School Year: **2022-23**

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 0637504	October 3, 2022	October 20, 2022

Purpose and Description

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

X Schoolwide Program
X Comprehensive Support and Improvement
X Targeted Support and Improvement

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

The input for the 2022-2023 plan was collected through School Site Council (SSC), English Learner Advisory Committee, Department chair meetings, staff meetings, and leadership teams. These meetings facilitate discussion, allow opportunity for input and guide the creation of the plan.

During this post-COVID year, a variety of data was used this year to inform our decisions. The school monitored student achievement through F rates and course failing rates for each quarter, progress report and semester grades. We used monthly attendance data, student survey data and passing rates of courses required for graduation. We also used Renaissance benchmark exams in math and English Language Arts to track student progress at three points in the academic year. The school has not participated in the CAASPP testing for the last two years, but the dashboard two year data from 2017-2019 was still discussed. We also used feedback from PLC (Professional Learning Community) data to help drive discussions around student achievement. We continued to input and track all interventions through Aeries including academic/social emotional/attendance conferences with parents, home visits, phone calls with the community and parents. This data was input in Aeries under 'Visitations' and 'Interventions.'

The school wide data for our student body indicates a strong need in several areas academically, socially and emotionally. Williams Jr. Sr. High School has a high rate of failing grades for all classes. Our seniors in particular struggled in meeting requirements in core academic areas with 67 F grades issued in the first semester, many of which were in graduation requirements including American Government. Our continuation school remained at capacity for the entirety of the 21-22 academic

year, with a waiting list of students needing services. Our 9th and 11th grade students had the highest failing rates out of all of the student body with 141 and 135 failing classes for the first term alone. Nevertheless, F rates were significantly decreased from the previous COVID year of distance learning, and hybrid education. Additionally, while attendance improved significantly from the COVID distance learning period, it did not reach the levels from the pre-COVID years. Attendance school-wide started off strong in August at over 90% for all grade levels, but had dipped to 80% and 78% for middle and high school by the end of the first semester. Finally, the school saw an increase in discipline based referrals and suspensions in the 21-22 academic year.

Due to COVID, the California Department of Education has suspended the reporting of state indicators on the 2021 California School Dashboard.

School Site Council continued to support our overarching 3 goals that encompass all of the LCAP state priorities. With a rewriting of the district LCAP, a renewed focus on data-drive decision making and instruction, and preparation for a 2023 WASC accreditation visit, our SPSA underwent significant revisions. Goals were rewritten to more closely align with the guidance provided by our revised LCAP. Three overarching goals of increased rigor, engagement, and connectedness are woven into the LCAP, our three year local plan for improvement, our WASC preparations, and as a result provide the framework for our 22-23 SPSA. Under these, actions were more closely spelled out with corresponding formative and summative measures of their effectiveness provided through our AMOs.

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. We garnered feedback via monthly meetings and all stakeholders gave feedback on multiple revisions of the the student plan for student achievement (SPSA).

Our three overarching goals, distilled from the 19-20 plan. continue to be as follows:

Goal 1: Increased Academic Rigor
Goal 2: Increased Classroom Engagement
Goal 3: Increased Community Connectedness

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).

Students completed attitudinal surveys two times over the course of the 21-22 school year. Additional surveys are planned for 22-23 including those aimed at socio-emotional learning objectives and academic rigor and perceptions of teacher attitudes.

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

Improvements to the number and quality of observations is planned for the upcoming 22-23 school year. Formative walk-through data is foundational in the site's WASC planning and local three-year plan.

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. Need to improve and increase the number of data cycles and then do an analysis in PLCs

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: Math needs to adopt new curriculum and update training in Mathematical Practices and CCSS framework; Social Science need udpate and training in new Social Science State Frameworks.

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)

Fully implemented: District level TOSAs and support is available as needed

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)

Fully impemented

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)

Fully implemented

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

Fully Implemented (except for P.E.)

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; Staff needs continuous training in integrated ELD, differentiation, scaffolding, etc.

Evidence-based educational practices to raise student achievement

Partially Implemented: Staff needs to continue to discuss and research evidence-based practices and create coherence across departments.

Parental Engagement

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

Partially Implemented; parent participation is low

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council and Administrative team sought out involvement from the following groups:
1. Staff
2. Dept. Chairs/ILT
3. ELAC parents

Used a variety of processes to garner feedback:
1. direct discussion
2. sticky pad with sticky dots
3. data conversations
4. 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 largely dependent on the State LCFF funding formula. We also increased in our Title I distribution in the 21-22 academic year through revisions to the funding formula. We also benefit from funding received for out of school interventions from ASES and ASSETs grants and through a GEAR UP partnership. We continue to struggle with competing with neighboring schools or counties because of the poverty levels in our area.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	19-20	**20-21**	**21-22**
Grade 7	108	115	107
Grade 8	107	101	117
Grade 9	121	108	101
Grade 10	95	114	104
Grade 11	99	86	109
Grade 12	85	85	84
Total Enrollment	615	609	622

Conclusions based on this data:

1. Incoming lower grades are larger than upper class grades

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

3. Senior class declined in the 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**		
	19-20	**20-21**	**21-22**	**19-20**	**20-21**	**21-22**
English Learners	173	185	233	28.1%	30.40%	37.5%
Fluent English Proficient (FEP)	377	359	318	61.3%	58.90%	51.1%
Reclassified Fluent English Proficient (RFEP)	10	18		7.5%	3.00%	

Conclusions based on this data:

