School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Earle E. Williams Middle School	39-75499-6109003	5/9/22	

Purpose and Description

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

X Schoolwide Program
X Additional Targeted Support and Improvement

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

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

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

Comprehensive Needs Assessment Components

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

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

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

Williams Middle School School Safety Results are as follows:
Group:
Parents:
1. 84.21% of parents strongly agree or agree with the statement, "my child is safe on school grounds before school."
2. 94.7% of parents strongly agree or agree with the statement, "my child is safe on school grounds in the classroom."
3. 82.00% of parents strongly agree or agree with the statement, "my child is safe on school grounds after school."
4. 93.75% of parents strongly agree or agree with the statement, "The rules of this school are clearly communicated to parents."

Students:
1. 94.64% of students strongly agree or agree with the statement, "I know the school rules."
2. 79.34% of students strongly agree or agree with the statement, "I feel safe at school."

Staff:
1. 100% of staff strongly agree or agree with the statement, "my site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation."
2. 85.00% of staff strongly agree or agree with the statement, "my workplace is safe."

Williams Middle School Climate Results are as follows:
Group:
Parents:
1. 84.85% of parents strongly agree or agree with the statement, "the building and grounds at this school are clean."
2. 89.29% of parents strongly agree or agree with the statement, "if I have a question, comment, or concern about my child, I am comfortable talking to his/her teacher."

Students:
1. 90.38% of students strongly agree or agree with the statement, "This school encourages all students to do challenging school work regardless of their gender, race, ethnicity, or nationality
."
2. 54.48% of students strongly agree or agree with the statement, "I feel comfortable working with classmates and participating in class."
3. 83.13% of students strongly agree or agree with the statement, "My teachers recognize the good work that I am doing."

Staff:
1. 69.57% of staff strongly agree or agree with the statement, "The building and grounds are clean at this school."
2. 90.91% of staff strongly agree or agree with the statement, "This school/department communicates the importance of respecting all cultural beliefs and practices"
3. 91.30% of staff strongly agree or agree with the statement, "Members of the school/department collaborate to achieve our school goals."

Classroom Observations

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Staff, ELAC, and school site council has analyzed CA Dashboard and SBAC data from the 2018/2019 and 2020/2021 school years. Due to the COVID-19 pandemic all state assessments were cancelled at the end of the 2019/2020 school year. During the 2020/2021 school year we have included overall score data in the following Fastbridge assessments, aReading, aMath, along with F grade data. Fastbridge was used by teachers throughout the year to provide intervention and enrichment, as necessary.

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

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

aMath (Grades 6-8):
College Pathway - 22%
Low Risk - 33%
Some Risk - 25%
High Risk - 21%

aReading (Grades 6-8):
College Pathway - 26%
Low Risk - 26%
Some Risk - 33%
High Risk - 15%

AUTOReading (Grades 6-8):
Low Risk - 456%
Some Risk - 35%
High RIsk - 9%

mySAEBRS Data (Grades 6-8):
No Risk - 76%
Some RIsk - 21
High Risk - 3%

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

Williams Middle School has 44 teachers with full credentials and 6 teachers without a full credential. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. Tracy Unified School District requires new teachers to participate in the Tracy Teacher Induction Program (TTIP). This involves six full days of pre-service and four days of follow up during the year. At this time, teachers are introduced to their site and receive training on classroom management, content organization and lesson design. All activities are based on the California Standards for the Teaching Profession (CSTP). Every Monday, students are released early from school at 1:30 PM to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities.

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

Every Wednesday, students are released early to allow teachers to participate in professional development opportunities. These sessions are divided throughout the year to allow teachers to participate in site staff development, district staff development and teacher collaboration time in profession learning communities. Professional learning communities discuss alignment of curriculum, student data, and intervention/enrichment for students. Staff also receives training in AVID school-wide strategies in grades 6-8.

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

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

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

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

District TOSA's provide support in various content curriculum. During the 2021/2022 school year 6th grade teachers and the math department received support in Professional Learning Communities (PLC's) focusing their efforts in analyzing common assessment data to inform and modify instruction as necessary. Through the collaboration of our district personnel and the county office 6th grade teachers and the math department. Due to high number or new teachers during the 2021/2022 school year, there was a focus on AVID teaching strategies and and best practices.

The International Center for Leadership and Education (ICLE) has provided support and training to teachers, focusing efforts in the rigor/relevance framework, specifically targeting thoughtful work, high-level questioning and academic discourse.

Professional development from our AVID site team focused on strategies such goal setting, focused note-taking and college & career.

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

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

Teaching and Learning

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

English Language Arts (ELA) and mathematics RCD units are aligned to common core standards. Curriculum includes but not limited to the following; Social Studies - McGraw Hill, Math - Digits, English Language Arts - StudySync

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

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

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

Intervention time has been built into the RCD unit lesson pacing schedule. Williams Middle School offers various intervention classes to meet the needs of our at-risk students. Classes include but are not limited to, READ 180, Study Skills, English Language Development (ELD) and Organizational Academic Assistance Class (OACC), 7th/8th grade math intervention.

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

All students have access to standards based instructional materials.

