL Students-- resources, after-school tutoring

PIQE- sign ups and info

2/24/26:

Went over benchmark data

Discussed discipline data

Presented SPSA Classified and Certificated Survey Results: .pptx

Solicited feedback from committee in preparation for SPSA draft

4/28/26:

School Plan (SPSA) Review and vote - 2026/2027 School Year

Instructional Leadership Team (ILT)

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

Staff Input:

SPSA Survey (2.2.26) and discussion (2/23/26) of needs analysis and priorities during Early Release Monday (ERM) meetings

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The dashboard indicates that English Learner (EL) progress is in the "Orange" performance category, with a decline of 9.8% of EL students making progress toward English proficiency. Currently 44.9% of EL students are making progress. This data is similar to statewide performance where 46.4% of students are making progress. EL students are assigned to designated ELD classes, receive counseling support, have access to specialized after-school tutoring, and their

parents are engaged in ELAC, Parent Cafe, and PIQE to bolster involvement. Our library funds resources targeted to this population of students. We also host a family event called Harvest Festival, which celebrates our community's cultures and traditions with the school and the community. Bilingual counseling services are being offered to assist students in improving ELPAC performance.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Dashboard equity reports indicate subgroup performance gaps, particularly in Mathematics and Suspension Rate, where some student groups performed two or more performance levels below the All Students category. Students with disabilities and English Learners demonstrated the most significant gaps, reinforcing the need for targeted intervention and inclusive supports.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Earle E. Williams Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.40%	0.26%	0.41%	3	2	3
African American	6.21%	5.91%	5.48%	47	45	40
Asian	11.10%	12.20%	16.44%	84	93	120
Filipino	4.62%	3.54%	3.42%	35	27	25
Hispanic/Latino	59.45%	61.55%	58.63%	450	469	428
Pacific Islander	1.06%	1.31%	0.96%	8	10	7
White	13.21%	10.76%	10.00%	100	82	73
Multiple/No Response	3.96%	4.46%	4.66%	30	34	34
Total Enrollment				757	762	730

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	246	259	236
Grade 7	260	242	258
Grade 8	251	261	236
Total Enrollment	757	762	730

Conclusions based on this data:

- Overall enrollment has remained relatively stable over the past three years, with a slight decline followed by a small increase in 2024–25.
- Hispanic/Latino students continue to make up the majority of the student population (over 60%), while Asian student enrollment has steadily increased and White and Filipino student enrollment has declined.
- Several subgroups (American Indian and Pacific Islander) remain very small, limiting meaningful subgroup analysis.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	164	165		23.2%	21.7%	
Fluent English Proficient (FEP)	200	214		24.0%	26.4%	
Reclassified Fluent English Proficient (RFEP)				22.2%		

Conclusions based on this data:

1. The percentage of English Learners has slightly declined over the past three years, stabilizing at 21.7% in 2024–25.
2. The proportion of Fluent English Proficient (FEP) students has steadily increased, indicating a shift toward greater overall English proficiency among students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	275	241	259	265	238	253	265	238	253	96.4	98.8	97.7
Grade 7	258	259	237	249	252	235	248	252	235	96.5	97.3	99.2
Grade 8	255	240	269	243	233	258	243	233	258	95.3	97.1	95.9
All Grades	788	740	765	757	723	746	756	723	746	96.1	97.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2468.	2489.	2501.	6.04	12.61	12.25	21.89	22.69	27.67	23.02	25.21	24.11	49.06	39.50	35.97
Grade 7	2487.	2476.	2502.	7.26	6.35	11.06	22.18	16.67	23.40	22.58	25.79	22.13	47.98	51.19	43.40
Grade 8	2522.	2541.	2528.	6.58	15.88	9.30	28.40	25.32	27.91	30.45	30.04	27.91	34.57	28.76	34.88
All Grades	N/A	N/A	N/A	6.61	11.48	10.86	24.07	21.44	26.41	25.26	26.97	24.80	44.05	40.11	37.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	8.30	14.29	13.83	44.91	43.70	49.41	46.79	42.02	36.76
Grade 7	10.89	6.35	14.47	57.66	53.17	55.74	31.45	40.48	29.79
Grade 8	9.88	14.59	16.41	52.26	57.08	53.13	37.86	28.33	30.47
All Grades	9.66	11.62	14.92	51.46	51.31	52.69	38.89	37.07	32.39

