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
Williams Jr/Sr High School	06-61622-30038	May 26 2020	July 16, 2020

Purpose and Description

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

Schoolwide Program

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.

The input for this plan was collected through School Site Council (SSC), English Learner Advisory Committee, Family Community Meetings, staff meetings, leadership teams and student leadership class. These meetings facilitate discussion, allow opportunity for input and guide the creation of this plan.

A variety of data was used this year to inform our decisions. The school used the CAASPP dashboard two year data from 2017-2019, PLC (Professional Learning Community) data, and English Learner RoadMap self assessment. In addition, we used Instructional Round data. Data still need to be collected is: quality climate surveys and/or focus group feedback regarding engagement and climate of the school environment.

The school wide data for our student body indicates a strong need in several areas academically. All academic areas on the dashboard have improved and have moved up one level, but we continue to have a persistent achievement gap. First, mathematics performance is low and well below state average. Second, student performance in ELA is stronger than in mathematics, but still below state average. Third, ELL students continue to struggle to reach college readiness. More precisely, English Learner students who arrive during high school years struggle to acquire proficiency in English and make progress towards college readiness. Additionally, English Learners have limited access to core classes, and electives, they are over scheduled in ELD courses. Based on the EL roadmap and the four priorities outlined in the self assessment, the staff needs to focus on a comprehensive professional development training to support classroom instruction in literacy strategies in content areas, integrated English Language Development, comprehensive learner

responsive task force, culturally responsive teaching, and several other areas as outlined in the EL Roadmap. Fourth, students and parents have expressed a strong need for support systems for academics and social emotional development. Continue support for English Learners. Dual Enrollment classrooms. These supports go hand in hand with academic success. Fifth, parent engagement has been identified as critical to the ongoing and future success of our school. Sixth, our committees discovered that we still do not meet the expectations of the College and Career Readiness dashboard. Lastly, during instructional rounds, we continue to discovery that our student learning and tasks are in the lower quadrants for Rigor and Relevance. We need to move our tasks towards higher levels of Depth of Knowledge and create an environment of critical thinking through effective questioning and collaborate conversations.

School Site council voted to align all goals to the district LCAP and collapse our five goals into three goals as outlined and suggested by the LCAP Priorities from the California Department of Education.

The SSC worked over the past year identifying need areas and reviewing the areas identified in previous plans. SSC reviewed and brainstormed. Parent, student and staff input was gathered to discuss possible actions to address the areas of need. Post paper was used to record ideas. A system of prioritizing was used by way of sticky dots to gain consensus on prioritized actions.

Our three new overarching goals, condensed from the 19-20 plan are as follows:
Goal 1: Conditions of Learning
Goal 2: Student Achievement and Outcomes
Goal 3: Engagement

Table of Contents

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).

Only one parent survey was implemented. Less than 25 parents-district wide responded. The information was not valid. The school needs to work on a student survey this school year and implement.

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

School wide Instructional Round observations, and weekly administrative observations were conducted throughout the school year. Findings: need to improve depth of rigor/relevance of tasks that students are given. And need to improve the level of questioning and collaboration and increase rigor of discussion between teacher-student, student-student. Need to improve literacy instruction across the school campus in every content area and improve integrated English language development.

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)

Fully Implemented: School uses data to create goals and actions

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

Partially implemented: School started to use quick Renaissance assessment this past school year to monitor instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Fully Implemented

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

Partially implemented: ELA development needs access to core curriculum adopted materials

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

Fully Implemented: Staff survey, needs assessments, student performance used to build professional needs

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

Not Implemented: District does not provide instructional coach for Secondary Level

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

Fully Implemented: All grade levels and department meet 1x a month

Teaching and Learning

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

Partially Implemented: as per department meetings and Data team meetings, a few staff still do not have curriculum aligned to State Framework e.g. PE

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

Fully Implemented

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

Partially Implemented: this coming year will implement 7/8 math/ELA intervention classes; for High School will transform credit recovery system.

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

Fully Implemented

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

Fully Implemented

Opportunity and Equal Educational Access

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

Partially Implemented

Evidence-based educational practices to raise student achievement

Partially Implemented

Parental Engagement

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

Partially Implemented

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)

Fully Implemented

Funding

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

Partial

Fiscal support (EPC)

Partial

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 and Administrative team sought out involvement from the following groups:
1. Staff
2. Student Leadership Class
3. Dept. Chairs/ILT
3. OLT/MTSS team- VP counselors, learning support specialist, intervention specialists
4. ELAC parents
5. Family Community team
6. PBIS team

Used a variety of processes to garner feedback:
1. direct discussion
2. sticky pad with sticky dots
3. data conversations ' i notice i wonder'
4. root cause analysis
5. focus groups
6. qualitative conversations

Resource Inequities

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

The school is completely dependent on the State LCFF funding formula. Due to COVID19 we expect a decrease of more than 10% to LCFF and Categorically.
We do not have any other income, not from property taxes, bonds,, families, etc. We cannot compete with other neighbor schools or counties because of the poverty levels in our City.
Due to structural racism, as a result, we have inequitable economic needs that cannot support adequately our community and students.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0.16%			1
African American	0.36%	0.17%	0%	2	1	0
Asian	1.43%	1.55%	2.11%	8	9	13
Filipino	%	%	0%			0
Hispanic/Latino	94.80%	94.49%	95.45%	529	549	587
Pacific Islander	0.18%	0.17%	0.16%	1	1	1
White	3.05%	3.1%	1.46%	17	18	9
Multiple/No Response	0.18%	0.34%	0.16%	1	2	3
			Total Enrollment	558	581	615