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

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

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

- School Site Council (containing all educational partners including parents of English Learners)
- Staff Input (Staff meetings)
- Back to School Night
- Open House
- ELAC
- LCAP Surveys

Funding

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

Academic resources that are provided by categorical funds that enable underperforming students to meet standards are as follows:
- Scholastic Scope Magazine Subscription (supplemental resource)
- myPath Intervention/Enrichment (supplemental/intervention resource)
- Accelerated Reader
- English Language Development training
- Library materials that support diversity and inclusion

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council Meetings
2/24/22:
- School Site Council Bylaws
- School Site Council Rights and Responsibilities
- School Compact
- Emergency Plan

3/21/22:
- Schoolwide Discipline Data
- Schoolwide Academic Data
- AVID Plan/Update

4/25/22:
- Counseling Team Presentation
- Schoolwide Academic Data (Fastbridge)
- Rough Draft - School Plan

5/9/22:
- School Plan/Budget Review - 2022/2023 School Year

Leadership Team Meetings
Topics included but not limited to: School Plan, data review, interventions, emergency plan, COVID protocols

Resource Inequities

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

Based on analysis of school data and observation of programs at Williams Middle School, we will continue working to provide teacher training to support students with special needs. Training should include and not limited to the co-teaching model with resource teachers and general education teachers. We are collaborating with district personnel and San Joaquin Office of Education for training. Training for our ELA curriculum, StudySync is also an area of need so that teachers can better utilize the tools that are provided for differentiation for all student groups especially our students with special needs and English learner groups. Williams Middle School is identified as a ATSI (Additonal Targeted Support and Improvement for students with disabilities.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Grade 6	327	318	286
Grade 7	376	329	305
Grade 8	336	384	332
Total Enrollment	1,039	1,031	923

Conclusions based on this data:

1. Student enrollment by subgroup data has remained consistent with no significant changes from 2017/2018 to 2021/2022.

2. Total student enrollment has remained above one thousand students with no significant changes from 2017/2018 to 2019/2020. Decrease in overall enrollment below 1,000 students occurred during the 20/21 school year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	273	308	272	26.3%	29.9%	29.5%
Fluent English Proficient (FEP)	228	209	187	21.9%	20.3%	20.3%
Reclassified Fluent English Proficient (RFEP)	65	13	54	22.9%	4.8%	17.5%

Conclusions based on this data:

1. The percent of English Learner students at Williams Middle School has increased 3.3% from 2018/2019 to 2020/2021.

2. Percentage of students being reclassified from the 19/20 and 20/21 school year increased, significantly.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	375	331	282	364	319	243	362	318	238	97.1	96.4	86.2
Grade 7	344	379	299	333	365	250	332	365	250	96.8	96.3	83.6
Grade 8	346	334	315	334	319	262	334	319	256	96.5	95.5	83.2
All Grades	1065	1044	896	1031	1003	755	1028	1002	744	96.8	96.1	84.3

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2488.	2485.	2463.	12.43	11.32	7.56	22.65	20.75	15.55	25.14	28.93	28.57	39.78	38.99	48.32
Grade 7	2519.	2511.	2499.	10.24	11.51	9.20	29.22	27.67	27.60	26.20	19.45	20.40	34.34	41.37	42.80
Grade 8	2543.	2533.	2511.	12.28	11.29	5.86	27.84	28.84	26.95	30.84	22.88	26.95	29.04	36.99	40.23
All Grades	N/A	N/A	N/A	11.67	11.38	7.53	26.46	25.85	23.52	27.33	23.55	25.27	34.53	39.22	43.68

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	17.22	15.09	7.17	40.28	38.68	52.32	42.50	46.23	40.51
Grade 7	17.77	17.26	10.08	41.87	38.63	56.85	40.36	44.11	33.06
Grade 8	20.66	18.81	10.94	44.61	41.69	49.61	34.73	39.50	39.45
All Grades	18.52	17.07	9.45	42.20	39.62	52.90	39.28	43.31	37.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	18.93	13.52	5.98	36.16	46.23	44.44	44.92	40.25	49.57
Grade 7	19.03	20.94	13.93	45.02	39.39	48.36	35.95	39.67	37.70
Grade 8	22.16	18.18	9.02	43.71	45.77	47.84	34.13	36.05	43.14
All Grades	20.02	17.70	9.69	41.51	43.60	46.93	38.47	38.70	43.38

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	13.13	10.06	6.75	56.42	60.38	65.40	30.45	29.56	27.85
Grade 7	7.23	7.67	10.89	62.65	62.74	68.95	30.12	29.59	20.16
Grade 8	12.28	14.73	8.59	65.87	58.62	72.27	21.86	26.65	19.14
All Grades	10.94	10.68	8.77	61.52	60.68	68.96	27.54	28.64	22.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	18.66	17.92	9.66	48.47	43.08	65.13	32.87	38.99	25.21
Grade 7	20.78	19.73	17.27	51.81	41.37	53.41	27.41	38.90	29.32
Grade 8	21.26	20.06	10.16	52.99	43.26	64.06	25.75	36.68	25.78
All Grades	20.20	19.26	12.38	51.02	42.51	60.83	28.78	38.22	26.78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 84% of students participated in the CAASPP assessment during the 20/21 school year. State of CA did not mandate the 95% participation rate due to distance learning.