1. Significant growth in the number of English Learners enrolled.

2. Slight decrease in re-designation rates over the past three years.

3. Need to improve outcomes and re-designation rates for Long Term 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	104	112		102	0		102	0		98.1	0.0	
Grade 8	109	100		104	0		104	0		95.4	0.0	
Grade 11	85	79		79	0		79	0		92.9	0.0	
All Grades	298	291		285	0		285	0		95.6	0.0	

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2487.			2.94			25.49			26.47			45.10		
Grade 8	2474.			0.96			10.58			30.77			57.69		
Grade 11	2585.			15.19			35.44			34.18			15.19		
All Grades	N/A	N/A	N/A	5.61			22.81			30.18			41.40		

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	3.96			39.60			56.44		
Grade 8	3.85			39.42			56.73		
Grade 11	22.78			46.84			30.38		
All Grades	9.15			41.55			49.30		

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

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 7	8.82			53.92			37.25		
Grade 8	3.85			40.38			55.77		
Grade 11	24.36			61.54			14.10		
All Grades	11.27			51.06			37.68		

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

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 7	2.94			62.75			34.31		
Grade 8	1.92			60.58			37.50		
Grade 11	18.99			62.03			18.99		
All Grades	7.02			61.75			31.23		

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 7	10.89			46.53			42.57		
Grade 8	4.81			43.27			51.92		
Grade 11	17.95			69.23			12.82		
All Grades	10.60			51.59			37.81		

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

Conclusions based on this data:

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

2. 8th Grade performance shows a significant negative variation in student achievement.

3. The lack of accurate testing data for two years will make revisions necessary once data is available.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	104	112		102	0		102	0		98.1	0.0	
Grade 8	109	100		107	0		107	0		98.2	0.0	
Grade 11	85	79		81	0		81	0		95.3	0.0	
All Grades	298	291		290	0		290	0		97.3	0.0	

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

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	2478.			5.88			10.78			27.45			55.88		
Grade 8	2469.			1.87			11.21			21.50			65.42		
Grade 11	2549.			4.94			9.88			34.57			50.62		
All Grades	N/A	N/A	N/A	4.14			10.69			27.24			57.93		

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 7	5.88			28.43			65.69		
Grade 8	3.74			26.17			70.09		
Grade 11	8.64			33.33			58.02		
All Grades	5.86			28.97			65.17		

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 7	7.84			47.06			45.10		
Grade 8	3.74			34.58			61.68		
Grade 11	9.88			54.32			35.80		
All Grades	6.90			44.48			48.62		

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
Grade 7	4.90			51.96			43.14		
Grade 8	2.80			42.06			55.14		
Grade 11	8.64			59.26			32.10		
All Grades	5.17			50.34			44.48		

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

Conclusions based on this data:

1. There is significant need for improvement in mathematics with almost 2/3 of students not meeting standards.

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. The lack of accurate testing data for two years will make revisions necessary once data is available.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
ELPAC Summative Assessment Data **Number of Students and Mean Scale Scores for All Students**												
7	1521.5	1523.0		1523.4	1526.0		1519.1	1519.6		28	63	
8	1475.4	1549.3		1460.6	1562.0		1489.7	1535.9		29	42	
9	1466.7	1535.0		1459.2	1546.6		1473.7	1523.0		23	24	
10	1503.9	1506.4		1483.9	1499.9		1523.4	1512.4		21	24	
11	1501.6	1497.0		1477.0	1487.8		1525.9	1505.7		14	15	
12	*	1486.1		*	1479.7		*	1491.9		6	12	
All Grades										121	180	

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Overall Language **Percentage of Students at Each Performance Level for All Students**															
7	21.43	19.05		28.57	41.27		35.71	23.81		14.29	15.87		28	63	
8	3.45	26.19		17.24	28.57		41.38	30.95		37.93	14.29		29	42	
9	4.35	16.67		21.74	29.17		30.43	37.50		43.48	16.67		23	24	
10	0.00	8.33		47.62	25.00		23.81	33.33		28.57	33.33		21	24	
11	7.14	13.33		21.43	20.00		42.86	26.67		28.57	40.00		14	15	
12	*	0.00		*	16.67		*	41.67		*	41.67		*	12	
All Grades	7.44	17.22		28.10	31.11		33.88	30.00		30.58	21.67		121	180	

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Oral Language **Percentage of Students at Each Performance Level for All Students**															
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	39.29	31.75		42.86	38.10		3.57	20.63		14.29	9.52		28	63	
8	10.34	45.24		20.69	30.95		37.93	11.90		31.03	11.90		29	42	
9	17.39	37.50		26.09	33.33		17.39	20.83		39.13	8.33		23	24	
10	28.57	20.83		23.81	25.00		19.05	25.00		28.57	29.17		21	24	
11	7.14	20.00		42.86	20.00		21.43	26.67		28.57	33.33		14	15	
12	*	8.33		*	33.33		*	25.00		*	33.33		*	12	
All Grades	21.49	31.67		30.58	32.22		20.66	20.00		27.27	16.11		121	180	

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Written Language **Percentage of Students at Each Performance Level for All Students**															
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	7.14	4.76		17.86	23.81		50.00	46.03		25.00	25.40		28	63	
8	0.00	2.38		17.24	26.19		34.48	42.86		48.28	28.57		29	42	
9	0.00	0.00		13.04	16.67		26.09	45.83		60.87	37.50		23	24	
10	0.00	4.17		9.52	4.17		47.62	54.17		42.86	37.50		21	24	
11	0.00	0.00		21.43	13.33		50.00	33.33		28.57	53.33		14	15	
12	*	0.00		*	0.00		*	33.33		*	66.67		*	12	
All Grades	1.65	2.78		14.88	18.33		42.15	44.44		41.32	34.44		121	180	