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.17	12.61	14.62	43.40	45.38	52.96	49.43	42.02	32.41
Grade 7	12.10	8.80	13.62	43.15	42.40	44.26	44.76	48.80	42.13
Grade 8	14.81	20.17	11.63	49.38	46.78	51.16	35.80	33.05	37.21
All Grades	11.24	13.73	13.27	45.24	44.80	49.60	43.52	41.47	37.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.92	9.24	10.28	74.72	71.85	71.15	17.36	18.91	18.58
Grade 7	6.05	5.56	8.51	66.53	68.65	70.64	27.42	25.79	20.85
Grade 8	11.11	12.88	7.39	72.02	70.39	70.82	16.87	16.74	21.79
All Grades	8.33	9.13	8.72	71.16	70.26	70.87	20.50	20.61	20.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	7.55	10.50	13.83	67.17	63.03	62.45	25.28	26.47	23.72
Grade 7	8.47	5.56	17.45	62.90	59.52	47.23	28.63	34.92	35.32
Grade 8	10.29	21.46	10.08	68.31	62.66	67.44	21.40	15.88	22.48
All Grades	8.73	12.31	13.67	66.14	61.69	59.38	25.13	26.00	26.94

Conclusions based on this data:

1. Overall ELA performance shows gradual improvement, with the percentage of students meeting or exceeding standards increasing and the percentage not meeting standards declining from 44.05% to 37.94%.
2. Grade 6 and Grade 7 demonstrated the strongest growth trends, with increasing mean scale scores and notable reductions in students not meeting standards over time.
3. Reading and Writing outcomes improved overall, with Reading "Below Standard" decreasing from 38.89% to 32.39% and Writing "Below Standard" decreasing from 43.52% to 37.13%, indicating growth in literacy skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	275	241	259	267	238	257	267	237	257	97.1	98.8	99.2
Grade 7	258	260	237	248	255	235	248	255	235	96.1	98.1	99.2
Grade 8	255	240	269	246	233	263	246	233	263	96.5	97.1	97.8
All Grades	788	741	765	761	726	755	761	725	755	96.6	98	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2453.	2476.	2479.	5.62	13.08	10.12	10.86	10.55	21.79	26.22	25.74	20.62	57.30	50.63	47.47
Grade 7	2476.	2453.	2488.	10.89	5.49	14.89	10.89	7.84	12.77	22.58	25.88	22.55	55.65	60.78	49.79
Grade 8	2490.	2523.	2498.	9.76	16.74	9.51	8.13	13.30	13.31	23.98	25.75	25.48	58.13	44.21	51.71
Grade 11															
All Grades	N/A	N/A	N/A	8.67	11.59	11.39	9.99	10.48	16.03	24.31	25.79	22.91	57.03	52.14	49.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	4.87	10.97	12.84	38.20	35.02	39.30	56.93	54.01	47.86
Grade 7	10.08	5.88	12.34	38.31	36.47	40.43	51.61	57.65	47.23
Grade 8	10.16	19.31	11.03	41.87	41.20	44.49	47.97	39.48	44.49
Grade 11									
All Grades	8.28	11.86	12.05	39.42	37.52	41.46	52.30	50.62	46.49

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	4.49	13.92	10.12	43.07	42.19	48.25	52.43	43.88	41.63
Grade 7	11.29	5.49	13.19	43.15	40.00	43.40	45.56	54.51	43.40
Grade 8	8.54	13.73	8.75	46.34	51.50	50.95	45.12	34.76	40.30
All Grades	8.02	10.90	10.60	44.15	44.41	47.68	47.83	44.69	41.72

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	3.00	12.24	10.51	59.18	54.43	52.14	37.83	33.33	37.35
Grade 7	7.26	3.53	12.34	55.24	60.00	51.91	37.50	36.47	35.74
Grade 8	6.50	12.88	7.98	64.23	60.52	59.32	29.27	26.61	32.70
All Grades	5.52	9.38	10.20	59.53	58.34	54.57	34.95	32.28	35.23

Conclusions based on this data:

1. Overall Math performance shows modest improvement, with the percentage of students meeting or exceeding standards increasing from 18.66% in 2022–23 to 27.42% in 2024–25, while students not meeting standards declined from 57.03% to 49.67%.
2. Grade 7 demonstrated the most notable growth, with a significant increase in mean scale score and a reduction in students not meeting standards from 60.78% to 49.79%.
3. Despite gains, nearly half of students (49.67%) are still not meeting Math standards, indicating continued need for targeted instructional support.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1519.7	1515.9	1517.1	1516.5	1522.1	1519.1	1522.3	1509.1	1514.7	77	57	68
7	1541.5	1543.5	1523.4	1545.8	1554.5	1528.0	1536.6	1532.1	1518.1	51	58	48
8	1550.5	1541.1	1536.1	1547.1	1543.2	1542.6	1553.5	1538.4	1529.2	59	38	53
All Grades										187	153	169