2. 31.05% of students who participated in the ELA CASSPP assessment, met or exceeded standard.

3. Students at Williams Middle School overall, scored highest in the research/inquiry & listening portion of the assessment.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	375	331	282	361	318	237	360	317	236	96.3	96.1	84.0
Grade 7	342	380	299	332	366	251	332	366	245	97.1	96.3	83.9
Grade 8	345	334	315	333	320	260	332	320	257	96.5	95.8	82.5
All Grades	1062	1045	896	1026	1004	748	1024	1003	738	96.6	96.1	83.5

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2484.	2477.	2434.	13.89	11.36	4.24	16.39	12.93	8.47	29.72	28.71	22.88	40.00	47.00	64.41
Grade 7	2469.	2482.	2456.	8.73	10.11	6.12	11.75	11.20	11.02	22.29	24.04	26.12	57.23	54.64	56.73
Grade 8	2502.	2524.	2471.	9.04	15.31	8.17	16.57	14.38	7.00	23.49	26.56	18.29	50.90	43.75	66.54
All Grades	N/A	N/A	N/A	10.64	12.16	6.23	14.94	12.76	8.81	25.29	26.32	22.36	49.12	48.75	62.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	18.11	15.97	2.97	30.92	26.84	33.47	50.97	57.19	63.56
Grade 7	14.50	12.84	4.53	23.87	24.32	40.33	61.63	62.84	55.14
Grade 8	13.90	18.18	6.23	33.53	33.23	37.74	52.57	48.59	56.03
All Grades	15.57	15.53	4.62	29.48	27.96	37.23	54.95	56.51	58.15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	13.89	11.08	3.81	40.56	37.97	35.17	45.56	50.95	61.02
Grade 7	10.24	11.75	6.12	33.13	33.33	48.98	56.63	54.92	44.90
Grade 8	13.29	15.31	8.56	45.92	39.06	37.74	40.79	45.63	53.70
All Grades	12.51	12.67	6.23	39.88	36.63	40.65	47.61	50.70	53.12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 6	14.76	10.51	3.81	39.28	37.90	54.24	45.96	51.59	41.95
Grade 7	10.24	11.75	5.71	42.47	47.54	60.41	47.29	40.71	33.88
Grade 8	9.37	11.25	6.61	43.50	52.19	57.20	47.13	36.56	36.19
All Grades	11.55	11.20	5.42	41.68	46.00	57.32	46.77	42.80	37.26

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. 83.5% of students participated in the Math CAASPP assessment during the 20/21 school year. State of CA did not mandate the 95% participation rate due to distance learning.

2. 15% of students met or exceeded standard for the 20/21 school year for the math CAASPP assessment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	1517.9	1529.5	1517.7	1515.5	1526.5	1521.8	1519.8	1532.0	1513.2	86	105	76
7	1528.1	1537.0	1521.2	1522.3	1540.2	1526.1	1533.4	1533.4	1515.7	73	90	73
8	1530.5	1548.1	1543.6	1524.1	1552.2	1547.5	1536.4	1543.4	1539.1	54	74	96
All Grades										213	269	245

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	19.77	12.38	11.84	36.05	53.33	43.42	33.72	27.62	34.21	*	6.67	10.53	86	105	76
7	28.77	16.67	16.44	46.58	42.22	34.25	16.44	32.22	28.77	*	8.89	20.55	73	90	73
8	27.78	24.32	25.00	42.59	33.78	33.70	22.22	31.08	29.35	*	10.81	11.96	54	74	92
All Grades	24.88	17.10	18.26	41.31	44.24	36.93	24.88	30.11	30.71	8.92	8.55	14.11	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
6	34.88	37.14	28.95	46.51	42.86	50.00	*	16.19	14.47	*	3.81	6.58	86	105	76
7	41.10	37.78	23.29	47.95	34.44	46.58	*	21.11	17.81	*	6.67	12.33	73	90	73
8	44.44	48.65	35.87	48.15	22.97	38.04	*	21.62	18.48	*	6.76	7.61	54	74	92
All Grades	39.44	40.52	29.88	47.42	34.57	44.40	7.98	19.33	17.01	5.16	5.58	8.71	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students																
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	6.67	3.95	16.28	31.43	21.05	44.19	37.14	36.84	33.72	24.76	38.16	86	105	76
7	15.07	4.44	6.85	34.25	22.22	15.07	26.03	53.33	39.73	24.66	20.00	38.36	73	90	73
8	*	8.11	7.61	25.93	20.27	31.52	25.93	50.00	34.78	29.63	21.62	26.09	54	74	92
All Grades	12.21	6.32	6.22	24.88	25.28	23.24	33.33	46.10	36.93	29.58	22.30	33.61	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	29.07	12.38	14.47	56.98	72.38	67.11	13.95	15.24	18.42	86	105	76
7	28.77	10.00	8.22	63.01	67.78	65.75	*	22.22	26.03	73	90	73
8	29.63	16.22	14.13	57.41	64.86	73.91	*	18.92	11.96	54	74	92
All Grades	29.11	12.64	12.45	59.15	68.77	69.29	11.74	18.59	18.26	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	61.63	56.19	64.38	32.56	39.05	30.14	*	4.76	5.48	86	105	73
7	69.86	68.89	61.43	26.03	24.44	28.57	*	6.67	10.00	73	90	70
8	74.07	62.16	58.02	22.22	31.08	35.80	*	6.76	6.17	54	74	81
All Grades	67.61	62.08	61.16	27.70	31.97	31.70	*	5.95	7.14	213	269	224