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

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
7	10.71	9.52		67.86	60.32		21.43	30.16		28	63	
8	3.45	21.43		24.14	64.29		72.41	14.29		29	42	
9	0.00	8.33		60.87	62.50		39.13	29.17		23	24	
10	0.00	8.33		66.67	41.67		33.33	50.00		21	24	
11	0.00	0.00		42.86	46.67		57.14	53.33		14	15	
12	*	0.00		*	41.67		*	58.33		*	12	
All Grades	3.31	10.56		52.07	56.67		44.63	32.78		121	180	

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

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
7	57.14	64.52		32.14	27.42		10.71	8.06		28	62	
8	41.38	66.67		24.14	21.43		34.48	11.90		29	42	
9	43.48	62.50		17.39	29.17		39.13	8.33		23	24	
10	57.14	58.33		9.52	16.67		33.33	25.00		21	24	
11	42.86	53.33		28.57	13.33		28.57	33.33		14	15	
12	*	50.00		*	16.67		*	33.33		*	12	
All Grades	49.59	62.01		22.31	22.91		28.10	15.08		121	179	

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

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	7.14	12.70		35.71	28.57		57.14	58.73		28	63	
8	6.90	16.67		27.59	33.33		65.52	50.00		29	42	
9	4.35	8.33		30.43	41.67		65.22	50.00		23	24	
10	4.76	0.00		33.33	54.17		61.90	45.83		21	24	
11	7.14	0.00		64.29	33.33		28.57	66.67		14	15	
12	*	0.00		*	33.33		*	66.67		*	12	
All Grades	5.79	9.44		36.36	35.56		57.85	55.00		121	180	

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

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
7	14.29	6.35		71.43	80.95		14.29	12.70		28	63	
8	0.00	2.38		75.86	85.71		24.14	11.90		29	42	
9	4.35	0.00		56.52	66.67		39.13	33.33		23	24	
10	0.00	4.17		66.67	58.33		33.33	37.50		21	24	
11	7.14	13.33		64.29	46.67		28.57	40.00		14	15	
12	*	0.00		*	58.33		*	41.67		*	12	
All Grades	4.96	4.44		67.77	72.78		27.27	22.78		121	180	

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

Conclusions based on this data:

1. There has been a significant shift in the EL population with higher numbers of Levels 3 and 4 and lower numbers of Level 1 students.

2. Writing and Reading domains remain far below the speaking domain in student achievement.

3. There has been a demographic shift with more English Learners in the 11th and 12th grades which should inform programmatic changes.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
609	**91.6**	**30.4**	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	185	30.4
Foster Youth		
Homeless	61	10.0
Socioeconomically Disadvantaged	558	91.6
Students with Disabilities	74	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian or Alaska Native	1	0.2
Asian	9	1.5
Filipino		
Hispanic	585	96.1
Two or More Races	2	0.3
Native Hawaiian or Pacific Islander		
White	11	1.8

Conclusions based on this data:

1. The school ahs a large percentage of socio-economically disadvantaged students based on free and reduced lunch reporting.

2. Most of the student body is latino/a.

3. Nearly one-third of the student body is English Learners.

School and Student Performance Data
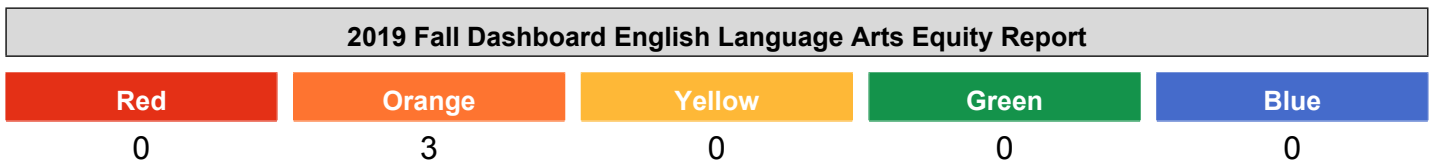
Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts 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, although we have yet to see the impact of COVID measures and distance learning.

2. College and Career rates dipped, need to understand the CC dashboard better and improve course access and reporting of CTE pathways and dual-enrollment courses.

3. Student discipline continues to be a persistent issue.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
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
	Increased Significantly ++46.7 points	Increased Significantly ++15.5 points
10	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. Dashboard measures were suspended for 2021, so no current data is available,

School and Student Performance Data
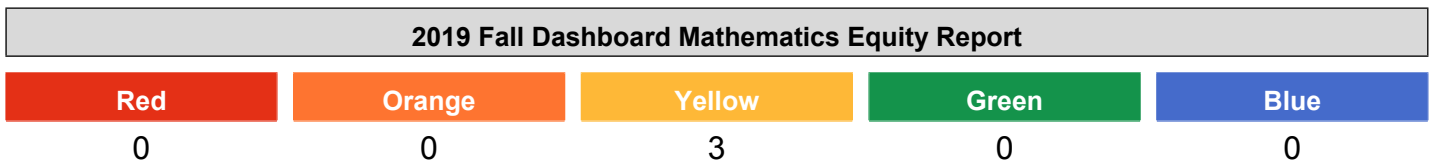
Academic Performance
Mathematics

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

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

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

Lowest Performance	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
	Increased Significantly ++21.5 points	Increased Significantly ++15.2 points
10	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 92.1 points below standard Increased Significantly ++20.2 points 265		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