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	112	105	108
Grade 8	89	113	107
Grade 9	94	98	121
Grade 10	91	98	95
Grade 11	82	89	99
Grade 12	90	78	85
Total Enrollment	558	581	615

Conclusions based on this data:

1. incoming lower grader are larger than upper class grades

2. enrollment overall is not declining for jr/sr high

3. Senior class declined in last three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	143	133	173	25.6%	22.9%	28.1%
Fluent English Proficient (FEP)	352	385	377	63.1%	66.3%	61.3%
Reclassified Fluent English Proficient (RFEP)	21	43	10	17.2%	30.1%	7.5%

Conclusions based on this data:

1. enrollment steady for English Learners

2. reclassified rates continue to grow

3. need to improve rates for longterm English Learners

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	88	105	104	80	105	102	80	105	102	90.9	100	98.1
Grade 8	93	89	109	87	88	104	87	87	104	93.5	98.9	95.4
Grade 11	92	80	85	88	76	79	88	76	79	95.7	95	92.9
All	273	274	298	255	269	285	255	268	285	93.4	98.2	95.6

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

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	2473.	2457.	2487.	1.25	0.95	2.94	21.25	10.48	25.49	27.50	28.57	26.47	50.00	60.00	45.10
Grade 8	2487.	2437.	2474.	1.15	1.15	0.96	13.79	4.60	10.58	36.78	19.54	30.77	48.28	74.71	57.69
Grade 11	2599.	2507.	2585.	20.45	1.32	15.19	36.36	17.11	35.44	30.68	40.79	34.18	12.50	40.79	15.19
All Grades	N/A	N/A	N/A	7.84	1.12	5.61	23.92	10.45	22.81	31.76	29.10	30.18	36.47	59.33	41.40

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	3.75	1.90	3.96	32.50	40.00	39.60	63.75	58.10	56.44
Grade 8	5.75	1.15	3.85	41.38	13.79	39.42	52.87	85.06	56.73
Grade 11	20.45	5.26	22.78	57.95	55.26	46.84	21.59	39.47	30.38
All Grades	10.20	2.61	9.15	44.31	35.82	41.55	45.49	61.57	49.30

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	6.25	3.81	8.82	41.25	35.24	53.92	52.50	60.95	37.25
Grade 8	1.15	1.16	3.85	43.68	24.42	40.38	55.17	74.42	55.77
Grade 11	26.14	6.58	24.36	57.95	31.58	61.54	15.91	61.84	14.10
All Grades	11.37	3.75	11.27	47.84	30.71	51.06	40.78	65.54	37.68

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	8.75	0.95	2.94	46.25	44.76	62.75	45.00	54.29	34.31
Grade 8	2.30	1.15	1.92	65.52	44.83	60.58	32.18	54.02	37.50
Grade 11	14.77	5.26	18.99	77.27	69.74	62.03	7.95	25.00	18.99
All Grades	8.63	2.24	7.02	63.53	51.87	61.75	27.84	45.90	31.23

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 7	12.50	7.62	10.89	48.75	44.76	46.53	38.75	47.62	42.57
Grade 8	5.75	1.15	4.81	52.87	37.93	43.27	41.38	60.92	51.92
Grade 11	31.82	3.95	17.95	56.82	57.89	69.23	11.36	38.16	12.82
All Grades	16.86	4.48	10.60	52.94	46.27	51.59	30.20	49.25	37.81

Conclusions based on this data:

1. By 11th grade students perform drastically better than in lower grades / And writing has improved over time.

2. need to focus on reading literacy techniques

3. Need to focus on research and inquiry- analyzing and presenting information e.g. performance task

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	88	106	104	78	106	102	78	106	102	88.6	100	98.1
Grade 8	93	90	109	88	89	107	88	89	107	94.6	98.9	98.2
Grade 11	92	80	85	88	77	81	88	76	81	95.7	96.3	95.3
All Grades	273	276	298	254	272	290	254	271	290	93	98.6	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2471.	2481.	2478.	2.56	2.83	5.88	8.97	14.15	10.78	41.03	34.91	27.45	47.44	48.11	55.88
Grade 8	2482.	2455.	2469.	1.14	0.00	1.87	19.32	3.37	11.21	19.32	28.09	21.50	60.23	68.54	65.42
Grade 11	2530.	2489.	2549.	1.14	1.32	4.94	12.50	5.26	9.88	25.00	22.37	34.57	61.36	71.05	50.62
All Grades	N/A	N/A	N/A	1.57	1.48	4.14	13.78	8.12	10.69	27.95	29.15	27.24	56.69	61.25	57.93

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	7.69	8.49	5.88	28.21	29.25	28.43	64.10	62.26	65.69
Grade 8	5.68	2.25	3.74	32.95	19.10	26.17	61.36	78.65	70.09
Grade 11	5.68	5.26	8.64	27.27	13.16	33.33	67.05	81.58	58.02
All Grades	6.30	5.54	5.86	29.53	21.40	28.97	64.17	73.06	65.17