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	9.52	5.26	24.42	42.86	32.89	72.09	47.62	61.84	86	105	76
7	19.18	6.67	12.33	21.92	46.67	28.77	58.90	46.67	58.90	73	90	73
8	20.37	12.16	21.74	24.07	36.49	28.26	55.56	51.35	50.00	54	74	92
All Grades	13.15	9.29	13.69	23.47	42.38	29.88	63.38	48.33	56.43	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	16.28	31.43	7.89	77.91	62.86	80.26	*	5.71	11.84	86	105	76
7	16.44	2.22	1.37	76.71	91.11	82.19	*	6.67	16.44	73	90	73
8	22.22	4.05	2.17	72.22	90.54	88.04	*	5.41	9.78	54	74	92
All Grades	17.84	14.13	3.73	76.06	79.93	83.82	6.10	5.95	12.45	213	269	241

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. ELPAC data for Williams Middle School shows overall decrease from 2017/2018 to 2020/2021 at all grade levels.

2. Students performing at the well developed category, has significantly decreased from 2017/2018 to 2020/2021.

School and Student Performance Data
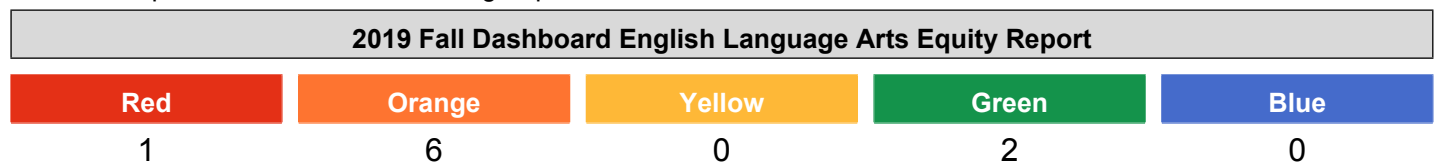
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
923	**59.8**	**29.5**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	272	29.5
Foster Youth	5	0.5
Homeless	55	6.0
Socioeconomically Disadvantaged	552	59.8
Students with Disabilities	150	16.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	52	5.6
American Indian or Alaska Native	5	0.5
Asian	86	9.3
Filipino	42	4.6
Hispanic	531	57.5
Two or More Races	44	4.8
Native Hawaiian or Pacific Islander	13	1.4
White	150	16.3

Conclusions based on this data:

1. According to enrollment data, Hispanic students (57.5%) and White students (16.3%) make up the majority of the student population at Williams Middle School.

2. According to enrollment data, the socioeconomically disadvantaged subgroup is 59.8% of the student population at Williams Middle School.

3. According to enrollment data, the English learner subgroup is 29.5% of the student population at Williams Middle School

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Orange	Green	Orange
Mathematics		
Yellow		

Conclusions based on this data:

1. According to the 2019 Fall dashboard, suspension rate for all students at Williams Middle is the orange indicator, which is an improvement from the red indicator from 2018 dashboard. No dashboard data for the 2020 and 2021 school years.

2. According to the 2019 Fall dashboard, Mathematics for all students at Williams Middle is the yellow indicator, which is an improvement from the orange indicator from the 2018 dashboard. No dashboard data for the 2020 and 2021 school years

3. According to the 2019 Fall dashboard English Language Arts remained at the yellow indicator in comparison to 2018 dashboard results. No dashboard data for the 2020 and 2021 school years.

School and Student Performance Data

Academic Performance
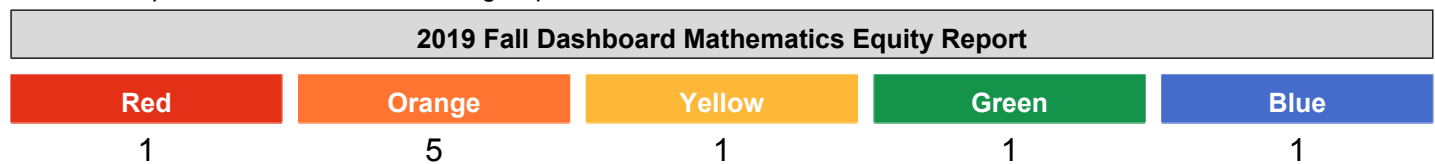## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

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

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
38.8 points below standard	69.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.8 points	Maintained -0.5 points	
962	403	4
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Red	Orange	Orange
72.7 points below standard	65.9 points below standard	135.6 points below standard
Declined Significantly -21.6 points	Declined -9.9 points	Increased ++12.7 points
31	571	145

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Green	Green
56.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.5 points above standard	24.8 points above standard
Declined -11.1 points		Declined -3.4 points	Declined -3.5 points
64	6	100	53

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
61.5 points below standard	36.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	19.8 points below standard
Declined -4.9 points	Declined Significantly -29.8 points		Declined -9.1 points
528	26	8	177

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
114.9 points below standard	2.3 points below standard	27.8 points below standard
Increased ++6.7 points	Increased ++5.1 points	Declined -9.2 points
239	164	489

Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Language Arts, the following subgroups showed an increase/improvement, students with disabilities, current English learners and reclassified English learners. No CA dashboard data provided for the 2020 and 2021 school years.