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. Dashboard measures were suspended for 2021, so no current data is available,

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
36.6 making progress towards English language proficiency
Number of EL Students: 101
Performance Level: Low
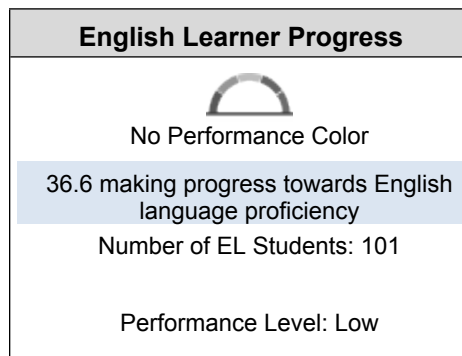
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
21.7	41.5	2.9	33.6

Conclusions based on this data:

1. More than one in five English learners regressed as measured by standardized testing.

2. Only 1/3 of students made progress of at least one performance level.

3. Few students remain at Level 4, possibly indicating success with re-designation criteria.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

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

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

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	82	100
African American		
American Indian or Alaska Native		
Asian	2	2.4
Filipino		
Hispanic	79	96.3
Native Hawaiian or Pacific Islander		
White	1	1.2
Two or More Races		
English Learners	19	23.2
Socioeconomically Disadvantaged	80	97.6
Students with Disabilities	10	12.2
Foster Youth		
Homeless	12	14.6

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless	0	0

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	12	14.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	12	15.2
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	5.3
Socioeconomically Disadvantaged	12	15
Students with Disabilities		
Foster Youth		
Homeless	1	8.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	28	34.1
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	25	31.6
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	5.3
Socioeconomically Disadvantaged	26	32.5
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	3	3.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	3	3.8
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	3	3.8
Students with Disabilities		
Foster Youth		
Homeless	0	0

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	39	47.6
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	37	46.8
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	3	15.8
Socioeconomically Disadvantaged	37	46.3
Students with Disabilities		
Foster Youth		
Homeless	1	8.3

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	23	28
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	22	27.8
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	22	27.5
Students with Disabilities		
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	13	15.9
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	13	16.5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	5.3
Socioeconomically Disadvantaged	13	16.3
Students with Disabilities		
Foster Youth		
Homeless	1	8.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Duplicated student counts are difficult to determine form the data presented. Detailed analysis would benefit the school.

2. There are significant opportunity gaps in access to dual-enrollment classes and CTE pathways for English Learners.

3. Students taking dual enrollment classes accounted for the vast majority of students meeting this indicator.

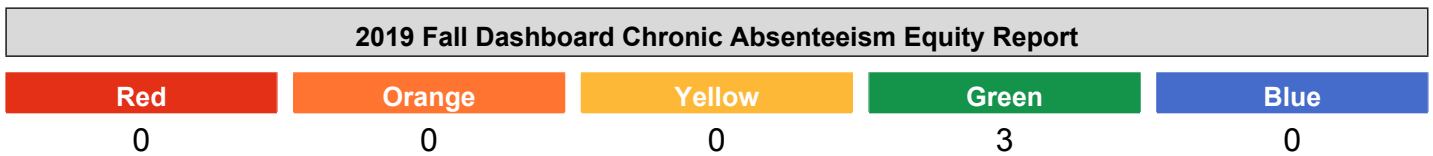# School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

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. Dashboard measures were suspended for 2021, so no current data is available,

2. Local measures indicate a significant decrease in attendance and increase in chronic absenteeism.

School and Student Performance Data

Academic Engagement
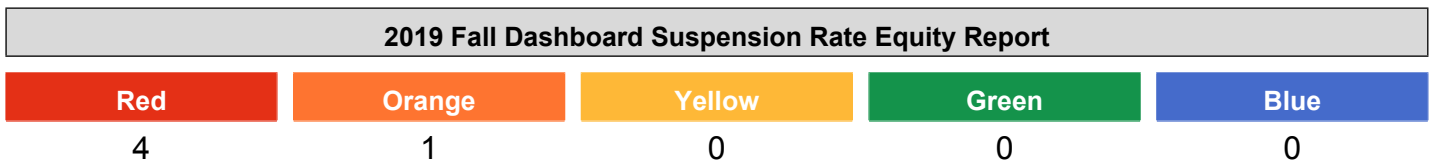## Graduation Rate Additional Report

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

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

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	82	73	0	89
English Learners	19	11	0	57.9
Foster Youth				
Homeless	12	9	0	75
Socioeconomically Disadvantaged	80	71	0	88.8
Students with Disabilities	10		0	
African American				
American Indian or Alaska Native				
Asian	2		0	
Filipino				
Hispanic	79	70	0	88.6
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

Conclusions based on this data:

1. Significant decrease in graduation rates with a decline of nearly ten percent over the past three years.

2. Every non-graduating student was from the Socioeconomically disadvantaged and Latino subgroups, and 8 of 9 were English Learners.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
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 1
Increased Significantly +5.2	Increased Significantly +6.1	
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 Less than 11 Students - Data 1		No Performance Color Less than 11 Students - Data 9	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 10.4 Increased Significantly +5.5 567	No Performance Color Less than 11 Students - Data 2	No Performance Color Less than 11 Students - Data 1	No Performance Color 20 Increased +9.5 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. Dashboard measures were suspended for 2021, so no current data is available,

2. Local measures suggest an increase in instances of suspension for the 21-22 school year.

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

Rigor

LEA/LCAP Goal

Goal 1: Achievement
Williams Unified School District will raise student achievement and prepare all students for college and career through academically challenging curriculum delivered through intentional and quality instruction.
- Ensure that students have the tools, knowledge and skills needed for college and career, beginning in Kindergarten and continuing strategically until graduation.
- Promote the essential skills, knowledge and literacies necessary for future success
- Differentiate instructional programs to meet student needs
- Provide appropriate technological resources for current teaching and learning trends

Goal 1

Implement and support 21st Century learning and teaching for college and career readiness school wide.