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	3.85	1.89	7.84	52.56	51.89	47.06	43.59	46.23	45.10
Grade 8	5.68	0.00	3.74	36.36	44.94	34.58	57.95	55.06	61.68
Grade 11	5.68	1.32	9.88	40.91	38.16	54.32	53.41	60.53	35.80
All Grades	5.12	1.11	6.90	42.91	45.76	44.48	51.97	53.14	48.62

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	5.13	5.66	4.90	56.41	63.21	51.96	38.46	31.13	43.14
Grade 8	3.41	0.00	2.80	50.00	40.45	42.06	46.59	59.55	55.14
Grade 11	6.82	1.32	8.64	54.55	44.74	59.26	38.64	53.95	32.10
All Grades	5.12	2.58	5.17	53.54	50.55	50.34	41.34	46.86	44.48

Conclusions based on this data:

1. there is a need in communicating reasoning and building number sense. Students need to learn to apply mathematical procedures.

2. scores have stayed relatively the same with a little improvement in moving some students from below to at or near in a few areas

3. overall improvement in problem solving, more students moved towards above standards and away from near standard. and below standard towards near standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	1485.8	1521.5	1480.4	1523.4	1490.7	1519.1	32	28
Grade 8	1510.2	1475.4	1504.1	1460.6	1515.9	1489.7	25	29
Grade 9	1530.1	1466.7	1530.2	1459.2	1529.4	1473.7	19	23
Grade 10	1525.6	1503.9	1510.7	1483.9	1540.0	1523.4	19	21
Grade 11	*	1501.6	*	1477.0	*	1525.9	*	14
Grade 12	*	*	*	*	*	*	*	6
All Grades							113	121

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7		21.43	37.50	28.57	34.38	35.71	*	14.29	32	28
8	*	3.45	*	17.24	*	41.38	*	37.93	25	29
9	*	4.35	*	21.74	*	30.43	*	43.48	19	23
10	*	0.00	*	47.62	*	23.81	*	28.57	19	21
11	*	7.14	*	21.43	*	42.86	*	28.57	*	14
12	*	*		*	*	*	*	*	*	*
All Grades	14.16	7.44	29.20	28.10	28.32	33.88	28.32	30.58	113	121

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	39.29	56.25	42.86	*	3.57	*	14.29	32	28
8	*	10.34	*	20.69	*	37.93	*	31.03	25	29
9	*	17.39	*	26.09	*	17.39	*	39.13	19	23
10	*	28.57	*	23.81	*	19.05	*	28.57	19	21
11	*	7.14	*	42.86	*	21.43	*	28.57	*	14
12	*	*	*	*	*	*	*	*	*	*
All Grades	27.43	21.49	38.05	30.58	18.58	20.66	15.93	27.27	113	121

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	7.14	*	17.86	*	50.00	62.50	25.00	32	28
8	*	0.00	*	17.24	*	34.48	*	48.28	25	29
9	*	0.00	*	13.04	*	26.09	*	60.87	19	23
10		0.00	*	9.52	*	47.62	*	42.86	19	21
11		0.00	*	21.43	*	50.00	*	28.57	*	14
12		*		*	*	*	*	*	*	*
All Grades	*	1.65	14.16	14.88	26.55	42.15	52.21	41.32	113	121

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	10.71	53.13	67.86	*	21.43	32	28
8	*	3.45	*	24.14	*	72.41	25	29
9	*	0.00	*	60.87	*	39.13	19	23
10	*	0.00	63.16	66.67	*	33.33	19	21
11	*	0.00	*	42.86	*	57.14	*	14
12	*	*	*	*	*	*	*	*
All Grades	27.43	3.31	47.79	52.07	24.78	44.63	113	121

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	40.63	57.14	46.88	32.14	*	10.71	32	28
8	56.00	41.38	*	24.14	*	34.48	25	29
9	*	43.48	*	17.39	*	39.13	19	23
10	*	57.14	*	9.52	*	33.33	19	21
11	*	42.86	*	28.57	*	28.57	*	14
12	*	*	*	*	*	*	*	*
All Grades	46.02	49.59	38.05	22.31	15.93	28.10	113	121

	Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
7	*	7.14	*	35.71	81.25	57.14	32	28
8	*	6.90	*	27.59	44.00	65.52	25	29
9	*	4.35	*	30.43	78.95	65.22	19	23
10	*	4.76	*	33.33	*	61.90	19	21
11		7.14	*	64.29	*	28.57	*	14
All Grades	9.73	5.79	22.12	36.36	68.14	57.85	113	121

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
7	*	14.29	75.00	71.43	*	14.29	32	28
8	*	0.00	60.00	75.86	*	24.14	25	29
9	*	4.35	78.95	56.52	*	39.13	19	23
10	*	0.00	73.68	66.67	*	33.33	19	21
11	*	7.14	*	64.29	*	28.57	*	14
All Grades	10.62	4.96	71.68	67.77	17.70	27.27	113	121

Conclusions based on this data:

1. insufficient data to make concrete conclusions at this time Two different assessments used in 17-18 and 18-19

2. Writing and Reading domains need support

3. ORal and Listening scores higher than reading/writing

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
581	**93.1**	**22.9**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	133	22.9
Homeless	23	4.0
Socioeconomically Disadvantaged	541	93.1
Students with Disabilities	57	9.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
Asian	9	1.5
Hispanic	549	94.5
Two or More Races	1	0.2
Pacific Islander	1	0.2
White	18	3.1

Conclusions based on this data:

1. Large percentage of low income based on free and reduced lunch

2. Most of the student body is latino/a

3. Significant number of LTELS English Learners , although they only make up 22%, we have a larger percentage of reclassified, total over 2/3 of our school as English Learners.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Blue	**Suspension Rate** Red
Mathematics Yellow	**Chronic Absenteeism** Green	
College/Career Orange		

Conclusions based on this data:

1. overall excellent graduation rates

2. College and Career rates dipped, need to understand the CC dashboard better and improve course access and CTE pathways. Need to improve CAASPP scores along with transforming all course work to A-G, improving access to CTE and completion certificate.