2. According to the 2019 Fall dashboard for English Language Arts, the homeless subgroup is at the red indicator. No CA dashboard data provided for the 2020 and 2021 school years.

3. According to the 2019 Fall dashboard for English Language Arts, the Homeless and Students with disabilities subgroups show the greatest number of points below standard. No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	5	1	1	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

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

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

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

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

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

Conclusions based on this data:

1. According to the 2019 Fall dashboard for mathematics, the following subgroups showed a significant increase in performance, homeless, students with disabilities and Asian. The following subgroups showed an increase in performance, English learners, socioeconomically disadvantaged, Filipino and Hispanic. No CA dashboard data provided for the 2020 and 2021 school years.

2. According to the 2019 Fall dashboard for mathematics, the subgroups with the greatest number of points below standard are English learners, students with disabilities and socioeconomically disadvantaged. No CA dashboard data provided for the 2020 and 2021 school years.

3. According to the 2019 Fall dashboard for mathematics for English Learners, all groups "increased significantly" or "increased" performance. No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Academic Performance
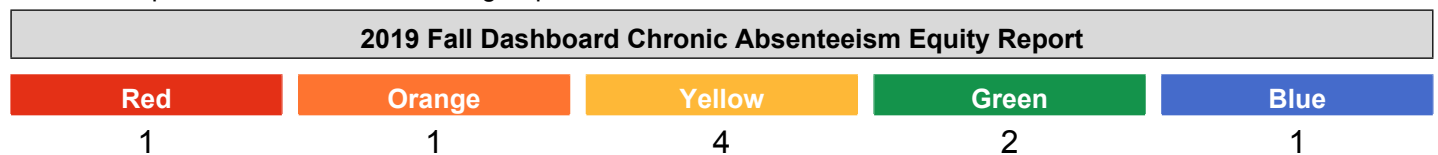## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53 making progress towards English language proficiency
Number of EL Students: 251
Performance Level: Medium
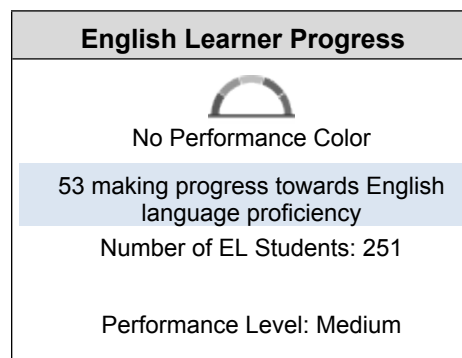
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.5	27.4	7.9	45.0

Conclusions based on this data:

1. According to the 2019 Fall dashboard for English Learner progress 53 out of 251 students tested are making progress towards English proficiency. No CA dashboard data provided for the 2020 and 2021 school years.

2. According to the 2019 Fall dashboard for English Learner progress 113 students progressed at least one ELPI level. No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

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

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Yellow	No Performance Color	Green	Blue
11.8	Less than 11 Students - Data Not Displayed for Privacy	1.8	1.9
Declined -2.6		Increased +0.9	Maintained +0.3
76	6	113	53

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Yellow
10.5	12.1	Less than 11 Students - Data Not Displayed for Privacy	12.9
Maintained -0.1	Declined -5.3		Declined -1.3
609	33	10	194

Conclusions based on this data:

1. According to the 2019 Fall dashboard for academic engagement/chronic absenteeism, there was a decline of chronic absenteeism by 0.8%, which yielded a green indicator, an improvement from the yellow indicator from the 2018 dashboard. No CA dashboard data provided for the 2020 and 2021 school years.

2. According to the 2019 Fall dashboard, student with disabilities increased significantly (+3.9%). No CA dashboard data provided for the 2020 and 2021 school years.