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	15.58	15.79	11.76	44.16	38.60	51.47	25.97	29.82	17.65	14.29	15.79	19.12	77	57	68
7	29.41	32.76	8.33	35.29	29.31	41.67	27.45	18.97	35.42	7.84	18.97	14.58	51	58	48
8	28.81	21.05	15.09	32.20	44.74	39.62	23.73	15.79	26.42	15.25	18.42	18.87	59	38	53
All Grades	23.53	23.53	11.83	37.97	36.60	44.97	25.67	22.22	25.44	12.83	17.65	17.75	187	153	169

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	36.36	38.60	38.24	44.16	42.11	39.71	5.19	5.26	11.76	14.29	14.04	10.29	77	57	68
7	45.10	53.45	52.08	39.22	27.59	22.92	7.84	5.17	12.50	7.84	13.79	12.50	51	58	48
8	52.54	34.21	41.51	20.34	44.74	28.30	16.95	5.26	13.21	10.17	15.79	16.98	59	38	53
All Grades	43.85	43.14	43.20	35.29	37.25	31.36	9.63	5.23	12.43	11.23	14.38	13.02	187	153	169

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	6.49	3.51	2.94	22.08	7.02	16.18	45.45	59.65	47.06	25.97	29.82	33.82	77	57	68
7	9.80	8.62	2.08	17.65	24.14	6.25	49.02	36.21	68.75	23.53	31.03	22.92	51	58	48
8	15.25	2.63	9.43	35.59	34.21	20.75	22.03	34.21	33.96	27.12	28.95	35.85	59	38	53
All Grades	10.16	5.23	4.73	25.13	20.26	14.79	39.04	44.44	49.11	25.67	30.07	31.36	187	153	169

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.09	17.54	16.18	70.13	56.14	58.82	20.78	26.32	25.00	77	57	68
7	13.73	15.52	6.25	66.67	51.72	68.75	19.61	32.76	25.00	51	58	48
8	18.64	5.41	13.21	57.63	78.38	62.26	23.73	16.22	24.53	59	37	53
All Grades	13.37	13.82	12.43	65.24	59.87	62.72	21.39	26.32	24.85	187	152	169

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	68.83	68.42	66.18	20.78	17.54	20.59	10.39	14.04	13.24	77	57	68
7	78.43	81.03	72.92	15.69	6.90	16.67	5.88	12.07	10.42	51	58	48
8	72.88	73.68	69.81	16.95	10.53	13.21	10.17	15.79	16.98	59	38	53
All Grades	72.73	74.51	69.23	18.18	11.76	17.16	9.09	13.73	13.61	187	153	169

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	5.19	1.75	4.41	36.36	28.07	32.35	58.44	70.18	63.24	77	57	68
7	13.73	12.07	4.17	33.33	39.66	22.92	52.94	48.28	72.92	51	58	48
8	20.34	18.42	16.98	44.07	39.47	22.64	35.59	42.11	60.38	59	38	53
All Grades	12.30	9.80	8.28	37.97	35.29	26.63	49.73	54.90	65.09	187	153	169

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	16.88	1.75	8.82	68.83	84.21	69.12	14.29	14.04	22.06	77	57	68
7	15.69	15.52	0.00	78.43	70.69	91.67	5.88	13.79	8.33	51	58	48
8	11.86	5.41	0.00	72.88	81.08	81.13	15.25	13.51	18.87	59	37	53
All Grades	14.97	7.89	3.55	72.73	78.29	79.29	12.30	13.82	17.16	187	152	169

Conclusions based on this data:

1. Overall English Learner performance declined, with the percentage of students at Level 4 decreasing from 23.53% to 11.83% and Level 1 increasing from 12.83% to 17.75%.
2. Oral language skills remain a relative strength, with over 74% of students performing at Level 3 or 4, though there has been a slight shift away from the highest proficiency level
3. Written language is an area of need, with nearly 80% of students performing at Levels 1 or 2 and a decline in students at Level 4. Also, reading proficiency has declined significantly, with the percentage of students at the "Beginning" level increasing from 49.73% to 65.09%.