3. Suspension rates plummeted. Need to explore why. Theorizing it was the spring of 18-19 when a large number of students instigated a fight. As a result, large number of suspensions for bystanders. Maybe look into alternative ways of suspending for non aggressive actions.
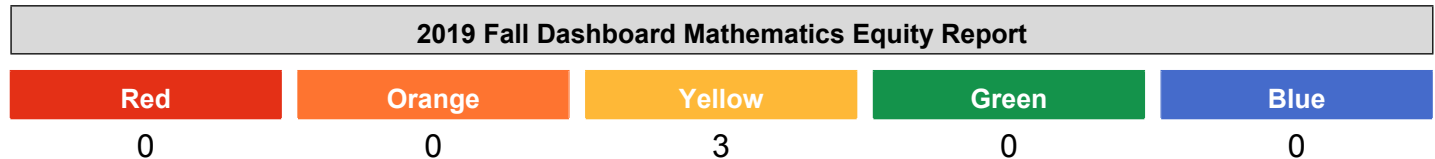
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance						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**
0	3	0	0	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
52.2 points below standard	72.5 points below standard	0 Students
Increased Significantly ++43.5 points	Increased Significantly ++36.6 points	
280	194	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	53.3 points below standard	112.9 points below standard
10	Increased Significantly ++46.7 points	Increased Significantly ++15.5 points
	264	29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		5	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
54.3 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++43 points		1	6
266			

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
129.1 points below standard	51 points below standard	64 points below standard
Increased Significantly ++16.9 points	Increased Significantly ++38.6 points	Increased Significantly ++16.6 points
54	140	31

Conclusions based on this data:

1. all academic levels moved one level

2. all levels still below green level

3. need to ensure classroom practices match California framework and CAASPP rubrics. English Learners continue to lag. Need to ensure they have access to core classrooms. And effective schoolwide literacy strategies across subject matters.

School and Student Performance Data

Academic Performance
Mathematics

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

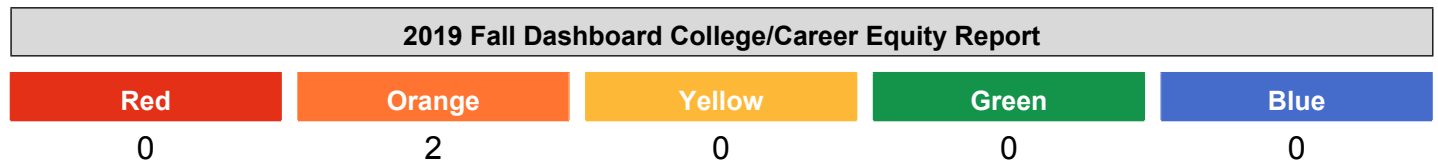| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	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 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	Yellow	
90 points below standard	99.7 points below standard	
Increased Significantly ++20.6 points	Increased ++13 points	
279	194	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	91 points below standard	127.7 points below standard
10	Increased Significantly ++21.5 points	Increased Significantly ++15.2 points
	264	29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color	
		Less than 11 Students - Data Not Displayed for Privacy	
		5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow		No Performance Color	No Performance Color
92.1 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++20.2 points		1	6
265			

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**
162.5 points below standard	75.5 points below standard	97.6 points below standard
Declined -8.8 points	Increased Significantly ++15.7 points	Increased ++8.7 points
54	140	31

Conclusions based on this data:

1. moved up one level, to yellow.

2. Reclassfied ELLs out perform English Only and ELLs

3. all subgroups improved and increased, now we need to move the number below standards up.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color

36.6 making progress towards English language proficiency

Number of EL Students: 101

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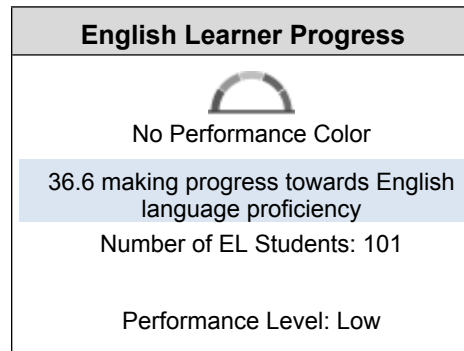
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
22	42	3	34

Conclusions based on this data:

1. not enough data in ELL progress to make any conclusions at this time.

2. Most maintained level, need support in writing and reading.

3. a significant group decreased, need to investigate why?