School and Student Performance Data

Conditions & Climate
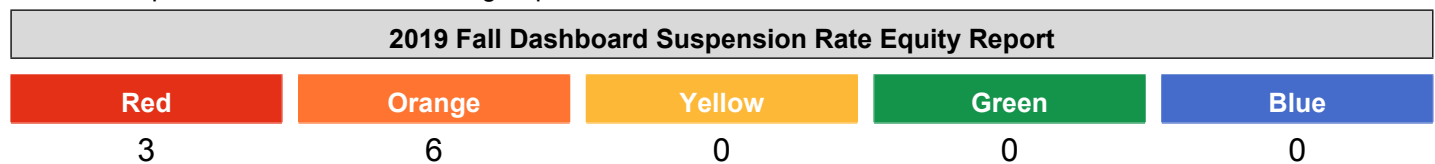## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.
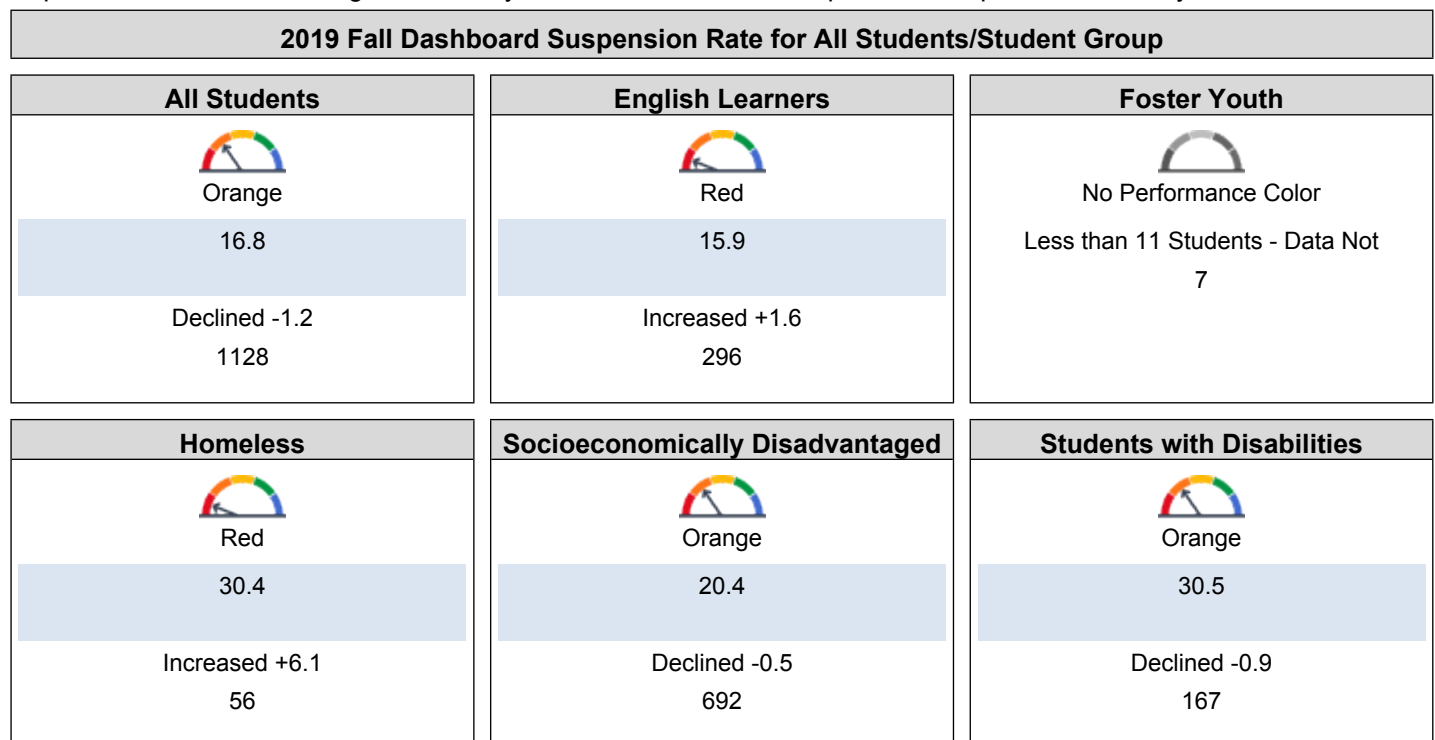
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	6	0	0	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	Orange	Orange
22.5	Less than 11 Students - Data 7	8.7	3.7
Declined -9.6		Maintained +0.1	Increased +0.8
80		115	54

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Red
16.7	30.3	Less than 11 Students - Data 10	20.5
Declined -2.5	Increased +2.3		Increased +1.8
629	33		200

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	18.1	16.8

Conclusions based on this data:

1. According to the 2019 Fall dashboard for Conditions and Climate for suspension rate, there was an overall decline of 1.2% which yielded an orange indicator. This result is an improvement from a red indicator for the 2018 dashboard. No CA dashboard data provided for the 2020 and 2021 school years.