Identified Need

Williams Jr. Sr. High School continues to progress with regard to college and career readiness. Indicators have identified some specific barriers to student success that are address by this goal. While sufficient credit opportunities exist for students to remediate courses and to take a broad range of a-g courses, the completion rate remains at 34%, so we have decided to invest in not only staffing, professional development, and materials for theses course, but also in the implementation of AVID to provide counseling and promote student academic agency. Additionally, we have continued to support dual enrollment through providing materials, on campus courses, and summer school supports to expand the number of students enrolled in these opportunities and completing one or more semesters of college coursework. For the second year in a row, we have supported PSAT implementation for all students in the 8th and 11th grades to further reduce barriers for students' college readiness. Enrollment in Advanced Placement coursework has also increased, so more resources have been allocated for both teacher preparation and supplementary instructional materials.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
A-G offerings	2021-22 Baseline: 66 Courses approved for a-g	70 courses approved for a-g
A-G completion Rate	2021-22 Baseline: Seniors completing a-g Requirements: 34.1%	Seniors completing a-g Requirements: 40%
Dual Enrollment Course Offering	2021-22 Baseline: 8 Dual enrollment courses offered	8 Dual enrollment courses offered

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dual Enrollment Participation	2021-22 Baseline: Completed one semester of dual enrollment coursework: 47.6% Completed two semesters or more of dual enrollment coursework: 28%	Completed one semester of dual enrollment coursework: 50% Completed two semesters or more of dual enrollment coursework: 35%
PSAT Participation	2021-22 Baseline: 8th Grade: 97 test takers Mean Score: 682 10th Grade: 81 test takers Mean Score: 773	All 8th and 10th graders will take the exam. Mean Score 8th: 700 Mean Score 10th: 800
AP Enrollment	2021-22 Baseline: English Language and Composition: 11 Test Takers English Literature and Composition 17 Test Takers Spanish Language and Culture: 18 Test Takers	English Language and Composition: 15 Test Takers English Literature and Composition 25 Test Takers Spanish Language and Culture: 25 Test Takers
AP Passage	2021-22 Baseline: Scored a 3 on at least 2 AP Exams: 0 English Language and Composition: 9.1% Passage Rate English Literature and Composition 29.4% Passage Rate Spanish Language and Culture: 72.2% Passage Rate	Scored a 3 on at least 2 AP Exams: 5 English Language and Composition: 9.1% Passage Rate English Literature and Composition 29.4% Passage Rate Spanish Language and Culture: 72.2% Passage Rate
AVID offerings	2021-22 Baseline: 5 Courses	8 Courses
AVID CCI rating	2021-22 Baseline: Not certified	Certified
AVID Trained Teachers	2021-22 Baseline: 8 teachers	10 teachers
CTE Course Offerings	2021-22 Baseline: 8 courses	9 courses
CTE Pathway Completers	2021-22 Baseline: 14.6% of graduating seniors	20% of graduating seniors
Seal of Biliteracy Rate	2021-22 Baseline: 15.9% of graduating seniors	20% of graduating seniors
Special Populations Enrollment in CTE, AP, or AVID courses.	2021-22 Baseline: 78 kids on an IEP 7th through 12th grade	2 AP classes 15 in AVID

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	0 AP classes 9 in AVID 5 Dual Enrollment classes	8 Dual Enrollment classes
CAASP Performance	2021-22 Baseline: ELA Exceeded 3.2% Met 20.4% Nearly Met 27.4% Not Met 49% Math Exceeded 3.0% Met 6.6% Nearly Met 22.7% Not Met 67.7%	ELA Exceeded 5% Met 25% Nearly Met 30% Not Met 40% Math Exceeded 5% Met 10% Nearly Met 25% Not Met 60%

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

Maintain a block schedule of student-driven electives that are a-g aligned and provide rigorous academic experiences for students. Provide training for staff to assist students in developing short and long term academic goals and plans that prepare them for a variety of post-secondary outcomes. Continued training in data-driven professional learning communities to ensure rigor and engagement to help students achieve their self identified goals.

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)
272,847	LCFF 1000-1999: Certificated Personnel Salaries Staffing to provide a-g aligned course for students. (LCAP Goal 2 Action 5)
86,789	LCFF 3000-3999: Employee Benefits

	Staffing to provide a-g aligned course for students. (LCAP Goal 2 Action 5)
12,000	Other 4000-4999: Books And Supplies a-g Completion Improvement Grant Provide technology and supplemental instructional materials for a-g approved classes.
15,000	Other 1000-1999: Certificated Personnel Salaries a-g Completion Improvement Grant Release time for collaboration focused on rigorous application of state standards.
3579	Other 3000-3999: Employee Benefits a-g Completion Improvement Grant Release time for collaboration focused on rigorous application of state standards.

Strategy/Activity 2

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

All Students

Strategy/Activity

Support a range of on-campus dual enrollment and off-site advanced education opportunities for students to receive college credits for rigorous coursework.