School and Student Performance Data

Student Population

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

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
762	77.6%	21.7%	0.5%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	165	21.7%
Foster Youth	4	0.5%
Homeless	47	6.2%
Socioeconomically Disadvantaged	591	77.6%
Students with Disabilities	87	11.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	45	5.9%
American Indian	2	0.3%
Asian	93	12.2%
Filipino	27	3.5%
Hispanic	469	61.5%
Two or More Races	34	4.5%
Pacific Islander	10	1.3%
White	82	10.8%

Conclusions based on this data:

- The Hispanic/Latino population continues to represent the majority (61.5%), with a slight increase from the previous year, while Asian student enrollment has increased and White and Filipino populations have declined.

2. The presence of students experiencing homelessness (6.2%) and students with disabilities (11.4%) highlights the need for continued comprehensive support systems to address diverse student needs.
3. The percentage of socioeconomically disadvantaged students remains high at 77.6%, reflecting a continued need for targeted academic and social-emotional supports.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the 2025 California Dashboard, performance indicates continued growth in academic indicators (ELA and Math), with improved distance from standard, while performance levels remain in the Orange/Yellow range, indicating progress but continued need for improvement.
2. According to the 2025 California dashboard, The English Learner Progress Indicator declined and is in Orange, identifying English Learner progress as a primary area of need despite other areas of growth.

3. According to the 2025 California dashboard, Chronic absenteeism and engagement indicators show mixed results, suggesting that while some progress has been made, attendance and student engagement remain areas requiring continued focus

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 36.7 points below standard Increased 11.3 points 706 Students	English Learners  Orange 83.5 points below standard Increased 3.7 points 271 Students	Long-Term English Learners  Red 122 points below standard Declined 11.4 points 86 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Red 85.4 points below standard Declined 37.1 points 39 Students	Socioeconomically Disadvantaged  Yellow 55.3 points below standard Increased 6.6 points 554 Students

Students with Disabilities  Orange 108.6 points below standard Increased 11.6 points 85 Students	African American  Yellow 53.1 points below standard Increased 30.7 points 38 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Green 11.2 points above standard Increased 7.1 points 90 Students	Filipino  No Performance Color 39 points above standard Declined 9.4 points 27 Students	Hispanic  Yellow 58.4 points below standard Increased 9.4 points 432 Students
Two or More Races  No Performance Color 26.8 points below standard Declined 17.9 points 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Green 4.7 points above standard Increased 44.3 points 77 Students

Conclusions based on this data:

1. Overall ELA performance for All Students is in the Yellow performance level and increased by 11.3 points, indicating improvement while still performing 36.7 points below standard. Continued instructional improvement and targeted interventions are necessary to close the achievement gap.
2. Significant performance gaps persist, with English Learners (Orange, -83.5), Students with Disabilities (Orange, -108.6), and Long-Term English Learners (Red, -122) performing substantially below the All Students group.
3. Long-Term English Learners and Homeless students show the greatest need, with both groups in Red and experiencing declines, including a significant decline of 37.1 points for Homeless students. Expanding academic supports, tutoring, and socio-emotional interventions could sustain and accelerate their progress

School and Student Performance Data

Academic Performance Mathematics

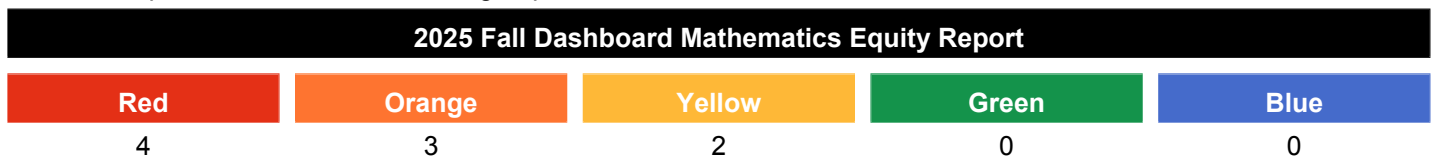
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 77.3 points below standard Increased 7.2 points 713 Students	English Learners  Red 121.2 points below standard Maintained 1.7 points 278 Students	Long-Term English Learners  Red 165.8 points below standard Declined 6.6 points 86 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Red 134.2 points below standard Declined 14.6 points 44 Students	Socioeconomically Disadvantaged  Orange 96.5 points below standard Increased 4.9 points 560 Students