2. According to the 2019 Fall dashboard suspension rate increased for English learners, homeless, Filipino, and White subgroups. No CA dashboard data provided for the 2020 and 2021 school years.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Data (ELA and Mathematics)	TBD - 2020/2021 ELA and Mathematics CAASPP Data 2020/2021 CAASPP ELA - Exceeded or Met Standard - 31.1% 2020/2021 CAASPP Mathematics - Exceeded or Met Standard - 15.04%	Increase the percentage of students who score standard met or standards exceeded by 2% in English Language Arts and mathematics.
SBAC Data (ELA and Mathematics)	TBD - 2020/2021 ELA and Mathematics CAASPP Data ELA CAASP Data 2020/2021 - Exceeded or Met Standard 1. ELL - 6% 2. Foster - 0% 3. Homeless - 28% 4. Socioeconomically Disadvantaged - 26.2% Mathematics CAASPP Data 2020/2021 - Exceeded/Met Standard 1. ELL - 0% 2. Foster - 0% 3. Homeless - 16.0%	Increase the percentage of at risk students (ELL, foster youth, homeless and socioeconomically disadvantaged) who score standards met or standard exceeded by 2% in English Language Arts and mathematics.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	4. Socioeconomically Disadvantaged - 12.5%	
SBAC Data (ELA and Mathematics)	TBD - 2020/2021 ELA and Mathematics CAASPP Data ELA CAASPP Data 2020/2021 - Exceeded/Met Standard 1. SPED - 9.2% Math CAASPP Data 2020/2021 - Exceeded/Met Standard 1. SPED - 5.1%	Increase the percentage of students with disabilities subgroup who score standards met or standard exceeded by 2% in English Language Arts and mathematics.
Fastbridge Assessments	aReading - 2021/2022 Low Risk/College Pathway Fall - 46% Winter -37% Spring -34% aMath - 2021/2022 Low Risk/College Pathway Fall - 45% Winter - 39% Spring - 38%	Show improvement throughout the 2022/2023 school year. Decrease the number of students identified in the high risk category for all Fastbridge assessments.
ELPAC	TBD - 2020/2021 ELPAC Data Overall ELPAC 2020/2021 1. Level 4 - 18.26% 2. Level 3 - 36.93%	Increase level 4 and 3 ELPAC by 2%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds
All students
English Language Learners (ELL)
Foster Youth
Homeless
Socioeconomically disadvantaged
Students with disabilities
Hispanic subgroup

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Title I Funds
- Licenses for Accelerated Reader
- Provide supplies and support for technology elective, Tynker.
- Provide counselors, the counseling application, SCUTA. Provide data for counseling PLC and school in regards to counseling program.
- Provide supplies for NGSS implementation for 6th grade.
- Provide supplies for NGSS implementation for 7/8 grade
- Provide student agendas to support instruction and student organization
- Provide additional supplies and support for Art Program
- Purchase books, supplies, additional resources for ELD, non-fiction resources for library.
- Provide collaboration time for rigor/relevance framework (ELA, mathematics, science, social studies)
- Provide time for Leadership team to analyze and apply data and steer subsequent professional development and interventions
- Provide funding for counselor collaboration and professional development
- Provide Scholastic Math - Supplemental Resource (Grades 6-8)
- Provide Scholastic Science - Supplemental Resource (Grades 6-8)
- Provide funding for counselor collaboration and professional development.

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

Amount(s)	Source(s)
79,131	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Goal 1: Tier 1 - Core Instruction and Differentiation - Site Funds
- Provide additional supplies and support for PE program
- Copies/paper/supplies/ so support 6-8 instruction
- Postage for report cards and flyers.
- Purchase additional technology as needed: Document cameras, projectors, computers, etc. to support student intervention and access.
- Additional Clerk Support
- Provide entrance fees for academic competitions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
36,305	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds
- Socioeconomically Disadvantaged
- English Learners
- Foster Youth

Strategy/Activity

Goal 1 - Tier 1 Core Instruction and Differentiation - Targeted Funds (SES, EL, FY)/Title I Funds/Targeted EL
- Provide supplies for NGSS implementation for 6th grade
- Purchase additional technology as needed: document cameras, projectors, computers to be used in classrooms and library to access information for student learning
- Provide training and support for teachers who teach ELD classes, CABE conference
- Provide college field trip to ELD students and parents
- Provide ELD teachers materials and resources for student development.
- Salary for ELD paraeducator
- Provide Scholar Magazine ELA Scope Reader - Supplemental Resource
- CABE Conference

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

Amount(s)	Source(s)
49,215	LCFF - Supplemental
30,000	Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

- Targeted after school interventions/credit recovery
- Maintain/Implement Read 180/System44 to increase literacy for at risk students
- Provide intervention/enrichment support through academic platform, myPath through district adopted program, Edguinity. myPath will provide ELA and math initial assessments and create individual learning plans for students, for intervention programs.

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

Amount(s)	Source(s)
39,000	Title I
12,635	LCFF - Supplemental

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Goal 1 - Tier 2 - Additional Support for at risk students and students not making progress

Strategy/Activity

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

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

Amount(s)	Source(s)
30,957	District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

During the 2020/2021 school year, Williams Middle School used AVID strategies schoolwide. Various AVID training were provided throughout the school year during Early Release Monday (ERM) and buy back days. Williams Middle School staff used Fastbridge and other local assessments to determine student academic progress throughout the school year. Students who were targeted for intervention used programs such as READ 180, Accelerated Reader (AR), StudySync (ELA) and Digits (Mathematics) as base curriculum. Supplemental resources that were used are the following, but not limited to myPath and scholastic reader magazine subscription (ELA, ELD, Mathematics & Science).

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

No major differences exist.