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)
3000	ASSETS (4124) 4000-4999: Books And Supplies Continue to provide textbooks for dual enrollment courses.
3000	ASSETS (4124) 1000-1999: Certificated Personnel Salaries Provide support for summer advanced education offerings at WCC.
715	ASSETS (4124) 3000-3999: Employee Benefits

	Provide support for summer advanced education offerings at WCC.

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

All Students

Strategy/Activity

Provide opportunities for students to take nationally validated academic assessments including the PSAT, SAT, ACT, ASVAB, and AP tests. Provide counseling and score interpretation services through the College and Career Center and core subject classes.

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)
3900	Title I 5000-5999: Services And Other Operating Expenditures Implement PSAT for all 8th and 10th grade students
13000	LCFF 5000-5999: Services And Other Operating Expenditures Provide registration for student AP tests, career technical certifications, translation certification, and other nationally validated exams. (LCAP Goal 2 Action 11)
2000	LCFF 4000-4999: Books And Supplies Provide supplemental texts for preparation for AP Exams. (LCAP Goal 2 Action 11)
8000	Other 5000-5999: Services And Other Operating Expenditures a-g Completion Improvement Grant Provide AP Institute training for five teachers.

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

All Students

Strategy/Activity

Achieve certification as an AVID school with trained teachers in each of the four core core departments and designated grade-level AVID classes in grades 7-12.

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)
4700	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional consulting- AVID contract
8500	Other 5000-5999: Services And Other Operating Expenditures a-g Completion Improvement Grant Provide AVID training for four teachers.

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

All Students

Strategy/Activity

Support and promote the growth of CTE pathways and technical trainings in the sectors of Agriculture and Natural Resources, Arts, Media and Entertainment, and Education, Child Development, and Family Services. Effectively communicate pathway outcomes and student competencies to families and the community.

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)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with Disabilities, English Learners, Foster youth, Migrant students, and McKinney-Vento students

Strategy/Activity

Support access of students in traditionally underserved populations to ensure equitable access to a wide range of rigorous classes.

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)
1200	Title I 1000-1999: Certificated Personnel Salaries 6 days of substitute pay to provide release time twice a year for IEP reviews with all teachers.
286	Title I 3000-3999: Employee Benefits 6 days of substitute pay to provide release time twice a year for IEP reviews with all teachers.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Over the past year, WJSHS was able to implement many of the items planned for Activity 1. A wide range of electives was offered and necessary supplemental materials were purchased. Training was offered for AVID teachers both monthly and through the summer institute, and the number of sections and students enrolled expanded significantly. Due to staffing shortages and the availability of substitutes, we were unable to provide time for walkthroughs within the school day

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

We realigned the funding for this goal in the spring to account for activities were unable to complete due to staffing and substitute shortages.

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.

Additional funding for digital investment in supplemental materials for a-g classes was created to provide additional opportunities for students.

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

Goal 2: Conditions of Learning
Williams Unified School District will establish and foster conditions of learning that meet the educational and socio-emotional needs of all students in order to ensure their success.
- Increase student access to meaningful, appropriate, broad, and relevant learning experiences
- Provide ongoing professional learning and support for staff
- Support and retaining high-quality educators
- Offer students equitable access to rigorous and relevant curriculum and well-maintained facilities
- Utilize data-driven decision making

Goal 2

Provide students with meaningful, challenging, and relevant learning experiences that foster engagement and ultimate academic success.

Identified Need

WJSHS students benefit from activities that engage them in class and reinforce positive behaviors on campus and off. Staffing for electives classes offers high interest courses to engage students in their learning. Support for the campus-wide PBIS program is designed to provide tier one supports for all students. A wide variety of out of school learning opportunities hopes to maximize student interest in school and minimize learning loss over vacations and breaks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Walkthrough Data	21-22 Baseline Data: Number of walkthroughs completed: Not Available	Number of walkthroughs completed: 100
Out of School Time Offerings	21-22 Baseline Data: ASES 2 offerings ASSETS 12 Offerings	ASES 2 offerings ASSETS 15 Offerings
Out of School Time Enrollment	21-22 Baseline Data: ASES 29 enrolled Fall 2022 ASSETS 260 enrolled Fall 2022	ASES 29 enrolled Fall 2022 ASSETS 260 enrolled Fall 2022
ELPAC Student Data	21-22 Baseline Data: Level 1 56 Level 2 111	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Level 3 67 Level 4 28	
English Learners in ELA and Math	21-22 Baseline Data:	
Elective Course Offerings	21-22 Baseline Data: 57 sections of electives courses are included in the revised 21-22 master schedule.	55 sections of electives courses are included in the 22-23 master schedule.
Local Formative Assessments	21-22 Baseline Data: iReady Reading: 9% of students on or above grade level 13% one grade level below 10% two grade levels below 68% more than two grade levels below Math: 4% of students on or above grade level 9% one grade level below 12% two grade levels below 75% more than two grade levels below	iReady Reading: 15% of students on or above grade level 20% one grade level below 10% two grade levels below 55% more than two grade levels below Math: 10% of students on or above grade level 15% one grade level below 15% two grade levels below 60% more than two grade levels below
SWARM Bucks Redeemed	21-22 Baseline Data: Data not available.	
Grade Distribution at Semester	21-22 Baseline Data: Number of Failing Classes by Grade Level: 7th: 87 8th: 110 9th: 141 10th: 95 11th: 135 12th: 67	Number of Failing Classes by Grade Level: 7th: 75 8th: 75 9th: 100 10th: 100 11th: 100 12th: 50
Graduation Rate	21-22 Baseline Data: 89%	95%

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

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

All Students

Strategy/Activity

Provide all teachers with training to implement data-driven professional learning communities that foster high levels of student engagement. Teachers will receive access to relevant professional development and substitutes to provide release time for collaboration and peer observations.