Students with Disabilities  Red 175.7 points below standard Declined 9.5 points 85 Students	African American  Orange 97.9 points below standard Increased 7 points 38 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Yellow 13.2 points below standard Declined 7.3 points 91 Students	Filipino  No Performance Color 18.8 points below standard Declined 33.9 points 27 Students	Hispanic  Orange 101.4 points below standard Increased 12.5 points 436 Students
Two or More Races  No Performance Color 26.2 points below standard Increased 22.4 points 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	White  Yellow 49.7 points below standard Increased 12.4 points 78 Students

Conclusions based on this data:

- Overall Math performance for All Students is in the Yellow performance level and increased by 7.2 points, but remains significantly below standard at 77.3 points below. While there is some progress, the gap remains significant, requiring continued intervention and support.
- Students with Disabilities and Long-Term English Learners demonstrate the greatest need, performing at -175.7 and -165.8 points below standard respectively, with both groups declining. This suggests that additional resources, professional development, and instructional adjustments are needed to improve math outcomes.
- While some groups showed improvement (e.g., Hispanic and African American students), no student groups reached Green or Blue, indicating systemwide need for continued growth in mathematics.

School and Student Performance Data

Academic Performance Science

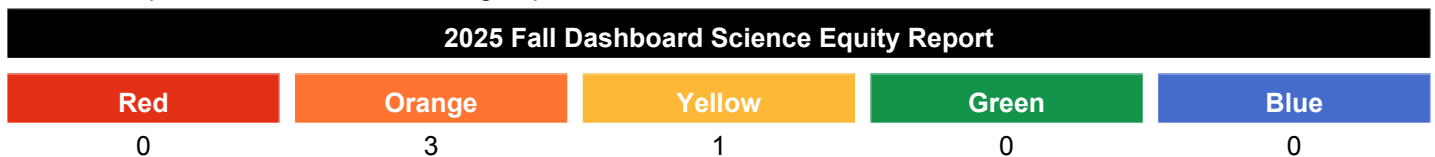
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 47.8 science points Declined 2.6 points 247 Students	English Learners Orange 38.9 science points Maintained -1.5 points 93 Students	Long-Term English Learners Orange 35.1 science points Maintained -1.2 points 30 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color 38.7 science points Declined 8.2 points 20 Students	Socioeconomically Disadvantaged Yellow 45.6 science points Maintained -1.9 points 204 Students

Students with Disabilities  No Performance Color 37.8 science points Increased 4.5 points 30 Students	African American  No Performance Color 42.6 science points Declined 2.1 points 15 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 58.8 science points Declined 3.5 points 26 Students	Filipino  No Performance Color 52.9 science points Declined 16.6 points 11 Students	Hispanic  Orange 44.2 science points Maintained -1.2 points 155 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	White  No Performance Color 58.4 science points Increased 8 points 30 Students

Conclusions based on this data:

1. Overall Science performance for All Students is in the Yellow performance level and declined slightly by 2.6 points, indicating stable but stagnant performance.
2. Most student groups are clustered in the Yellow and Orange performance levels, with no groups in Green or Blue, indicating a need for overall improvement in science achievement.
3. English Learners consistently perform below the All Students group, indicating a need for stronger integration of language development within core science instruction.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Red
44.9 making progress.	36 making progress.
Number Students: 156 Students	Number Students: 86 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	38.5%	3.2%	41.7%

Conclusions based on this data:

- English Learner Progress (44.9%) is slightly below the statewide average (approximately 46–47%) and remains in the Orange performance level, indicating a need to accelerate progress toward English proficiency. While 41.7% of students progressed at least one ELPI level, a majority of students either maintained lower levels (38.5%) or decreased (16.7%), indicating that many students are not making sufficient progress annually.
- Long-Term English Learners demonstrate significant need, with only 36% making progress and performance in the Red level, indicating persistent challenges in advancing toward English proficiency.
- The low percentage of students maintaining the highest level of proficiency (3.2%) suggests a need to both accelerate progress for emerging learners and support students in reaching and sustaining full proficiency.