School and Student Performance Data

Academic Performance
College/Career

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

Lowest
Performance

Red

Orange

Yellow

Green

Blue

Highest
Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
48.7	18.2	0 Students
Declined -8.1	Increased +3.9	
76	22	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	47.2	Less than 11 Students - Data Not Displayed for Privacy
4	Declined -8.7	5
	72	

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1		1	

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	No Performance Color
47.1	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.4			
68			6

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

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	56.8 Prepared	48.7 Prepared
Approaching Prepared	8 Approaching Prepared	14.5 Approaching Prepared
Not Prepared	35.2 Not Prepared	36.8 Not Prepared

Conclusions based on this data:

1. need to understand this dashboard and how it is calculated. SSC team needs to acquire training in this area

2. dip in prepared Seniors from 18 to 19 school year, why the dip, yet more approaching.

3. need to focus on the indicators for this dashboard? Do we need to focus on CTE completion? increase number of courses in A-G? Number of enrolled students? Number of students passing AP both in ELA and Spanish? need to investigate root cause.
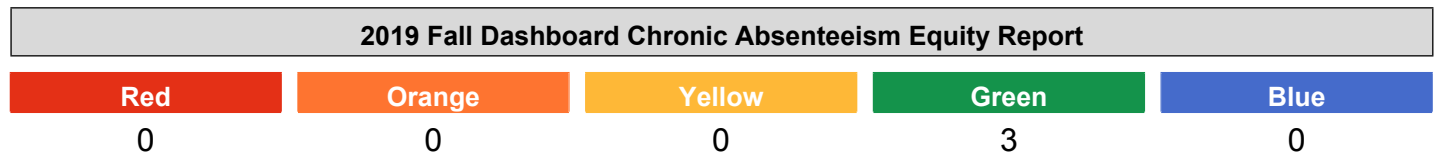
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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
5.9	9	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Declined -1.8	0
222	78	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
8.3	5.6	12
Declined -8.3	Declined -0.6	Declined -6.2
12	213	25

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			

African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	2	0

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
5.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	0	0	8
212			

Conclusions based on this data:

1. overall high levels of engagement

2. declined in all subgroups in chronic attendance

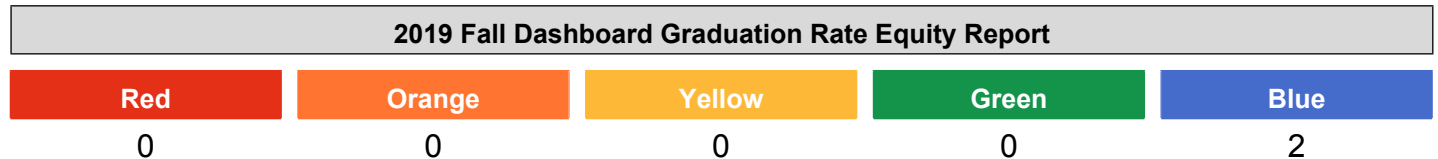3. continue to improve and create a district wide attendance system

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	2

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
98.7	95.5	0 Students
Increased +4.4	Increased +16.9	
76	22	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	98.6	Less than 11 Students - Data Not Displayed for Privacy
4	Increased +4.6	5
	72	

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
1		1	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	No Performance Color
98.5	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased +4.4			6
68			

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

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
94.3	98.7

Conclusions based on this data:

1. excellent graduation rates

2. increased graduation rates

3. discovered that credit recovery used ineffectively and inappropriately to pass Seniors. Need to explore how Mid Valley is used-and its effectiveness to graduate students at high levels.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0
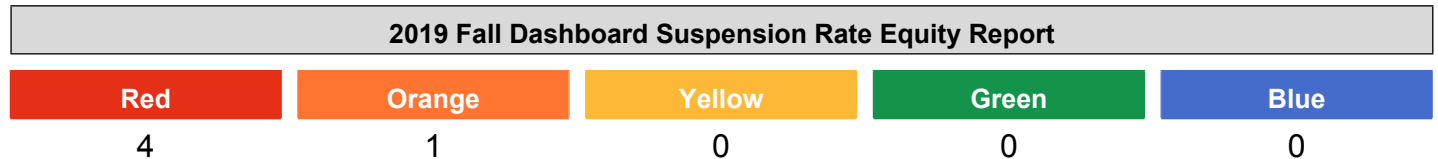
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
10.5	10.7	Less than 11 Students - Data Not
Increased Significantly +5.2	Increased Significantly +6.1	1
600	169	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Red	Red
9.1	11.3	12.1
Increased +9.1	Increased Significantly +5.8	Increased +4.2
33	557	58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	
Less than 11 Students - Data		Less than 11 Students - Data	
1		9	

Hispanic	Two or More Races	Pacific Islander	White
Red	No Performance Color	No Performance Color	No Performance Color
10.4	Less than 11 Students - Data	Less than 11 Students - Data	20
	2	1	
Increased Significantly +5.5			Increased +9.5
567			20

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.3	10.5

Conclusions based on this data:

1. in the red for suspensions

2. increased in all subgroups

3. investigated suspensions discovered that school suspended for attendance truancy and large number of students suspended for instigating a fight and creating a dangerous environment in spring 2019. Need to look for alternative ways of correcting behavior. e.g. community service, etc.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Conditions of Learning