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)
6500	Title I 1000-1999: Certificated Personnel Salaries Substitutes and salary to provide for collaboration and peer observations centered on engagement strategies
1551	Title I 3000-3999: Employee Benefits Substitutes and salary to provide for collaboration and peer observations centered on engagement strategies
17,000	LCFF 5000-5999: Services And Other Operating Expenditures Training for ALL Staff to improve pedagogy (LCAP Goal 2 Action 7)

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

All Students

Strategy/Activity

Provide out of school learning opportunities that support core academics and provide a wide range of learning opportunities based on student choice and need.

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)
25000	Title I

	5000-5999: Services And Other Operating Expenditures Provide substitutes and transportation for educational filed trips including college visits.
138705	ASSETS (4124) 1000-1999: Certificated Personnel Salaries After school and intercession tutoring and enrichment
48957	ASSETS (4124) 2000-2999: Classified Personnel Salaries After school and intercession tutoring and enrichment
53269	ASSETS (4124) 3000-3999: Employee Benefits After school and intercession tutoring and enrichment
32158	ASSETS (4124) 4000-4999: Books And Supplies After school and intercession tutoring and enrichment
16683	ASSETS (4124) 5000-5999: Services And Other Operating Expenditures After school and intercession tutoring and enrichment
14842	ASSETS (4124) 7000-7439: Other Outgo After school and intercession tutoring and enrichment

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

English Learners

Strategy/Activity

Provide instructional materials for English Learners that facilitate access to core curriculum and allow for the use of high-impact instructional strategies.

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)
12,608	Title I 4000-4999: Books And Supplies

	ELL supplemental materials
3150	Title I 5000-5999: Services And Other Operating Expenditures IXL Contract for supplemental instruction in ELA and math.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Offer a wide range of electives based on student interests that provide enriching opportunities for learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
442002	LCFF 1000-1999: Certificated Personnel Salaries Staffing for electives aligned to LCAP Goal 2 Action 6
168324	LCFF 3000-3999: Employee Benefits Staffing for electives aligned to LCAP Goal 2 Action 6

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a Multi Tiered System of Supports with school-wide implementation of PBIS.

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)
3000	LCFF 4000-4999: Books And Supplies

	Incentives for positive behaviors aligned with PBIS goals and school-wide Tier I interventions. (LCAP Goal 2 Action 10)
2500	Other 4000-4999: Books And Supplies Teacher Effectiveness Grant Incentives for positive behaviors aligned with PBIS goals and school-wide Tier I interventions.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

The return to school after distance learning posed a significant challenge to student engagement and achievement. Changes in leadership also prevented us from implementing previously planned summer programming. The lack of substitutes to provide relief for instructional rounds caused us to cancel this activity. The whole school professional learning on professional learning communities funded through this goal took place, but will not need to be repeated. Other professional learning previously described in this goal was cancelled and the funding reallocated due to time constraints\.

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

Funds were reallocated from this goal to goal one based on timing and changing needs.

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 availability of other funding sources for the 2022-23 academic year allowed us to expand offerings for students and use more targeted sources of funding for supplemental activities.

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

Connectedness

LEA/LCAP Goal

Goal 3: Family Engagement
Williams Unified School District will strengthen family engagement through communication that includes all stakeholders: students, staff, families, and community.
- Motivate and support the social and emotional well-being of all students
- Seek input and implement shared decision-making processes
- Heighten school connectedness and student engagement
- Address the needs of the whole child

Goal 3

Improve the connection between the school staff, student, families, and the larger community.

Identified Need

Connecting students and families with school resources has been a focus of WJSHS. Our intervention specialist and Bilingual Biliterate Clerk provide targeted communication for students and families. Resources are allocated to provide trainings for families and opportunities for them to voice comments and concerns. Support for activities during lunch time was provided to provided positive alternatives for students during unstructured times of the school day to reduce problematic behavior.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Referrals	21-22 Baseline Data: Data not available.	Referrals less than 50.
Discipline outcomes:	21-22 Baseline Data: Q1 Suspensions: 24 Q1 Detentions and other dispositions: 57	Q1 Suspensions: Less than 10 Q1 Detentions and other dispositions: Less than 45
Visitation Aeries Data	21-22 Baseline Data: Data not available	All parent communication from counselors to parents is tracked in AERIES.
Climate Surveys	21-22 Baseline Data: 47.7% of responses reflected positively on students' school experiences.	60% of responses reflect positively on school experiences.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly Attendance Reports	21-22 Baseline Data: 95% Monthly Attendance	Over 95% monthly attendance.
Attendance at school-wide meetings and events School Site Council ELAC Meetings Back to School Open House	21-22 Baseline Data: School Site Council: Quorum met at 6 out of 7 meetings ELAC Meetings: Data unavailable Back to School: Data unavailable Open House: Data unavailable	School Site Council: Quorum met at 7 out of 7 meetings ELAC Meetings: Quorum met at 7 out of 7 meetings Back to School: 150 Families participating Open House: 200 Families participating
Student participation at events	21-22 Baseline Data: Data not available	Participation in athletic events, FFA meetings, and other club meetings.
Chronic Absenteeism Rate	21-22 Baseline Data: 14.9%	10%

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

Intervention counselor to facilitate home school communication in Middle School.