School and Student Performance Data

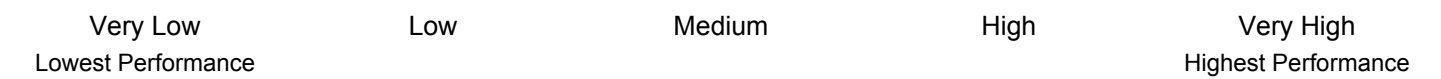
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Red

20.4% Chronically Absent

Maintained -0.4

808 Students

English Learners



Red

21.7% Chronically Absent

Increased 4.4

180 Students

Long-Term English Learners



Orange

22% Chronically Absent

Declined 1.9

91 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

Homeless



Orange

30.6% Chronically Absent

Declined 5.1

62 Students

Socioeconomically Disadvantaged



Orange

22.3% Chronically Absent

Declined 0.6

636 Students

Students with Disabilities  Orange 28.6% Chronically Absent Declined 0.6 98 Students	African American  Red 35.8% Chronically Absent Increased 4.5 53 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 9.6% Chronically Absent Increased 1.8 104 Students	Filipino  No Performance Color 14.3% Chronically Absent Increased 3.5 28 Students	Hispanic  Red 21.9% Chronically Absent Maintained 0.3 489 Students
Two or More Races  Yellow 20% Chronically Absent Declined 2.6 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Yellow 19.5% Chronically Absent Declined 5.2 87 Students

Conclusions based on this data:

1. Chronic absenteeism for All Students is in the Red performance level at 20.4%, down slightly from last year's 20.8% it remained relatively stable, indicating that attendance continues to be a significant area of need.
2. Significant disparities persist among student groups, with African American students (35.8%), students with disabilities (28.6%), and homeless students (30.6%) experiencing the highest rates of chronic absenteeism.
3. With multiple student groups in the Red and Orange performance levels and none in Green or Blue, chronic absenteeism reflects a systemwide challenge requiring continued focus on attendance and engagement strategies.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate Suspension Rate

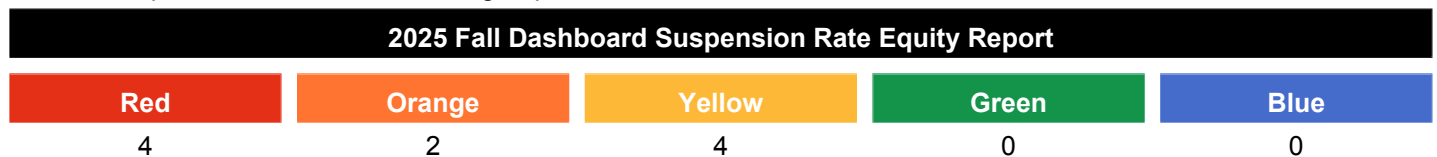
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 10.5% suspended at least one day Declined 1.4% 829 Students	English Learners  Red 12.1% suspended at least one day Maintained -0.1% 182 Students	Long-Term English Learners  Red 14.1% suspended at least one day Increased 1.2% 92 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  Red 14.1% suspended at least one day Increased 3.5% 64 Students	Socioeconomically Disadvantaged  Yellow 11.6% suspended at least one day Declined 1% 654 Students

Students with Disabilities  Red 12.6% suspended at least one day Increased 0.6% 103 Students	African American  Orange 16.4% suspended at least one day Declined 3.2% 55 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  Orange 5.7% suspended at least one day Increased 3.5% 106 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Hispanic  Yellow 11.2% suspended at least one day Declined 0.8% 501 Students
Two or More Races  Yellow 11.1% suspended at least one day Declined 5% 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Yellow 9.9% suspended at least one day Declined 6% 91 Students

Conclusions based on this data:

1. The school-wide suspension rate declined from 11.9% in 2024, to 10.5% in 2025 While this shows some progress, the rate remains high, indicating a continued need for intervention strategies to reduce suspensions and promote positive behavior supports.
2. Long-Term English Learners (14.1%), Homeless students (14.1%), Students with Disabilities (12.6%), and English Learners (12.1%) all performing in the Red level, and have the highest suspension rates, with Long-Term English Learners and White students showing an increase from the previous year.
3. While some student groups showed improvement, suspension rates increased for Long-Term English Learners, Homeless students, Students with Disabilities, and Asian students, highlighting the need for strengthened behavioral supports and interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data (ELA and Mathematics)	2025 ELA and Mathematics CAASPP Data CAASPP ELA - Exceeded or Met Standard - 37.27% CAASPP Mathematics - Exceeded or Met Standard - 27.42%	40% of students will meet or exceed standard on ELA 30% of students will meet or exceed standard on Math
SBAC Data (ELA and Mathematics) for EL Students	2025 ELA and Mathematics CAASPP Data for EL Students ELA CAASPP Data 2025 - Exceeded or Met Standard 1. ELL - 4% Mathematics CAASPP Data 2025 - Exceeded/Met Standard 1. ELL - 1%	6% of EL students will meet or exceed standard on ELA 3% of EL Students will meet or exceed standard on Math