LEA/LCAP Goal

LCAP Goal 1:   Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets

Goal 1

Implement and Support 21st Century Learning & Teaching Conditions for College and Career readiness school wide.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dual Enrollment Rates	Baseline: Actual Outcome:37.5% 32% 9th-12th grade 3 classes offered 5 sections offered	40%
A-G Enrollment Rates	Baseline Actual Outcome: 51.8% 38%	55%
AVID Strategies (WICOR)	WICOR Strategy: Organizaton/Binders Note Taking & Beginning Communication	Begin the C in Wicor AVID Strategies
College Acceptance (UC/CSUS)	Baseline: Actual Outcome: 33 applied out of 83 31 accepted to UC/CSUS 5 signed to UC 11 signed with CSUS 15 confirmed to community college	More need to access UC/CSUS system, need to investigate why half that were expected chose to go to CC

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CTE Pathway Completion	Baseline: Actual Outcome:not reported Not Reported	Create a way to track CTE pathways and completion rates

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

- Implement, monitor and evaluate DAGGET SYSTEM: Rigor, Relevance & Engagement e.g. instructional rounds, support staff lessons based on RRE rubric, focus on areas of improvement: higher order questioning, higher levels of DOK,active collaboration for students/ active speaking for students, student generated questions, promote academic language, teacher as a facilitator of learning, provide staff with walk through opportunities.
- *Ensure all courses are A-G aligned and provide rigorous academic experiences for students
- * Dual Enrollment will be expanded and explored beyond WCC
- Increase access to A-G/CTE/Dual Enrollment course for ELLs, SPED, and vulnerable students
- * Hold SAT test prep workshops and tutoring for AP test; pay for AP testing
- *Avid: Training, planning, substitutes, organizational binders, hotel/travel/food, field trips

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)
49,863	LCFF 1000-1999: Certificated Personnel Salaries
10,483	LCFF 3000-3999: Employee Benefits
87,283	LCFF 1000-1999: Certificated Personnel Salaries

29,656	LCFF 3000-3999: Employee Benefits
5000	Title I 4000-4999: Books And Supplies 5800 professional consulting
4000	Other 1000-1999: Certificated Personnel Salaries Principal Lottery benefits 5800 4000-4999 Books and Supplies
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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.

The relationship with WCC continues to be strong. The two organizations are meeting monthly. There is an MOU in place and the first teachers to start the pilot program for reimbursement of MA's has begun. There is a new president assigned for WCC he is exploring changes and is having open discussion with school beginning 19-20 regarding positive attendance, semester courses, and increase rigor.

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

There is an estimate of the cost of reimbursement for the teachers wanting to earn MA's. The actual cost may be different due to variation in cost of programs.
All other areas were expended except for AVID Title I. Due to school closure and insufficient subs, the money will be spent for training in the summer.

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.

We will increase the number of dual enrollment courses offered on campus.
Will add AVID as a schoolwide strategy to support students access to College and Career Readiness
Moved goal 2 from plan 19-20 to goal 1 "Conditions of Learning" goal 1

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Outcomes: Close Achievement/Opportunity Gap

LEA/LCAP Goal

LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets
LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.
LCAP Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by: hiring and retaining highly qualified certificated and classified employees that are fully qualified ensuring that students have access to state standards aligned materials redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning providing adequate transportation.

The basis for this goal is tied to the low CAASPP performance in Mathematics and alignment to the following districtwide LCAP goals:
LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets
LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career.
LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student
LCAP Goal 5: Williams Unified School District will provide students with appropriate learning conditions to meet their educational needs by: hiring and retaining highly qualified certificated and classified employees that are fully qualified ensuring that students have access to state standards aligned materials redesigning, upgrading and enhancing all classrooms and facilities to foster 21st Century teaching and learning providing adequate transportation

The basis for this goal is due to the persistent low academic achievement scores of our English Learners, Longterm English Learners, low rates of Re-Classification due to new requirements, in addition, an increase of ELLs from elementary and expected enrollment increase for the 2020-2021 school year , impacting JrSr High creating half of the student enrollment as English Learners next year, and alignment to district goals
LCAP Goal 1: Williams Unified will raise the achievement of all students through rigorous, relevant curriculum and instruction that: is based on state standards; is aligned TK12; is designed to enable all students, including English learners, to access core and ELD standards (for ELs); fosters engagement/collaboration; is designed to develop students' 21st Century skills; and is appropriately assessed through formative/summative measures and state accountability targets
LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student.
LCAP Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders

Goal 2

Improve Student outcomes in English Language Arts, Writing, Mathematics Problem Solving, as measured by CAASPP. course completion, formative assessments , course enrollment, for ELLs, Sped, & Students below grade level.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA course grades	18-19 Baseline: 19-20 Actual Outcome:Credit D -A total: 91.1% 74% passed with C or higher 7th: 83% 8th: 90% 9th: 80% 10th: 98% 11th: 97% 12th: 99%	95%
ELA CAASPP	18-19 Baseline: 19-20 /Actual Outcome No testing Grade 7 28.4% Grade 8 11.5% Grade 11 50.6%	move one level ; orange to yellow
Math Course Grades	18-19 Baseline: 19-20/Actual Outcome Credit A-D total: 79% 56% passed with C or better 7th: 72% 8th: 84% 9th: 71% 10th: 70% 11th: 79% 12th: 98%	85%
Math CAASPP	Baseline: 19-20/Actual Outcome No testing Grade 7 17% Grade 8 13% Grade 11 14.8%	move one level: yellow to green