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

- Overall increase in the number of students who perform at the met or exceeded standard for CAASPP assessments . Ensure goals are attainable. Support all students in learning.
- Ensure goals are attainable for at risk students.
- Federal school improvement plan: students with disabilities as focus for improvement.
- Using RCD assessments, fastbridge assessments and teacher assessments as data points for PLC analysis discussion. Overall support student learning.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Continued focus on reducing suspension rate and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate Data (AERIES)	12% suspension rate based upon 2021/2022 data.	Reduce the suspension rate by 2%.
Monthly Attendance Reports	94% attendance rate	Maintain a 98% attendance rate.
Monthly Attendance Reports	2.5% Chronic absenteeism rate based on preliminary 2021/2022 data.	Reduce the chronic absenteeism rate by 1%. Chronic absenteeism is greater than or equal to 10% of enrolled days.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Goal 2 - Tier 1 - Core Instruction and Differentiation - Title I Funds/Targeted/Site Funds
- Where Everybody Belongs (WEB) peer mentoring program, training and supplies
- Provide intervention/enrichment support through academic platform, myPath.
- Provide safety and cultural assemblies/guest speakers
- Parent Liaison - 50%
- Additional Clerical Support

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
44,000	Title I
5,000	LCFF - Supplemental
1,648	LCFF

Strategy/Activity 2
Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Goal 2 - Tier 3 - Intensive Support - Title I Funds
- Provide SEL services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

At Williams Middle we have continued to to focus on providing a safe and equitable learning environment through focusing on positive relationships among all educational partners and

increasing our communication to our community. According to our data on the CA school dashboard, Williams Middle School had a 16.8% suspension rate during the 2018/2019 school year. Preliminary data before COVID-19 closure showed us at an 8.3% suspension rate for the 2019/2020 school year, thus reducing the suspension rate by 8.5%, well ahead of the goal of 2% reduction for the 2019/2020 school year. While we we still had one quarter left of school before the COVID-19 closure, we are confident that our progress would have held true and we would have seen a decrease in suspension rate. Preliminary data for the 2021/2022 school year shows a 12% suspension rate. During the 2021/2022 school year we also provided 5 days mental health support through services from CMC (tier 3 support) for our students. Returning from distance learning, we have seen an increase in referrals for additional support for students at Williams Middle School. Williams Middle School demographics continue to shift, where our at-risk groups (special needs students, foster youth, English Learners, socioeconomically disadvantaged) continue to increase and thus we will continue providing social-emotional support to those students in need. During the 2021/2022 school year we observed a significant increase in the number of students suspended and/or expelled. Through our analysis, we will add services through other funding sources that will aide in providing additional resources for ours students at Williams Middle School. Community organization Sow-A-Seed will be funded to be on campus during the 2022/2023 school year, they will provide tier 1 and 2 services at Williams Middle.

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

While our demographics continue to shift at Williams Middle School we also have observed the need to provide more support to our local community as they interact with us at Williams Middle School. Through observation and data we see the need for a full time parent liaison, which will aide us in better communicating and connecting with all of our community. We have also seen a decline in attendance partly due to COVID, overall attendance has decreased.

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

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

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3 - Parent Involvement and Education

Goal 3

Goal 3 - Parent Involvement and Education

Identified Need

Increase school communication to parents, bi-weekly.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Messenger Communication Log, Updates on school website	Bi-weekly communication was made to educational partners through via email, website or social media platforms.	Communication to the community via email, newsletter and/or school website will occur bi-weekly.
LCAP and GATE Survey Data	LCAP Participation Rate 1. Students - 26% 2. Parents - 3% GATE Survey Participation Rate 1. Parents - 3%	Increase LCAP and GATE parent survey participation by 2%.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

Goal 3 -Parent Involvement - Strategies to encourage parent involvement and provide parent education.
- Provide quarterly parent nights to increase academic and social/emotional awareness.

- Provide 9 week PIQE parenting class to increase parent involvement and increase parent knowledge of college entrance information (district ELOG)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,596	LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Through our continued efforts in communicating with our community we have seen an increase in overall participation of our parents in the programs provided. While participation rates for various activities can still improve we have seen increased participation overall. We will continue to offer PIQE as a resource for our families. We have implemented the program for three years and each year parents participate and continue to request the services. While COVID impacted the PIQE program during the 2020/2021 school year, we still saw participation for the program. We will continue to focus on our outreach to parents to increase our parent participation in the LCAP survey. During the 2021/2022 PIQE was offered virtually and had success. Feedback given at the end of the 9-week program found that virtual sessions allow for parents to connect much more easily.

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

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

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

No changes will be made to this goal.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$331,487.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$192,131.00

Subtotal of additional federal funds included for this school: $192,131.00

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 ($)
District Funded	$30,957.00
LCFF	$37,953.00
LCFF - Supplemental	$70,446.00

Subtotal of state or local funds included for this school: $139,356.00

Total of federal, state, and/or local funds for this school: $331,487.00

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:

School Principal

Classroom Teachers

Name of Members	Role
Christopher Beaken	Classroom Teacher
Desi Rosales	Classroom Teacher
Anne Martin	Classroom Teacher
Andrew Stokes	Parent or Community Member
Lynn Wang	Parent or Community Member
Karina Linares	Parent or Community Member
Benamar Medina	Parent or Community Member
Owen Baptista	Secondary Student
Lulu Flores	Other School Staff
Miguel Romo	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/22.

Attested:

	Principal, Miguel Romo on 5/9/22
	SSC Chairperson, Christopher Beaken on 5/9/22

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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