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)
75166	LCFF 1000-1999: Certificated Personnel Salaries Salary for an Intervention Specialist. (Goal 3 Action 9)
28685	LCFF 3000-3999: Employee Benefits Benefits for an Intervention Specialist. (Goal 3 Action 9)

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

Parents

Strategy/Activity

Through-out the year: (BTNS, Open House, FCM, SSC, ELAC, Title) ELL reclassification ceremony Provide supports for parent involvement in on-campus meetings including School Site Council, ELAC, and other meetings including food, babysitting and translation services. Organize trainings for parents centered on strategies that would promote postsecondary options and students' academic and mental health.

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)
3000	Title I 4000-4999: Books And Supplies Food and training materials for parent and community events and trainings.
10,000	Other 5000-5999: Services And Other Operating Expenditures PIQE Training for parents in GEAR UP cohort focused on academic success and post-secondary preparation. (GEAR UP)
4500	Title I 4000-4999: Books And Supplies Materials to continue celebrations of student academic success in an annual Awards Night in the spring.

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

All Students

Strategy/Activity

Provide opportunities during the school day to enrich students' school experience and motivate attendance and participation in school through lunchtime activities, performances, and guest speakers.

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)
6763	Title I

	4000-4999: Books And Supplies Materials for lunchtime activities, competitions and performances.

Strategy/Activity 4

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

English Learners

Strategy/Activity

Bilingual clerk to facilitate home school communication in primary language

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)
36997	LCFF 2000-2999: Classified Personnel Salaries Salary for a part-time Bilingual Biliterate Clerk.
23835	LCFF 3000-3999: Employee Benefits Benefits for a part-time Bilingual Biliterate Clerk.

Strategy/Activity 5

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

All Students

Strategy/Activity

Create quarterly staff-student lunches to be used as incentives.

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)
4000	Title I 5000-5999: Services And Other Operating Expenditures Catering for incentive staff/student events each quarter to reward improvement and effort while promoting communication.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Overall, positions funded under this goal were able to provide critical resources and communication to families. Options at lunch reduced student referrals and suspensions. Parent trainings and meetings happened as scheduled.

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

No major changes were implemented during the school year.

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 amount of money provided for lunch activities was increased to provide greater impact. A large scale celebration of student academics was added based on observations and a need to highlight important achievements. Rewards for students shifted from more physical rewards to events providing positive experiences.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

Amount(s)	Source(s)

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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

Strategy/Activity

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

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	$77158
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,617,711.00

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	$77,158.00

Subtotal of additional federal funds included for this school: $77,158.00

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)	$311,329.00
LCFF	$1,169,645.00
Other	$59,579.00

Subtotal of state or local funds included for this school: $1,540,553.00

Total of federal, state, and/or local funds for this school: $1,617,711.00

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)	311,329.00
LCFF	1,169,645.00
Other	59,579.00
Title I	77,158.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	954,420.00
2000-2999: Classified Personnel Salaries	85,954.00
3000-3999: Employee Benefits	367,033.00
4000-4999: Books And Supplies	81,529.00
5000-5999: Services And Other Operating Expenditures	109,233.00
5800: Professional/Consulting Services And Operating Expenditures	4,700.00
7000-7439: Other Outgo	14,842.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ASSETS (4124)	141,705.00
2000-2999: Classified Personnel Salaries	ASSETS (4124)	48,957.00
3000-3999: Employee Benefits	ASSETS (4124)	53,984.00

4000-4999: Books And Supplies	ASSETS (4124)	35,158.00
5000-5999: Services And Other Operating Expenditures	ASSETS (4124)	16,683.00
7000-7439: Other Outgo	ASSETS (4124)	14,842.00
1000-1999: Certificated Personnel Salaries	LCFF	790,015.00
2000-2999: Classified Personnel Salaries	LCFF	36,997.00
3000-3999: Employee Benefits	LCFF	307,633.00
4000-4999: Books And Supplies	LCFF	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	30,000.00
1000-1999: Certificated Personnel Salaries	Other	15,000.00
3000-3999: Employee Benefits	Other	3,579.00
4000-4999: Books And Supplies	Other	14,500.00
5000-5999: Services And Other Operating Expenditures	Other	26,500.00
1000-1999: Certificated Personnel Salaries	Title I	7,700.00
3000-3999: Employee Benefits	Title I	1,837.00
4000-4999: Books And Supplies	Title I	26,871.00
5000-5999: Services And Other Operating Expenditures	Title I	36,050.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,700.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	438,516.00
Goal 2	986,249.00
Goal 3	192,946.00

School Site Council Membership

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

 1 School Principal

 3 Classroom Teachers

 1 Other School Staff

 4 Parent or Community Members

 2 Secondary Students

Name of Members	Role
Tyler Rutledge(1 Year)	Principal
Mariela Cruz (1 Year)	Other School Staff
Ana Minutti (1 Year)	Parent or Community Member
Ken Roberts (2 years)	Classroom Teacher
James Welcome (3 years)	Classroom Teacher
Fidelia Rios (1 year)	Parent or Community Member
Robert Tamayo (1 year)	Classroom Teacher
Jesus Botello (1 year)	Parent or Community Member
Krizzia Ortiz	Secondary Student
Kimberly Rios Ocampo (1 Year)	Secondary Student
Ernesto Rios (1 Year)	Parent or Community Member
Evelyn Guevarra	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
	Other: Organizational Leadership Team, Student Leadership Team and Department Instructional 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 10/3/2022.

Attested:

Tyler Rutledge (signature)	Principal, Tyler Rutledge, Principal on 10/6/2022
James Welcome (signature)	SSC Chairperson, James Welcome, Chairperson on

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

The TSI plan shall:

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

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