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners in ELA and Math	Baseline: 19/20 Actual Outcome: ELA Math ELA: 60.9% Math 54% 7th: 70% 85% 8th: 68% 64% 9th: 62% 38% 10th: 75% 50% 11th: 94% 50% 12th: 67% 67% :	ELA: need writing/reading literacy support Math: Academic Language Support Frayer Model for Vocab. GLAD strategies
English Learners CAASPP	Baseline: Actual Outcome: No testing ELA (Newcomers & LTELs) Grade 7 8% Grade 8 0% Grade 11 12.5% (R-FEPS) Grade 7 40% Grade 8 15.7% Grade 11 53.3% Math (Newcomers & LTELS) Grade 7 4% Grade 8 0% Grade 11 0% (R-FEP) Grade 7 24.6% Grade 8 17% Grade 11 18.3%	move one level: orange to red
Local Formative Assessments (PLC, Renaissance)	Baseline Renaissance Winter Scores 19-20 ELA Above: 45% On: 25% Intervention: 22% Urgent:9% Math Above: 23%	ELA : Above- 55% Math: Above-35% On- 25%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	On: 19% Intervention: 265 Urgent: 32%	

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)

English Learners, Special Ed., students below grade level

Strategy/Activity

- *Data Teams training for school-wide approach to formative assessments (all dept. teams)
- Instructional Coach
- Drop In Math Tutoring; ACES Math tutoring
- Curriculum Alignment and articulation in California Mathematics Framework
- Junior High Math Labs for intervention, place in Master Schedule
- Hold SPED/ELL articulation meetings to monitor progress, accommodations, etc.
- *Improve teaching and Learning in ELA and writing by curricular alignment, articulation, and embedded assessments to be used as formative assessments for learning.

*Ensure curriculum Alignment and articulation In English Language Arts
- Computer Lab Time in CCC
- Drop in tutoring ASSETS * tutoring for ACES students
- Training for ALL Staff to improve pedagogy in integrated English Language Development in the classroom e.g. vocabulary, academic language, academic conversations, langauge frame/stems, SDAIE, GLAD, etc.
- Hold ELAC meetings minimum 3x a year
- Create a ELRT team (english learner responsive team) monitor ELL progress.
- Jr High ELA/Math intervention labs, place in Master Schedule 7th/8th grade
- Summer Academy
- * Align curriculum; formative assessments; student support to improve ELA and Math for ELL students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10764	LCFF 1000-1999: Certificated Personnel Salaries
2501	LCFF

	3000-3999: Employee Benefits
2000	LCFF 4000-4999: Books And Supplies
9000	Title I 5800: Professional/Consulting Services And Operating Expenditures 5000"s ELAC food, babysitting, parent education
5000	Other 1000-1999: Certificated Personnel Salaries extra hourly planning time from lottery 5000's food staff training, etc.
17000	LCFF 5000-5999: Services And Other Operating Expenditures
15800	ASSETS (4124) 1000-1999: Certificated Personnel Salaries
2200	ASSETS (4124) 3000-3999: Employee Benefits
17000	ASSETS (4124) 4000-4999: Books And Supplies
8236	ASSETS (4124) 2000-2999: Classified Personnel Salaries benefits: 1764.00

Annual Review

SPSA Year Reviewed: 2019-20

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.

Provided training during school year @ staff meetings, PD days, and Mondays, focus was integrated and designated ELD, graphic organizers, AVID notetaking, School Closure did not allow us to complete some of the actions.

This strategy will be condensed from the 19-20 site plan goals: 1, 3, and 4. To create this new goal/strategy: goal 2 student achievement and outcomes.

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

Unable to spend money for AVID and ELD training due to closure. Hard to obtain substitutes during school year. Recommend Summer Training

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

The is now a condensed goal from goals 1,3,4 from plan 18-19. The new goal is goal 2: Student Achievement and Outcomes. Changes: combine and monitor all achievement data in one area, focus on literacy across all grade levels e.g. vocabulary development, oral language and writing expectations, create a new response team for english learners, monitor ELLS in course enrollment, provide early intervention for 7th/8th in ELA/Math; provide data training for PLCS to lead themselves, and add the need for students to communicate to build critical thinking and questioning techniques.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

LCAP Goal 2: All Students will graduate from WUSD with the necessary knowledge and skills to enter a college/career
LCAP Goal 3: Williams Unified will provide an educational experience that addresses the academic and socioemotional needs of every student.
LCAP Goal 4: Williams Unified will enhance parent engagement and improve communication among home, school and community stakeholders

Goal 3

Improve School Climate, student engagement and parent involvement as measured by: climate surveys, attendance rates, discipline rates to improve social emotional welfare and health, and academic success.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance @ School Site Council ELAC Meetings Family Community Meetings (transitioning to Climate Community Meetings)	SSC: 6 meetings 2 parents attended and 1 student ELAC: average 10-15 parents FCM: only had two meetings average about 10-15	SSC 3 parents and two students ELAC: double 30 parents Family Community Meetings transitioning to Climate Committee Community Committee w/purpose hope this will increase attendance
Referrals	First year implemented : 198	
Suspension	16 suspensions school year: 19-20	
Climate Surveys	due to closure-unable to fulfill	to prepare school climate survey for: students and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		parents and notice patterns and create a few actionable goals with PBIS and Climate Community Committee