SBAC Data - CAST (8th Grade Science)	2025 CAST Data (8th Grade Science) Met or Exceeded Standard - 26%	29% of students will meet or exceed standard on CAST (8th Grade Science).
ELPAC	Overall ELPAC 2025 ELPI- 45% making progress LTEL- 36% making progress	Increase ELPI to 48% making progress Increase LTEL to 40% making progress

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Goal 1 - Core Instruction and Differentiation - Title I Funds -Provide Generation Genius to teachers to supplement science curriculum- \$1995 -Provide additional support for technology elective with Tynker and Typing.com \$1810 -Provide student agendas to support instruction and student organization- \$4300 -Provide additional classroom supplies to supplement core instruction- \$5000 -Provide collaboration time for staff to support professional development, planning, curriculum pacing and discussion of assessment data and/or intervention- \$20,500 -Provide access to Magic School Enterprise & Other AI Tools to streamline curriculum planning, intervention planning, and communication. \$6000 -Provide professional development opportunities to teachers and staff to promote skills and strategies to improve student academic and social/emotional growth \$18000 -Provide academic assemblies, events or field trips to stimulate students' interest and motivation in learning- \$2200 -Purchase additional technology as needed: doc cameras, projectors, computers, speakers, and accessories to be used in classrooms, MPR, and library to access information for student learning \$9052 -Paper/supplies/furniture, and other miscellaneous items to support 6-8 instruction- \$3011	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	71868 Title I
1.2	Goal 1: Core Instruction and Differentiation - Site Funds • Provide supplies and support for PE program- \$250 • Provide entrance fees for academic competitions- \$600 • Provide professional development opportunities to teachers and staff to promote skills and	Goal 1- Tier 1 - Core Instruction and Differentiation - Site Funds All Students	38357 LCFF

	strategies to improve student academic and social/emotional growth \$2500 • Paper/supplies/furniture, lanyards, and other miscellaneous items to support 6-8 instruction \$21507 • Copier expenses \$6000 • Supplies, interpretation services, professional development, parent engagement, or miscellaneous expenses -\$4000 • Additional Clerical Support \$3500		
1.3	Goal 1 - Core Instruction and Differentiation - Targeted Funds (SES, EL, FY) • Licenses for Accelerated Reader (AR) \$6233 -Purchase iXL as supplemental curriculum to assist with intervention \$18400 • Purchase books, supplies, and additional resources for library \$2134 -Provide Professional Development - CAFE Conference \$2733 • ELD Para Educator (position #896) & extra services for high needs students/intervention \$1000 • Funding to support additional targeted strategies to support EL students including after school interventions/tutorials/other services for EL students and families \$6000 • Paper/supplies/furniture, and other miscellaneous items to support 6-8 instruction \$650	Goal 1 - Tier 2/3 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY) • Socioeconomically Disadvantaged • English Learners • Foster Youth	37175 LCFF - Supplemental Supplemental EL Resource Code (0709)
1.4	Goal 1 - Core Instruction and Differentiation - Targeted Funds (EL) • Provide college field trip to ELD students and parents \$1100 • Maintain/Implement Read 180 to increase literacy for at risk students (Paid by DEC funds) -Provide Professional Development - CAFE Conference \$3267 • Salary for ELD Para Educator (position #896) & extra services	Goal 1 - Tier 2/3 Core Instruction and Differentiation-Targeted Funds (EL) • English Learners	50785 LCFF - Supplemental Supplemental EL Resource Code (0710)

	for high needs students/intervention \$44909 -Funding to support additional targeted strategies to support EL students including after school interventions/tutorials/other services for EL students and families \$1509		
1.5	• AVID Supplies \$8000 • AVID Subscription-\$735 • AVID Tutors & Student Helpers - \$7302 • AVID Summer Institute- \$18000 • AVID Membership- \$4725 • AVID Copies- \$400	Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress	39162 LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

N/A

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

Based on staff feedback and ongoing data analysis, adjustments will be made to instructional resources to better align with student needs. Scholastic magazines will be discontinued based on teacher survey feedback, and IXL will be expanded to include Science and Social Studies, in addition to ELA and Math, to provide students with increased access to targeted, standards-aligned practice across content areas. These changes can be found in the Strategies/Activities and Proposed Expenditures sections of the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment

Identified Need

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

Continued focus on reducing the suspension rate and chronic absenteeism.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Data (AERIES)	The suspension rate decreased from 12.7% in 22-23 to 12.0% in 23-24 to 10.5% in 2025 moving from the Red indicator to the Yellow indicator on the CA school dashboard.	Reduce the suspension rate by 1%.
Monthly Attendance Reports	94% attendance rate	Improve attendance to maintain a 95% attendance rate.
Monthly Attendance Reports	Chronic absenteeism decreased from 26.6% 2023 to 20.8 in 2024 to 20.4% in 2025, however we are still in the Red indicator on the CA school dashboard.	Reduce the chronic absenteeism rate by 1%. Chronic absenteeism is greater than or equal to 10% of enrolled days.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Goal 2 - Title I Funds/Targeted/Site Funds Where Everybody Belongs (WEB) peer mentoring program, training and supplies \$250 -Implement Positive Behavior Interventions and Supports (PBIS) program to incentivize students. 3000	Goal 2 - Tier 1 & Tier 2 All students English Language Learners (ELL) Foster Youth Homeless Socioeconomically disadvantaged	82839 Title I 2850 LCFF - Supplemental Supplemental EL Resource Code (0709)

	- Additional Counseling Support (picking up .50 FTE of existing position) 79589 - Five star students hall pass and student engagement platform - \$2850	Students with disabilities	
2.2	Goal 2 - Tier 2/3 - Additional and Intensive Support Provide SEL services- onsite therapists via VCC (District funded) -Customer 360 Behaviorist- to support students who require behavioral intervention (District funded)	Goal 2 - Tier 2/3 - Additional and Intensive Support All Students At-risk Students Students not making progress (including LTEL, and at risk for LTEL)	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The implementation of strategies to support a safe and equitable learning environment resulted in a continued decrease in suspension rates and stabilization of chronic absenteeism, though chronic absenteeism remains in the Red performance level. While progress has been made, data indicate a continued need to strengthen attendance systems and behavioral supports.

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

N/A

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

Based on ongoing data analysis, the school will continue to strengthen systems that support student behavior and attendance. The Support Room with a behaviorist will continue to provide immediate intervention and structured support for students, reducing the need for suspension and supporting successful re-entry into class. The school will transition from SmartPass to 5-Star Students to enhance monitoring of student behavior, track incentives, and support proactive interventions that promote positive student engagement. Continued refinement of the PBIS framework will focus on clearly defined expectations and consistent recognition of positive behavior.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Family engagement data, including limited LCAP survey responses, indicate a need to increase meaningful parent participation and strengthen two-way communication to better support student learning and well-being.

Annual Measurable Outcomes

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

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide snacks for parent meetings to improve engagement and improve outcomes for EL, SES, and FY students and for staff training over 3hrs	All Students	1000 LCFF - Supplemental

3.2	- Provide a 4 hour bilingual clerk/typist to support parent engagement.	All Students	31456 Title I
3.3	- Parent liaison (50%) position-district funded. Provides a parent cafe to involve parents in school.	All Students	
3.4	- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information (district ELOG)		
3.5	Provide postage for flyers/communication/newsletter program	All Students	500 LCFF 500 Title I

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$356,492.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
Title I	\$186,663.00

Subtotal of additional federal funds included for this school: \$186,663.00

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	\$38,857.00
LCFF - Supplemental	\$130,972.00

Subtotal of state or local funds included for this school: \$169,829.00

Total of federal, state, and/or local funds for this school: \$356,492.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF	38,857.00
LCFF - Supplemental	130,972.00
Title I	186,663.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	237,347.00
Goal 2	85,689.00
Goal 3	33,456.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Alexandra Vargas	Other School Staff
Chad Pettigrew	Classroom Teacher
Claire Wood	Classroom Teacher
Anabel Zarate	Parent or Community Member
Jose Romero	Parent or Community Member
Grace Maas	Parent or Community Member
Raksha Vaiyapuri	Other School Staff
Jennifer Gonzales	Parent or Community Member
Dominique Mason	Parent or Community Member
Jenny Hoffman	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/28/26.

Attested:




Principal, Jenny Hoffman on 04/30/26

SSC Chairperson, Chad Pettigrew on 4/30/26

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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