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

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

All Students

Strategy/Activity

- Parent workshops; parent education; food, babysitting; ELL reclassification ceremony; parent mtgs.BTSN/Open/CCC/ELAC/Title I
- Create a Community Climate Committee to collaborate with Staff PBIS team (replace FCM) and create a plan with goals, and actions focused on climate research. Read climate research for best family/school engagement practices
- Comprehensive intervention/support system (MTSS/PBIS) to support: academic, social, emotional and behavioral. (updated action to add MTSS) Books and Supplies
- PBIS team along w/Community Climate Committee create a climate survey/focus groups for staff, student and families. Analyze results, choose 1-2 goals to work on.
- Hold PBIS rallies quarterly/bi monthly
- Hold monthly SWARM auction to support student behavior
- Improve lunch climate, provide students motivating activities of interest e.g. games, intramurals, etc.
- Begin to explore Restorative Practices and use Circles/Restorative Conferences to improve climate and respond to discpline
- Transform Plus classes to Advisory and support students SEL and relationships e.g. use circles , etc.
- Order book for Book Club in order for staff to explore new instructional ideas to improve behavior
- Plan summer academic/credit recovery
- After school tutoring
- Learning Support Specialist
- Intervention Specialist

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)
5000	Title I 4000-4999: Books And Supplies

	5800 Professional Development 5000's Food, Babysitting, parent education, etc.
7413	ASSETS (4124) 1000-1999: Certificated Personnel Salaries
1587	ASSETS (4124) 3000-3999: Employee Benefits
2000	ASSETS (4124) 4000-4999: Books And Supplies
123000	LCFF 1000-1999: Certificated Personnel Salaries
36,000	LCFF 3000-3999: Employee Benefits
11,563	LCFF 2000-2999: Classified Personnel Salaries
4362	LCFF 3000-3999: Employee Benefits
2000.00	Other principal lottery 5800 PD/confernces 4000's Books/Supplies

Annual Review

SPSA Year Reviewed: 2019-20

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.

Last year's activities for Engagement: most all were completed-began to create an MTSS team and entered into the second year of PBIS. PBIS team pushed out SWARM motto, began Auction and Incentive programs. Had monthly reward system for students. Sent two staff members to restorative training.

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

All budgets were expended as planned in the areas outlined in 19-20

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.

For the 20-21 plan, team condensed goal 5 and 6 into one goal, goal 3. All engagement strategies will now be in one area to improve monitoring . New goal: Engagement and improve climate for students and parents. Creating a new committee "CCC" climate community committee' that will work with PBIS members to monitor engagement and climate at the school. Need to create a climate survey for both students and staff.

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	$697,706.00

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	$27,066.00

Subtotal of additional federal funds included for this school: $27,066.00

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 ($)
ASSETS (4124)	$81,236.00
LCFF	$568,404.00
LCFF - Base	$10,000.00
Other	$11,000.00

Subtotal of state or local funds included for this school: $670,640.00

Total of federal, state, and/or local funds for this school: $697,706.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
ASSETS (4124)	81,236.00
LCFF	568,404.00
LCFF - Base	10,000.00
Other	11,000.00
Title I	27,066.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	435,734.00
2000-2999: Classified Personnel Salaries	48,366.00
3000-3999: Employee Benefits	133,087.00
4000-4999: Books And Supplies	51,519.00
5000-5999: Services And Other Operating Expenditures	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	9,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ASSETS (4124)	30,626.00
2000-2999: Classified Personnel Salaries	ASSETS (4124)	16,472.00
3000-3999: Employee Benefits	ASSETS (4124)	7,138.00

4000-4999: Books And Supplies	ASSETS (4124)	26,000.00
5000-5999: Services And Other Operating Expenditures	ASSETS (4124)	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	396,108.00
2000-2999: Classified Personnel Salaries	LCFF	23,126.00
3000-3999: Employee Benefits	LCFF	123,717.00
4000-4999: Books And Supplies	LCFF	8,453.00
5000-5999: Services And Other Operating Expenditures	LCFF	17,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	8,000.00
3000-3999: Employee Benefits	LCFF - Base	2,000.00
	Other	2,000.00
1000-1999: Certificated Personnel Salaries	Other	9,000.00
2000-2999: Classified Personnel Salaries	Title I	768.00
3000-3999: Employee Benefits	Title I	232.00
4000-4999: Books And Supplies	Title I	17,066.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	186,285.00
Goal 2	89,501.00
Goal 3	192,925.00
Goal 4	30,000.00
Goal 5	3,600.00
Goal 6	195,395.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Mary L. Ponce	Principal
Patricia Simms	Classroom Teacher
David Boswell	Classroom Teacher
Jennifer Carter	Other School Staff
James Welcome	Classroom Teacher
Maria Solis	Parent or Community Member
Robert Tamayo	Parent or Community Member
Lorena Rosales	Parent or Community Member
Nayeli Contreras	Secondary Student
Maria Aracela Reyes Figueroa	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee
	Other: Organizational Leadership Team and Student Leadership Team

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 5/26/20.

Attested:

	Principal, Mary L. Ponce on 5/26/20
	SSC Chairperson, Jennifer Carter on 5/26/20

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/

Developed by the California Department of Education, January 2019